

UNIVERSITY OF RAJASTHAN, JAIPUR



SYLLABUS

SCHEME OF EXAMINATION AND
COURSES OF STUDY

M.Ed. EXAMINATION

FACULTY OF EDUCATION

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., Shiksha Shastri, B.T. or L.T. Examination or One Year B.Ed. (Science/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 thereto pursued a regular course of study as hereinafter prescribed for not less than one academic year.

N.B. : Candidate 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 Shastri 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 the first year and part II thereafter at the end of second or third year. A candidate who chooses to take the two parts of the examination 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 personnel required for staff colleges of education at the pre-primary and secondary levels.
2. To prepare professional administrators and supervisor 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.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialisation in subjects allied to the selected field, and (c) some research or investigation.

The course as a whole is fixable enough to provide for (i) Specialisation in a field or (ii) broad study of education according to the needs and interests of the students.

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

PART II

Dissertation

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 produce a certificate from the Head of the Institution where he has studied to the effect that the dissertation is genuinely the work of the candidate and it is fit to be examined.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College, who will forward the same to the Registrar of the University by the 7th March every Year.

In case of candidates having offered dissertation involving interdisciplinary approach to more than one subjects. The supervision by 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 a 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 the 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 college), or the papers in any other area of specialisation under Part I (B) provided he studies at a Post-Graduate Teachers Training College affiliated to the University for atleast three months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialisation which he wishes to offer is different from the one in which he submitted the dissertation during the M.Ed. Examination.

R-43 : SCHEME OF EXAMINATION

Part-I : Theory Papers

A. Compulsory

Paper-I- Philosophical and Sociological Foundations of Education.

Paper-II- Methodology of Educational Research.

Paper-III- Psychological Foundations of Teaching Learning.

B. Optional Paper V & VII :

Any two from 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 and Text Books.

Group V Foundations of Teachers 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 and optional)

shall be of

100 Marks

These marks further divided as

Theory Paper	75 Marks
Sessional Work	25 Marks

The Sessional work shall be examined by both the external examiner and the internal examiner and an average of the marks awarded by them shall be considered.

In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

Part-II Dissertation **100 Marks**

The dissertation shall be examined on the following lines :

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

Working out the result and awarding division :

The successful candidate shall be classified into two classes:

Class- I - Those obtaining 60% of the aggregate marks or more.

Class- II- Those obtaining at least 48 per cent of the aggregate.

The minimum pass marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum pass marks shall be 48 per cent.

Notes :

1. The combination of Law with the M.Ed. course shall not be permitted.
2. 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.
3. The sessional work in each paper, both compulsory and optional, shall be evaluated by the external examiner and an internal examiner who shall be the professor concerned. Out of a maximum of 25 marks, each the average of the two assessments being taken as final award.

Candidates appearing at the M.Ed. Examination are allowed the option of answering their question papers, (including writing of Dissertation) through the medium of Hindi.

M. Ed. SYLLABUS

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 thought 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 enables 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 realise the role of education as an instrument of social, political, economic and industrial change.

Syllabus :

Section-A : Philosophical 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 Vedic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following philosophies :
Buddhisum.
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 curriculum according to Idealism. **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 to 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 Education. 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 attentions in education, Deschooling, Concept, and consequences, Futurology of Education.

Sessional Work :

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

Books Recommended :

1. Altekhar, A.S. : Education in Ancient India, Book Shop Varfanasi, 1934.
2. Bhaum, Archia-I : Philosophy, An Introduction, Mumbai, Asia Publishing House, 1962.
3. Brameld Theodore : Cultural Foundation of Education. An Interdisciplinary Expiration. New York, Harper and Bros., 1957.
4. Brown Francis. J. : Educational Sociology.
5. अनु. बाल गोविन्द तिवारी : शिक्षा के सांस्कृतिक आधार, राज. हिन्दी ग्रंथ अकादमी।
6. Brubacher, J.S. : An Eclectic Philosophy of Education (2nd Ed.)
7. Butler, J.D. : Four Philosophies, (3rd Ed.). New York, Harper and Bros., 1969.
8. Chatterji S.C. & Datta D.A.: An Introduction to Indian Philosophy, Kolkata, Calcutta University Press, 1955.
9. Cook L.A., and Cook E.E. : A Sociological Approach to Education, McGraw Hill Book Co.
10. Dewey John : Democracy & Education, New York, MacMillan & Co., 1940.
11. Durant, Will : The story of Philosophy, London Eastern Bonn, 1955.
12. Havighurst, Robert J. Newgarten : Society and Education, Bosten

- Allen of Bacon Inc. 1957.
13. Hodgkinson L. Harold : Education in Social and Cultural Perspectives, Englewood Cliff, Prentice Hall Inc., 1962.
 14. H. Aralambos, M. with R.M. Herald : Sociology : Themes & Perspective, Oxford University, Press, Delhi, 1981.
 15. Hocking W.B. : Types of Philosophy, New York, Scribners Sons, 1957.
 16. Illceh Ivan : Schooling Society, Pengvin.
 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, Mumbai, Asia Publishing house, 1962.
 22. Lodge R.C. : Philosophy of Education New York, Harper and Bros, 1947.
 23. Manning Charpo : The Story of Indian Philosophy, Kolkata, Sushil Gupta, 1965.
 24. Max Muller F. : The Six Systems of Indian Philosophy, Kolkata, Sushil Gupta, 1956.
 25. Max Muller F. : The Vedanta Philosophy, Kolkata, 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. ओड एल.के. : शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
 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 Education** New York, The MacMillan & 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 and 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) Correctional & 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, standardized 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 test, 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 attitude scale
 - (e) Rating scale
 - (f) Check list.

Book Recommended :

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, McGraw 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, McMillan Co. 1958.
5. Verma, : An Introduction to Educational & Psychological Research, Mumbai, 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, Mumbai, Asia Publishing House, 1950.
10. Good Methods of Research, New York, Application Country Crofits, 1954.
11. Olurir, Research in Education, George Allen and Illiuoo, 1960.
12. Encyclopaedia of Educational 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. डॉ. बी.एन. राय : अनुसंधान परिचय, विनोद पुस्तक मन्दिर, आगरा।
15. सुखिया एस.पी. : शैक्षिक अनुसंधान के मूल तत्त्व, विनोद पुस्तक मन्दिर, आगरा।
16. आर.एस. शर्मा : शोध प्रबन्ध लेखन, कमल बुक डिपो, मेरठ।
17. आर.एस. शर्मा : शिक्षा अनुसंधान लेखन, कमल बुक डिपो, मेरठ।
18. डॉ. कपिल : शैक्षिक अनुसंधान, भार्गव, आगरा।

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 behavioural problems of students and teachers in the light of the scientific knowledge available in the field of educational psychology.

Syllabus :

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's 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 behaviourism, Functionalism Gestalt, Psychoanalysis. Learning theories with class room implications.
(a) Connectonism (b) Classical Conditioning (c) Operant conditioning cognitive field theory contributions of Piaget, 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 the 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 programme on any topic of one's own choice.

