

Choice Based Credit System (CBCS)

**Syllabus for
M.A. Education (Semester System)**



Department of Education
University of Kashmir
Hazratbal, Srinagar (J & K)- 190006

Programme Outcomes

M.A. Education

- Provide learning-experiences, which will enable students to understand and appreciate knowledge structures and paradigms of education;
- Develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively;
- Develop national and international perspective about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems;
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Create a community of scholars adequately equipped for participation in educational discourse.
- Understand and synthesize complex relationships among components of natural and human systems.
- Apply acquired skills to work as an individual and as a team in to address real-world challenges.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.
- Draw on diverse perspectives to examine complex social and environmental issues and practice global citizenship.

Ist Semester

<u>Core Papers</u>		Marks
		<u>Total</u>
EDU18101CR	Philosophical Foundations of Education – I	100
EDU18102CR	Sociological Foundations of Education – I	100
EDU18103CR	Educational Technology	100

(4x3=12 Credits)

Department Centric Elective (DCE)

EDU18104DCE	Population Education	100
EDU18105DCE	Value Education	100
EDU18106DCE	Guidance & Counselling	100

(4x2=8 Credits)

Generic Elective (GE)

EDU18001GE	Special Education	50
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(2x1=2 Credits)

Open Elective (OE)

EDU18001OE	History and Problems of Education in J & K.	50
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(2x1=2 Credits)

24 Credit = 24 contact hours

3 (Core Paper) + 2 (Department Centric Elective Papers to be opted out of Department Centric Elective Papers) + 1 (Generic Elective papers) + 1 (Open Elective paper)

Course No. EDU18101CR Philosophical Foundations of Education-I
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Develop thorough knowledge about the concept, scope and application of Philosophy and Education.*
 - *Become aware about the various functions of philosophy of education.*
 - *Get familiar with different western schools of thought with respect to their educational implications.*
 - *Learn about the contribution of western thinkers and also about their contribution in educational theory and practice.*
 - *Understand the contribution of Indian educational thinkers in relevance to contemporary era.*
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Unit I Philosophy of Education & its Functions

- i) Meaning & Scope of Philosophy
- ii) Meaning & Scope of Education
- iii) Relationship of Education & Philosophy
- iv) Functions of Philosophy of Education – Speculative, Normative & Critical

Unit II Western Schools of Philosophy

- i) Idealism
 - ii) Pragmatism
 - iii) Existentialism
 - iv) Realism
- a) With special reference to concepts of Knowledge, reality and values,
 - b) Their Educational Implications for Aims, Contents, Methods of Education and Role of teacher.

Unit III Philosophy of Education as Reflected in

- i) Plato ‘Republic’
- ii) Aristotle’s ‘Politics’
- iii) Dewey’s ‘Democracy and Education’

Salient features & contribution in terms of Education Implication.

Unit IV **Educational thought in India :**

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|------|------------------------|-----|-----------------|
| i) | Swami Vivekenanda | ii) | R. N. Tagore |
| iii) | Maulan Abul Kalam Azad | iv) | Aurobindo Ghosh |

Suggested Readings:

1. Brubacher, J. S. Modern Philosophies of Education
McGraw Hill, New Delhi.
2. Broudy, H. S. Building of Philosophy of Education
Englewood, Cliffs Prentice Hall, Inc.
3. Butler, D. Four Philosophies of Education
New York: Harper & Row.
4. Dewey, J. Democracy and Education.
New York: Free Press.
5. Henderson Introduction to Philosophy in Education.
6. Kabir, H. Indian Philosophy of Education
New York: Macmillan
7. Kneller, G. Existentialism and Education
8. Park, Jee The Philosophy of Education
9. Rusk, R. The Doctrines of Great Educators,
10. Saiyidian, K. G. The Humanistic Tradition in Indian Educational
Thought: Asia Publishing House Bombay.
11. Dash, B. N. Teacher & Education in the Emerging Indian Society
(Vol I & II) Neel Kamal Publications.
12. Cantor, N. F. Ancient Thought, Plato and Aristotle,
Waltham Mass, Blaisdell Publishing Co.
13. Lodge, R. C. Plato Theory of Education
London Routledge and Regan Paul.
14. Phenix, P. Philosophies of Education
New York: John Wiley Inc.
15. Radakrishnan, S. History of Philosophy, Eastern and Western
London Allen and Unwin
16. Vive Kananda The Yuga of love and Devotion Calcutta,
Advaita Ashram.
18. Vivekananda India Contribution to world thought and Culture,
Madras, Vivekananda Rock Memorial Committee.

18. Whitehead, A. N. The Aims of Education and other essays,
London: William & Newgate.
19. Taneja Educational Thinkers: Atlantic Publishers, New Delhi.
20. Biswas & Aggarwal Seven Indian Educationists
Arya Book Depot, New Delhi.
21. Abduhu, G. R. The Educational Ideas of Maulana Abdul
Kalam Azad; Sterling Publishers, New Delhi.
22. UNESCO Humanism & Education in East and West.
23. Speeches of Maulana Azad; Publication Division Ministry of Information &
Broadcasting, GOI.

Course No. EDU18102CR **Sociological Foundations of Education-I**
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand process of education and role of education in society.*
 - *Understand the various sociological perspectives in education.*
 - *Understand the social system & role of education in different social institutions.*
 - *Understand the concept of social stratification and role of education in empowering marginalized sections of the society.*
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Unit I **Education and Sociology**

- i) Meaning & Concept of Education & Sociology
- ii) Nature and Scope of Sociology
- iii) Educational Sociology & Sociology of Education – Reciprocal Influence

Unit II **Sociological Perspectives of Education**

- i) Functionalist Perspective :- with special reference to theories of E.Durkheim:
 - a) Division of Labour
 - b) Suicide
- ii) Conflict Perspective:- with special reference to theories of Karl Marx:
 - a) Class Conflict
 - b) Alienation
- iii) Interactionist Perspective:- with special reference to theories of:
 - a) Blumer’s Symbolic Interactionism.
 - b) Looking Glass Self – C.H. Cooley
- iv) The Implications for Education

Unit III **Education and Social System**

- i) Concept and Characteristics of Social System
- ii) Education as a Social Sub-system
- iii) Education and Kinship
- iv) Education and Polity
- v) Education and Religion.

