

**UNIVERSITY OF KOTA, KOTA**

**पाठ्यक्रम**

**SYLLABUS**

**SCHEME OF EXAMINATION AND  
COURSES OF STUDY**

**FACULTY OF EDUCATION  
M.Ed. Examination, 2013**

**कोटा विश्वविद्यालय, कोटा**

# UNIVERSITY OF KOTA, KOTA

## *SYLLABUS*

### SCHEME OF EXAMINATION AND COURSES OF STUDY

### M.Ed. Examination, 2013

#### FACULTY OF EDUCATION

#### NOTICE

1. The Ordinances governing examination in the Faculties of Arts, Fine Arts, Social Science, Science, Commerce, and Law are contained in separate booklets. The students are advised to refer to the same.
2. Changes in statutes/ Ordinances / Rules/ Regulations/ syllabus and Books may, from time to time, be made by amendment or re-making, and a candidate shall, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change.

Note : The decision taken by the Academic Council shall be final.

#### **सूचना**

1. कला, ललितकला, सामाजिक विज्ञान, विज्ञान, वाणिज्य, एवं विधि संकाय की परीक्षाओं से सम्बद्ध अध्यादेश (आर्डिनेस) पृथक पुस्तिका में संकलित है। छात्रों को सलाह दी जाती है कि उनको देखे।
2. समय-समय पर संशोधन या पुनः निर्माण कर अधिनियमों /अध्यादेशों/नियमों/ विनियमों/पाठ्यक्रमों व पुस्तकों में परिवर्तन किया जा सकता है, तथा किसी भी परिवर्तन को छात्र को उनको मानना होगा जो पाठ्यक्रम के उन वर्गों के लिए लागू हो जिसे परिवर्तन के समय पूरा नहीं किया हो, बशर्ते कि विश्वविद्यालय ने अन्यथा प्रकार से उनको छूट न दे दी हो।

नोट :- विद्या परिषद् द्वारा लिये गये निर्णय अन्तिम होंगे।

# **ORDINANCES FOR ADMISSION OF STUDENTS TO THE EXAMINATION OF MASTER OF EDUCATION**

**O.327** The examination for the degree of Master of Education shall be open to candidates who have after graduation passed the B.Ed. (SC/Commerce/Agriculture Home Science) or One year B.Ed Languages (English/Hindi) or Two year B.Ed. (Craft) Course examination or four Year B.Tech. Ed. examination or four year B.Sc. B.Ed. examination or any other examination recognised as equivalent there to pursued a regular course of study as hereinafter prescribed for not less than one academic year.

**N.B.:** Candidates passing Shiksha Shastri Examination and Seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed., If the candidates have passed in Shiksha Sastri examination with courses of study as are identical to B.Ed. This shall be operative from the session 1980-81.

**O. 328.** The examination shall be held in two - parts- Part I comprising of Written Papers and Part II comprising a dissertation embodying the results of an investigation carried out by the candidate. A candidate may take both parts simultaneously or Part I at the end of second or third year. A Candidate who chooses to take the two parts of the examinations separately shall not be eligible to submit a Dissertation under part II unless he or she has been previously admitted to and passed in the paper under Part I of the examination.

**O.328 A.** The objectives of the M.Ed, Course are:

1. To Prepare professional personal required for colleges of education .
2. To Prepare professional administrators and supervisors for positions of responsibility in educational institutions, Department of education and Educational Planning and in Supervisory educational Services.
3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation
4. To train persons for participation in programmes of examination reforms and educational evaluation
5. To train persons for organising curriculum development and preparation of instructional materials
6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline

**O. 329.** The examination for the Degree of M.Ed. shall consist of the following :-

## **R-43: SCHEME OF EXAMINATION PART – I (Theory Papers)**

### **A. Compulsory papers**

Paper - I - Philosophical & Sociological Foundations of Education.

Paper - II - Methodology of Educational Research

Paper - III - Psychological Foundations of Teaching Learning

### **B. Optional Papers IV & V:**

Any two papers from any one group out of the following groups.

Group - I - Advanced Psychology

Group - II - Educational Management Planning and Finance

Group - III - Comparative Education

Group - IV - Curriculum Development, Implementation, Evaluation Change  
Text Books.

Group - V - Foundations of Teacher Education

Group - VI - Guidance and Counselling

Group - VII - Educational Technology

Group - VIII - Educational Measurement and Evaluation

**PART - I Five Theory Papers:** Each Theory Paper (Compulsory 3 and optional 2 in all five) will carry 3 hrs duration and 100 marks each.

These marks further divided as

Theory Paper	75 Marks
Sessional Work	25 Marks

The Sessional work shall be examined by the internal examiners and the marks awarded by them shall be considered final. A committee constituted by the Principal of TTI will carry out the internal assessment \. The faculty members teaching the paper concerned shall be the member of the committee. The committee will decide the modusoperandi of the evaluation.

The successful candidates will be awarded the division based on the aggregate Marks according to the following :

First Division 60% and above, Second Division 48% and above but less than 60%

Minimum pass marks in each Theory paper except Dissertations will be 36%. In dissertations the minimum pass marks shall be 48%

## **PART - II**

**Dissertation External** 100 Marks

The dissertation shall be examined on the following lines:

(i) External Examiner	50 Marks
(ii) Internal Examiner	50 Marks

In assessing the Dissertation, marks shall be assigned independently by both the external examiner and the Internal Examiner out of a maximum of 50 Marks, the total of the two awards being taken as the final awards.

**O.329 A.** The Dissertation under Part-II shall be closely related to the optional papers offered by the candidate. In special cases the Principal may permit a student to select any other field for his dissertation.

Every candidate for the M.Ed. examination under part II shall, at the time of submitting his dissertation will produce certificate from the head of the institutions where she/he has studied and is fit to be examined.

The three copies of dissertation together with three copies of the summary shall be submitted before the commencement of annual examination to the Principal of the College, who will forward one copy, of the dissertation along with summary to the Registrar of the university.

In case of candidates having offered dissertation involving interdisciplinary approach to more than one person be permitted and such a supervision be termed as Joint supervision.

**O.329 B.** Failure to appear at or pass the examination shall not disqualify candidate from presenting himself at any subsequent examination on a fresh application being forwarded and a further fee paid. Such a candidate shall not be required to pursue a further course of study at any affiliated college.

**O. 329 C.** If in the examination both parts of which are taken simultaneously, a candidate's Dissertation is adequate he has not reached the required standard in the written Part of the examination, the candidate shall be exempted from re-entry on the presentation of a Dissertation; similarly if the candidate has reached the

required standard in the written papers, but his Dissertation is not adequate, he shall be exempted from re-entry in the written part of the examination

**O. 329 D.** A candidate who has passed the M.Ed. Examination of this University or any other University recognised by syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialisation already offered by him (Without attending an affiliated colleges), or the papers in any other area of specialisation under Part I (B) provided he studies at the post Graduate Teachers Training college affiliated to the university for atleast three months and completes the required amount of The oritical Practical, Sessional work if he area of specialisation which he wishes to offer os different from the one in which he submitted the dissertation during the M.Ed. Examination.

**Note:**

1. The Combination of Law with M.Ed. course shall not be permitted.
2. Candidates appearing at the M.Ed. Examination are allows option of answering their question papers, (including writing Dissertation) through the medium of Hindi.

## **M.Ed. Syllabus-2013**

**Compulsory Papers:**

**Paper I: Philosophical & Sociological Foundations of Education**

*Objectives:*

1. To develop a deeper understanding of the relationship between philosophy and education
2. To acquaint the students with the major Indian Philosophy and the implications for education
3. To acquaint them with the major western philosophies which serves as foundations for educational though and practice
4. To develop a deeper understanding of the major modern movement in educational philosophies in the West and in India
5. To develop the abilities to make comparisons between different philosophies and their educational implications
6. To Develop the capacity to do independent thinking and a deeper insight into the philosophical roots & educational problems
7. To Stimulate the students to have their own independent and consistent view-point of a philosophy of education which enable them to make effective decisions on educational problems or issues
8. To enable the students to make preparing analysis of the social structure or to realize the role of education as an instrument of social political, Economic and Industrial change.

***Section A : Philosophical & Sociological Foundations of Education :***

1. The Meaning & nature of Philosophy: Use of Philosophy, Branches of Philosophy; metaphysics, epistemology, and axiology and their implications for education; philosophical redirection of educational research in recent times.
2. Indian Philosophical Foundations of Education-Characteristics of Indian Philosophy; Education as conceived in vadic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following philosophies: Buddhism Jainism Nyaya Vedanta (Upanishad, Geeta and Advaita Vedanta only) Samkhya. Teacher student relationship as manifest in Bhagwatgeeta and Upanishads. Quranic monism and monotheism and its influence in education
3. Western Philosophical Foundations of Education-A short introduction to major Western Philosophical Naturalism: Its metaphysics and epistemology: aims of education, educative process, freedom and discipline in education according to Naturalism

**Idealism** : Its Metaphysics and theories of knowledge: the nature of the learner, aims of education, teacher pupil relationship, of education, freedom and discipline values in education and theories of Knowledge, Realism : Its Metaphysics and the learner, freedom and discipline. Realism: Its Metaphysics and theories of Knowledge: aims of education, nature of the learner and educative process according to Realism.  
**Pragmatism**: Its metaphysics and theories of knowledge; the nature of the learner, aims of education, teacher pupil relationship, method of education and curriculum according existentialism to Pragmatism.

#### 4. Contemporary philosophical thought and education Humanism Existentialism

### ***Section B: Sociological Foundation of Education:***

1. Concept, meaning, scope and Functions of Sociology of Edu. Education as a Social Sub-system.
  - i. Concept of Social system
  - ii. Specific characteristics of education as a special sub-system
  - iii. Education and its relationship with other special sub-system i.e. Family, Caste and State.
2. Education as a social process:
  - i. Theories of socialization.
  - ii. Process of acculturation and socialisation.
  - iii. Role of family, Caste, and state in preservation transmission and enrichment of culture.
  - iv. The concept of culture. Cultural lag, conflict,
  - v. Unity and diversity in India, making composite culture. Role of education.
  - vi. Concept of Social stratification & Factors & affecting
3. (a) Change and Education:
  - i. Concepts of change and planned change.
  - ii. Process of Planned change.
  - iii. Functions and qualities of change agent.
  - iv. Social Mobility, Modernization and Education.
  - v. Impact of science and technology on society & education.

(b) Social structure & Education -Conflict and Crisis within Indian Social Structure.
4. Social dimension of Education
  - i. Approaches to religious and moral education Humanistic and spiritual approaches.
  - ii. Socialistic democratic state of Indian society and education.
  - iii. Existing educational disparities, nature and causes equalisation of education opportunities.
  - iv. Radical thought attentations in education, Deschooling, Concept and consequences. Futurology of Education.

### ***Sessional Work:***

1. Two term papers
2. Three abstract of recent articles related to the subject published in journals

### ***Books Recommended:***

1. Altekar, A.S.: Education in Ancient India, Book Shop Varanasi 1934.
2. Bhaum, Archia-I : Philosophy, An Introduction, Bombay, Asia Publishing House,1962.

3. Brameld Theodore: Cultural Foundation of Education An Interdisciplinary Experation New York, Harper and Bros., 1957.
4. Brown Francis. J.: Educational Sociology.
5. Anu Baal Govid Trivari: shisha ke sashkutik Aadhar traj. Hindi gratha Akadmi.
6. Brubacher, J.S,L An eclectic Philogophy of Ecucation (2nd Ed.)
7. Butler, J.D. : Four Philosophies, (3rd.Ed.) New York, Harper and Bross., 1969.
8. Chatterji S.C. & Datta D.A. : An Introduction to Indian Philosophy Calcutta, Calcutta University Press, 1955.
9. Cook L.A. and Cook E.F. :A Sociological Approach to Education McGraw Hill Book Co.,
10. Dewey John: Democracy & Education, New York. Mac Millan & Co., 1940.
11. Durant, Will: The story of Philosophy, London Eastern Boon,1955.
12. Havighurst, Robert J. Newgarten: Society and Education, Bosten Allen of Bacon Inc. 1957.
13. Hodgkuison L. Hanold : Education in Social and cultural Perspectives, Engle wood cliff, Prentice Hall Inc., 1962.
14. H. Aralambos,M. with R.M. Herld : Sociology: Themes & Perspective, Oxford University, Press Delhi. 1981.
15. Hocking W.B.: Types of Philosophy, New York, Scribners Sons,1957.
16. Illceh Iven: Schooling Society Pengven
17. Joad, C.E.M. : Modern Philosophy, London, Clarendon Press,1953.
18. Jones H.R. Arther Maylew.: Development of Education system in India Deep & Deep Publications, New DELhi,1988
19. Johnston, Herbert: A Philosophy of Education, New York, Mc.Graw Hill Book Co. Inch., 1963.
20. K. Ellis John J. Cogan, Kenneth Honey : Introduction to Foundation of Education Prentice Hall New Jersey 1981.
21. Kabir, Humayun: Indian Philosophy of Education Bombay, Asia Publishing House,1962.
22. Lodge R.C.: Philosphy of Edu.New York, Harper and Bros. 1947.
23. Manning Charpo: The story of Indian Philosophy, Calcutta Sushi Gupta.1965.
24. Max Muller F.: The six systems of Indian Philosophy, Calcutta Sushil Gupta,1956.
25. Max. Muller F.: The Vendanta Philosophy, Calcutta, Sushil Gupta.1956.
26. Mohanty J.: Democracy and Education in India Deep & Deep Publications, New Delhi 1989.
27. Monis. V.C. Modern Movements in Educational Philosophy, Honghaton Miffine Co. Bosten 1969.
28. Mukherjee, H.B. : Education for Fullness, Asia Publishing House, New Delhi.
29. Mukherji, R.K. : Ancient Indian Education., London Macmillan Co., 1947.
30. Aod L.K.: Shisha ki Dashanik Pusbhumi raj. Hindi Gartha Aakadmi. Jaipur.
31. Paliwal, M.N.R. : Social change and Education, Uppal Publishing House, New Delhi.1984.
32. Part Joe (Ed): Selected readings in the Philosophy of Edu. New York, the Mac Millan & Co., 1963.
33. Dhiman O.P.: Foundation of Education.
34. F. Edgar: Learning to be., Atma Ram and Sons, 1987.