Books Recommended :

1. The Psychology of Learning and Instruction. John P. Dececoon, 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, 1971.
4. Psychological Foundation of Education. Morris: L. Bigge and Maurice P. Hunt, 1962.
5. Advanced Educational Psychology : B.Kuppuswamy, Sterling Publishers (P) Ltd., 1972.
6. Models of 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, (1971).
2. *Studying Teaching* (ed.) : James Paths, John R. Pancella, James
S. Van Ness, Prentice Hall Inc., Englewood Cliffs, New Jersey,
(1971).
3. *Improving Teaching : An Analysis of Classroom 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.B. Macmillan, Rend McNally and Co., Chicago, 1968.
6. *Interaction Analysis : Theory Research and Application*, Admund
Amidon and Hugh, Addison Wesley, London, 1967.

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 Behaviour
- 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 Ausubel Model : Advanced organizers and meaningful learning.

— The Suchman. Inquiry Model : Developing thinking skills through Inquiry.

— The Gordon's Model to Develop creativity : Synectics.

Unit IV : Developing New Behaviour :

— Differences in individual rate of learning and pace of development.

— Role of different Teaching and Learning Strategies in the development of behaviour.

— Learning simple & complex behaviour : Behaviour role of modification techniques.

— Practice, Reinforcement, Motivation and conditioning in learning a new behaviour.

Unit V : The Dynamics of Behaviour Development :

— Needs : Maslow's hierarchy of needs.

— Values and attitudes.

— Motivation : Theories of Motivation.

— Communication - Transactional Analysis.

— Developing personnel communication skills

— The group dynamics.

Unit VI : Taxonomy of Learning Objectives :

— Blooms Taxonomy of Learning objectives.

— Magers Taxonomy of Behavioural objectives.

Sessional Work :

1. Teaching two lessons using different models or instructional strategies.
2. Modifying child behaviour by the use of any one behaviour 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 help him to understand the role of the home 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
- Behaviouristic Theory
- Psycho-Analytic Theory

Unit V : Factors affecting Child Development :

- Home-Influence of Early life experiences, Physical and psychosocial 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 rearing 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 behaviour, Irrational fears and anxieties, Learning disabilities, Feeble-mindedness.
- Therapies for treatment—
Behaviour 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 Behaviour Modification Techniques in an experiment on any one disturbed child.

or

Use of Developmental 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.

Books Recommended :

1. Johnson, R.C. Modinnus, G.R. : Child Psychology : Behaviour and Development, N.Y. John Wiley & Sons., 1969.
2. Meiser, H.W. : Three Theories of Child Development, N.Y. : Harper and Row, Pub., 1978.

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 During 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 Glueck's study of Adolescent Delinquency; studies done in India.

Psycho analytic Interpretations of delinquent behaviour. 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 adolescents with the help of an opinionnaire on any important topic.

Books Recommended :

1. Cole, L. : Psychology of Adolescence, London and Unwin.
2. Garrison, K.C. : Psychology of Adolescence, New York, Prentice Hall, 1956.
3. Hurlock, E.B. : Adolescent Development, London McGraw Hill, 1955.
4. Malm M. and Jamissonf : Adolescence, New York, McGraw Hill Co. 1952.
5. Crow and Crow : Adolescent Development and Adjustment, New York McGraw Hill Co., 1956.
6. Hrrocks, J.E. : Psychology of Adolescence, Harrap, 1954.
7. Grinder R.E. : Studies in Adolescence, London, Macmillan Co., 1980.
8. Fleming C.W. : Adolescence, its Social Psychology, London Rotledge and Kegan, 1955.
9. Shaker, Udei : Problem Children, Delhi, Atma Ram, 1958.
10. Pandey, R.S. : Our Adolescents, Agra R.N. Agarwal, 1963.
11. Mead, M. : Coming of An Age in Samao, London, Pelican.
12. W.H.O. : Health Problems of Adolescents (Tech. Report) 196.
13. Moore, B. M. : Juvenile Delinquency, Washington NEA, 195.
14. Bovet, L. : Psychiatric Aspect of J. Delinquency, Genve W.H.O. 1951.

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 administration in some selected countries of the world.
4. To develop and understanding among students of various theories of administration and management and their implications for educational management.
5. To acquaint the students with major problems of educational management (Administration).
6. 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 specialised area.
The Scientific Management Movement (1910-1935)
The Human Relation Movement (1935-1950)
The Social Science Movement (1950-1970)
The Integrated Approach (1970 onwards).
- (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 Maxwaber's 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 organizational 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 leadership-changing concepts; modern concept of leaderships - (authoritarian democratic, and laissez faire), their nature and implications for educational administration, merits and demerits of each type of leadership, 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 two 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.

Books Recommended :

1. Cambollell, R.F. and Gregg, R.T. (ed.) : Administrative Behaviour in Education, Harpar 1957.
2. Coladrei, A. P. and Getzels, J.W. : The Use of Theory in Educational Administration (monograph), Stanford University, 1950.
3. Heneray, H.B. : Changing Concepts in Educational Administration, University of Chicago Press, 1955.
4. Sears, J.B. : The Nature of Administrative Process, McGraw 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, McGraw 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.
9. Shukla, P.D. : Administration of Education in India, Vikas Publishing House Pvt. New Delhi, 1983.
10. Casteller William : The Personnel Function in Educational Administration, The Macmilian Company, New York 1971.
11. Kimbrough, S. Ralph, Michall & Nunnery : Educational Administration (An Introduction), Mcmillan Publishing Co. Inc. New York, 1976.
12. Gupta, L.D. : Educational Administration at College Level, Oxford and IBH Publishing Co., New Delhi, 1983.
13. Monmahan, G. and Harbert, H.R. Contemporary Educational Administration, Macmillan Publishing Co., Inc., New York, 1982.
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., Educational Planning in India (A Study in Approaches and Methodology), Sterling Publishers (Pvt.) Ltd., New Delhi, 1979.
17. Robert G. Owens : Organizational Behaviour in Schools, Prentice Hall, Inc. Englewood Cliffs N.J., 1970.
18. Owens, R. G. & Carl R. Stenmhollla : Administering Change in Schools, Prentice Hall, Inc., Englewood Cliff, New Jersey 1976.
19. Hinger Asha : Leadership Styles and Job Satisfaction, Jaipur, Printwell 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.
22. Knight, Edger W., : Readings in Educational Administration. Henry Holt and Co. New York 1953.