Unit IV **Education and Social Stratification**

- i) Education as related to Social Stratification
- ii) Education as related to Social Mobility.
- iii) Education as related to Social Equity and Equality of Educational Opportunity.
- iv) Education of the Socially and Economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

Suggested Readings:

1. Durkheim, B. Study of Education.
(London: Routledge and Kegan Paul, 1966)
2. Education for our People Compiled by citizens for democracy, Penguin Education, 1973
3. Field Studies in Sociology of Education, New Delhi, NCERT, 1972.
4. Freire, P Pedagogy of the oppressed.
(Harmond – Worth, Penguin Education, 1973)
5. Halsey, A. H. Education Economy and Society: A Reader in the
& others Sociology of Education(New York: The Free Press,
1961)
6. Mannhiem, Karl & Stewart, W. A. C. An Introduction to Sociology of Education.
(London: Routledge and Kegan Paul, 1962).
7. Michtchell Duncan Sociology: The Study of Social System
8. Salamatullah Education in Social Context,
(New Delhi: NCERT, 1978)
9. Snow, C. P. The two cultures and the Scientific Revolution.
(Cambridge, University Press, 1961).
10. Srinavas, M.N. Social Change in Modern India.
(Bombay: Allied Publication, 1967)
11. Tibbler, J. W. (Ed) Study of Education.
(London: Routledge and Kegan Paul, 1966)
12. NCERT Papers in the Sociology of Education.

Course No. EDU18103CR **Educational Technology** (80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Exploring how technology can enhance and improve the field of education.*
 - *Learn to Introduce & craft innovative teaching practices for better learning outcomes.*
 - *Grasp the essence of Programmed Instruction, including its history, crafting effective materials, and current research trends in education.*
 - *Build a solid understanding of Information and Communication Technologies (ICT) and their uses in communication systems, classrooms and research.*
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Unit I **Understanding Educational Technology**

- i) Meaning, Objectives, Types & Scope.
- ii) Forms-
 - a) Teaching technology b) Instructional technology c) Behavioral Technology d) Instructional Design system.
- iii) Major institutions of Education technology in India- CIET, EMMRC, IGNOU, UGC their role in education.

Unit II **Innovations in Teaching**

- i) Microteaching – Meaning, Characteristics, procedure, major skills and role of supervisor
- ii) Simulated teaching – Meaning, types, steps, procedure, training group, role play simulation in teacher education programme.
- iii) Flanders Interaction Analysis Category System-Description, assumption, procedure, behaviour ratios.

Unit III **Programmed Instruction/Learning**

- i) Origin, Meaning, principles & Types
Contribution of Skinner, Mager, Gilbert.
- ii) Development of Programmed – steps
(preparation, writing the programme, try-out and revision)
- iii) Review of Research trends in programmed learning-national and International context.

Unit IV **Information and Communication Technologies – an Introduction**

- i) Nature and Scope of a communication system sender, receiver, message and the medium; one to one, one to many, many to many communication.
- ii) Types of communication in classroom –verbal, non-verbal. Effective communication in classroom.
- iii) Use of ICT in Research, including on-line research, Use of ICT for reporting in the form of theses, Journal articles, and presentations in Seminars and conferences. Downloading of international standards for writing a research report Downloading of references, and biography new books/journals from internet.

Suggested Readings:

1. Allen, D. W. & Ryan, K. Micro – Teaching
2. Bishop, L. K. Individualizing Educational System.
3. Bloom, B. S. Taxonomy of Educational Objectives.
4. Charlin, A. A. Developing Questioning Techniques.
5. Dosajh, N. L. Modification of Teacher Behaviour Through Micro-Teaching.
6. Flanders, N. A. Analyzing Teaching Behaviour.
7. Shaplin, J. T. Team Teaching.

Course No. EDU18104DCE **Population Education** (80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand fundamental reasons of population dynamics and its various determinants.*
 - *Understand of the impact of population trends on various aspects of human life: Social, cultural, political and economic.*
 - *Balancing Population growth by adopting Evidence-Based Strategies.*
 - *Acquire skills to design and conduct observation and discussion studies for better comprehension of population growth and its consequences.*
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Unit I **Population Education :**

- i) Meaning, Need and Importance
- ii) Objectives
- iii) Emergence of Population Education in India
- iv) Recommendation of NPE (1986) and UNESCO

Unit II **Population Composition:**

- i) Age structure/sex Rural and Urban composition
- ii) Family welfare programmes
- iii) Fertility – concept, determinants & Measurement of fertility:
- iv) Mortality, concept, determinants & Measurement of mortality:

Unit III **Population Growth and Quality of Life:**

- i) Concept of Quality of Life
- ii) Quality of Life with reference to health, nutrition, education, employment, housing and Communication.
- iii) Population growth – its consequences and effects.

Unit IV **Population theories and Methods**

- i) Social theory(K. Marx)
- ii) Demographic theory (Malthus)
- iii) Observation method
- iv) Discussion method

Suggested Readings:

1. Agarwal, S. N. Age at Marriage in India, Allahabad, Kital Mahal, 1962.

2. Alikhan, M, and N. Ayesha, Status of Rural Women in India, New Delhi, Uppal Publishing House, 1982.
3. Brembeck, C.S. Ed, New Strategies for Educational Development. East Lansing, Michigan State University Press, 1973.
4. Coroc, N, and T. Dyson, India's Demography: Essay on the Contemporary Population, New Delhi, South Asia Publications, 1984.
5. Desia, P.B. Size and Sex Composition of Population in India, Asia Publication, 1969.
6. D' Souza V. S. Economic Development, Social Structure and Population growth, sage, New Delhi, 1985.
7. Eckholm, Erick, P. Losing ground: Environmental Stress and World food prospects, New York, W.W. Norton, 1976.
8. Fraser, Steward E. China: Population Education and People Canberra.
9. Ganguli, B.N. Population and Development, S. Chand and Co.
10. Houser, Phillip, M. Ed. World Population and Development: Challenges and Prospects, New York, Syracuse University Press, 1918.
11. Ganai, M.Y., Bhat, M. S. and Aasia Maqbool.
12. Jayasuriya, J. E. Population Change and Educational Development.
13. Kang, Pat and John Landah, teaching Population concept, Scatle, Dolphin Enterprises, 1987.
14. Kpadia, K. M. Marriage and Family Life in India, London Oxford University Press, 1982.
15. Ministry of Education, Challenge of Education: A Policy Perspective, MOE, Govt. of India, August, 1985.
16. National Resource Book on Population Education, NCERT, New Delhi, April.
18. Siddh, K.K. Family Planning the Religious Factor, Abhinav Publicatios, New Delhi, 1974.
18. Mascarenhas, M.M. Population Education for Quality life Bangalore, Family welfare Centre, 1974.
19. Ministry of Human Resource Development, National Policy on Education Department of Education, MHRD, Government of India, New Delhi, November 1986.
20. Ministry of Education, Challenge of Education: A Policy Perspective, MOE, Government of India, August 1985.
21. NCERT Population Education in School Curricula (social Sciences): A working Document, NCERT, New Delhi, 1970.
22. Rennie, J. K. Population Resource and development: A guide Book Gland IUCN, 1988
23. National Resource Book on Population Education, NCERT, New Delhi.
24. Siddh, K. K. Family plannning the Religious factor, Abhinav Publication, New Delhi, 1974.
25. Taylor, Cart etal, Interaction Between Health and Population, Studies in Family Planning, Vol., 9 No.4 April 1976.