## **Paper II : Methodology of Educational Research**

### **Objectives:**

1. To develop an understanding about the concept of Research in Education and its significance.
2. To develop skill in preparing a good research plan.
3. To develop insight into different types of researches in education.
4. To develop scientific and research attitude.
5. To develop understanding about the use of different types of research tools & techniques.
6. To learn planning for different types of research designs.
7. To develop skill in analysing quantitative and qualitative data.
8. To develop skill in writing a good research report.
9. To apprise any recent research study.

*Syllabus:*

**Unit I : Concept of Research in Education:**

- i. Meaning & Significance of Research
- ii. Research in Education-its need & significance
- iii. Scientific Method and Research in Education.
- iv. Need for Developing Scientific Attitudes.

**Unit-II : Building Scientific Educational Research Theory:**

Meaning of the following terms:

- i. Philosophical & Scientific Theory
- ii. Concepts and Constructs.
- iii. Hypothesis, Facts, Theory, Laws & axioms
- iv. Research & Educational Theory, Steps in developing a Scientific Theory.
- v. Relationship between Theory & Research

**Unit III : Developing a Research Plan:**

- i. The Research Problem - Its selection, formulation and delimitation. Qualities of a good research problem.
- ii. Formulation of hypothesis, characteristics of good hypothesis, testing of hypothesis & Null hypothesis.
- iii. Sampling, Methods of sampling, characteristics of a good sample.
- iv. Format in preparing a research plan.

**Unit IV : Types of Educational Research:**

- i. Historical Research, Primary & Secondary Sources, documents and relies.
- ii. Status Surveys-Descriptive and Normative
- iii. Experimental Research, Research designs-simple and various group designs.
- iv. Basic and Action Research.
- v. Correctational & Prediction Studies
- vi. Interdisciplinary approach to Educational Research.

**Unit V : Collection of Data**

- i. Problems involved in the collection of Data, Precautions to be taken
- ii. Techniques & Tools of Data Collection.
- iii. Characteristics of a good research tool or technique reliability & validity of norms.
- iv. Questionnaire, Interview, observation attitude scales, Rating scales, check lists, standardised educational & psychological tests.
- v. Case study technique and case work.

**Unit VI : Analysis and Interpretation of Data :**

- i. Qualitative Analysis-Content analysis,
- ii. External and Internal criticism.
- iii. Quantitative Analysis
  - a. Testing the significance of reliability of measures of central tendency, variability, percentages & correlation.



- b. Testing the significance of statistics by the use of t-test F-Ratio test, Mann-Whitney U test sign chi-square test & Median test.
- c. Use of Computers in research.

### **Unit VII : Writing the Research Report:**

- i. Use of library, importance of taking notes, reference material.
- ii. Characteristics of a good research report.
- iii. Evaluation of research report, criteria for evaluation.

### **Unit VIII : Review of Educational Research in India & Abroad:**

- i. History of Research in Education in India & Abroad.
- ii. Present status of Research in India & abroad.
- iii. Recent trends and gaps in different areas.
- iv. Future of Educational Research in India. Research needs with special Reference to Rajasthan.

### *Sessional Work:*

1. A Critical appraisal of a recent research study.
2. Development of any one of the following tools:
  - a. Questionnaire
  - b. Observation Schedule
  - c. Interview schedule
  - d. An attitudes scale
  - e. Rating scale
  - f. Check list.

### *Bibliography:*

1. Corey, Stephen M: Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University 1953.
2. Guilford J.P. Fundamental Statistics in Psychology and Education. London Mc. Graw Hill Book Co., 1956.
3. Shiltz & Jahoda: Research Methods in Social Relations London, Methuen & Co., 1959.
4. Trainers, R.M.W. : An introduction to Educational Research London, Mc, Millan Co., 1958.
5. Verma, . : An Introduction to Educational & Psychological Research, Bombay, Asia Publishing House.
6. Sukhia, S.P. Malhotra, P.V.: Elements of Educational Research, New Delhi, Allied Publishers.
7. Best, J. W. : Research in Education. Englewood Cliffs, J.N. Prentice Hall. 1969.
8. Good W. Hatt. P.K.: Methods in Social Research ,London McGraw Hill Book Co., 1962.
9. Whitney, F.L. : The Elements of Research Bombay, Asia Publishing House, 1950.
10. Good Methods of Research, New York, Application Country Crofits 1954.
11. Olurir Research in Education Georgia Allen and Linwon, 1960.
12. Encyclopaedias of Education Research, New York, Mac Millan & Co., 1960, 1979, 1980, 1990.
13. Buch (Ed) : surveys of Education Nos. 1, 2, 3, & 4, NCERT, New Delhi.
14. Dr. B.N. Ray: Anusadhan Parichay, Vinod Pusatak Madir.
15. Sushiya S.P.: Sekshik Anusadhan ke Mul Tatv, Vinod Pusatak Madir Agra.
16. R.S.Sharma : Sodha Pradhya Lekhan, Kamal Book Dipo, Murret
17. R.S.Sharma : Sekha Anusadhan Lekhan, Kamal Book Dipo, Murret
18. Dr. Kapil: Sekshik Anusadhan , Bhagav, Agra.

## **Paper III : Psychological Foundations of Teaching-Learning**

### **Objectives**

1. To promote a scientific study of educational psychology its objectives methods and concepts.
2. To prepare personnel for work in the fields of educational and psychological research.
3. To study the educational and behavioral Problems of students and teachers in the light of the scientific knowledge available in the field of educational psychology.

### **Unit I: General conception of teaching:**

1. Teaching : Its fundamental dimension such as the teacher, the student, the learning material and learning objectives, the methods, the environments as they interact with each other and determine student' learning a discussion of how they affect teaching learning.
2. Theories of Teaching: The concept relation to theories of learning, the concept of a model for Teaching, a few illustrations such as Robert Glasser's Basic Model of teaching, Flander's interaction Model of Teaching.

### **Unit II : School of Psychology and Learning Theories:**

1. An introduction to behaviorism, Functionalism gestalt Psycho-analysis. Learning theories with class room implication (a) Connectionism (b) Classical Conditioning (c) Operant conditioning cognitive field theory contributions of Piagat, Bruner and Ansubel to learning.

### **Unit III :Psychological Determinants of Teaching Learning:**

1. The Students:
  - a. Cognitive abilities : Intelligence creativity, attitude, Nature, measurements and implication for teaching learning...
  - b. Motivation :Nature, classification and theories, Maslow's self actualization and Meclleland's achievement, Motivation with reference to research done in India.
  - c. Personality characteristics, interests needs adjustment, anxiety self concept, their nature and measurement and implications for teaching learning.
  - d. Creativity-concept measurement and creative teaching.

### **Unit IV : Adjustment:**

Psychology of Adjustment, Adjustment process and different adjustment mechanism. maladjustment and corrective measures.

### **Unit V: Group Dynamics :**

Concept , structure and process, Class room climate and its educational implications.

### **Unit VI : Innovations in Teaching Learning :**

- a. Edu. Technology : meaning, brief history, its three types (Edu. Technology I, Edu. Technology II, Edu. Technology III)
- b. Programmed Instruction: definition, Origin, types, principles of linear and tranching programming, steps in the construction of a programme.
- c. Computer assisted learning and Teaching.

*Sessional Work:*

1. Administration, scoring and interpretation of any one of the projective tests of Personality.
2. Administration, Scoring and interpretation of any one attitude scale or interest inventory or aptitude test.
3. Construction of a program on any topic of one's own choice.

*Text Book:*

1. The Psychology of Learning and Instruction. John P. Dececonn Prentice Hall, India 1968.
2. Teaching : A Psychological Analysis, C.M. Flaming Methuen and Co., Ltd, London, 1968 (3rd edition)
3. Teacher and Pupil: Some Socio- Psychological Aspects. Philip Gammage, Routledge and Kegan Paul,
4. Psychological Foundation of Education. Morris L. Bigge and Maurice P. Hunt, 1962.
5. Advanced Educational Psychology : B. Kuppaswamy, Sterling Publishers (p) Ltd., 1972.
6. Model o Teaching : Bruce Joyce and Morsha Well, Prentice Hall International, Inc. London, 1972 (Chapter 20 Particularly).
7. Advanced Edu. Psychology : S.S. Chauhan Vikas Publications.
8. Bigge and Hunt: Foundation of Educational Psychology.
9. Lay Cook: Educational Psychology.

***Books for Further Reading:***

1. The teachers and the Learning Process : Robert D. Strom, (ed) Prentice Hall Inc. Englewood Cliffs, New Jersey, (1970).
2. Studying Teaching : An Analysis of Class room R. Pancella James S. Van Ness. Prentice Hall Inc, Englewood Cliffs, New Jersey, (1971).
3. Improving Teaching : An Analysis of Class room verbal Interaction Edmund Amidon and Alizabeth, Hunter Holt and Rinehart, Chicago, 1971
4. The Management of Learning : Ivor K. Davies, McGraw Hill London, 1971.
5. Psychological Concepts in education : (Eds) B. Paul Komisar and C.J.M. Macmillan, Reand Mc Nally and Co., Chicago, 1968.
6. Interaction Analysis: Wesley, London, 1967.

## **Group - I - Advanced Psychology**

### **Group-I Paper-I Psychology of Teaching, Learning and Development**

*Objectives*

1. To promote a scientific study of teaching-learning process.
2. To develop and understanding of research in the field of teaching and learning.
3. To understand relationship between teaching-learning process and Development.

*Syllabus:*

**Unit I : The Nature of Teaching, Learning and Development:**

- Fundamental concepts: The nature of Teaching Learning Process, Growth and Development, Maturation and Learning.

- Developmental Process: Innate and Learned Behavior

-Management of Development : The Scientific and the Practical, Early childhood. Later Childhood, Adolescence, Adulthood,

**Unit II : Research on Development :**

- Piagets Ausmble Researches on Child Development
- Bruners Research on Early Learning and Kolhberg readiness.
- Researches on Moral & Character Development.

**Unit III: The Process of Teaching:**

- Instructions, Teaching and Education
- Strategies of Teaching-Information Processing Models of Teaching.
- Inductive and Deductive Models.
- The Concept Attainment Model.
- The Taba Model : A process approach to learning.
- The Ausuble Model: Advanced organizers and meaningful learning.
- The suchman Inquiry Model : Develop thinking skills through Inquiry.
- The Gordon's Model to Develop creativity : Synectics.

**Unit IV: Developing New Behavior:**

- Differences in individual rate of learning and pace of development.
- Role of different Teaching and Learning Strategies in the development of behavior.
- Learning Simple & complex behavior : Behavior role of modification techniques.
- Practice, Reinforcement, Motivation and conditioning in learning a new behavior.

**Unit V : The Dynamics of Behavior Development :**

- Needs; Maslows hierarchy of needs.
- Values and attitudes.
- Motivation : Theories of Motivation
- Communication -Transactional skills
- Developing personnel Communication skills
- The group dynamics.

**Unit VI : Taxonomy of Learning Objectives:**

- Blooms Taxonomy of Learning objectives.
- Magers Taxonomy of Behavioral objectives.

***Sessional Work:***

1. Teaching two lessons using different models of instructional strategies
2. Modifying child behavior by the use of any one behavior modification techniques

**Group-I Paper II : Psychology of Child Development*****Objectives:***

1. To enable the student to undertake a systematic study of the growing child.
2. To held him to understand the role of the house and the school in the child's development.

***Syllabus :*****Unit I : Scientific Methods and Child Psychology :**

- Research Methods in Child Psychology-Case studies, Longitudinal & Cross Section studies, observation techniques and Experimentation.
- Review of research in the field of Child Psychology in India abroad.

## **Unit II :Child Growth and Development :**

-General Principles of Growth & Development Basic Factors in Development, Heredity & Environment, Growth and maturation, Learning & Motivation, Language and Intelligence.

## **Unit III :Development during childhood Period :**

-Physical & Motor Development  
-Emotional & Social Development  
Language & Mental Development  
Moral & Character Development.

## **Unit IV :Theories of Development :**

-Jean Piaget's theory of cognitive Development  
-Lewin's Field Theory  
-Behavioristic Theory  
-Psycho-Analytic Theory

## **Unit V :Factors affecting Child Development :**

-Home-Influence of Early life experiences, Physical and psycho-social atmosphere. Structure of family, Position of the child in the family.  
-Society-Influence of Experiences with the peers, neighbours classmates and Schoolmates School climate, Mass Media, T.V. & Cinema  
-Culture-Influence of Child reasoning practices, Socio-cultural & religious practices.

## **Unit VI :Personality Development of a Child :**

-The concept of personality  
-Theories of Personality  
-Self-Perception the self concept.  
-Problems of personality Adjustment among children

## **Unit VII : Managing Child Development :**

- Need for Diagnosing and early detection of Development disturbances in Children and their treatment.  
-Common Child age disturbances-  
Speech disorders, Thumb sucking, nail biting, neurosis Temper-tantrum, shyness, destructive & aggressive behavior, Irrational fears and anxieties, Learning disabilities Feeble-mindedness.  
-Therapies for treatment-  
Behavior modification techniques, Psycho Therapy, Play  
Therapy, Role Playing, Socio-drama, Directed & Nondirected Counseling-  
-Role of Child Guidance clinics-Their organization.

### ***Sessional Work:***

- a. Application of Behavior Modification Techniques in an experiment on any one disturbed child or  
Use of Development Model of teaching to improve logic reasoning in children or for Social & Moral Development.
- b. Any three experiments out of the following:
  1. C.A.T.
  2. Conservation
  3. Reaction to Frustration
  4. Span of Attention
  5. Span of Memory.