23. Mukerji, S.N. : Administration of Education Planning and Finance., (Theory and Practice), Acharya Book Depot., Vadodara, 1970.
24. Naik Chitra : Leadership and Educational Administration. Ministry of Education, Delhi, 1957.
25. Harris, Ben M.: Supervisory Behaviour in Education, Prentice Hall, Inc. Englewood Cliffs N.I. 1964.
26. Culbertson, Jack A. Paul : Administrative Relationship : A Case Book, Englewood Cliffs, N.J: 1960.
27. Simon, Herbert A : Administrative Behaviour : Macmillan, New York, 1951.
28. Crosby Muriel : Supervision as Cooperative Action, Appleton Century, Crofts, New York, 1957.
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, Vadodara 1959.
31. Jacobson & Others : The Effective School Principal, Prentice Hall Inc. Englewood Cliff, N.J., 1965.
32. Hodge, B.J. & William P. Anthony, Organisation Theory. Allyn and Bacon Inc. Boston. 1988.
33. ओड एल.के. (सम्पादक) : शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
34. मलैया के.सी. : शैक्षिक प्रशासन एवं पर्यवेक्षण, मध्य प्रदेश ग्रंथ अकादमी, भोपाल।
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 :

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

2. To acquaint them with important roles of school administrator.
3. To enable them to plan and organise school programmes effectively.
4. To help them examine the external and internal controls under which a school functions.
5. To help them understand the importance of professional preparation of educational administration.
6. To acquaint them with the system Maintenance and Renewal Approach for improving school system.
7. To develop in them an understanding and appreciation of the new approaches of class-room observation and supervision.
8. 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, Authority and conflict in Educational Administration concept of Power, Authority, 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 climate, specially in developing teacher morale and creativity among teachers and students.
6. Planning school programme, institutional planning, procedure of institution - Planning successful institutional 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), Preservice Preparation and inservice preparation, factors facilitating growth. Systematic Evaluation, of professional growth suggestions in 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 climate, school supervision or administrator's role expectation and performance.

Books Recommended :

1. Barry : First Indian edition Mumbai, The Macmillan Company of India Ltd., 1973.
2. Bhatnagar, R.P. & Agrawal, Vidya : Educational Administration, School Edition. Meerut, International Publishing House; 1986.
3. Bhatnagar, R.P. & Verma, I.B.: Educational Supervision, Meerut, Arya Book Depot, 1978.
4. Bhatnagar, Suresh : Indian Education -Today and Tomorrow, First edition, Meerut :International Publishing House, 1985-86.

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. Elsbree, Willard, S. & McNally, Harold J. : *Elementary School Administration and Supervision*. Second Edition. New Delhi : Eurasia Publishing House (Pvt.) Ltd., 1964.
8. Eye, Glen G. & Netzer, Lanore A. : *Supervision 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.
11. Harrison, Raymond, H. : *Supervisory Leadership in Education*, New York : Van Nostrand Reinhold Company, 1968.
12. Khan, Mohd. Sharif & Khan, Mohd. Saleem : *Educational Administration*, New Delhi : Ashish Publishing House, 1980.
13. Lapawsky, Albert : *Administration : The Art and Science of Organization and Management*, Second Indian Reprint. Kolkata : Oxford & IBH Publishing Co., 1970.
14. Lulla, B.P. & Others : *Essentials of Educational Administration*. Chandigarh, Mohindra Capital Publishers, 1976.
15. Mondy, R. Wayne & Others : *Management : Concepts and Practices*. Second Edition. London : Allyn and Bacon, Inc., 1983.
16. Mukerji, S. N. : *The Administration of Education Planning and Finance*, Vadodara : Acharya Book Depot., 1970.
17. Neegely, Ross L. & Evans, N. Decan : *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.
19. Osens, Robert G. & Steinhoff, Care R. : *Administering Change in Schools*. Englewood Cliffs, New Jersey : Prentice Hall Inc., 1976.
20. Sharma, Motilal (Ed.) : *Systems Approach : Its Application in Education*. First Edition. Mumbai : 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. ओड एल.के. (सम्पादक) : **शैक्षिक प्रशासन, राजस्थान ग्रंथ अकादमी, जयपुर।**

Reports :

1. Ministry of Education, Government of India, Report of University Education Commission 1948-49.
2. Ministry of Education, Government of India, Report of the Secondary Education Commission 1952-53.
3. 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, 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 of an institution.
4. To acquaint them with the Principles of Educational finance.
5. To acquaint them with the financing of Education 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 to 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 at 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** :
 - (i) **Need of financing education.**
 - (ii) **Principles of financing equity, equality and conscience.**
 - (iii) **Role of financing agencies, centre, state, local bodies and voluntary agencies.**
 - (iv) **Edu. Expenditure in relation to Educational Development and relation to financial resources, Economy.**
6. (i) **Cost of Education and expenditure on Education.**
(ii) **The determinants of expenditure on Education.**
(iii) **Unit Cost, auxiliary cost, institutional cost calculations.**
(iv) **Concept of cost effectiveness variables related to lesser cost and higher, Output on relation to institutional financing.**
7. **Financing of Education in India.**
 - (i) **Theory and practice of Financing Education.**
 - (ii) **Expenditure on Public education in India.**
 - (iii) **Sources of finance.**
 - (iv) **Planning, Budgeting and control of funds.**
 - (v) **Grant-in-aid policies in neighbouring State of Rajasthan.**
 - (vi) **Institutional Budget, Procedure of preparation of institutional budget, administration and safeguard of Institutional budget.**
8. **Educational Finance in Rajasthan.**
 - (A) (i) **State**
 - (ii) **Voluntary Agencies.**
 - (iii) **Local Bodies.**
 - (iv) **Denominational Institutions.**
 - (B) **Previous Grant-in-Aid A System in the state of Rajasthan.**

(C) Criticism of present Grant-in-Aid system steps to overcome the criticism as suggested on various commissions.

9. Problems of Educational 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. Vaizey John : The Economics of Education, Feberx Feber, 1962.
2. Vaizey John : Costs of Education, Allen and Illwin, 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.
5. Krishnamachari V. T. : Planning and India, Lonmans, 1961.
6. Rao V.K.R.V. : Education Planning in India, Allied Publishers, 1965.
7. Naik J. P. : Education in Fourth Five Year Plan, Allied Publishers.
8. Naik J. P. : Education Planning 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. :

COMPARATIVE EDUCATION

Group-III Paper I : Principles of Comparative Education

Objectives :

1. To help the potential leaders to appreciate how education in a country is shaped by a number of factors.
2. To help them perceive the wide variety of education tasks and arrangements in different countries.
3. To enable them to understand the merits and demerits 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 India.

Sessional Works :

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

Books Recommended :

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 Britain, London, 1960.
8. Dent, H.C. : British Education, London, Longmans, 1961.

9. German L. A. : The transformation of the School Progressivism in American Education from 1876 to 1957. New York, A. A. Knodo, 1961.
10. De Young : Introduction to American Public Education, New York, McGraw Hill. 1960.
11. Richmond : Education on the United States.
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. : Compulsory 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 vis-a-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 term papers and three abstracts of recent articles in research journals on topic connected with the paper.