26. UNESCO Population Education: Innovative Strategies and Approaches, report of a Regional workshop, 23-29 Oct, New Delhi.
27. Inder Dev Singh; Population Education: Tandon-Publications-Ludhiana.
28. Khan A. R.; Population Education: Gulshan-Publications-Srinagar
29. Wangoo M.L; Population Education: Tandon-Publications-Ludhiana
30. Gupta P. K.; Population Education: Lall-Publications-Meerut
31. Gupta V. K; Population Education: Vinod-Publications-Ludhiana
32. Aggarwal J. C; Population Education: Shipra -Publications-Delhi.
33. M.V. Lakshmi; Population Education: APH Publishing Corporation, New Delhi.

Course No. EDU18105DCE **Value Education** (80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Provide deep seated knowledge about values like equality, patriotism, tolerance, national integrity and universal brotherhood.*
 - *Resolve conflicts and misunderstandings through open and empathetic communication.*
 - *Apply ethical reasoning to analyze complex situations and make morally sound decisions.*
 - *Adopt various key strategies to create a peaceful and just society.*
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Unit I **Value Education:**

- i) Need and Importance of Value Education
- ii) Education for Human rights
- iii) Recommendations of various committees/commissions:
 - a) Indian Education Commission (1964-66)
 - b) NPE (1986) c) NCF (2005)

Unit II **Nature and concept of Morality and Moral Education.**

- i) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- ii) Language of moral education-its form and context, characteristics of a morally educated persons.
- iii) Justice and care- the two dimensions; perspectives in morality; dichotomy between reason and passion. Moral judgment and moral action.

Unit III **Moral Development of the Child**

- i) Concept of Moral Education & Sources of Values
- ii) Moral developmental approach – Jean Piaget
- iii) Stages of moral development - Kohlberg

Unit IV **Models of Moral Education**

- i) Rationale Building Model
- ii) Value Classification Model
- iii) Social Action Model

Suggested Readings:

1. Allport, G. W. Vernon, P. E., & Lindzey G. (1960) *Manual of Study of Values* Boston: Houghton Mifflin.
2. Chitkara, M. G. (2003), *Education and Human Values*, APH Publishing Corporation. 5, Ansari Road, Darya Ganj, New Delhi – 110002.
3. Gawadne, E. N. (2002) *Value Oriented Education Vision for Better Living*: Sarup & Sons, New Delhi – 110002.
4. Mujeeb, M. (1971) *Education and Traditional Values Delhi*, (Meenakshi Prakashan).
5. Mukerjee, R. K. (1964) *The dimensions of Values*: Allen and Unwin.
6. Pepper, S. C. (1970) *The sources of values*: London; University of California Press.
7. Perry, R. B. (1954) *Realms of values*, Cambridge: Harwar University Press.
8. Srivastava, S. K. (1983) *Values, among University Students: Sex difference* Journal of Indian Education. NCERT.
9. Venkataiah, N. (1998) *Value Education* APH Publishing Corporation 5, Ansari Road, Darya Ganj, New Delhi.
10. Whitley, P. L(1933) *A study of the Allport – Vernon Test of Personal Values*; Journal of Abnormal and Social Psychology.
11. Chilana M.R (1998) “Value Orientation of Education” Chandigarh, Youth, De.
12. Dhanavel. P. 200 “Importance of Value-based teachers” University, News, Vol 38, May 2000.
13. Reddy, N. K. (1989) ‘Man, Education and Values’. New Delhi, B.R. Publishing Corporation.
14. Ruhela, S.P. (1990) ‘ Human Values and Education’ New Delhi: Sterling Publishers.
15. Rajput, J. S. *Symphony of Human Values in Education*, New Delhi; NCERT.

Course No. EDU18106DCE **Guidance & Counselling** (80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand what they are as an individual and their relevance with the environment they belong to?*
 - *Understand responsibility for self- development, self-exploration and self-evolution.*
 - *Explore the different ways and means to understand oneself so that better placement could be done (educational, occupational)*
 - *Understand the fundamentals of counselling and the steps to be followed while counseling.*
 - *Explore the role & requirements of a counsellor to provide counseling.*
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Unit I **Guidance & Counselling**

- i) Meaning and Basic Principles of Guidance.
- ii) Meaning & Purposes of Counselling
- iii) Elements & Steps in Counselling
- iv) Distinction between Counselling & Psychotherapy.

Unit II **Models for Guidance:**

- i) Parsonian : Vocational Guidance
- ii) Brewarian : Guidance as identical with Education
- iii) Hoyts : Guidance as constellation of Service.

Unit III **Theories of Counselling:**

- i) Directive
- ii) Non-directive
- iii) Psycho-analytical
- iv) Behavioural

Unit IV **Counselling:**

- i) Personnel Qualities of the Counsellor
- ii) Stages in the counseling process
- iv) Problems in Counselling process
- v) How to overcome the problems of counseling.

Suggested Readings:

1. Bordin, E. S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Shools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S. C. Fundamental of Guidance.
Boston: Houghton Miffin Co., 1976)
7. Chauhann, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donal, E. Super Apparising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counselling.
(NCERT Publication).
13. Burnard, P. Counseling skills training (2004) Viva books
private Ltd. New Delhi.