*Bibliography:*

1. To enable the student to undertake a systematic study of the adolescent.
2. To help him understand the needs and Problems of adolescent and adopt measures to bring his adjustment.

**Group-I Paper III :Psychology of Adolescence :**

*Objectives:*

1. To enable the student to undertake a systematic study of the adolescent.
2. To help him understand the needs and Problems of adolescent and adopt measures to bring his adjustment.

*Syllabus:*

**Unit I :Adolescence**

Its meaning & significance Modern views on adolescence, concern of contemporary adolescents in Western societies and India. Authority V/s Adolescents. Parents Vs Adolescents & Teachers Vs Adolescents.

Juvenile studies of prolonged Adolescence. Margret Meads studies of Adolescents in primitive societies & their implications.

**Unit II :Growth & Development Daring Adolescence:**

Physical changes & Development-Body types, Athletic skills role of glands. Health during Adolescence. Psychological significance of Physical changes.

Cognitive Development-intelligence, memory, reasoning etc.

Social Development-Social Acceptance & Rejection, prejudice, leadership, recreation. Ways of promoting social adjustment. Emotional Development.

**Unit III :The Adolescent & his Family :**

Growing up to Adolescents in Western and Indian families-a comparative study of family interaction patterns. Characteristics of Adolescents from broken & unbroken families.

Problem of Emancipation of adolescents from family in India and abroad.

**Unit IV : The Adolescent & School:**

The Adolescent peer and school influences, self-concepts of Adolescents and role of the school unrealized potentials of Adolescents Adolescent Interest and the School Role of the School in the development of creativity among adolescents.

**Unit V :Adolescent Delinquency:**

Meaning and Significance, Characteristics of a delinquent personality causes of delinquency Role of hereditary & environment : Glueck and Glueks study of Adolescent Delinquency; studies done in India. Psycho analytic Interpretations of delinquent behavior. Delinquency among adolescents from low, middle & high socio-economic status family backgrounds.

Prevention of Delinquency, Treatment of Delinquents-Environmental & Social Types of institution for reforming juvenile delinquents in India.

**Unit VI : Problems of Adolescents:**

Use & Abuse of drug addiction among adolescents. Problem of activism & Terrorism among adolescent. Adolescent employment-their occupational aspirations, parental influence in their career choice of occupational values.

Sexual knowledge and sex education. Adolescent values in Transition-religious moral values, problem of

generation gap. Adjustment of Adolescent in the present changing system of values.

***Sessional Work:***

Use of Synectics model for developing creative writing ability among adolescent.

or

Case study of an adolescent and its follow up work report.

or

Study of a group of adolescent with the help of an opinionnaire on any important topic.

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12. W.H.O. : Health Problems of Adolescents (Tech.Report)196.
13. Moore, B.M. : Juvenile Delinquency, Washington NEA,195.
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## **Group-II: Educational Management Planning and Finance**

### **Group-II Paper I : Principles of Educational Management**

***Objectives:***

1. To introduce the basic concepts of educational Management.
2. to introduce recent trends in educational management (administration)
3. To develop understanding and appreciation of the systems of educational and management and their implications for educational management.
4. To acquaint the students with major problems of educational management (Administration).
5. To develop an understanding of modern concepts of educational supervision, its approaches and role of supervisor for bringing efficiency in managing affairs of institution.

***Syllabus:***

1. (a) Emergence of educational administration as a specialized area.  
The Scientific management movement (1910-1935)  
The Human relation Movement (1935-1950)  
The Social Science Movement(1950-1970)  
The integrated approach (1970 on wards)  
(b) Modern concept of educational administration
2. Some important theories of administration and their implications for educational administration:
  - i. Griffith's theory of decision making
  - ii. Conflict theory of Getzel.
  - iii. Blou's and Maxwabers theory of bureaucracy

- iv. Theory of organization equilibrium
3. Educational Administrative systems of U.S.A., U.K., France, China and India. Influence of Geographical, Historical, Political and Economic factors on the systems of administration with reference to the above countries.
4. Administrative set up of school education in India at the central, state and local levels with reference to
  - i. Constitutional provision;
  - ii. Control;
  - iii. Supervision; and
  - iv. Finance.
5. The meaning and nature of organization and organisational structure, traditional and emerging concepts, criteria of good organizational structure. Models of organization. Bureaucratic Representative Autonomous.
6. Decision making, concept, Types of decision making, scientific process of decision making and some models of decision making.
7. Educational leaderships-changing concepts; modern concept; modern concept of leaderships (authoritarian, democratic, and laissez-faire), their nature and implications for educational administration, merits and demerits of each type of leaderships, Important theories, merits and demerits of each type of leaderships, Important theories of leadership : both task oriented and people oriented; criteria to evaluate leadership Styles of leadership : namothatic ; Ideographic and Transactional.
8. Modern concepts, and scope of supervision, objectives of modern supervision, areas of supervision, supervisory process and techniques of modern supervision, evaluation of effective supervision.
9. Research in educational administration in India (with reference of Researches in the areas of leadership and supervision), recent researches conducted in the field of educational administration, gaps and suggestions for future research.

*Sessional Work: Any of the following:*

1. Review of any one research paper or a thesis in the field of educational Administration.
2. A study of supervisory practices in schools.
3. Comparative study of administrative styles in any two schools.
4. Study of grant-in-aid system in Rajasthan.

*Bibliography :*

1. Cambollell, R.F. and Gregg, R.T. (ed.) :Administrative Behavior in Education, Harpar 1957.
2. Coladrei, A.P. and Getzels, J.w. :The use of Theory in Educational Administration (monograph) Stanford University, 1950.
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4. Sears, J.B. :The Nature of Administrative Process, Mc Graw Hill, 1950,
5. A.A.S.A. Staff Relations in Educational Administration 33rd year book of the Association 1955.
6. Mort Paul, ROSS :Principles of School Administration Mc.Graw Hill 1956.
7. Johns, R.L. and Masphe, E.L. (ed.):Problems and Issues in Public Finance T.O.1952.
8. Adolph and Turner Harold, E.:Supervision for change and Innovation, Houghton Mifflin Company 1970.
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11. Kimbrough, S. Ralph, Michall & Nunnery: Educational Administration Macmillan Company, New York 1971.



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14. Harling Paul (ed.) : New Directions in Educational Leadership, The Falmer Press, London 1984.
15. Nwankwo John I, Educational Administration (Theory and Practice) Vikas Publishing House Pvt.Ltd., New Delhi (1982.)
16. Saxena, S., Owens: Organizational Behavior in Schools, Prentice Hall, Inc. Englewood Cliffs N.J., 1970.
17. Robert G. Owens : Organizational Behavior in Schools, Practice Hall, Inc. Englewood Cliffs N.J., 1970.
18. Owens, R.G. & Carl R. Stemmolla : Administering change in schools Prentice Hall, Inc., Englewood Cliff New Jersey 1976.
19. Hinger Asha : Leadership styles and job Satisfaction Jaipur Printsell Publishers, 1986.
20. Alioto, Robert, F. Jungherr, J.A.: Operational PPBS for Education, Harper & Row, Publishers, New York 1971.
21. Hartley Harry J.: Educational Planning-Programming Budgeting Prentice Hall Inc., New Jersey 1968.
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23. Mukerji, S.N. : Administration of Education Planning and Finance., (Theory and Practice) Acharya Book Depot., Baroda. 1970.
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29. Hicks, H.J.: Administrative Leadership in Elementary School. The Ronald Press Co., New York 1956.
30. Mukerji, S.N. : Secondary School Administration Acharya Book Depot, Baroda 1959.
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34. Maleya, K.C.: Shiksha Prashaasan & Paryaveshana, Madya Padesh Granth Academi Bopal.
35. Mohanty, B.: School Administration and Supervision Deep & Deep Publications New Delhi, 1990
36. Mohiyudin, M.Sultan : School Organization and Management Jammu Tavi: Joykay Book House, 1989.
37. Tyler, William : School Organization A Sociological Perspective London : Croom Helm 1988.
38. Hogart, Robin, M.: Evaluation of Management Education, Toronto : John Wiley and Sons. 1979.
39. Du Burin, Andrew J.: The Practice of Supervision Second Edition New Delhi : Universal Book Stall 1989.

## **Group-II Paper II : Educational Management Practices in India**

### *Objectives*

To acquaint the students with the aims and objectives of school management practices.

1. To acquaint them with important roles of school administrator.
2. To enable them to plan and organise school programme effectively.
3. To help them examine the external and internal controls under which a school functions.
4. To help them understand the importance of professional preparation of educational administration.
5. To acquaint them with the system Maintenance and Renewal Approach for improving school system.

6. To develop in them an understanding and appreciation of the new approaches of class-room observation and supervision.
7. To acquaint them with the researches done in the fields of school climate and supervision.

### *Syllabus*

1. (a) Aims and objectives of school management practices. (b) The important roles of school administrator:
  - i. Setting educational objectives;
  - ii. Planning and decision making;
  - iii. Organising:
    - a. Instructional Improvement Programme;
    - b. Co-curricular Programmes;
    - c. Staff personnel management and their professional growth;
    - d. Health and guidance services.
    - e. Application of state service rules difficulties in applying them.
  - iv. Managing finance including budget, grant-in-aid Types of grants available in the state and abroad;
  - v. Evaluating alround progress of the school.
2. (a) Expected roles of administrators. Power, Authorith and conflict in Educational Administration concept of Power, Authorith, Conflict, basis of conflict, stage of conflict, models of conflicts, conflict resolution approaches, Research regarding role perception and performance of school administrators.
3. External and internal controls and pressure groups, dealing with the pressure groups for the growth of school.
4. Successful leadership role of the school administrator.
5. The role of school administrator in developing a better type of institution-Planning successful institutional planning, researches in the area of institutional planning.
6. Planning school programme, institutional planning, procedure of institution-Planning successful instituonal planning, researches in the area of institutional planning
7. Professional preparation of educational administration the need of new outlook, need of Indian Education service as envisaged in the New Policy (1986), Prservice Preparation and inservice preparation, factors facilitation growth. Systematic Evaluation, of professional growth suggestions to improve the present position.
8. Educational administration and organizational change-concept, crucial factors of organizational change, taxonomy of change, strategies of change administering planned change schools.
9. School as a system, characteristics of a good school system, system maintenance and renewal approach for improving school system.
10. Supervision of school-aspects of school supervision, characteristics of a good supervision new approaches of class room observation and supervision, researches in the field of school supervision.

### *Sessional Work : Any two of the following*

- a. A study of the roles of the school administrator in a school.  
or
- b. A study of the roles of the administrator in school staff management and professional growth in a school  
or
- c. Report of the research in the field of school staff climate school supervision or administrator's role expection and performance.

## *Bibliography:*

1. Barry; : Firsy Indian edition Bombay, The Macmillan Company of India Ltd. 1973.
2. Bhatnagar, R.P. & Agrawal, Vidya : Educational Administation school Edition. Meerut, International Publishing House; 1986.
3. Bhatnagar, R.P. & Verma; I.B.:Educational Supervision Meerut, Arya Book Depot, 1978.
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5. Blumberg, Arthur & Greenfield,William : The Effective Principal-Perspectives on School Leadership. London : Allyn and Bacon, Inc. 1980.
6. Castetter, William B.: The Personal Function in Educational Administration. New York: The Macmillan Company,1971.
7. Elasmree, Willard, S. & McNally, Harod J.: Elementary School Administration and Supervision. Second Edition. New Delhi :Eurasia Publishing House (Pvt) Ltd., 1964.
8. Eye, Glen G. & Netzer, Lonore A : Spervision of Instruction : A Phase of Administration. New York : Harper & Row, Publishers,1965.
9. Gorton, Richard A.: School Administration and Supervision-Leadership Challenges and Company Publishers, 1983.
10. Harling, Paul (edu) :New Directions in Educational Leadership London : The Falmer Press, 1984.
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13. Lapawsky, Albert: Administration : The Art and Science of Organization Albert :Administration : The Art and Science of Organization and Management, Second Indian Reprint Calcutta : Oxford & IBH Publishing Co., 1970.
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16. Mukerji, S.N. : The Administration of Education Planning and Finance. Baroda : Acharya Book Deport, 1970.
17. Neegely, Ross L. & Evans, N. Deean : Handbook for Effective Supervision of Instruction. London :Prentice Hall International Inc., 1964.
18. Nwankwo, John L.:Educational Administration, Theory and Practice New Delhi : Vikas Publishing House Pvt.Ltd. 1982.
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20. Sharma. Motilal (Ed.) :Systems Approach : Its application in education. First Edition. Bombay : Himalaya Publishing House, 1985.
21. Sidhy, K.S. :School organisation and Administration. Second Revised and Enlarged Edition New Delhi :Sterling Publishers Private Limited, 1982.
22. Williams, Stanley W.:Educational Administration in Secondary Schools : Task and Challenge, New Tonk :Holt, Rinehart and Winston, 1965.
23. Old.L K (sampadak) :Shiksha Prashasan Rajsthan Granth Academi, Jaipur.

## *Reports:*

1. Ministry of Education, Government of India.
2. Report of University Education Commission 1948-49.
3. Ministry of Education, Government of India Report of the Secondary Education Commission 1952-53.
4. Ministry of Education, Government of India :Report of Education Commission 1964-66.

## Group-II Paper III :Educational Planning and Finance

### Objectives:

1. To acquaint the students with concept, nature, Principles, Procedure, approaches a administration and organization of Educational Planning.
2. To enable the students understand the education Planning at the centre and state levels.
3. To acquaint the students with the concept importance Principles and procedure of institutional planning for the all round development an institution.
4. To acquaint them with the Principles of Edu. finance.
5. To acquaint them with the financing of Edu. at centre and state and institutional levels.
6. To acquaint them with the problems of educational development in relation to the financial resources.