Books Recommended :

1. Hans, N.A. : Comparative Education, London, Kegan Paul, 1961.
2. Kandel, I.L. : The New Era in Education, London, Harrap, 1955.
3. King, Edmund J. : World perspectives in Education, Bobbs Meflcill, 1962.
4. Mukerji, L.: Comparative Education, Allahabad, Kitab Mahal, 1959.
5. UNESCO : Hand book of World Survey of Educational Organisation and Statistics, 1962.
6. Britain's Information Services : Education in Britain 1962.
7. Dent, H. C. : British Education, London, Longmans Press, 1961.
8. Cremin, L.A.: The Transformation of the School Progressivism 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 Indian society to the change brought about by them.
3. To encourage the students to handle original educational documents which is essential for intensive research work.

Syllabus :

1. Early phase (from the time of Warren Hastings upto 1935) :

- (a) The New Administration *vis-a-vis* Education in India.
 - (b) Missionary Enterprise.
 - (c) Other non-official enterprises.
 - (d) Charter Act of 1813.
 - (e) Conflict of opinions regarding the system to be followed for the spread of education
 - (f) Macaulay's Minute.
- II. Social impact of the Introduction to Western Education :
- (a) Emergence of a New Elite.
 - (b) Reform Movements, Brahma Samaj, Prarthana Samaj and Arya Samaj.
- III. Subsequent Progress of Education (under official and non-official enterprises) from 1825 upto 1947 :
- (a) From Macaulay's minute of Wood's Despatch.
 - (b) From Wood's Despatch to Hunter Commission.
 - (c) From Hunter Commission to Lord Curzon.
 - (d) From Lord Curzon to Sadler Commission.
 - (e) From Sadler Commission to Independence.
- IV. Freedom Movement and Education :
- (a) Rise of Nationalism
 - (b) Educationists as Leaders of the struggle for Independence.
 - (c) Educational Institutions started by the Freedom Fighters.
- V. 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 any five years after independence.

Books Recommended :

1. Baman, Behram, B.K.: Educational Controversies in India D.B. Taraporevala, Mumbai, 1943.
2. Basu A.N. : Book Company, Kolkata, 1947, Indian Education in Parliamentary Paper, Asia Publishing House, Mumbai, 1952.

3. Beasant, Annie : National Education in India (New ed) Kolkata.
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 ed), Oxford, London, 1959.
8. Mukerji, H. U. : The Origin of National Education Movement, Kolkata, 1957.
9. Mukerji, S.N. : History of Education in India (Fifth ed, Acharya Book Depot, Vadodara, 1966.
10. Majumdar, R.C. (ed.) : British Parliament and Indian Renaissance (Part II), Vidya Bhawan, Mumbai, 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 India (2 Vols), National Archive, 1960-63.
13. Narullah, Naik : A History of Education in India, Macmillan, Mumbai, 1961.
14. O'Malley, L. S. S. : Modern India and the West, Oxford, Mumbai 1941.
15. Paranjape, M. R. : A Source Book of Modern Indian Education Macmillan, Mumbai, 1938.
16. Rai, Lajpat : Arya Samaj London, 1915.
17. Richey, J. A.: Sections from Educational Records (Part I, 1840-59), Govt. Printing, Kolkata, 1922.
18. Richter J. :History of Missions of India (Tt. Moote Sh.), Oliphant, London, 1908.
19. Sharp H. : Selections from Educational Records (Part-I, 1781-1939) Govt. Printing, Kolkata, 1920.
20. Shastri Shivnath : History of Brahma Samaj (2 Vols.) Kolkata, 1911-12.
21. Sinha D.P. : The Education Policy of the East India Company, Punthi Pustak, Kolkata 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 :

- I. 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.
- II. Activities of the following organisations :
 - (a) Council of Scientific Organisations
 - (b) National Council of Educational Research and Training
 - (c) University Grants Commission.
- III. 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
- IV. 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.

Books Recommended :

1. All Indian Association of Training Colleges : A Symposium on Teacher Education in India, Indian Publications, Ambla, 1964.
2. Aptl, D.G. : Social Education at a glance, Faculty of Education and Psychology, M.S. University of Vadodara, 1956.
3. Avinashlingam S.A. : Understanding Basic Education, Manager of Publications, Delhi, 1954.
4. Basu, A.N. : Primary Education in India. Indian Association Publishing Co., Kolkata, 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 Vadodara.
8. Govt. of India : Reconstruction of Secondary Education, Publication Division, Delhi, 1965.
9. Ministry of Education Govt. of India : Report of the Secondary Education Commission, Publications, Delhi, 1953.
10. Ministry of Education Govt. of India : Report of the University Education Commission, Publications, Delhi, 1949.
11. Kothari, D.S.: Some Aspects of University Education, U.G.C., 1962.
12. Macaulay B. T. : English Education and origins of Indian Nationalism. Columbia University Press, New Delhi, 1940.
13. Ministry of Education : Report on the National Committee on Women's Education, Manager of Publications, 1959.
14. Ministry of Education : Report of the Committee on Education and Educational Integration.
15. Mukerji, S.N. : Education in India Today and Tomorrow, Acharya Book Depot, Vadodara, 1964.
16. Mukerji, S.N. (ed.) : Administration of Education in India, Acharya Book Depot, Vadodara, 1962.
17. NCERT : Survey of Teacher Education in India, Delhi, 1963.
18. Planning Commission : Social Welfare in India, Delhi, 1955.

19. Ross, Aileen : The Hindu Family in the Urban Setting, New York, 1962.
20. Sant, M.A. : Problems of Handicapped Children in India (Indian Journal of Child Health, 1952, pp. 597-607).
21. Sen, J.M. : History of Elementary Education in India, Calcutta Book Co., Kolkata, 1913.
22. Singh, Sohan: Social Education in India: Ministry of Education, 1956.
23. Siqueria T.A.: National Integration Seminar.
24. Zinkin : Taya : India Changes, Oxford, London, 1938.

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 sanskars in dharmshastras.
2. Philosophical foundations of curriculum : Philosophy as a curriculum force; curriculum as advocated in Progressivism, Essentialism, and Reconstructions; curriculum as described in dharmashastras; relationship between values and curriculum.
3. Social foundation of curriculum-culture through 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 centred curriculum, Broadfields curriculum. Core curriculum and Activity curriculum.

6. Process of Curriculum development.
 - A. Situational analysis : operational definition of objectives, specification of teaching-learning activities; analysis and organization of learning material; evaluation.
 - B. Procedures of determining curriculum, content : the acceptance of authority procedure, persistent life situations procedure, learners need 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 : Nongraded School, Bruner's approach.
9. Proposals for curriculum in India; Secondary Education Commission - (1952-53), Education Commission (1964-66) and Iswarbhai 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 analyses in depth of a problem or topic.

Books Recommended :

1. Albery, H. B. and Albery, E. J.: Reorganising the High School Curriculum, New York McMillan 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 symposium, 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, L.M. : New Principles in the curriculum. Ohio : Charles, E. Merrill Books. 1968.
8. Bigge, M.L. and Hunt, M.P. : Psychological Foundations of Education, New York : Harper and Row, 1968.
9. Brubacher, J. S. : Modern Philosophies of Education, New York: McGraw Hill Book Co., 1962.