Course No. EDU18001GE **Special Education** (40+10) 2 Credits

After the completion of the course, the students will be able to:

- *Understand the cases of exceptionality in human behavioural.*
 - *Acquaint with the role of National bodies for the rehabilitation of exceptional children.*
 - *Develop a comprehensive understanding of mental retardation.*
 - *Acquaint with the problems of MR Children and the Educational Intervention for these children*
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Unit I

- i) **Exceptionality**
 - a) Concept of Positive and Negative deviations
 - b) Identification of exceptional Children
 - c) Needs and problems of exceptional children.
- ii) Disability Act & Role of RCI

Unit II **Mental Retardation (MR)**

- i) Concept Levels and Categories
- ii) Characteristics of Mentally Retarded Children
- iii) Needs and Problems of Mentally Retarded
- iv) Education of Mentally Retarded Children

Suggested Readings:

1. P. L. Sharma Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
2. Sudesh Mukhopadiyay
 N. K. Jangira
 M. G. Mani
 M. Ray Chowdhary. Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
3. Ysseldyke, J. Ed. Critical Issues in Special & Remedial Education. Boston: Houghton Mifflin, 1982.
4. Woody, R. H. Behavioural Problem Children in the School New York: Appleton Century Crafts. 1969.
5. Westman, J. C. Individual difference in Children. New York: Wiley 1973.

6. Walshm Merber, M. Introducing the young child to the special world.
New York: Macillah Co. Inc. 1980.
7. Thompson, George, G. Child Psychology.
Boston Houghton, Mifflin Co. 1952.

Course No. EDU18001OE History and Problems of Education in J & K

(40+10) 2 Credits

After the completion of the course, the students will be able to:

- *Analyse and evaluate the core recommendations of different committees and commissions pertaining to aims of education, curriculum, examination systems, and teacher training in J&K.*
 - *Understand the process of evolution and significance of distance education within the unique geographical and socio-cultural context of Jammu & Kashmir.*
 - *Understand need based and quality specific professional development programmes for teachers in J & K.*
 - *Understand historical, political, economic and cultural significance of J & K.*
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Unit I Development of Education in J & K

Main recommendations of:-

- a) Sharp Committee Report– 1916
- b) K. G. Saiyidain Committee Report (1939)
- c) Education Reorganization Committee Report (Kazemi Committee Report) (1950)
- d) Bhagwan Sahaya Committee Report (1972)

Unit II Issues & Problems:-

- i. Universalisation of Elementary Education)
- ii. Vocational Education
- iii. Distance Education
- iv. Women Education

With special reference to J & K.

Suggested Readings:

1. Garg, B. R. Educational for Tomorrow.
(Ambla Cant; International Book Agency, 1979)
2. Garg, B. R. Educational Crises in India.
(Ambla Cant; International Book Agency, 1977)
3. Hughes, A. G. Education: Some fundamental Problems.
Hughes, C (Longman, 1966)

4. Ivina, W. H.
Runge, W. Work Experience in High School,
(New York: Ronal Press, 1957)
5. Joshi, K. L. Problems of Higher Education in India
(Bombay: Popular Prshashma, Pvt., Ltd., 1977)
6. Naik, J. P. The Education Commission and After.
(New Delhi: Allied Publishers Pvt., Ltd., 1982)
7. Ramanathan, G. Problems of Educational Planning & National
Integration.
8. Salamatullah Education in the Social Context.
(New Delhi: NCERT, 1979)

M.A Education 2nd Semester (Choice Basis Credit System)

<u>Core Papers</u>		Marks
		<u>Total</u>
EDU18201CR	Sociological Foundations of Education – II	100
EDU18202CR	Psychological Foundations of Education – I	100
EDU18203CR	Methodology of Educational Research – I	100
EDU18204CR	Educational Administration & Supervision	100

(4x4=16 Credits)

Department Centric Elective (DCE)

EDU18205DCE	Special Education	100
EDU18206DCE	Adult Education	100
EDU18207DCE	Mental Hygiene	100

(4x2=8 Credits)

Generic Elective (GE)

EDU18002GE	Social Psychology	50
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(2x1=2 Credits)

Open Elective (OE)

EDU18002OE	Early Childhood Care and Education	50
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(2x1=2 Credits)

28 Credit = 28 contact hours

4 (Core Paper) + 1 (Department Centric Elective Papers to be opted out of Department Centric Elective Papers) + 1 (Generic Elective papers) + 1 (Open Elective paper)

Course No. EDU18201CR **Sociological Foundations of Education-II**
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *How education systems are influenced by cultural norms, values, and traditions of society?*
 - *Analyze the interplay between education and social change.*
 - *Gaining a comprehensive understanding of the complex relationships between education and key societal processes, including modernization, urbanization, and globalization.*
 - *How group dynamics influence individual behavior and interactions within a group?*
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Unit I **Education and Culture**

- i) Concept & Characteristics
- ii) Elements of Culture – Language, Values, Norms, Beliefs & Laws
- iii) Role of Education vis-a-vis Culture

Unit II **Education and Social Change**

- i) Social Change – Concept & Theories – Evolutionary & Cyclical (two theories each).
- ii) Education and Social Change
- iii) Constraints on social change in India (Caste, Language, Class, Religion, Region).

Unit III **Education and Social Processes**

- i) Education & Modernization
- ii) Education & Urbanization
- iii) Education & Globalization

Unit IV **Group Dynamics and Education**

- i) Group Dynamics – Meaning & Origin
- ii) Group Cohesiveness & Group Division – Concept & factors.
- iii) Educational implications of group Dynamics.

Suggested Readings:

1. Durkheim, B. Study of Education.
(London: Routledge and Kegan Paul, 1966)
2. Education for our People Compiled by citizens for democracy, Penguin Education, 1973
3. Field Studies in Sociology of Education, New Delhi, NCERT, 1972.
4. Freire, P Pedagogy of the oppressed.
(Harmond – Worth, Penguin Education, 1973)
5. Halsey, A. H. Education Economy land Society: A Reader in the
& others Sociology of Education(New York: The Free Press,
1961)
6. Mannhiem, Karl & Stewart, W. A. C. An Introduction to Sociology of Education.
(London: Routledge and Kegan Paul, 1962).
7. Michtchell Duncan Sociology: The Study of Social System
8. Salamatullah Education in Social Context,
(New Delhi: NCERT, 1978)
9. Snow, C. P. The two cultures and the Scientific Revolution.
(Cambridge, University Press, 1961).
10. Srinavas, M.N. Social Change in Modern India.
(Bombay: Allied Publication, 1967)
11. Tibbler, J. W. (Ed) Study of Education.
(London: Routledge and Kegan Paul, 1966)
12. NCERT Papers in the Sociology of Education.