### Syllabus:

1. The concept and nature of educational planning, the need and importance of educational planning and goals of educational planning with special reference of India.
2. (a) The planning process and procedure (b) Factors influencing in determining of priorities. (c) Approaches & educational Planning : (i) Social demand approach (ii) rate of return approach (iii) Men-power approach and integrated approach.
3. (a) Administration and organisation of Planning : administrative machinery and different levels:
  - i. National
  - ii. State
  - iii. District
  - iv. Block and
  - v. Institution

(b) Critical appraisal of planning in the light of role played and various levels after independence in the country and the state of Rajasthan.
4. Attempts of educational planning:
  - a. Early attempts before independence & regarding planning.
  - b. Post independence Attempts
  - c. Detailed study of current five year plan.
  - d. role of National development council of planning planning commission & state planning board.
5. Educational Finance:
  - . Need of financing education.
  - i. Principles of financing equity, equality and conscience
  - ii. Role of financing agencies, council, state, local bodies and voluntary agencies.
  - iii. Edu. Expenditure in relation to Education Development and relation to financial resources. Economy.
6. (i) Cost of Education and expenditure on Education. (ii) The determinates of expenditure on Education (iii) Unit Cost, auxiliants cost, institutional cost calculation's. (iv) Concept of cost effectiveness variables related to lesser cost and higher. Output on relation to institutional financing.
7. Financing of Education in India.
  - . Theory and practice of Financing Education.
  - i. Expenditure on Public education in India.
  - ii. Sources of finance.
  - iii. Planning, Budgeting and control of funds.
  - iv. Grant-in-aid policies in neighbouring States of Rajasthan.

- v. Institutional Budget Procedure of preparation of institutional budget, administration and safeguard of Institutional budget.
8. Educational Finance in Rajasthan.
  - (i) State (ii) Voluntary Agencies. (iii) Local Bodies. (iv) Denominational Institutions.
  - A. Previous Grant-in-Aid a System in the state of Rajasthan.
  - B. Criticism of present Grant-in-Aid system steps to overcome the criticism as suggested on various commissions.
9. Problems and trends in the field of Education Development and Relation to Financial resources.
10. Researches and trends in the field of Education planning and finance, gaps a suggestions for future research.

*Sessional Work: Any two of the following:*

1. Critical Account of Educational Planning in India.  
or
2. Two term paper on Sources of financing Education with special reference to India.
3. Two term paper on Grant-in-aid policy in India.

*Bibliography:*

1. Va, Zey, John :The Economics of Education, Feber, 1962.
2. Vaizey John :Costs of Education, Allen and Imwin 1964.
3. Benson :Economics of Public Edu. Boston, Houghton Maffin,1961.
4. John R.L. and Morphat Ed. (Ed) : Problems and issues in Public finance.
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8. Naik J.P. J.P.:Education in India, Allied Publishers, 1965.
9. H.N. Pandit :Economics of Edu: In India-NCERT.
10. Singh Baljit:
11. Sharma G.D.
12. Tilak M.G.:

### **Group-III: Comparative Education**

#### **Group-III Paper I : Principles of Comparative Education**

*Objectives:*

To help the potential leaders to appreciate how education in a country is shaped by a number of factors.

1. To help them perceive the wide variety of education tasks and arrangements in different countries.
2. To enable them to understand the merits and demerit of Indian education in comparison with other countries.

*Syllabus:*

The following topics should be dealt in relation to the education systems prevailing in the U.K., U.S.A. and India.

1. The meaning, Scope and purpose of Comparative Education.
2. Factors determining the theory and practice of education in a country; geographical economics cultural sociological linguistics religious and scientific.
3. Approaches to Comparative Education-Philosophical, Sociological Historical, Statistical.
4. Study of the following branches of education :

- a. Primary Education-its subject-matter, content text books, the extent to which it is spread the extent to which it responds, to the needs of the local communities, how it is administered and financed, teachers and their training in U.S.A., U.K. Indonesia and India.
- b. Secondary Education-Its extent manner and criteria of selection of pupils for it, curriculum examination, guidance programme in relation to vocational preparation and higher education teachers and their training control and finance in U.S.A., U.K., Germany, Japan and India.
- c. Higher Educationist extent, intellectual and social contents, length of studies, institutions, organizational structure, Universities in U.S.A., U.K. Philippines and Indian.

*Sessional Works:*

Two term papers and three abstracts of recent articles in research journals on topics connected with the papers.

*Bibliography:*

1. Hans, N.A.:Comparative Education, London Kegan Paul 1961.
2. Homes, B.:Comparative Education Methodology, London Kegan paul,1966.
3. Kandel,L.L.:The New Era in Education, London, Harrap 1955.
4. King, Edmund J.:World Perspectives in Education :Bobbs Merrill 1962.
5. Mukerji,L.: Comparative Educative, Allahabad,Kital Mahal,1959.
6. UNESCO : Handbook of World Surveys of Educational Organisation and Statistics,1965.
7. Britain's Information Service : Education in Britiain, London,1960.
8. Dent,H.C.: British Education, London, Longmans,1961.
9. Gremin L.A.:The transformation of the School Progressivism in American Education from 1876 to 1957, New York,A.A.Kndo, 1961.
10. De Young : Introduction to American Public Education New York McGraw Hill, 1960.
11. Richmond :Education on the United State.
12. Ministry of Education: Education in Japan, Govt. of Japan.1961.
13. Hall, Robert King: Education for a New Japan New Haven Yale University 1944.
14. Other Countries: Essentials of the Philippine Educational System Manila Abiva Publish House,1957.
15. Hirtasoit, M.: Compulosry Education in Indonesia Paris, UNESCO 1954.

### **Group-III Paper II: Education in U.K.,U.S.A. and France**

*Objectives:*

1. To enable the political leaders to understand the value of comparative education.
2. To enable them to enrich their professional life by the study of comparative education.
3. To develop and appreciation of the relationship between formal and informal education in a number of Countries.

*Syllabus:*

A comparative study of the systems of education in U.K.,U.S.A. and France visa vis. The following:

- a. Purpose of Education
- b. Organisation, Finance and control
- c. The educational Ladder.

- d. Principles underlying the organisation, curricula and syllabi, text books, examinations and guidance with reference to-
  - i. Pre-Primary Education
  - ii. Primary Education
  - iii. Secondary Education
  - iv. Higher and Professional Education
  - v. Teacher Education
  - vi. Social Education
  - vii. Vocational & Technical Education.
- e. Special Education-Education of the Handicapped, gifted minorities and social groups.
- f. The medium of instruction.

*N.B.:* All the above points to be studied in relation to Indian Education.

*Sessional Work:*

Two tern papers and three abstracts of recent articles in research journals on topic connected with the paper.

*Bibliography:*

1. Hans, N.A.: Comparative Education, London Kegan Paul, 1961.
2. Kandel, I.L.: The New Era in Education, London, Harrap, 1955.
3. King, Edmun J.: World Perspectives in Education, Bobbs Metlcill, 1962.
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7. Dent, H.C.: British Education; London, Longmans Press, 1961.
8. Cremin, L.A.: The Transformation of the School Progreeivism in American Education from 1876 to 1957 New York, A.A. Knodp 1961.
9. Bouston and Farrington : French Educational Ideals of Today New York, World Book Co., 1949.
10. Male, G.A. Education in France. Washington U.S. Government Printing Office, 1963.

### **Group-III Paper III: History of Education in Modern India**

*Objectives:*

1. To acquaint the student with the trend of events in India in the field of education during the period immediately proceeding the following introduction to Western Learning.
2. To keep the student conversant with the successive administrative policies adopted and the machinery introduced for the spread of education as well as with the reactions of the various sections of the India society to the change brought about by them.
3. To encourage the students to handled original educational documents which is essential for intensive research work.

*Syllabus:*

1. Early phase (from the time of Warren Hastings up to 1935).
  - a. The New Administration vis-a-vis Education in India.
  - b. Missionary Enterprise.
  - c. Other non-official enterprises.
  - d. Charter of opinions regarding the systems to be followed for the spread of education.
  - e. Macaulay's Minute
2. Social impact of the Introduction to Western Education;
  - a. Emergence of a New Elite.

- b. Reform Movements, Brahma Samaj, Prarthana Samaj and Arya Samaj.
- 3. Subsequent Progress of Education (under official and non-official enterprises) from 1825 up to 1947 :
  - a. From Macaulay's minute of Wood's Dispatch.
  - b. From Wood's Dispatch to Hunter Commission.
  - c. From Hunter Commission to Lord Curzon.
  - d. From Lord Curzon to Sadler Commission.
  - e. From Sadler Commission to Independence.
- 4. Freedom Movement and Education :
  - a. Rise of Nationalism
  - b. Educationists as Leaders of the struggle for Independence.
  - c. Educationists Institutions started by the Freedom Fighters.
- 5. Post-Independence Education :
  - a. University Education Commission
  - b. Secondary Education Commission
  - c. Education Commission (1965-66)
  - d. New Education Policy 1986.

*Sessional Work :*

Two term papers and three abstracts of recent articles in research journals.

OR

Critical survey of recent educational development in any one of the educational field during and five years after independence.

*Bibliography:*

1. Barnan, Behram, B.K.: Education Controversis in India D.B. Taraporevala, Bombay, 1943.
2. Basu A.N.: Book Company, Calcutta, 1947, India Education in Parliamentary Paper, Asia Publishing House, Bombay, 1952.
3. Beasant, Annie : National Education in London, 1839.
4. Chapman, P.: Hindu Female Education in London, 1839.
5. Farguhar, J.M.: Modern Religious Movements, New York, 1918.
6. Griffiths, R.: The British Impact on India, Oxford London, 1959.
7. Gaey, F.E.: A History of Education in India, and Pakistan (Revised) Oxford London, 1959.
8. Mukerji, H.U.: The Origin of National Education Movement Calutta, 1957.
9. Mukerji, S.N.: History of Education of India Faber dan Gwyer London, 1928.
10. Majumdar, R.C. (ed): British Parliament and Indian Renaissance (Part II), Vidya Bhawan, Bombay, 1965.
11. Maybew, A.: The Education of India Faber dan Gwyer London 1928.
12. Naik, J.P. (ed.) : Selections from Educational Records of the Govt. of the India (2 Vols) National Archive 1960-63.
13. Narullah, Naik ; A History of Education in India, Macmillan Bombay, 1961.
14. O'Malley. L.S.S.: Modern India and the West Oxford Bombay 1941.
15. Paranjape, M.R.: A Source Book of Modern Indian Education Macmillan Bombay, 1938.
16. Rai. Lajpat: Arya Samay London, 1915.
17. Richey, J.A.: Sections from Educational Records (Part I, 1840-59). Govt Printing Calcutta, 1922.
18. Richter J.: History of Missions of India (Tt. Moote Sh.) Oliphant London 1908.
19. Sharp H.: Selections from Educational Receords (part I 1781-1939) Govt, Printing Calcuatta, 1920.
20. Shastri Shivnath : History of Brahma Samaj (2 Vol.) Calcutta 1911-12.
21. Sinha D.P.: The Education Policy of the East India Company Punthi Pustak Calcutta 1964.
22. Govt of India : New Education Policy, 1986.



## **Group-III Paper IV :Problems of Education in India**

### *Objectives:*

1. To make the students conversant with important problems facing the educational set-up of Indian Present.
2. To familiarise the students with recent attempts and experiments made in the educational field.
3. To encourage the students to analyse the extra-educational issues that have direct impact on our educational systems.

### *Syllabus*

1. Specific problems (Regarding organisation finance administration text books quality of instructions cooperation from the students side) in case of the following :
  - a. Pre Primary and Primary Education
  - b. Secondary Education
  - c. University Education
  - d. Vocational and Technical Education
  - e. Training to Teachers
  - f. Women's Education
  - g. Social Education
  - h. Education of the Handicapped
  - i. Youth Movement
2. Activities of the following organisations:
  - a. Council of Scientific Organisations
  - b. National Council of Educational Research and Training
  - c. University Grants Commission.
3. Diverse Experiments in Education:
  - a. Viswa Bharti
  - b. SNDT University
  - c. Sainik Schools and other Defence Academics.
  - d. Navodaya Schools
  - e. Central Schools
  - f. Public Schools
  - g. Correspondence Courses.
  - h. Sports Schools
4. Problems vital to Indian Education :
  - a. Traditional Society and Modern Education
  - b. Language Controversy.
  - c. Denominational Institutions Vs. Secularism
  - d. Foreign participation in Indian Education

### *Sessional Work :*

Two term papers and three abstracts of recent articles in research journals.

OR

Critical evaluation of a current problem of Indian education in any particular educational field and its remedial measures.

### *Bibliography:*

1. All Indian Association of Training Colleges : A Symposium on Teacher Education in India, India Publications,Ambla,1964.

2. Aptl,D.G.: Social Education at a glance, Faculty of Education and Psychology M.S. University of Baroda,1956.
3. Avinashlingam S.A.:Understandian Basic Education Manager of Publications Delhi,1954.
4. Basu,A.N.:Primary Education in India. India Association Publishing Co., Calcutta,1946.
5. Chandrakant,C.L.:Technical Education in India Today,Govt of India,1963
6. Das Gupta,J.H. :Girls Education in India in the Secondary and Collegiate levels University of Calcutta, 1938.
7. Desai,D.M.: A Critical Study of the Primary Education Acts in India MS University of Baroda.
8. Govt. of Education Govt, of India :Report of the Secondary Education Commission Publication, Delhi,1953.
9. Ministry of Education Govt of India :Report of the University Education Commission. Publication , Delhi,1949.
10. Kothari,D.S.: Some aspects of University Education, U.G.C., 1962.
11. Macaulay B.T. : English Education and origins of Indian Nationalism. Columbia University Press, New Delhi,1940.
12. Ministry of Education :Report on the National Committee on Womens Education Manager of Publications,1959.
13. Ministry of Education :Report of the Committee on Education and Education Integration.
14. Mukerji,S.N.:Education in India Today and Tomrrow, Acharya Book Depot, Baroda.1964
15. Mukerji,S.N. (ed.):Administration of Education in India,Acharya Book Depot, Baroda,1962.
16. NCRET :Survey of Teacher Education in India,Delhi,1963.
17. Planning Commission : Social Welfare in India Delhi,1955.
18. Ross, Ailee :The Hindu Family in the Urban Setting, New York,1962.
19. Sant,M.A.: Problems of Handicapped Children in India (Indian Journal of Chid Helath, 1952.pp. 597-607).
20. Sen,J.M. : History of Educatary Education in India Calcutta Book Co., Calcutta,1913.
21. Singh,Sohan : Social Education in India : Ministry of Education, 1956.
22. Siqueira T.A. :National Integration Seminar.
23. Zinkin : Taya :India Changes. Oxford London,1938.