10. Byner, J. D. : Four Philosophies and their Practice in Education and Religion. New York, Harper & Bros, 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. Heath, 1969.
13. Cert :Handbook on Curriculum Development Australia : Organisation for Economic Cooperation and Development 1975.
14. Dewey, J. : Democracy and Education, New York : McMillan Co. 1961.
15. Davis, I.: Objectives in Curriculum Design. London, McGraw Hill, 1976.
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 McMillan Co. 1969.
19. Golby, M. (Ed.) : Curriculum Design. London : Open University, 1975.
20. Hoper, Rechard : The Curriculum : Context, Design and Development, Endinbury : The Open University Press, 1973.
21. Howson, Geofferey (ed.) : Developing a new curriculum. London ; Heinemann, 1972.
22. Ingram, B. J. : Curriculum Integration and Lifolong Education, Hamburg L. Pergamon Press and the UNESCO Institute for Edu. 1979.
23. Kaushik, S.L. : Shiksha Ken 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. Arora, G.L.and Goyal B.R. : Our Curriculum Concerns, New Delhi, NCERT-1981.

28. Michael, W.A.: *Ideology and curriculum*, London : Roulledge and Kegan Paul, 1979.
29. Michaelis, J. U. Grossman, R. H. and Scott, L.F. : *New Design for Elementary School Curriculum and Instruction*, Sec. Ed. McGraw Hill, 1975.
30. NSSE : *The Activity Movement*, 33 Year Book, Part II.
31. Nicholis, A. : *Developing a curriculum*. London : Allen and Unwin, 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)*, Yonkerson-Hundson, World Book, Co. 1957.
36. Naba, H. : *Curriculum Development Theory and Practice*, New York : Haitchourt Brace and World, 1962.
37. Tyber, R. W. : *Basic Principles of Curriculum and Instruction*. Illinois : The University of Chicago, 1968.
38. Tanner, D. : *Secondary 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 Board of Text Books, National Book Trusts and Community.
2. **Literature and Materials for Implementations :**
 1. Curriculum and Instructional Guides for teachers 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 deductive etc.
 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 activities; 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 Practising a teaching strategy.

Books Recommended :

1. Avinash Chandra : Curriculum Development and Evaluation in Education, New Delhi, Sterling Publishers, 1977.
2. NCERT : Curriculum in Transaction, New Delhi, 1978.
3. Jenkins, David : Curriculum Evaluation. Belchlev : Open University Press, 1976.
4. Lindall C.M., Cox, R. C. & Bolvin, J. D. : Evaluation as a tool in curriculum development, Rand MacNally, 1970.
5. Nagar P.S. : Curriculum Achievement and Automatic Teaching, Varanasi; Bhartiya Vidya Prakashan, 1973.
6. Tankard, George G.J. : Curriculum Improvement and Administrator Guide. West Nyack : Parker Publishing Co., 1975.
7. Weeler, D. K. : Curriculum Process. London : University of London Press, 1971.
8. Tawwey, David : Curriculum Evaluation Today - Trends and Implications. Hampshire : The McMillan 1976.
9. Mychaelis, Grossman and Scott : New Designs for curriculum and Instruction. New York : McGraw Hill Book Co., 1975.
10. Lawton, D., Gordon, P. : Theory and Practice 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, Yonkorsan Mudson : World Book Co. 1957.
 14. Lynch, J. : Life long Education and the Preparation of Educational Personnel. Hanburg : UNESCO Institute for Education, 1977.
 15. McClorky, 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 : McGraw Hill Book Co. 1964.
 18. Whitfield, Richard (Ed.) : Disciplines of the Curriculum, London; Routledge and Kegan Paul, 1977.
 19. Whithe, J. P. : Towards Compulsory Curriculum, London; Routledge and Kegan Paul, 1977.
 20. Stenhcuse, L.: An Introduction to Curriculum Research and Development, London : Hoinemann, Edu. 1975.
 21. Rubin, L. (ed.) : Curriculum Handbook, Administration and Theory, Boston, London, Sydney Allbn Bason, 1977.
 22. Dave, R. N. (ed.) : Foundations of Lifelong Education, Oxford, New York : Pergamon Press. 1976.
 23. Imgram, P. J. : Curriculum In Hamburg : Porgamon Press 1979.
- Group IV. Paper III : Curriculum Innovation and Change**

Objectives :

1. To develop critical attitude towards 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 condensual; 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 Programmes; The math bars; 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 centred 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 developments and Practices** : The objectives of functional literary, the grammar translation method, the direct 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 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 Nineteenth and Twentieth Century, London : Hodder and Stoughton, 1978.
2. Harris, Alan : Curriculum Innovations. London : The Open University Press., 1975.
3. Kerr, J. F. (ed.) : Changing the Curriculum, London, University of London Press, 1968.
4. McDonald, 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, NewYork : Knopf, 1971.
7. Skeel, D. J. & Hagen, O. A. : Process of Curriculum Change, California : Good Year Publishing Co., 1971.
8. Tenner, Danial : Secondary Curriculum : Theory and Development, New York : The McMillan, 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 books in education.
2. To help him understand the basic principles in the planning, production 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 books in relation to different subjects. Instructional materials other than the text books, their use by pupil and teacher, children's literature and text books : Text books and the need of children,

society and the educational goals.

2. Essential of good text books Physical features of text books : Production 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 of 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 books upto date.
4. Using the Text Books in School Prescribing the text books by state Vs. free choice by teacher. Supplementary reading material for pupil and teacher. Text-book and class teaching; Using the text books for the lesson planning; Teaching with two text books more, teaching without the text books. Text book 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 books 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 characteristics accuracy, presentation, Features of text books varying from subject to subject.

Sessional Work :

Two reviews of current school text books in any subject.

Books Recommended :

1. American Council of Education : Text-book Improvement and Internal Understanding (Washington D.C.).
2. American Text-books 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 for Analysing and Selecting Text books, Garrare Press, Champaining III.

5. Corey G. Y. : Making of Index, Cambridge University Press, London.
6. Cronabech L. J. : Text Materials in Modern Education, University of Illinois Press, Urbana III, 1950.
7. Flesh R. : The Art of Readable Writing, Harper and Row, New York.
8. Fowlkes G. : Evaluating School Text-Book Silver Eurdett.
9. Gunning R. : The Technique of Clear Writing, McGraw Hill, New York.
10. Hull Helamed : The Writers Book Bernes, Noble, New York, 1962.
11. National Council of Educational Training in and Research Text-Book Selection, Production and Distribution Procedures in India, New Delhi, 1962.
12. Releigh and Others : The Teaching of Text-Books, Public School Publishing Co. Chicago.
13. UNESCO : Text Book as Teaching Aid (Paris).
14. 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.
15. Wiliamson Hugh: Method of Book Design, Oxford University Press.
16. Wilson B. K. : Writing for Children, Franklin, New York, 1961.
17. Education Commission Report : Ministry of Education, Publication Division, Govt. of India, 1966.