Course No. EDU18202CR **Psychological Foundations of Education-I**
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Explore relevance of psychological perspective of education and get acquainted with the process of assessment of personality.*
 - *Understand the dynamics of intelligence and learning and applying the learning principles in classroom situations.*
 - *Nourish the concept of Motivation and the mechanism to foster this aspect to improve their learning skills.*
 - *Analyse the different developmental stages and the issues related to them & explore the educational implications of understanding each stage.*
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Unit I **Schools of Psychology**

- i) Behaviourism.
 - ii) Psychoanalysis.
 - iii) Gestalt Psychology.
- Their basic tenets & educational implications.

Unit II **Theories of Learning**

- i) Pavalov's Classical conditioning theory
- ii) Skinner's operant conditioning theory.
- ii) Gagn's learning theory.

Unit III **Intelligence & Motivation**

- i) Concept of intelligence
- ii) Guilford's structure of intellect
- iii) Concept of motivation & Maslow's Theory.
- iv) Attributional theory of motivation.

Unit IV **Growth & Development**

- i) Infancy
- ii) Childhood
- iii) Adolescence

- Physical, social, emotional and intellectual development of all the above three stages with educational implications.

Suggested Reading:

1. Anastasi, A. Psychological Testing (2nd Ed.)
(New York: Macmillan Co., 1976)
2. Allport, G. W. Pattern and Growth in Personality
(New York: Holt Oxford and IBH Publishing Co., 1961)
3. Ferguson Personality Measurement .
(New York: McGraw Hill Company, 1952)
4. Freeman, F. S. Theory and Practice in Psychological Testing.
(New York: Oxford and IBH Publishing Co., 1961)
5. Lehner & Kube The Dynamics of Personal Adjustment.
(England: Cliffs Prentice Hall, 1964)
6. Shaffer and Shoben The Psychology of Adjustment
(New York: Hought Mifflin,, 1956)
7. Skinner, C. E. (Ed.) Educational Psychology
(New Delhi: Prentice Hall of India, 1972)
8. Vernon, P. E. The Structure of Human Abilities
(London: Methuen and Co., 1964)
9. Woodworth, R. S. Contemporary Schools of Psychology
(London: Methuen and Co., 1961)
10. Murphy, G. An Introduction to Psychology
New York: Harper.
11. Murray, H. A. Exploration in Personality
New York: Oxford University Press.
12. Mischel, W. Personality and Assessment,
New York: Wiley.
13. Piaget, J. The Child's conception of the World
New York; Harcourt Brace.
14. Gagne, R. M. The Conditions of Learning.
New York: Holt, Rinehart and Winston.
15. Dandapani, S. Simplify Psychology, Mysore, Radhika Publications.
16. Beck, S. J. Rorschach's Test, Vol. I, Basic processes, Vol. II
A variety of Personality pictures.
New York: Grune & Stratton.
17. Chauhan, S. Advanced Educational Psychology Vikas Publishing
House, Pvt. Ltd.

18. Cattell, R. B. Description and Measurement of Personality
New York: World Book Co.
19. Cattell, R. B. & Dreger, R. N. Handbook of Modern Personality Theory.
New York: Appleton Century Crofts.
20. Ewen, R. B. An Introduction of Theories of Personality
New York: Academic Press.

Course No. EDU18203CR **Methodology of Educational Research-I**
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand the basic terms of research methodology, develop understanding of concept of research in general and educational research in particular.*
 - *Develop understanding of distinctive features of qualitative and quantitative research paradigms. Acquaint the students with respect to different techniques of research.*
 - *Understand sampling and the different techniques to choose an appropriate sample.*
 - *Understand the different steps followed while conducting both quantitative and qualitative research.*
-

Unit I: Educational Research

- i) Meaning, Need & Importance
- ii) Levels – Theoretical, Applied and Action
- iii) Qualitative research – Meaning & Characteristic & difference between Qualitative & Quantitative research.

Unit II: Problems identification & Hypothesis formulation

- i) Research Problem and its Identification
- ii) Delineating and Operationalisation of Variables
- iii) Hypothesis – Formulation, Characteristics & Types.
- iv) Preparation of Research proposal – purpose & steps.

Unit III Sampling

- i) Population and Sample
- ii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- iii) Non-probability Sampling: Quota, Judgment and Purposive

Unit IV Techniques of data collection

- i) Observation
 - ii) Questionnaire
 - iii) Interview
- Their Characteristics, Merits & Limitations.

Suggested Reading:

1. Best, J. W. Research in Education (5th Edition)
(Printice Hall of India, 1977)
2. Borg, W. R. & Gall, M.D. Educational Research – An introduction.
(New York: Longman, 1979)
3. Garret, H. E. Statistics in Psychology and Education
(Hyderabad: International Book Bureau)
4. Good, C. V. Introduction to Education Research
(New York: Appleton Country Grafts, 1958)
5. Guilford, J. P. Psychometric Methods.
(New Delhi: McGraw Hill Publishing Company, 1971)
6. Guilford, J. P. Fundamental Statistics in Psychology and Education.
(New York: McGraw Hill Book Company, 1965)
7. Kerlinger, E. N. Foundations of Behavioural Research.
(New York: Holt Rinechart & Winston, Ic.)
8. Koul, L. Methodology of Educational Research.
(New Delhi: Sterling Publishers, 10)
9. Van Delon, D. B. Understanding Educational Research – An Introduction
(New York: McGraw Hill Book Cpompany, 10)
10. Verma, M. Introduction to Educational and Psychological Research.
(Bombay: Asia Publishing House)
11. Mangal, S. K. Statistics in Psychology and Education
Prentice Hall of India Pvt. Ltd.
12. Aggarwal, Y. P. Better Sampling, Concepts, Techniques & Evaluation
Sterling Publishers, Pvt. Ltd.
13. Aggarwal, Y. P. Research in Emerging Field of Education.
Sterling Publishers, Pvt. Ltd.
14. Murthy, M. N. Sampling Theory and Methods
Calcutta, Statistical Publishing Society.