## **Group-IV: Curriculum Development, Implementation, Evaluation Change and Text Books**

### **Group IV Paper I :Theory and Process of Curriculum Development**

#### *Objectives:*

1. To develop and deeper understanding of the emerging curriculum theory
2. To acquaint the students with the existing approaches to curriculum design.
3. To acquaint them with the process of curriculum development.
4. To develop ability to prepare resource units and curriculum guides

#### *Syllabus:*

1. The modern concept of curriculum : Tangible and hidden curriculum : the concept of sanskar in dharmshatras.
2. Philosophical foundations of curriculum :Philosophy as a curriculum, and Reconstructions; curriculum as described in dharmashastras; relationship; curriculum as described in dharmashastras; relationship between values and curriculum.
3. Social foundation of curriculum-culture thought curriculum, social change in India (with special reference to the impact of science and technology) and its curricular implications; nationalism and development of a world outlook and curriculum.

4. Psychological foundations of Curriculum :Psychology as a curriculum Force; Implications of the principles of learning (Only central Principles of associationistic and field theories); Piaget's theory of intellectual development and curriculum.
5. Approaches to curriculum design subject centered curriculum, Broad fields curriculum, Core curriculum and Activity curriculum.
6. Process of Curriculum development.
  - A. Situational analysis : operational definition of objectives, specification of teaching-learning actives; analysis and organization of learning material; evaluation.
  - B. Procedures of determining curriculum, content : the acceptance of authority procedure, persistent life situations procedure learners needs and problems procedure, factors determining sequence and grade placement.
7. Curriculum Models : The decision making process in curriculum development; Maccia's model, Kerr's model; Gwynn and Chase's model.
8. Certain Trends and Problems in Curriculum :Balance of different components of Curriculum. Modular-flexible Scheduling;Non-graded School, Bruner's approach.
9. Proposals for curriculum in India; Secondary Education Commission-(1952-53) Education Commission (1964-66) and Ishwarbhai committee report on curriculum.

*Sessional Work :*

1. Preparation of a curriculum guide or a resource unit.
2. An essay based on independent study in which the candidate analysis in depth a problem or topic.

*Books Recommended :*

1. Albery, H.B. and Albery, E.J.: Reorganising the High School curriculum, New York Mc-Millan Co., 1969.
2. Anderson, V.E. : Principles and procedures of curriculum development New York: The Ronald Press, 1965.
3. ASCD : What are the sources of the curriculum a synopsium Washington, 1962.
4. ASCD : Balance in the Curriculum, (1961 Year book)
5. ASCD: New Insights in the Curriculum (1963 Year book).
6. Bobbitt, F.: How to make a curriculum Boston : Houghton Mifflin Co. 1924.
7. Berman, M.L. : New Principles in the curriculum. Ohio: Charles, E. Merrill Books. 1968.
8. Bigge, M.L. and Hunt, M.P. : Psychological Foundations of Educacher. New York: Harper and Row, 1968.
9. Brubacher, J.S. : Modern Philosophies of Education , New York: McGraw Hill Book Co. 1962.
10. Bryner, J.D.: Four Philosophies and their Practice in Education and Religion. New York Harper & Brod. 1951.
11. Brent, Allen: Philosophical foundations for the curriculum. Boston: Allen and Unwin 1978.
12. Bent, R.K. & Unruh, A.: Secondary School Curriculum Lexington: D.C. Geath, 1969.
13. Cert : Handbook on Curriculum Development Australia : Organisation for Economic Cooperation and Development 1975.
14. Dewey, J.: Democracy and Education, New York : Mc Millan Co., 1961.
15. Davis, I.: Objectives in Currivulum Design. London Mc.Graw Hill 1967.
16. Dougliess, H.R.: High School Curriculum. New York : Ronald Press, 1974.
17. Faunce, R.C. & Bossing, N.L. Developing the Core Curriculum, New York, Prentice Hall, 1953.
18. Gwynn, J.M. & Chase, J.B.: Curriculum Principles and Social Trends. New York: The Mc Millan Co., 1969.
19. Golby, M. (Ed.): Curriculum Design. London : Open University, 1975.
20. Hoper, Recharad : The Curriculum: Context, Design and Development. Endinbury: The Open University Press, 1973.
21. Howson, Geofferey (ed.): Developing a new curriculum. London: Heinemann, 1972.

22. Ingraw, B.J.: Curriculum Integration and Lifelong Education, Hamburg L Pergamon Press and the UNESCO Institute for Edu. 1979.
23. Kaushik, S.L. Shiksha Kren Vikas, Jaipur, Rajasthan Hindi Granth Academi.
24. Kaushik, S.L. Curriculum based on values in Developing country with Special reference to India Ambala Cantt : Indian Publishing 1976.
25. Kelley A.V.: Curriculum Theory and Practice, London: Harper and Raw, 1977.
26. Kwelier, G.F. (ed.): Foundations of Education, New York: John Wiley and Sons. 1968.
27. Mehdi, B. Aroar, G.L. and Goyal B.R.: Our Curriculum, Concerns New Delhi, NCERT-1981.
28. Michael, W.A.: Ideology and curriculum, London: Roulledge and Kagan Paul, 1979.
29. Michaelis, J.U. Grossman, R.H. and Scott, L.F.: New Design for Elementary School Curriculum and Instruction, Sec. Ed. Mc Graw Hill, 1975.
30. NSSE: The activity Movement, 33 year book Part II.
31. Nicholis, A.: Developing a curriculum. London: Allen and World. 1966.
32. Radha Krishanan, S.: Hindu view of Life New York: George Allen and Unwin. 1954.
33. Rouhela, A.P. & Vyas, R.S.: Sociological Foundations of Education in India, Delhi. Dhanpat Rai and Sons.
34. Saylor, J.G. and Alexander, W.M.: Curriculum Planning (for better teaching and learning), Rinehart and Co. Inc New York-1954.
35. Smith, B.O. et al: Fundamentals of Curriculum, Development (Revised Edition), Yonkers-Hudson, World Book, Co. 1957.
36. Naba, H.: Curriculum Development Theory and Practice, New York: Hachcourt Brace and World. 1962.
37. Tyber, R.W: Basic Principles of Curriculum and Instruction Illinois : The University of Chicago, 1968.
38. Tanner, D.: Secidary Curriculum : Theory and Development, the Macmillan Co., New York 1971.
39. Zais, Roberi's Curriculum Principles and Foundations New York: Thomac, Crowell Co. 1976.

## **Group IV : Paper II : Curriculum Implementation and Evaluation**

### **Objectives:**

1. Students will be acquainted with the steps and tools of implementation of the curriculum and would be able to shoulder responsibility to implement.
2. They will be able to understand teaching strategies and select suitable One for the implementation of a curriculum.
3. They will be acquainted with the various procedures of evaluating the curriculum and would develop capability to evaluation it properly,
4. They will develop desirable interest and attitude for implementation and Evaluation of Curriculum.

### **Syllabus :**

1. Organization and Function of Personal in Curriculum Implementations.
  1. Organizing a term including teacher, Principal subject expert, Curriculum specialists, Educational Authorities and Parents.
  2. Team Work and cooperation-Sub grouping of the curriculum team, Differentiation of tasks for groups and Individuals.
  3. Role and coordination of Agencies like department of Education, Teacher Education Board, S.I.R.T. Board of Secondary Edu. State of Text Books, National Book Trusts and Community.
2. Literature and Materials for Implementations:
  1. Curriculum and Instructional Guides for Teacher and students.
  2. Text books Concept, Criteria for writing good text books, production and Nationalization of Text Books.

3. Instructional Materials-Selections and use in implementation.
3. Phases of Implementations :
  1. Producing Resource Units.
  2. Experimenting the Resource Unit.
  3. Modifying and consolidating
  4. Developing a framework<
  5. Installing and Disseminating new units.
4. Organizations of Instruction for Implementation:
  1. Introducing New Teachers to the curriculum and Retraining the staff for new programmes.
  2. Teaching strategies such as Discovery directed, discovery inductive discovery to teaching.
  3. Systems approach to teaching.
  4. Individualized and Group Instruction.
  5. Teaching for creative thinking and teaching for understanding.
5. Concept and Criteria of Evaluation :
  1. Concept of Evaluation, comprehensive and cooperative enterprise.
  2. Making Evaluation and Integral part of the Curriculum
  3. Criteria for evaluating, curriculum/
6. Tools for Evaluation:

Construction and standardization of evaluative instruments. Measurement of attainment; measurement of attitude, interest and motivation; measurement of interest and motivation; measurement of values, tests of creativity; assessment of out of class actives; Techniques for securing evidence concerning the provision of formulative feedback and the description of curriculum content and Process; Keeping functional records; interpretation of evaluative data, reporting pupils progress, translation of evaluative data into curriculum.

*Note* :For above content methods may include Group discussion, self assignment, seminar reading etc.

### ***Sessional Work***

1. Construction of any evaluative instrument designed to achieve one limited curriculum objective.
2. Planning and Practicing a teaching strategy.

### ***Books Recommended:***

1. Avinash Chandra : Curriculum Development and Evaluation in Education , New Delhi, Sterling Publishers, 1977.
2. NCRET : Curriculum in Transaction, New Delhi 1978.
3. Jenkins, David : Curriculum Evaluation. Belchoev : Open University Press,1976.
4. Lindall C.M., Cox,R.C. & Bolvin,J.D.: Evaluation as a tool in curriculum development. Rand Mac Nally, 1970.
5. Nagar P.S.: Curriculum Achievement and Automatic Teaching. Varansi; Bhartiya Vidya Prakashan, 1973.
6. Tankard,George G.J.: Curriculum Improvement and Administrator Guide. West Nyank: Parker Publishing Co., 1975.
7. Weeler,D.K. Curriculum Proces. London : University of London Press.1971.
8. Tawwey, David : Curriculum Evaluation Today-Trends and Implications. Hampshire: The Mc.Millan 1976.
9. Mychaelis, Grossman and Scott :Now Designs for curriculum and Instruction New York: McGraw Hill Book Co., 1975.
10. Lawton,D., Grodon,P.: Theory and Prentice of Curriculum Studies London : Routledge Education Books 1978.
11. Neagley,R.L. and Evans, N.D.: Hand book for Effective Curriculum Development. New Jersey : Prentice Hall, Inc.1967.

12. Saylor, J.G. & Alexander W.H.: Curriculum Planning (for better teaching and learning ) New York Rinehart Co., 1954.
13. Smith, B.O. et al.: Fundamentals of Curriculum Development Yonkers, New York; World Book Co., 1957.
14. Lynch, J.: Life long Education and The Preparation of Educational Personnel. Hamburg: UNESCO Institute for Education. 1977.
15. Mc.Clorky, M.: Teaching strategies and Classroom reality, New Jersey Prentice Hall 1972.
16. Wiseman, S.: Exploring Education Curriculum Evaluation England T. Wales: National Foundation of Educational Research 1970.
17. Wellington, C.B. and J.W.: Teaching for critical thinking; New York: Mc Graw Hill Book Co., 1964.
18. Whitfield, Richard (Ed.): Dimensions of the Curriculum London; Routledge and Kegan Paul 1977.
19. White, J.P.: Towards compulsory Curriculum London; Routledge and Kegan Paul 1977.
20. Stenhouse, L.: An Introduction to Curriculum Research and Development, London : Heinemann Edu. 1975.
21. Rubin, L. (ed.): Curriculum Handbook, Administration and Theory Boston, London, Sydney Allyn Bason, 1977.
22. Dave, R.N. (ed.): Foundations of Lifelong Education Oxford, New York: Pergamon Press. 1976.
23. Imgraw, P.J.: Curriculum Int Hamburg: Pergamon Press 1979.

### **Group IV. Paper III: Curriculum Innovation and Change**

#### *Objectives:*

1. To develop critical attitude toward existing Curriculum with a view to making an effective instrument for the achievement of the objectives of education.
2. To acquaint with recent innovations in curriculum.
3. To acquaint with the concept, Process and conditions required for Curriculum change.

#### *Syllabus:*

1. Curriculum Change : Basic Principles involved in curriculum change the day, Role of the teacher in the process of change and innovation the role of the board of education, curriculum Director the headmaster, the supervisor, the curriculum expert, the pupils and the layman in bringing about change.
2. Curriculum Improvement through Research: Cooperative action research for curriculum improvement; Using quasi-experimental designs for curriculum research.
3. Syllabus Improvement: Criteria of subject matter selection; Procedures of selection; the judgemental, the experimental, the analytical: and the consensual: Issues and Problems of syllabus Improvement: concerning aims and objectives of the course organisation of the course, organisation of the course evaluation and instruction of new programme.
4. Curriculum Change in science Problems and approaches in course development in secondary level Physics, Biology and Chemistry and their assessments Science at the elementary level.
5. Curriculum change in Mathematics: New mathematics Programs; The math wars; curriculum compression and acceleration , Issues of change' evaluation or revision.
6. Curriculum change in the Social Studies: Integration in the social sciences the dilemma of diversity and specialism, opposition etc. integrated approaches in the social studies; constant's report on the High School Constants report on the Senior School; recent forces and trends, the counterforce of curriculum integration.
7. Curriculum change in Language (Mother tongue) changing models for changing times: Literacy, cultural heritage through literary works Personal and social growth, structure function and

disciplinarity; New trends in Hindi teaching; discipline centered emphasis, learner centred emphasis, correctness and style "generative" or transformational grammar, literature, writing and talking; creativity and drama.