FOUNDATIONS OF TEACHERS 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 to value the place of teaching profession in the community & the vote that they one expected to may in it.
4. To acquaint the students with the Teacher Education Programmes at all levels and to develop ability in utilising resources in solving professional problems.

Syllabus :

1. Teacher education in India : A Historical Perspective (Teacher Education in Pre and Post Independence ERA), Reports of various Committees and Commissions. 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 : One Year B. E. Lt. B. Ed. Elementary, B. Ed. correspondence four year integrated courses, M.A. in Edu, M.Ed. and M. Phil courses (Part-time and full-time) - Merits & demerits.
6. Major problems of Teacher Education Institutions. Ruminati & Solution procedures of Student Teachers Planning & Scheduling, Integration of theory with practice, reimagining physical and human resources, improving students in Teach Education.
7. In Service education Programme : Significance of I.S.E. of teachers various agencies operating at the national and state levels. Their major problems and suggestions for improvement.
8. 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 and 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 American Teachers, New York, McGraw Hill.
3. Lomax Donald D. : The Education on Teachers in Britain, John Wiley and Sons, London, 1973.
4. Hillard, F. N. : Teaching the Teacher Trends in Teacher Education, George Ellan 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, S. Chand and Co., Delhi, 1968.
7. Stinnet T.M. : The Profession of Teaching. Prentice Hall of 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 Publications, Allahabad, 1973.
10. Willey F.T. Maddixaon Re : An Inquiry into Teacher Training, University of London Press, London, 1977.
11. Shukla R. S. : Emerging Trends in Teacher Education, Chugh Publications, Allahabad.
12. Shrimali, K. L. : Better 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 imalustural 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 of 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 microlessons.
3. Techniques of Evaluation : Internal versus External Evaluation : Observation Schedules. Their preparation and use. Quantitative and Qualitative evaluation. Continuous Evaluation system and its importance.
4. Teaching Practice Supervision : Role of Heads supervisors and student teachers.
The role of cooperating Schools, demonstration Schools and practising institutions in student teaching programme.
5. Problems of student Teaching Programme - Problems related to guidance and supervision of lessons, transportation of supervision & student teachers in schools, constraint of time, staff and resources maintenance of records, availability of audio-visual aids and laboratories etc. convete suggestions for their eradication.
6. Instructional Methods in Teacher Education : Tutorials, Seminars, Workshops, Symposium, Team Teaching, Seminar readings, Mass Media, Distance Education etc. Their merits and demerits.
7. 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 Ilaser), Class room verbal inter-

action analysis model (N.A. Flardus), Bruner Piaget and Skinneces models of teaching, their importance in teaching and development of a balanced outlook in making the choice.

8. 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 microlessons 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 of teacher education.

Books Recommended :

1. Edmund J. King : The Teacher Education, Holt Renchart and Winston, London, 1970.
2. Teaching with teachers trends in teacher Education, George Allen Unwin. Ltd. 1971.
3. Austin D. Souza, J. N. : Training for Teaching in India and England.
4. Pires 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.
7. Stones, E. & Morris S. : Teaching Practice Problems and Perspectives, London Methuen & Co.
8. Passi B.K. & Shah, M. M. : Microteaching in Teacher Education, Broada CASE.
9. Buch, M. B. : A Survey of Research in Education, Vadodara, DASS. Communication in class room, Vadodara, Case.
10. Bruce Joyce & Marshavell : Models of Teaching.
11. Ataval, S. B. : Quality of Teachers, Amitabh Prakhās 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. डॉ. आर.एस. शुक्ल : शिक्षक शिक्षा दशा एवं दीक्षा, अक्षत प्रकाशन, उदयपुर।
15. International Encylopaedia of Edu.: Special Volume on Teacher Education.
16. Caul and Menon : Experiments in Teacher Training, Delhi

Manager, 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 countries specified in the syllabus.
2. To develop ability in utilising 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, Japan.

1. Evolution and development of teacher education in the four countries: United Kingdom, the U.S.A. France and Japan
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 France 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.

Books Recommended :

1. Ataval, S. B. : Teacher Education in the United Kingdom, Allahabad, Garg Bros, 1947.
 2. Richardson *et. al.* : 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.
 6. Kandel, I.L.: Studies in Comparative Education. Harper and Co., 1933.
 7. Curtis S. J. : History of Education in Great Britain. (University Tutorial Press, 1948).
 8. Smith Lester, W. O.: Education in Great Britain, Library, O.U.P., 1949.
 9. Dent, H.C.: Educational System of England and Wales, U.L.P. 1960.
 10. Russel and Judd : The American Educational System, Houghton: Muffin and Co., 1940.
 11. Beartice King : Russia Goes to School. Heience Manna, 1948.
 12. Pinkeveitch, A. P. : New Education in Soviet Republic. N. K. Johan De Co., 1929.
 13. William, H. E. Johnson : Russia's Educational Heritage (Curnegie Press : Curnegie Institute of Technology, Pittsburg, Pennsylvania).
 14. Lavin Deana : Soviet Education Today. Staples, 1959.
 15. Halls, W.D. : (i) Society : Schools and Progress in France.
(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.
- All available from Pergamon Press, London.

16. Year Books of Education, Evans Brothers, London, 1964-66.

GUIDANCE AND COUNSELLING

Group-VI Paper I : Principles & Procedure of Guidance

Objectives :

1. To help students understand the basic principles of guidance and counselling 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 acquaint students with the basic guidance services.
4. To develop ability to plan guidance programme for Indian Schools in the students.
5. To acquaint students with the research need in guidance and counselling.
6. To acquaint students with evaluation of guidance programme.

Syllabus :

Unit I : Meaning, Nature and Scope of Guidance : Concept of Guidance and Counselling. 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. Counselling Service - Role personality and special training of counsellor, Psychological Climate in counselling Moral code of counsellor. 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 the school. Evaluation and research service - Need for evaluation 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 when and where to provide occupational information? Organizing orientation activities. Organizing testing and non-testing programmes. 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 study of one student who need help in different areas.
3. Planning a guidance programme for an institution on the basis of students, needs.

Books Recommended :

1. Myers : Principles and Techniques of Vocational Guidance, N. Y. McGraw Hill Book Co. Inc., 1941.
2. Robert, Smith & Erickson. :Organisation and Administration of Guidance Service, N. Y., McGraw Hill Book Co. Inc. 1955.
3. Humphreys, J. A. : Guidance Services, Chichago, Science Research Association, Inc., 1960.
4. Humphreys, Traxler : Guidance Services, Chicago, Science Research Association Inc., 1960.
5. Moser & Moser : Counselling and Guidance : An Exploration New Jersey, Prentice Hill Inc., 1963.
6. Talbert, E. L.: Introducing the Counselling, N. Y. McGraw Hill Book Co. Inc. 1959.
7. Kochhar, S. K. : Guidance in Indian Education, New Delhi, Sterling Publishers Pvt. Ltd. 1979.
8. Traxler, A. E. : Techniques of Guidance, New York, Harper & Bros. 1961.
9. Hoppock : Group Guidance Principles, Techniques and Evaluation.