Course No. EDU18204CR **Educational Administration & Supervision**
(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Equip with the knowledge and skills necessary to lead and manage educational institutions effectively.*
 - *Understand various decision-making models and theories relevant to educational administration, such as rational, intuitive, political, and incremental models.*
 - *Gain insight into the evolution of educational planning, planning models and practices in India.*
 - *Demonstrate an understanding of various leadership theories and their application in educational settings.*
 - *Demonstrate a comprehension of the fundamental theories and models of change management.*
-

Unit I **Educational Administration and Supervision**

- i) Meaning & Objectives, Principles.
- ii) Qualities of good Educational Administrator.
- iii) Management as a System Taylorism, SWOT analysis.
- iv) Human relations Approach to Administration.
- v) Organisational Compliance, Organisation Development and Organisational Climate.

Unit II **Decision Making Style of Educational Administrator**

- i) Meaning and types of decision making- (Routine, Compromising and Heuristic)
- ii) Meaning, Need and Importance of Supervision.
- iii) Objectives of Supervision; Types of Supervision.
- iv) Review of Research Studies in Educational Administration-National perspective.
- v) Construction of Standardized Decision making scales for Educational Administration (at least two)

Unit III **Leadership in Educational Administration**

- i) Meaning and nature of Leadership in Educational Administration.
- ii) Approaches to Leadership: Trait, Transformation, Transactional, Value based, Cultural, Psychodynamic and Charismatic.
- iii) Model of Leadership (Blake and Mouton's Managerial Grid, Hersey and Blanchard's Model, Tri-dimensional model).
- iv) Leader-Member Exchange Theory.

Unit IV

Change Management

- i) Meaning and Need for Planned Change
- ii) Three-Step Model of Change (Unfreezing, Moving, Refreezing)
- iii) Cost of Quality: Appraisal Costs, Failure Costs and Preventable Costs.
- iv) Indian and International Quality Assurance Agencies: Objectives, Functions, Role and Initiatives (NAAC, Quality Council of India).
- v) International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Suggested Readings:

1. Bhat, K.S. & Ravi Shankar, S. (1988) Administration of Educational, New Delhi.
2. Seema (1988) Introduction to Educational Administration.
3. Campbell, Corbally, School Administration and Supervision.
4. B. Mohanty, Introduction to Educational Administration and Supervision Deep and Deep Publication Pvt. Ltd.
5. Rasool, G. and Chopra, M. (1989) School Organisation and Administration: Ludhyana Prakash Brothers.

Course No. EDU18205DCE **Special Education** (80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand the national and international commitments towards the education of Children with special needs & exploring the principles and significance of special education in facilitating CWSN.*
 - *Understand problems of mentally retarded children and the educational considerations for the children with mental retardation.*
 - *Identify and understand the problems of children with visual and hearing impairment. Exploring the educational measures available to the children with visual & hearing impairment.*
 - *Explore existing resource for promoting inclusive education & understand the role and strategies a teacher should employ while promoting Inclusive practice.*
-

Unit I **Special Education**

- i) **Exceptionality**
 - a) Concept of Positive and Negative deviations
 - b) Needs and problems of exceptional children.
- ii) Special Education: Concept, scope and objectives
- iii) Basic principles of special education
- iv) Disability Act & Role of RCI
- v) Issues and Trends in Special Education

Unit II **Mental Retardation (MR)**

- i) Concept, Definitions & Classification
- ii) Measurement of Mental Retardation
- iii) Characteristics (Psychological, Behavioural & Physiological)
- iv) Needs and Problems of Mentally Retarded
- v) Educational Consideration for Mental Retarded Children

Unit III **Visual Impairment and Hearing Impairment**

- i) Definition, Classification and Prevalence
- ii) Causes and Characteristics
- iii) Identification & Early Intervention
- iv) Educational measures and methods.
- v)

Unit IV

Inclusive Education

- i) Meaning & Importance
- ii) Aims, Objectives and Principles of Inclusive Education
- iii) Role of Teacher and Teaching Strategies for Inclusive Education
- iv) Inclusive Education & Special Education
- v) Barriers in Inclusive Education & the strategies to improve

Suggested Readings:

1. P. L. Sharma Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
2. Sudesh Mukhopadiyay
N. K. Jangira
M. G. Mani
M. Ray Chowdhary. Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
3. Ysseldyke, J. Ed. Critical Issues in Special & Remedial Education. Boston: Houghton Mifflin, 1982.
4. Woody, R. H. Behavioural Problem Children in the School New York: Appleton Century Crafts. 1969.
5. Westman, J. C. Individual difference in Children. New York: Wiley 1973.
6. Walshm Merber, M. Introducing the young child to the special world. New York: Macillah Co. Inc. 1980.
7. Thompson, George, G. Child Psychology. Boston Houghton, Mifflin Co. 1952.
8. Sorenson, Herbert Psychology in Education London: Mcgraw-Hall Book Co. Inc. 1954.
9. Jangiram, N. K. Special Education Scenario in Britain & India. Gurgaon Academic Press, 1986.
10. Jangiram, N. K. Responsive Teaching – New Delhi; NCERT, 1995.

Course No. EDU18206DCE

Adult Education

(80+20) 4 Credits

After the completion of the course, the students will be able to:

- Gain insight about the discourse of Adult Education.
 - Know the psychology of adult learners and their motivational strategies.
 - Generate and develop pedagogies relevant for adult learners.
 - Facilitate students how to evaluate different schemes meant for adult learners.
-

Unit I

Adult Education in India

- i) Concept and Importance of Adult Education
- ii) Objectives and Scope of Adult Education
- iii) Approaches to Adult Education, with reference to:
 - a) NPE (1986) and Review of NPE (1992)
 - b) NLM,
 - c) JSN.

Unit II

Motivation of Adult.

- i) Psychology of Adult Learners.
- ii) Adult Learning
- iii) Methods of Motivating Adults for Learning

Unit III

Methods of Teaching Adult

- i) Methods of Teaching Adults – Lecture, Workshop, Symposium, demonstration, dramatization
- ii) Methods of Teaching Literacy – Analytical, Synthetical and Electric
- iii) Role of Mass Media (Electronic & Print)

Unit IV

Evaluation of Adult Education Programmes

- i) Basic principles of evaluation,
- ii) Formative and Summative evaluation.
- iii) Techniques of assessment with special reference to interview, observation & questionnaire.