8. Curriculum change in Modern Foreign Languages. Contemporary development and Practices: The objectives of functional literary, the grammar translation method, the audio lingual approach application of linguistics; The language laboratory; Problems and prospects; national differences society and culture , humanistic objectives, intensive practice; teacher competency, length of study.
9. Place of S.U.P.W.in Curriculum. Environmental Approach in Curriculum. Place of Population Education in Curriculum. Curriculum Continuum.Life long Education (Continuing Education).

*Sessional Work:*

An essay based on independent study in which the candidate analysis a problem or topic in depth.

*Books Recommended:*

1. Gorden,Peter of Denis,T.: Curriculum change in the Ninteenth and Twintieth Century. London: Hodder and Stoughton,1978.
2. Harris,Alan :Cirriculum Innovations London: The Open Univerisity Press., 1975.
3. Kerr,J.F.(ed.):Changing the curriculum London:Open Books Publishing Ltd.1976.
4. Mo Donald,B.:Changing the curriculum London:Open Books Publishing Ltd.1976.
5. Smith,B.O.et.al.:Fundamentals of Curriculum Development Vonkors,Handson.World Book Co.1957.
6. Snyder,B.:The Hidden Curriculum New York Knopf 1971.
7. Skeel,D.J. & Hagen,O.A.: Process of Curriculum Change, California:Good Year Publishing Co.1971.
8. Tenner,Danial: Secondary Curriculum : Theroy and Development New York: The Mc.Millan,1971.
9. Wheeler,D.K.: Curriculum Process London: University of London Press,1971.

## **Group IV. Paper IV: Text-Books and their Problems**

*Objectives:*

1. To lead the educator to appreciate the place of text book in education.
2. To help him understand the basic principles in the planning,Producation and editing of suitable text books.
3. To help him to grasp the main techniques forth use of the text books in Schools.
4. To develop ability to prepare Text Books.

*Syllabus*

1. Place and need of Text Books :Role of text books in school teaching, function of text books in relation to the curriculum and teaching learning process: Practice and patterns of text book in relation to different subjects. Instructional materials other than the text-books, their use by pupil and teacher children's libratory and text books: Text books and the need of chidren,sociery and the educational goals.
2. Essential of good text books Physical features of text books:Producation on aspects, Illustration in text books: Organization of material in text books. Readability:Provision for individual Pupils to learn at their own rate Gradation of vocabulary Mother for drill and review.(exercise)

3. Planning and writing a text Book Basic Principles to learn at planning a text book subject matter presentation and the clientele; choice of vocabulary, Illustrations, Verbal and visual aids and assignments Procedures of writing: collecting and grading the materials editing and preparing the manuscript for the press, review the manuscript tryout periodic revision to bring the text book up to date.
4. Using the Text Books in School Prescribing the textbook by state Vs. free choice by teacher. Supplementary reading material for pupil and teacher. Textbook and class teaching; Using the text book for the lesson planning; Teaching with who text books more, teaching without the text books. Textbook as a curriculum guide Teacher's Hand book and pupils work books.
5. Some Related Problems:
  - a. Choosing the author a teacher or a subject specialist.
  - b. Nationalization of the text-books
  - c. Selection of the text book by the School and the Teacher.
  - d. Problems of text-books production.
6. Appraisal of text-books Need for systematic Text books; scope and purpose; measurable characteristic accuracy, presentation, Features of text books varying from subject to subject.

*Sessional Work:*

Two reviews of current school text books in any subject.

*Bibliography*

1. American Council of Education :Text-book Improvement and Internal Understanding (Washington D.C)
2. American Text-book publisher's Institute : Text-book in Education; New York.
3. Burt, Sir Gyril; Psychological study of Typography, Cambridge University Press, London.
4. Clement J.A.Manual of Index, Cambridge University Press London.
5. Cronabech L.J.: Text Materials in Modern Education, University of Illinois Press, Urbana III 1950.
6. Flesh R.: The Art of Readable writing Harper and Row,New York.
7. Fowlkes R,: Evaluating School Text-Book Silver Eurdett.
8. Gunning R.: The Technique of clear writing, Mc.Graw Hill New York.
9. Hull Helamed: The Writers Book Bernes Noble New York 1962.
10. National Council of Educational Training in and Research Text-Book Selection, Production and Distribution Procedures in India, New Delhi,1962.
11. Releigh and Other: The Teaching of Text-Book, Public School Publishing Co. Chicago.
12. UNESCO : Text Books as Teaching Aid (Paris)
13. V.S. Department of Health Education and Welfare; Writers Hand book for the Development of Educational Materials. C.V.S. Government Printing Office. Washington D.C.
14. Willamson Hugh: Method of Book Design, Oxford University Press.
15. Wilson B.K. Writing for Children Franklin, New York,1961.
16. Education Commision Report : Ministry of Education, Publication Division Govt. of India; 1966.

## **Group-V: Foundations of Teacher Education**

### **Group- V Paper I : Foundations and Organisation of Teacher Education**

*Objectives*

1. To acquaint the students with the concept objectives and principles of Teacher Education.
2. To acquaint the students with the historical development of Teacher Education in India.
3. To enable the Students with the Teacher Education Programmes at all levels and to develop ability in utilisiing resources in solving professional problems.



## *Syllabus :*

1. Teacher Education in India : A Historical Perspective (Teacher Education in Pre Independence ERA) Reports of Various Committees and Commission. National Policy on Education Programme of Action and Teacher Education. Role of IASE and ETCs. Relative improvement in Teacher Education.
2. Concept and Objectives of Teacher Education: Need of Teacher Education, Changing Concept of Teacher Education, Stage wise objectives of Teacher Education from Pre-primary to tertiary level.
3. Teaching as a Profession: Teacher Educators, Their qualifications, preparation and in-service education.  
Preparation of Teachers in special areas such as Arts craft, Music, Physical Education, Vocational Technical Education and Handicapped children do.
4. Curriculum of Teacher Education at different levels principles involved in formulating curriculum .Critical appraisal of B.Ed/M.Ed. Curriculum of any one university of the state.
5. Organisational pattern of Teacher Education Institutions, Ruminatiment & Solution procedures of Student Teachers Planning & Scheduling, Integration of theory with practice, reimagining physical and human resources, improving students in Teach Education.
6. Major problems of Teacher Education Institutions. Rumitement & Solution procedures of Student Teachers Planning & Scheduling, Integration of theory with practice, reimagining physical and human resources, improving students and suggestions for improvement.
7. Control and Finance of Teacher Education Institutes (TEIs) at different levels. The role of Government UGC, NCTE, the state and Private enterprise.

## *Sessional Work:*

1. A survey of any one T.E.I. of the state pertaining to different aspect teacher Education.
2. To review a recent book on Teacher Education and to submit the report.
3. To write an Professional Organisations of Teachers and their role in the present set up.
4. Appraisal of any syllabus of B.Ed/M.Ed.

## *Books Recommended:*

1. Shaursia G.: New Era in Teacher Education, Sterling Publishers New Delhi,1967.
2. Conant,J.E.: The Education of America Teachers. New York MacGraw Hill.
3. Lomax Donald D.: The Education on Teachers in Britain Johan Wiley and Sons London 1973.
4. Hillard,F.N.: Teaching the Teacher Trends in Teacher Education George Ellon and Unwin London 1971.
5. Lindsey, Margret,(ed) New Horizons for the Teaching Profession Washington D.C. NEA.,National Commission on Teacher Education and Professional Standard 1961.
6. Mukerji S.N.:Education of Teachers in India (Vol) S. Chand and Co.,Delhi 1968.
7. Stinnet T.M.:The Profession of Teaching.Prentice Hall og India (Pvt) Ltd. New Delhi,1965.
8. UNESCO: Teacher Education in Asia: A regional survey Bangkok 1970.
9. Srivastava R C. Bose K.: Theory and Practice: Teacher Education in India Chugh Publication, Allahabad 1973.
10. Willey F.T.Maddixon Re: An Inquiry into Teacher Training. University of London Prees. London 1977.
11. Shukla R.S.: Emerging Trends in Teacher Education Chugh Publication, Allahabad
12. Shrimali,K.L.: Bette Teacher Education, Delhi Ministry of Education,1954.
13. Mehta C.S. & Joshi D.C. Principles and Problems of Teacher Education Rajasthan Hindi Granth Academy Jaipur.

## **Group-V Paper II : Student Teaching and Innovative Practices in Teacher Education.**

### *Objectives:*

1. To enable the student teachers to imalustral the place of student teaching and its principles in Teacher Education.
2. To enable the student teachers to develop derived teaching competence.
3. To acquaint the student teachers with various techniques of evaluation & enable them to develop various tools/schedules.
4. To expose the student teachers to various institutional methods need in teacher Education in order to enhance teacher Effectiveness.
5. To help student teachers in developing a balanced view point with regard to the choice of a particular model of teaching.

### *Syllabus*

1. Student Teaching-meaning, concept and objectives Patterns of students teaching Programme, Their nature organisation and evaluation.  
(Teaching practice, internship, Block teaching off campus Activities, Stray lesson etc.)
2. Approaches to student Teaching Programme: Analytic versions synthetic model for developing teaching competence.  
Micro Teaching-meaning, concept in innocent uses and regards etc. other stimulation Techniques. Identification of a few important skills and preparations of micro lessons.
3. Teaching Practice Supervision: Role of Heads supervisors and student teachers.  
The role of cooperating Schools, demonstration Schools and practicing institutions in student teaching progrmme.
4. Problems of student Teaching Programme-Problems related to guidance and supervision of lessons, transportation of supervision & student teachers in schools, constraint of Time, Staff aids and laboratories etc. convete suggestions for their eradication.
5. Instructional Methods in Teacher Education: Tutorials, Seminars, Workshops, Symposium, Team Teaching, Seminar readings, Mass Media, Distance Education etc. Their merits and demerits.
6. Experimentation and Innovative practices in Teacher Education: Innovative Practices in Teacher Education: Open Air session, Camps, Socially useful productive work (SUPW) and community science (CS) in teacher education. A few models of Teaching-Original Teaching Model (Robert Illaser), Class room verbal interaction analysis model (N.A. Flards), Bruncer Piajet and Skinnces models of teaching, their importance in teaching and development of a balanced outlook in making the choice.
7. Teacher Effectiveness and its measurement-concept of Teacher: Effectiveness recent trends and current researches in India & abroad.

### *Sessional Work :*

1. Preparation and teaching of 5 micro lessons based on 5 important skills.
2. Preparation of an observation schedule and supervision of 5 teaching practice lessons.
3. Preparation and conduct of a senior/workshop on any aspect to teacher education.

### *Books Recommended:*

1. Edmund J.Kjng: The Teacher Education, Holt Renchart and Winston London,1970.
2. Teaching woth teachers trends in teacher Education, Goorge All and unwin. Ltd.1971.
3. Austin D.Souza,J.N.: Training for Teaching in India and England.
4. Piress S.A.: Better Teacher Education, Delhi University.
5. Kugg, H.: Training of Teachers, Harper Brothers,1952

6. Rubert, S.: The Psychology of Training, Methuen & Co. London Year.
7. Stones, E. & Morris S.: Teaching Practice Problems and Perspectives, London Methuen & Co. Year.
8. Passi B.K. & Shah, M M.: Microteaching in Teacher Education Broada CASE-Year.
9. Buch, M.B.: A Survey of Research in Education, Baroda., DASS Communication in class room, Baroda, Case.
10. Bruce Joyce & Marshavell : Models of Teaching.
11. Ataval, S.B.: Quality of Teachers Amitabh Prakah Prakahs as Allahabad.
12. Adams, M.P. & Jicky F.G.: Basic Principles of Student Teaching New Delhi Eus as Publishing House.
13. Prof. Sansanwal : Inquiry Training Model-Agra Publishing.
14. Dr.R.S. Shukal: Shishk shisha dasha & disha, Ashat Pkashan, Udpur.
15. International Encylopaedia of Edu. : Special Volume on Teacher Education.
16. Caul and Menon Experiments in Teacher Training, Delhi Manger, Publication, 1965.
17. Pires, E.A.: Better Teacher education, Delhi University Delhi, Atma Ram, 1959.
18. Bar A.S. (ed.) : wisconsin Stories on Teacher Effectiveness, Wisconsin University, U.S.A.

### **Group-V Paper III : Comparative Systems of Teachers Education Programmes**

#### ***Objectives:***

1. To enable the student teachers to undertake systematic study of teacher education programmes and problems in the four counties specified in the syllabus.
2. To develop ability in utilizing the knowledge acquired in solving professional problems.
3. To prepare them to play their role in directing the development and reform of teacher education.

#### ***Syllabus:***

The following topics will be dealt in relation to the teacher education system prevailing in United Kingdom, The U.S.A. and France Jaipur.

1. Evolution and development of teacher education in the four countries: A Short critical historical survey.
2. A critical study of teacher education programmes at secondary levels with special reference to :
  - a. Aims and objectives
  - b. Curriculum
  - c. Methods of teaching
  - d. Evaluation.
3. Recruitment and selection of prospective teachers in teacher education institution.
4. Different types of teacher education institutions at secondary levels.
5. Administration, Organisation and control of teacher education institutions at the elementary and secondary levels.
6. Economic and service conditions, remuneration, financial responsibilities, retirement, Plans and procedure need for reform.
7. Teacher educators, preparation-qualification and in-service education.
8. Teachers organisations in U,K,, U.S.A. and Japan.
9. A critical study of new experiments in teacher Education.

#### ***Sessional Work***

1. Four essays on any aspect of system of teacher education in other countries. A comparative approach should be adopted.