- N.Y. McGraw Hill Book Co., Inc.
10. Knapp, R.H. : Practical Guidance Method, N. Y. McGraw Hill Book Co., Inc.
 11. Jones, A. J. : Principles of Guidance, McGraw Hill Book Co., Inc., 1951.
 12. Miller Frank W.: Guidance Principles Services, Columbus Chio, Carles, E. Merrill Books Inc., 1961.
 13. Petterson, C. H.: Counselling and Guidance in Schools, New York, Harper & Brothers Inc. 1962.
 14. Miller, Caroll H. : Foundation of Guidance, Harper, & Bros. New York, 1961.
 15. Smith, Glenn C.: Principles & Practices of the Guidance Programme : A Basic Test, The Macmillan Co., New York, 1953.
 16. Pesricha Prem : Guidance & Counselling in Indian Education, 1976. NCERT, Delhi India.
 17. 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 students, 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 & creativity. Indian & foreign tests of intelligence & creativity. Importance of studying students, mental and creative abilities for guidance purposes.

Unit IV : Appraisal of Aptitude : Meaning & Nature of Aptitudes. Aptitudes 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 attitudes. 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 counselling, precautions to be taken, limitations. Rating scales, inventories, check lists and sociometric techniques, anecdolote records, biographical techniques, how to develop and use them.

Unit VIII : Techniques of Counselling : Directive, Non-Directive and electric counselling, 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 counselling of one 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 or SSRF 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. Vernon : personality Tests and Measurement.
3. Terman & Merrill : Measuring Intelligence.
4. Bhatia, C.M. : Performance Tests of Intelligence
5. Rogers : Client Centred Therapy.
6. Akhilanand : Hindu Psychology : Its meaning for the West.
7. Coster : Yoga and Western Psychology.
8. Vernon : Measurement of Abilities.
9. Bray Field : Modern Methods of Counselling.
10. Rothney : Counselling the Individual Students.
11. Rogerson, C.H. : Play Therapy in Childhood.
12. Mousetakas : Children in Play Therapy.

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 counselling to the dynamics of adjustment.

Syllabus :

Unit I : Basic Concepts : Adjustment-maladjustment, frustration, conflict aggression abnormalities of behaviour needs, drives, and motivation and development and adjustment.

Unit II : Process and Modes of Adjustment : The process of adjustment. Causes of maladjustment. Types of maladjustment. Defence mechanisms and their importance. Prevention of treatment of Maladjustment 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 Behaviour : Theories of abnormal behaviour Behaviouristic theories, Psycho-analytic theories. Types of Abnormalities of Behaviour symptoms causes, prevention and Treatment, research.

Unit V : Studies regarding the following : Fears and phobias. Anxieties frustration & aggression. Emotional instabilities. Fantasy and withdrawal behaviour. Stress situations and behaviour.

Unit VI : The normal, maladjusted & abnormal Personality : Characteristics of the normal maladjusted and abnormal behaviour. Role of the 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 : Behaviour Problem Students & the Role of the Teacher : Drug addicts, neurotics, psychotics, hysterics, treatment of behaviour problem students and the role of the teacher.

Sessional Work :

Identification of students with behaviour problems and preparing a plan for helping them.

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

Books Recommended :

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. McKinney. 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.

EDUCATIONAL TECHNOLOGY

Group-VII paper I: Educational Technology :

Objectives :

1. To enable the students to understand the meaning, need and scope

of educational technology in the teaching learning process.

2. To familiarise the students 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 students to develop the skill of using and maintaining various hardware gadgets of educational technology.
5. To enable the students to plan and prepare software, programmes/scripts for Radio/TV and programmes for computer.
6. To enable the students to implement and evaluate the ET programmes.

Syllabus:

Unit 1 : (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 Gagne

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 (atleast 25 frames.)
2. Preparation of any two communication aids.

Books Recommended :

1. Dale, E. (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.
4. Nickson, M.: Educational Technology : A Systematic Approach for Teachers. London, Wardlock Educational 1981.
 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 Equational Technology, New Delhi, Sterlings (P) Ltd. 1981.
 7. Amidon, E.J. and John, B.H.: Interaction Analysis : Theory Research & Application, Addison Wesley Publishing Co. Reading Massachusetts, London, 1967.
 8. Buch, M.B. & Santhanam M.R. : Communication in Class Room, CASE Vadodara.
 9. Sharma, R.A. : Technology 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. Pitnava Publishing Co.
 12. Flanders, Ned. A.: Analysing Teaching Behaviour, 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, N.Y. : Addison Wesley. 1969.
 15. Joyace, Bruce and Weilmansha: Models of Teaching, New Jersey. Prentice Hall, Englewood Cliffs.

Group VII : 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 behavioural Specification, Entry and Terminal Behaviour.

Objective in the Three Domains of Behaviour (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,

panel discussion, team teaching, brain storming and tutorial.

Unit III : (i) Instructional Techniques involving students' activities: role playing, library work, field work and educational games.

(ii) Communication Media in education : Mass media, T.V., radio, films, tape recorder, computer and other accessories.

Unit IV : (i) Classroom interaction analysis—techniques of conditioning;

(ii) Interaction 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.

Books Recommended :

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 to 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.
- Richard Suchman's the Inquiry 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 : Behaviour Modification Models :

- Skinners contribution to the development of behaviour modification theory.
- Importance of use of behaviour 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.

Books Recommended :

1. M. Weil 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 Information & Processing Models in the Class Room, N.J. Prentice Hall, Inc. 1979.
4. Bhatnagar, R.P. *et al* : Shikshan Shilpa Vigyan, Meerut, Loyal Hindi Book Depot, 1977.

5. Taba, H. : *Teaching Strategies & Cognitive Functioning in Elementary School Children*, Washington, D.C. USOE 1966.
6. Ausubel P. : *Use of Advance Orgnaizers 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.

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 exacmination in India.
 - (ii) The present system of examination in India.
 - (iii) The system of examination in other countries.
 - (b) To gain understanding of :
 - (i) The basic concepts of measurement validity reliability and objectivity.
 - (ii) The theory of evaluation objectives, learning experiences, evaluation, need for measurement and evaluation.
 - (iii) Purpose of measurement and evaluation.
 - (iv) Evolving educational objectives.
2. To develop critical thinking as an evidence in appraisal of examinations at all stages of education in India.
3. To develop skills necessary for the (i) formulation of educational objectives at various levels and their clarifications, (ii) classification of education objectives.

Syllabus :

Unit I :

1. Meaning, scope and Need for measurement and 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 & editing 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 behavioural terms, Magar's contributions
3. Translating needs into educational objectives.

Unit IV : Standardisation 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. Judgement models emphasising inputs & outputs.
3. Stakes countenance model.
4. Decisions facilitation models
5. The discrepancy model
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.