Suggested Readings:

1. Bordia Anil, J. R. Kidd and J.A.Dvapa, Datta S. C. Adult Education in India. (Nichiketa Publication Limited)
2. J. A. Dvapa, Datta, S.C. Adult Education in Third World (Criterion Publication, New Delhi)
3. Kundu, C. L. Adult Education: Principles, Practice & Prospects, (Sterling Pub., New Delhi)
4. Miller, Harry L. Teaching & Learning in Adult Edu. (London: Macmillan Company, 1964)

5. Mohsini, S. R. Adult & Community Education
(Indian Adult Education Association, 1973)
6. Mohanty, S. B. Life Long and Adult Education.
(Ashish Publication House, New Delhi)
7. Rai, T. V. Adult Education for School Change
(New Delhi: Manakar, 1989)
8. Malik, G. M. Understanding Adult Education.
9. Basu Nighat Adult Education, Trends and Strategies.

Course No. EDU18207DCE

Mental Hygiene

(80+20) 4 Credits

After the completion of the course, the students will be able to:

- *Understand the complexity and dilemmas of diverse perspectives in the field of mental health.*
 - *Develop a critical awareness of the complexities surrounding human adjustment and maladjustment.*
 - *Collaborative management plan and therapeutic interventions to facilitate clinical and personal recovery in pupil with psychological issues.*
 - *Make informed decisions about when and how to employ various adjustment mechanisms.*
-

Unit I

Mental Hygiene:

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Nature, Principles of Mental Hygiene
- iii) Importance of Mental Hygiene

Unit II

Adjustment & Mal-adjustment.

- i) Concept of Adjustment
- ii) Concept & Factors of Mal-adjustment and remedial measures
- iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)

Unit III

Adjustment Mechanism

- i) Fantasy, Compensation, Identification & Projection
- ii) Rationalization, withdrawal & Selective forgetting
- iii) Negativism, Sublimation, Displacement & Regression.

Unit IV

Treatment/Methods for the Preservation and Enhancement of Mental Health.

- i) Psychotherapy
- ii) Hypnosis & Catharsis
- iii) Hydrotherapy.

Suggested Readings:

1. Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

Course No. EDU18002GE

Social Psychology

(40+10) 2 Credits

After the completion of the course, the students will be able to:

- *Understand social psychology and application of this knowledge to various social situations.*
 - *Recognize individual's self-perception and impression management.*
 - *Understand the dynamics of group behaviour in areas of social influence such as altruism, intergroup relations, conflict and cooperation.*
 - *Understand and recognize major theories of social psychology related to cognitive and behavioral phenomenon.*
-

Unit I **Introducing Social Psychology**

- i) Nature and Meaning, Scope.
- ii) Methods
- iii) Focus
 - a) Attitudes
 - b) Prejudices
 - c) Values

Unit II **Personality and Self**

- i) Concept of Personality
- ii) Personality types: Basic – National Character
- iii) Theories of self development: looking glass (Cooley), the “I and the me (Mead)”, Self – Theory (Carl Rogers)

Suggested Readings:

1. Allport, G. E Pattern and Growth in Personality
(New York: Holt Rinehart & Winston, 1961)
2. Bales, R. F. Interaction Process Analysis
(Cambridge Addison-Wesley Press, Inc. 1950)
3. Benedict, R. Patterns of Culture
(New York: Penquine Books Inc. 1946)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H. Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)

Course No. EDU18002OE **Early Childhood Care & Education**

(40+10) 2 Credits

After the completion of the course, the students will be able to:

- *Application of knowledge of child development to create healthy, supportive, and challenging learning environments for each child.*
 - *Ascertain respectful, reciprocal relationships that involve, support, and empower families and the communities in which children live.*
 - *Design and implement meaningful curriculum through use of academic disciplinary knowledge, to enhance learning outcomes for all children.*
 - *Advocate the quality care and education in a variety of settings, across the early childhood age span.*
-

Unit I **Concept, Scope & Methods.**

- i) Meaning & objectives of Early Childhood Care & Education.
- ii) Need and Scope of Early Childhood Care & Education
- iii) Methods of studying child behaviour and development
 - a) Observation b) Experimental c) Case study

Unit II **The Development of Childhood.**

- i) Social and Personal Development
- ii) Emotional development & Motor skills and their development
- iii) Development of Creativity.

Suggested Readings:

1. Car Michael, L. Manual of Child Psychology.
(New York: John Wiley & Sons, 1957)
2. Crow and Crow Mental Hygiene.
3. Hurlock, E. Personality Development.
4. Shaffer & Shoben Psychology of Adjustment
5. Sorenson Psychology in Education.
6. Taneja, V. R. Educational Thinkers.
7. Woody R. H. Behavioural Problems of Children in the Schools.
(New York: Appleton Century Crofts)
8. Rav & K. Islam Early Childhood Care and Education.

M.A Education 3rd Semester (Choice Basis Credit System)

<u>Core Papers</u>		Marks
		<u>Total</u>
EDU18301CR	Philosophical Foundations of Education – II	100
EDU18302CR	Psychological Foundations of Education – II	100
EDU18303CR	Statistical in Education & Psychology	100

Department Centric Elective (DCE)

EDU18304DCE	Creativity & Education	100
EDU18304DCE	Curriculum Development	100
EDU18306DCE	Comparative Education	100

Generic Elective (GE)

EDU18003GE	Mental Hygiene	50
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Open Elective (OE)

EDU18003OE	Value Education	50
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24 Credit = 24 contact hours

3 (Core Paper) + 2 (Department Centric Elective Papers to be opted out of Department Centric Elective Papers) + 1 (Generic Elective papers) + 1 (Open Elective paper)

Course No. EDU18301CR Philosophical Foundations of Education-II
(80+20) 4 Credits

After the completion of this course students will be able to:

- *Demonstrate an in-depth understanding of key philosophical questions in education, analyze their implications for teaching and learning, and develop well-reasoned arguments to support their own educational philosophies.*
 - *Critically evaluate radical and innovative ideas in education, synthesize them with real-world examples, and design creative and impactful educational interventions that challenge traditional norms and promote social change.*
 - *Critically examine Indian schools of philosophy in education, analyze their historical and cultural contexts, and apply their principles to develop culturally responsive and inclusive teaching practices.*
 - *Critically analyze the theories and contributions of Western educational thinkers, compare their approaches to educational issues, and design research-based strategies that integrate their ideas into instructional practices.*
-

Unit I Fundamental Philosophical Issues

- i) Epistemological Issues.
- ii) Ontological Issues.
- iii) Axiological Issues.