2. A survey of some aspect of any one Teacher College in India Report of the survey is to be submitted.

*Bibliography:*

1. Ataval, S.B.: Teache Education in the United Kingdom. Allahabad. Garg Bros, 1947.
2. Richrdson etal : The education of Teacher, England, UNESCO, 1953.
3. Commission on Teacher Education : The Improvement of Teacher education Washington. American Council of Colleges for Teacher Education, 1956.
4. Teachers and Curriculum in Secondary School, Ministry of Education London University 1944.
5. Education and Training of Teacher. UNESCO, Paris,1952.
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14. Lavin Deana: Soviety: School and Progress in France.
15. Halls. W.D.:
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  - ii. Ring, Edmund King. School and Progress in the U.S.A.
  - iii. Utechin, S.V.: Society School and Progress in the U.S.S.R.
  - iv. Baron,G.: Society School and Progress in England.

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## **Group-VI: Guidance and Counseling**

### **Group-VI Paper I: Principles & Procedure of Guidance**

*Objectives*

1. To help students understand the basic principles of guidance and counseling their need and application to the process of education.
2. To help students to appreciate need and importance of guidance services in the Indian situation.
3. To develop ability to plan guidance programme for Indian-Schools in the students.
4. To acquaint students with the research need in guidance and counseling.
5. To acquaint students with evaluation of guidance programme.

**Unit I :** Meaning, Nature and Scope of Guidance: Concept of guidance and Counseling. Objectives of guidance at a Primary, Secondary/& College levels.

**Unit II :** Psychology of Career : Vocational development, vocational maturity, career patterns factors influencing vocational development, factors influencing Planning, Using, Occupational information. Making career Plans, securing a job and progressing.

**Unit III :** Guidance Services: Individual Inventory Services- Anecdotal and cumulative records. Information Service-Collection maintenance & dissemination of information, Organization of information

centres in the Institutions. Counseling Service-Role personality and special training of counselor, Group guidance service-Orientation of new students, special classes in guidance, career days, career conferences, field trips use of mean of mass media, Hobby clubs, study habits leisure time activities. Placement service educational and vocational placement. Follow up service-During Study in School and after leaving placement. Follow up service-During Study in School and after leaving the School. Evaluation and Research Service-Need of revaluation of guidance programmes, methods & techniques of evaluation and research in guidance.

**Unit IV :** The process of Guidance: Essentials of Guidance process. Steps in the guidance process. Role of the teacher in the process of guidance. Role of professional workers. Professional problems in the Guidance process.

**Unit V:** Environmental Information : Types of informations, sources of informations, Importance of environment informations, National and Local information.

**Unit VI:** Organizing Guidance Programme: Essentials of a good guidance Programme. Planning a guidance programme. Organizing guidance programmes at elementary higher secondary and College levels. Guidance Programmes in Indian Higher Secondary Schools. How to set up a guidance unit? How to report students progress?

**Unit VII :** Public Relations in Guidance: Problems of working with parents. Utilizing community sources for guidance purposes. Role of the guidance worker.

*Sessional Work:*

Any two of the following:

1. Survey of guidance needs of a group of students.
2. Case studies of one students who need help in different areas.
3. Planning a guidance programme for an institution on the basis of students needs.

*Bibliography*

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8. Kochhar, S.K.: Guidance in Indian Education, New Delhi Sterling Publishers Pvt.Ltd.,1979.
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12. Jones,A.J.: Principles of Guidance Mcgraw Hill Book Co., Inc.1951.
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15. Miller,Caroll H.: Foundation of Guidance Harper, & Bros.New York,1961.
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18. Mehdi, Baquen: Educational & Vocational Guidance in India, NCERT, New Delhi, 1967.

## **Group-VI Paper II : Techniques of Appraisal & Counselling**

### *Objectives*

To help students (1) develop command of theoretical knowledge of various techniques used in counselling  
(2) develop practical skills in the use of various techniques.

### *Syllabus:*

**Unit I :** Concepts of Appraisal of Counselling: Need for appraisal in Guidance. Use of testing and non-testing Techniques for studying student. Kinds of information necessary in studying students. Criteria for Judging information obtained in Studying students. Role of Teachers & Counsellors in studying students. Research support for need to study students.

**Unit II:** Testing in Guidance: Principles of testing in Guidance & Counselling Considerations for selection of tests for guidance purposes. Types of test available for Guidance Workers in India. Criteria for a minimum Guidance Testing Programme.

**Unit III:** Appraisal of Mental Ability: Meaning a Nature of Intelligence & which can be measured by test. Use of Multifactor & Separate Aptitudes Tests and their importance. A critical Evaluation of Multifactor Aptitude Tests available for Guidance DAT, GAT, and PMA tests.

**Unit V:** Appraisal of Personality: Meaning of Personality. Detailed study of the following tests-

- i. Projective Tests-Rorschach Psychodiagnostic test T.A.T. C.A.T., SSRFT and Picture frustration tests.
- ii. Non-Projective tests-Inventories check lists and rating scales etc.

**Unit VI :** Appraisal of interests and Attitudes: Concepts of interests and attitude. Detailed study of tests of interests and attitude Scales published in India, their critical evaluation. Study of Strengs vocational interest blank and Kuder's Preference records. Basic interest group and facts about interests.

**Unit VII:** Non-testing Techniques in Guidance: Observation recording, observation schedule and interpretation, Advantages and limitations. Interview-types of Interview, Interview Schedule in counseling precautions to be taken, Limitations. Rating Scales, inventories, Check lists and Sociometric techniques, anecdotal records, biographical techniques, How to develop and use them.

**Unit VIII:** Techniques of Counseling: Directive, Non-directive and electric counseling, Analytic therapy, client centred therapy, play therapy Psychodrama & Sociodrama.

### *Sessional Work:*

Any two of the following:

1. Preparing an observation schedule evolving, coding system, recording observation of a child and interpreting it.
2. Case study and Counseling of one student and student and submitting its report.
3. Administering and interpreting any one of the following tests on two students:
  - i. T.A.T.or C.A.T.or Picture frustration test of SSRE test.
  - ii. Porschach
  - iii. D.A.T.or G.A.T.

- iv. Bhatia Barttmy Performance test of intelligence.
- v. Test of study Habits & Attitudes.

### *Bibliography*

1. Binganam: Aptitude and Attitude Testing.
2. Vermon: Personality Tests and Measurement.
3. Terman & Merill : Measuring Intelligence.
4. Bhatia,C.M.: Performance Tests of Intelligence
5. Rogers: Client Centred Theraphy.
6. Akhilanand: Hindu Psychology: Its meaning for the West.
7. Coster: Yoga and Western Psychology.
8. Vermon: Measurement of Abilities.
9. Bary Field : Modern Methods of Counseling.
10. Rothney: Counseling the individual students.
11. Rogerson, C.H.:Play Theraphy in Childhood.
12. Mousetakas: Chikdren in Play Theraphy.

## **Group VI, Paper III: Dynamics of Human Adjustment & Guidance**

### *Objectives:*

To help students:

- i. Understand the process of Adjustment.
- ii. Understand problems of Young children and methods to help them.
- iii. Develop skills to spot maladjusted children and help them with adjustment.
- iv. Develop ability to relate counseling to the dynamics of adjustment.

### *Syllabus:*

**Unit I:** Basic Concepts: Adjustment-Maladjustment, Frustration, Conflict aggression Abnormalities of behavior needs, drives and Motivation and Development and Adjustment.

**Unit II :** Process and Modes of Adjustment: The Process of Adjustment. Causes of Maladjustment. Types of Maladjusment. Defence Mechanisms and their importance. Prevention of treatment of Maladjustments in Schools Role of family & Society in the adjustment process.

**Unit III:** Identifying and helping students with special needs: Gifted, Talented and Creative students. Socially/Emotionally and Educationally Maladjusted students. Physically Handicapped Students.

**Unit IV:** Abnormal Behavior: Theories of Abnormal Behavior Behavioristic Theories, Psycho-analytic Theories. Types of Abnormalities of Behavior symptoms causes, prevention and Treatment, Research.

**Unit V:** Studies regarding the following : Fears and Phobias. Anxieties Frustration & Agression. Emotional instabilities. Fantasy and withdrawal behavior. Stress situations and behavior.

**Unit VI:** The normal, Maladjusted & Abnormal Personality Characteristics of the Normal Maladjusted and abnormal behavior. Role of be Family, School and Social agencies in developing normal personality, Criteria of adjusted personality. Various theories of personality development.

**Unit VII:** Mental Health and Hygiene: Concept of Mental Health and Hygiene. Nervousness and Worry. Feelings of infertility. Degrees of Anxiety. Characteristics of a Mentally Healthy Person.

**Unit VIII:** Behavior problems students & the Role of the Teacher: Drug Addicts. Neurotics, Psychotics, Hysterics, Treatment of behavior problem students and the role of the teacher.

*Sessional Work:*

Identification of students with behavior problems and preparing a plan for helping them.  
Two term papers and three abstract of recent articles in the research journals.

***Bibliography:***

1. Blanton, Smiley and Blanton, Margaret Gray: Child Guidance D. Appleton-Century Company, New York
2. Burgury W. Mary, Balint, Edna M. and Yapp, Bridget J.: An Introduction to Child Guidance, Macmillan and Co., Ltd London: 1947.
3. Carrol Herbert A: Mental Hygiene, The Dynamics of Adjustment, Prentice Hall Inc, New Jersey: 1964.
4. Jourard, Didney M.: Personal Adjustment: An approach through the study of healthy personality. Macmillan Co., N.Y. 1958.
5. Mc Kinney, Fred: Psychology of Personal Adjustment students Introduction to mental Hygiene: John Willey and Sons., Inc. N.Y. 54.
6. Lehner George F.J.: The Dynamics of Personal Adjustment N.Y. Prentice Hall. Inc., 1956.

## **Group-VII: Educational Technology**

### **Group-VII Paper I: Educational Technology:**

*Objectives:*

1. To enable the student to understand the meaning, need and scope of Educational Technology in the teaching learning process.
2. To familiarise the student with various models of teaching-learning and techniques involved in Educational Technology.
3. To enable the student to make use of local resources for bringing about optimum educational outcomes keeping in conformity with educational goals.
4. To enable the student to develop the skill of using and maintaining various hardware gadgets of Educational Technology.
5. To enable the student to plan and prepare software programmes/scripts for Radio/TV and programmes for computer.
6. To enable the student to implement and evaluate the ET Programmes.

*Syllabus:*

**Unit I:** (i) Concept of Educational Technology-its definition, meaning and scope. (ii) Role of Educational Technology in modern times. (iii) Research and innovations in Educational Technology in India

**Unit II :** S-R Theories of Learning Skinner and Gague.

**Unit III:** (i) System approach-definition, characteristics (ii) Education as a system (iii) Communication in education-communication process; components of communication processes; Teaching-Learning as a communication process,



**Unit IV:** (i) Formulation of educational objectives Traditional V/S modern approach (ii) Content analysis; Task analysis; Criterion reference test and Narrative test.

**Unit V:** Programmed learning. Basic Principles, Types uses and limitations of programmed material and teaching machines.

*Sessional Work:*

1. Preparation and administration of Programmed Learning material (at least 25 frames).
2. Preparation of any two communication aids.

*Bibliography*

1. Dale. (Ed): Audio-Visual Methods in Teaching (Revised Edition) N.Y.Holt Rinehart and Winston Inc.1973.
2. Green,E.J.: The Learning Process & Programmed Instruction.N.Y.Holt, Rinehart & Winston Inc.1960.
3. Knork,F.G.and Childs,T.: Instructional Technology: A Book of Readings,N.Y. Holt Rinehart & Winston,1968.
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5. Thomas, C.A.: Programmed Learning in Perspective-A guide to programme writing, Banking Essex, Adelphi 1963.
6. Sampath,K. Painiselvam A.and Santhanam, S.: Introduction to Educational Technology New Delhi, Sterling (P) Ltd 1981.
7. Amidon,E.J.and John ,B.H.: Interaction Analysis: Theory Research & Application, Addison Wesley Publishing Co., Reading Messachusetts. Lonson,1967.
8. Buch,M.B.& Santhanam M.R.: Communication in Class Room CASE Baroda.
9. Sharma,R.A.: Tachnology of Teaching, Meerut, International Publishing House,1980 (Also available in Hindi)
10. Bhatnagar,R.P.& Bhatnagar, Suresh: Shikshan Shilp Vigyan Meerut, Puneet Press,1977.
11. Bajpai, A.C. and Leedham J.F,: Aspects of Educational Technology part IV N.Y. Pirmava Publishing Co.
12. Flanders, Ned. A.: Analysing Teaching Behavior London, Addison Wesley Publishing Co.,1972.
13. Dunn, W.R. and Roloryd C.: Aspects of Educational Technology Vol. II London, Pitman.
14. Allen,D. and Ryan,K.: Micro Teaching of Teaching New Jersey,1969.
15. Joyace,Bruce and Weilmansha: Models of Teaching New Jersey, Prentice Hall, Englewood Cliffs.

## **Group VII Paper II: Educational Technology and Instructional Process**

*Syllabus :*

**Unit I:** (i) Instructional process : Teaching and Instructions components of Instructional Process- Objectives, content, Media, Method, Learning Teacher and Evaluation efficiency and effectiveness. (ii) Formulation of Instructional Objectives-Behavioral Specification Entry and Terminal Behavior. Objective in the Three Domains of Behavior (Cognitive, Affective and Psychomotor).

**Unit II :** (i) Methods and Media: Criteria for selection of methods and media: Multimedia approach to instruction. (ii) Instructional Techniques-Lecture, Discussions, Seminars Pannel Discussion, Team-Teaching,Brain storming and Tutorial.

**Unit III :** (i) Instructional Technique, involving student activities : role playing, library work, field work and Educational games.

(ii) Communication Media in Education : Mass Media-TV, Radio, Films, Tape Recorder, Computer and other accessories.