Books Recommended :

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, 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, 2nd Edition, N.C.E.R.T., New Delhi, 1961.
6. D.C.E. Evaluation in Geography, N.C.E.R.T., New Delhi, 1962.
7. Remmers H.H. and Others. Educational Measurement and Education, Harper and Row, New York, 1960.
8. Lindquist, Everet F. (Ed.) Educational Measurement, A.C.E. Washington, 1956.
9. Bloom B.Sc. : Taxonomy of Educational Objectives. Cognitive Domain, Book I, Mackey, New York, 1956.
10. Krath Wohil D.R. and others : Taxonomy of Educational Objectives Affective. Domain, Book II, Mackey, New York, 1964.
11. Arasarkedavil D. J. : The Secondary School Level Examination in India. Asia publishing House, Mumbai, 1963.
12. Popham W. James: Educational - Evaluation, Prentice Hall, 1988.
13. Thorndike & Hegan : Measurement & Evaluation in Psy. & Edu. N.Y. John Wiley.
14. Ahmann J. S. & Clock, M.D. Measuring & Evaluating Educational Achievement, Allyn Bacon 1945.
15. निर्मला मागिया : मापन और मूल्यांकन
16. आर.एस. अग्रवाल : मापन और मूल्यांकन
17. महेश भार्गव : मापन और मूल्यांकन

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 evidence in :
 - (i) Examination of a technique 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, correlation, 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 Scholarstic 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 tests of personality.
- Self-report techniques of personality-Question of their reliability & validity.
- Interest inventories & attitude scales.
- Observation techniques, situational tests of character. Rating scales, Aneodotal records & sociometric techniques.

Unit V : Diagnostic Tests :

- 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
Arithmetics
Spelling & Sentence Structures
Reading

Books Recommended :

1. Urst, E.J.: *Constructing Evaluation Instruments*, Mckay, New York, 1956.
2. Gerberich J.R. : *Specimen Objective Test Construction*, Mckay, New York, 1956.
3. Throndike 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 Measurement*, 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*, MacMillan, New York, 1955.
9. Schonell and Schonell : *Diagnostic 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 variabilities.
- 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, The 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 Pseudo-Sampling, 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.

Books Recommended :

1. Guilford, Joys, P. : Fundamental Statistics in Psychology and Education, 3rd Ed. McGraw Hill, New York, 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.
4. Lindquist, Eurret F., (ed.) : Educational Measurement. A.C.E. Washington, 1965.
5. Traverse Robert, M. W. : Educational Measurement, Macmillan, New York, 1955.
6. Edwards A.U.M.L. : Statistical Methods for the Behavioural Sciences (Reprinted), Rinehart and Company Inc., New York, 1961.
7. Walker Helen M. & Iev Joseph. : Elementary Statistical Method (Revisly), Henry Holt and Company, New York, 1958.
8. Walker Helen : Statistical in Business.



UNIVERSITY OF RAJASTHAN JAIPUR

RULES FOR THE AWARD OF GRACE MARKS

- A. UNDER GRADUATE/POST GRADUATE (MAIN/SUPPLEMENTARY) EXAMINATIONS UNDER THE FACULTIES OF ARTS, FINE ARTS, SCIENCE, COMMERCE, SOCIAL SCIENCE, EDUCATION, MANAGEMENT, HOMOEOPATHY, LAW, AYURVEDA AND ENGINEERING & TECHNOLOGY.**

Grace marks to the extent of 1% of the aggregate marks prescribed for an examination will be awarded to a candidate failing in not more than 25% of the total number of theory papers, practicals, sessionals, dissertation, viva-voce and the aggregate, as the case may be, in which minimum pass marks have been prescribed; provided the candidate passes the examination by the award of such Grace Marks. For the purpose of determining the number of 25% of the papers, only such theory papers, practicals, dissertation, viva-voce etc. would be considered, of which, the examination is conducted by the University.

N. B. : If 1% of the aggregate marks or 25% of the papers works out in fraction, the same will be raised to the next whole number. For example, if the aggregate marks prescribed for the examination are 450, grace marks to the extent of 5 will be awarded to the candidate, similarly, if 25% of the total papers is 3.2, the same will be raised to 4 papers in which grace marks can be given.

B. DIPLOMA IN PHARMACY, BACHELOR OF PHARMACY, B.Sc. (NURSING) AND B.D.S. EXAMINATIONS

1. A Student who obtains the required minimum pass marks in the total aggregate but fails to obtain the minimum pass marks in (i) two subjects, (ii) in one subject and in one practical or (iii) in two practicals, as the case may be, will be given grace marks according to the following scale, provided the candidate passes the examination by the award of such grace marks.

For 1 to 6 marks above
the min. aggregate : 2 grace marks

For 7 to 12 marks above
the min. aggregate : 3 grace marks

For 14 to 18 marks above
the min. aggregate : 4 grace marks

For 19 and above the min. aggregate : 5 grace marks

(i) The theoretical and practical tests (wherever held) in a subject will count as 2 subjects.

(ii) In case it is necessary to secure minimum pass marks in one part of a subject the above rule will be applicable as follows.

“If a candidate fails in the compulsory part of the subject as well as in the whole subject, he will be deemed to have passed in the subject if the greater of the two deficiencies or where the two deficiencies are equal, one of them is covered by the grace marks to which he is entitled under the rules.

2. No grace marks would be awarded to a candidate who appears in part/supplementary examination.

C. M.B.B.S AND B.A.S.L.P. (BACHELOR OF AUDIOLOGY, SPEECH AND LANGUAGE PATHOLOGY) EXAMINATIONS

1. The grace marks upto a maximum of 5 marks will be awarded to a student who has failed only in one subject (Theory and/or practical) but has passed in all other subject.
2. No grace marks would be awarded to a candidate who appears in part/supplementary examination.

General

1. A candidate who passes in a paper/practical or the aggregate by the award of grace marks will be deemed to have obtained the necessary minimum for a pass in that paper/practical or in the aggregate and shown in the marks sheet to have passed by grace. Grace marks will not be added to the marks obtained by a candidate from the examiners nor will the marks obtained by the candidate be subject to any deduction due to award of grace marks in any other paper/practical or aggregate.
2. If a candidate passes the examination but misses First or Second Division by one mark, his aggregate will be raised by one marks so as to entile him for the first or second division, as the case may be. This one mark will be added to the paper in which he gets the least marks and also in the aggregate by showing +1 in the tabulation register below the marks actually obtained by the candidate. The marks

entered in the marks-sheet will be inclusive of one grace mark and it will not be shown separately.

3. Non appearance of a candidate in any paper will make him ineligible for grace marks. The place of a passed candidate in the examination list will, however, be determined by the aggregate marks he secures from the examiners, and he will not, by the award of grace marks, become entitled to a higher division.
4. Distinction won in any subject at the examination is not to be forfeited on the score that a candidate has secured grace marks to pass the examination.

Note : The grace marks will be awarded only if the candidate appears in all the registered papers prescribed for the examination.