**Unit IV :** (i) Classroom interaction analysis techniques enconditioning; (ii) Inter-action Models.

**Unit V:** Micro-Teaching and Simulation.

*Sessional Work:*

1. Preparation and operation of one lesson on Team-Teaching.
2. Preparation of one Radio/T.V. Lesson script.
3. Preparation of two Micro lessons on any two skills.

*Bibliography:*

1. Cassire, Henry.R.: Television Teaching Today Paris, UNESCO 1962.
2. Philips, Lewis: Educational Television Guide Book N.Y.: McGraw Hill Book Co.,
3. Hillard R.I.: Writing for T.V. and Radio N.Y. Hastings House.

## **Group VII. Paper III : Models of Teaching**

**Unit I :** The models Approach of Teaching:

- Role of teachers in personal, Social and academic growth and development of students.
- Teachers role as Counsellors facilitators, instructional managers, curriculum designers, academic instructors & evaluators etc.
- Concepts of Theory of teaching, models of teaching and strategies of instructions.

**Unit II:** Informational processing Models of Teaching:

- Information processing goals-cognitive, affective and psychomotor.
- Three phase approach to teaching-planning, implementation & Evaluation,
- Hilda Taba's Inductive Thinking Model.
- J.J.Schwelus-Science inquiry Model.
- J.Bruner-Concept attainment model.
- J.Piaget, Sigel & Sullivan, Developmental Model.
- D. Ausubel, Advanced Organizer Model.

**Unit III:** Social Interaction Models:

- Importance of Social Interaction Models and the role of teachers.
- Herbert Thelon & Dewey-Group Investigation Model.
- W.Glasser's Class room meeting model.
- B.Massialas & Con's Social Inquiry Model.
- Laboratory Method Model (NTL).
- D. Oliver & J.P.Shaver's Jurisprudential Model.
- Soxaftel & Shaffel's Role Playing Model.
- S.Boococks-Social Simulation Model.

**Unit IV:** Personal Models of Teaching:

- Importance of personal models & role of teachers.

- C.Roger's Nondirective Teaching Model.
- F.Ferls Awareness Training Model.
- W. Carbon Synetics Model.
- D.Hunt Conceptual Systems Model.

**Unit V : Behavior Modification Models:**

- Skinners contribution to the development of behavior modification theory.
- Importance of Use of behavior modification, techniques in Education & Role of teacher.
- Skinners operant conditioning Model of teaching.
- Programmed learning Model.

**Unit VI : Concepts of system & Sub-Systems.**

- Advantages of systems approach to education
- Discussion of systems & sub-systems in Education.

*Sessional Work :*

Each student shall be required to prepare lessons on three models of teaching deliver such lessons in the class & Present his final report.

*Bibliography :*

1. M. Well B. Joyee : Models of Teaching Englewood Cliff N.J. Prentice Hall, 1980.
2. Lindsay,P.& D. Norman : Human Information Processing An Introduction to Psychology N.Y. Academic Press,1973.
3. Eggen,Kauchak & Harder: Strategies for Teacher Informatio & Processing Models in the class room,N.J. Prentice Hall, Inc.1979.
4. Bhatnagar, R.P. etal: Shikshan Shilpa Vigyan Meerrut, Loyal Hindi Book Depot,1977.
5. Taba,H.:Teaching Strategies & Cognitive functioning in Elementary School, Childern, Washington,D.C. USOE 1966.
6. Ausubel P.: Use of Advance organizers in the learning & retention of meaningful material Journal of Edul.Psy. 1960-61 : 267-72.
7. Schman: Inquiry Development Programme Developing Inquiry, Chicago, Scientific Research Associate,1966.

## **Group-VIII: Educational Measurement and Evaluation**

### **Group-VIII Paper-I : Principles of Measurement & Evaluation**

*Objectives:*

1. Knowledge and understanding:
  - a. To acquire knowledge of :
    - i. The history of examination in India.
    - ii. The Present system of examination in India.
    - iii. The system of examination in other countries.
  - b. To gain understanding of:
    - iii. The basic concepts of Measurement validity reliability and objectivity.
    - iv. The theory of evaluation objectives, learning experiences, evaluation, need for measurement and evaluation.
    - v. Purpose of measurement and evaluation.
    - vi. Evolving educational objectives.
2. To develop critical thinking as a evidence in appraisal of examinations at all stages of education in India.

3. To develop skills necessary for the (i) formulation of education objectives at various levels and their clarifications (ii) classification of education objectives.

*Syllabus:*

- Unit I:** 1. Meaning, scope and Need for measurement Evaluation in education.  
2. Basic concepts Measurement, Evaluation, appraisal, objectives.  
3. Role of Measurement & Evaluation in Education.

- Unit II:** 1. Case for Essay Type Achievement tests, Constructing Essay Type Test Items, Administration scoring.  
2 Case for objective Type Achievement Tests, Constructing objective Test Items, appraising & objective type Items and Organizing objective tests.  
3. Comparison of Essay & objective Tests.

**Unit III:** Educational Objectives:

1. Taxonomy of Educational Objectives, Blooms Contribution.
2. Writing Objectives in Behavioral terms Magar's contributions.
3. Translating needs into educational objectives.

**Unit IV:** Standardization of Educational Tests:

1. Qualities of a good test, objectivity, reliability, validity, practicability, Usability Norms.
2. Steps in the construction of a Standard Test.
3. Item Analysis, Method, Using item analysis results, limitations of item analysis, test item file.

**Unit V:** Calculating Reliability, Validity & Norms of educational Tests:

1. Definition of Reliability, Validity & Norms.
2. Types of Validity, reliability and Norms.
3. Determining degree of reliability & validity.
4. Appraising estimates of reliability
5. Relationship between reliability & validity.

**Unit VI :** Alternative approaches to Educational Evaluation

1. Goal attainment Model
2. Judgment Models emphasising Inputs & outputs.
3. Stakes countenance Model
4. Decisions Facilitation Models
5. The Discrepancy Models
6. Naturalistic Model

*Sessional Work:*

1. Calculating reliability of a test by test-retest or split half or Parallel form or Rationale Equivalence Method.
2. Establishing validity of test by concurrent or congruent validity Methods.

*Bibliography:*

1. D. C.E. the concept of Evaluation in Education, evaluation and Examinations series No. 1 N. C.E.R.T. New Delhi,1961.
2. D.C.E. Evaluation in Social Studies, 2nd Edition, Government of India, New Delhi 1963.
3. D.C.E. Evaluation in General Science, Science,2nd Edition Government of India, New Delhi,1963.
4. D.C.E. Evaluation in Physics, N.C.E.R.T. New Delhi,1962.
5. D.C.E. Evaluation in Mathematics a 2nd Edition, N.C.E.T.New Delhi,1961.
6. D.C.E. Evaluation in Geography, N.C.E.R.T. New Delhi,1962.
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11. Arasarkedavil D.J.: The Secondary School of Level Examination in India. Asia Publishing House, bombay,1963.
12. Popham W. James: Educational- Evaluation, Prentice Hall, 1988.
13. Thorndike & Hegan: Measurement & Evaluating in Psy. & Edu. Ny. John Wiley.
14. Ahmann J.S. & Clock, M.D. Measuring & Evaluating Educational Achievement, Allyn Bacon 1945.
15. Niramla Magiya: Mapan aur Mulyakan.
16. R.S.Agarwal: Mapan aur Mulyankan.
17. Mehsha Bhargav : Mapan aur Mulyankan.

## **Group VIII. Paper II : Evaluation Techniques and Tools:**

### *Objectives:*

1. Application of Knowledge and Understanding in Planning and Implementing objective bases, instructional and evaluation programmes at different levels.
2. To develop critical thinking as a evidence in :
  - i. Examination of a techniques or tool of measurement and evaluation in the light of accepted criteria.
  - ii. Critical understanding of the different procedures of measurement and evaluation Selection of the appropriate procedure for a particular purpose and level.
3. Development of skills necessary for:
  - i. Preparation of achievement and diagnostic tests and complete question paper.
  - ii. Conducting practical and oral examinations.
  - iii. Preparation of others tools like check lists, rating scales, questions questionnaires etc.
  - iv. Administration of tests of different types such as achievement diagnosis, intelligence, personality & aptitude test etc.

### *Syllabus:*

#### **Unit I: Role of testing & Non-testing Techniques in educational Evaluation:**

- Purpose and Function of Testing in Schools.
- Classification of Educational & Psychological tools.
- Practical considerations in choosing a test.
- Interpreting Test Scores-Raw Scores and Distributions. methods of describing relative performance. correlating Sampling errors.

**Unit II : Test of Mental Ability:**

- Brief History of Mental Testing.
- Theories of Intelligence-Indian & Foreign Tests Multifactor Aptitude test.
- Measurement of Aptitudes D.A.T. battery/GAT Battery and P.M.A. and other single factor tests.

**Unit III: Test of Scholastic Achievement:**

- Need for Achievement Testing in Schools.
- Planning and construction of Teacher-Made Test.
- The use of Essay and objective test items.
- Planning & construction of standardized Achievement tests.
- Difficulties of achievement Testing in Schools.
- Functions and types of achievement tests Schools subject tests, Reading Test of Skills in performance.

**Unit IV : Test of Personality:**

- Need for Personality Testing in Schools:
- Projective & Non-Projective Test of Personality.
- Self-report Techniques of Personality-question of their reliability & validity.
- Interest Inventories & attitude Scales.
- Observation Techniques, situational Tests of character, Rating scales Anecdotal Records & Sociometric Techniques.

**Unit V: Diagnostic Test:**

- Need for Educational Diagnosis in Elementary and Secondary Schools
- Purpose of Diagnostic Test.
- Steps in educational Diagnosis.
- Steps in the construction of a Diagnostic Test.
- Basic Principle of corrective instructions correcting problems solving deficiencies improving faculty methods in Arithmetic and Reading.

**Unit VI: Uses and limitations of Test Norms:**

- Item analysis its-purpose,
- Discrimination & difficulty indices-Methods of calculation.
- Criteria for selection of good test items.
- Norms and Standards.
- Raw scores and Derived Scores.
- Types of Norms Age,Grade,Centile, T and Z Score norms.
- Use of Norms in interpreting intelligence achievement and personality test scores.

*Sessional Work:*

1. Construction, Try out and item analysis of a teacher made test.
2. Construction, Try out of a Diagnostic Test.
3. Diagnosis of Students deficiencies in any one of the following:

**-Problems Solving**

- Arithmetic
- Spelling & Sentence Structures
- Reading

*Bibliography:*

1. Urst.E.J.: Constructing Evaluation Instruments, Mckay, New York, 1956.
2. Gerberich J.R.: Specimen objective Test Construction, Mckay New York,1956.
3. Thronike Robert and L. Elizabeth, P. Hagen: Measurement and Evaluation in Psychology and Education. 2nd Edition Weley, New York,1961.

4. Remmeas,H.H. & Others: Educational Measurement and Evaluation New Harper and Row, New York,1956.
5. Lindquist, Evert F.: Educational Measurment, A.C.F. Washington,1956.
6. D.C.E.: Evaluation in Secondary Schools N.C.E.R.T. New Delhi.
7. Sharma,P.D.: Improving Examination,DEPSE,N.C.E.R.T. New Delhi.
8. Traverse,R.M.W.: Educational Measurement, Mac Millan, New Tork,1955.
9. Schonell and Schonell: Dignostic and Attainment, Testing Oliver and Boyd Edinburgh,1960.

### **Group VIII Paper III: Educational Statistics**

#### *Objectives:*

1. Knowledge and understanding: To gain understanding of the concepts and methods used in statistical analysis of test scores.
2. Application of knowledge and understanding to apply the above knowledge in tabulating and interpreting tests scores.
3. Development of skills: To develop skills necessary for the analysis and interpretation of tests scores.

#### *Syllabus:*

##### **Unit I :** Need and importance of Statistics for interpreting Educational Data:

- Issues preliminary to Statistical inquiry.

##### **Unit II:** Regression and correlation:

- Regression coefficient equations test of linearity prediction;
- Computation of Product Moment Correlation, The scatter Diagram.
- Methods of Interpreting coefficient correlation.
- Reliability of Correlation.
- Proportional, Multiple Correlation, Biserial Correlation, Tetrachoric correlation and contingency correlation.

##### **Unit III:** The normal probability Curve and its application:

- Normal Probability Curve its characteristics, area under normal curve, Equations of Normal Curve, Normal Curve and probability Family of Normal Curve.

##### **Unit IV:** Analysis of Variance & Covariance:

- Inferences about variabilites.
- Simple Analysis of Variance.
- Analysis of Variance with two or more variables of classification.
- Analysis of Co-Variance.

##### **Unit V:** Probability and Hypothesis Testing:

- Probability-Binomial Distribution-Hypothesis Testing.

##### **Unit VI:** Statistical Inference Continuous Variables.

- Sampling Distribution
- Inferences Concerning Means & the difference between Means.
- Inferences concerning Variances & Standard Deviations.
- Inferences about Proportions & correlation coefficients
- Small sample & Techniques.

**Unit VII: Non- Parametric Methods"**

- Chi Square Test Median & The Sign Test.
- Non- Parametric Methods: Ranking of differences between measurement and ranking of unpaired measurement.

**Unit VIII: Sampling Techniques in Educational Research:**

- Population, based sampling sample
- Simple and Pseude-Simpling, sample.
- Cluster sampling
- How big should the sample be.
- Stratified Sampling.
- Multistage sampling.

**Unit IX: Principles of Factor Analysis:**

- Simple Techniques of factor Analysis.

*Sessional Work:*

1. A Sample survey of a population regarding its opinion about some educational problem and preparing its report.
2. Preparing a correlation Matrix based on school marks of a group of students and carrying out Factor Analysis.

*Bibliography:*

1. Guilford, Joys,P.: Fundamental Statistics in Psychology and Education, 3rd Ed. McGraw Hill, New 1956.
2. Garrent, Henry E,: Statistics in Psychology and Education, 5th Ed. Mckay, New York,1958.
3. Tate,M.W.: Statistics in Education and Psychology. Macmillan. New York,1965.
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