Unit II Radical Thought in Education

- i) Radicalism – Concept & Meaning
- ii) Paulo Freire – Conscientization
- iii) Ivan Illich – De-schooling Society

Unit III Indian Schools of Philosophy.

- i) Hinduism, Jainism, Vedanta.
 - ii) Buddhism
 - iii) Islamic Traditions
- With special reference to their educational implications

Unit IV Western Thinkers

- i) John Dewey

ii) Bestrand Russel

iii) Immanuel Kant

Their contribution to Educational thought & practice of education.

Suggested Readings:

1. Brubacher, J. S. Modern Philosophies of Education
McGraw Hill, New Delhi.
2. Broudy, H. S. Building of Philosophy of Education
Englewood, Cliffs Prentice Hall, Inc.
3. Butler, D. Four Philosophies of Education
New York: Harper & Row.
4. Dewey, J. Democracy and Education.
New York: Free Press.
5. Henderson Introduction to Philosophy in Education.
6. Kabir, H. Indian Philosophy of Education
New York: Macmillan
7. Kneller, G. Existentialism and Education
8. Park, Jee The Philosophy of Education
9. Rusk, R. The Doctrines of Great Educators,
10. Saiyidian, K. G. The Humanistic Tradition in Indian Educational
Thought: Asia Publishing House Bombay.
11. Dash, B. N. Teacher & Education in the Emerging Indian Society
(Vol I & II) Neel Kamal Publications.
12. Cantor, N. F. Ancient Thought, Plato and Aristotle,
Waltham Mass, Blaisdell Publishing Co.
13. Lodge, R. C. Plato Theory of Education
London Routledge and Regan Paul.
14. Phenix, P. Philosophies of Education
New York: John Wiley Inc.
15. Radakrishnan, S. History of Philosophy, Eastern and Western
London Allen and Unwin
16. Vive Kananda The Yuga of love and Devotion Calcutta,
Advaita Ashram.

18. Vivekananda India Contribution to world thought and Culture, Madras, Vivekananda Rock Memorial Committee.
18. Whitehead, A. N. The Aims of Education and other essays, London: William & Newgate.
19. Taneja Educational Thinkers: Atlantic Publishers, New Delhi.
20. Biswas & Aggarwal Seven Indian Educationists
Arya Book Depot, New Delhi.
21. Abduhu, G. R. The Educational Ideas of Maulana Abdul Kalam Azad; Sterling Publishers, New Delhi.
22. UNESCO Humanism & Education in East and West.
23. Speeches of Maulana Azad; Publication Division Ministry of Information & Broadcasting, GOI.

Course No. EDU18302CR **Psychological Foundations of Education-II**
(80+20) 4 Credits

After the completion of this course students will be able to:

- *Explore the different constituents of Personality and understand the Trait & psychoanalytic approach in understanding personality development.*
 - *Explore the various techniques to assess personality (Subjective Projective & Objective).*
 - *Understand different phases of development viz., cognitive, psycho-social & cognitive and their impact on one's personality.*
 - *Explore the various needs and problems of children with special educational requirements, and the educational measures for children with special needs.*
-

Unit I **Personality**

- i) Concept Biological & Environmental Determinants.
- ii) Trait Factor Theory of Cattell.
- iii) Psychoanalytic Theory of Freud.

Unit II **Personality Assessment**

- i) Subjective Method – Case study & Interview.
- ii) Objective Method – 16PF & MMPI.
- iii) Projective Method – Rorschach Ink. Blot Test (RIB), Thematic Apperception Test (TAT).

Unit III **Theories of Development**

- i) Piaget's Theory of Cognitive Development
- ii) Erickson's Theory of Psycho-social Development
- iii) Kohlberg's theory of moral Development

Unit IV **Exceptional Children**

- i) Gifted
- ii) Delinquents.
- iii) Mentally Retarded.

Suggested Reading:

1. Anastasi, A. Psychological Testing (2nd Ed.)
(New York: Macmillan Co., 1976)
2. Allport, G. W. Pattern and Growth in Personality
(New York: Holt Oxford and IBH Publishing Co.,1961)
3. Ferguson Personality Measurement .
(New York: McGraw Hill Company, 1952)
4. Freeman, F. S. Theory and Practice in Psychological Testing.
(New York: Oxford and IBH Publishing Co., 1961)
5. Lehner & Kube The Dynamics of Personal Adjustment.
(England: Cliffs Prentice Hall, 1964)
6. Shaffer and Shoben The Psychology of Adjustment
(New York: Hought Miffin,, 1956)
7. Skinner, C. E. (Ed.) Educational Psychology
(New Delhi: Prentice Hall of India, 1972)
8. Vernon, P. E. The Structure of Human Abilities
(London: Methuen and Co., 1964)
9. Woodworth, R. S. Contemporary Schools of Psychology
(London: Methuen and Co., 1961)
10. Dandopani, S. A Text book of Advanced Educational
Psychology: Anmol Publications, New Delhi.
11. Hilgard, E. R. & Bower, G. H. Theories of Learning
Prentice Hall of India.
12. Mowrer, O. H. Learning Theory and Personality Dynamics
New York: A Ronald.
13. Murphy, G. An Introduction to Psychology
New York: Harper.
14. Murray, H. A. Exploration in Personality
New York: Oxford University Press.
15. Mischel, W. Personality and Assessment,
New York: Wiley.
16. Piaget, J. The Child's conception of the World
New York; Harcourt Brace.
17. Gagne, R. M. The Conditions of Learning.
New York: Holt, Rinchar and Winston.
18. Dandapani, S. Simplify Psychology, Mysore, Radhika Publications.

19. Beck, S. J. Rorschach's Test, Vol. I, Basic processes, Vol. II
A variety of Personality pictures.
New York: Grune & Stratton.
20. Chauhans. S Advanced Educational Psychology Vikas Publishing
House, Pvt. Ltd.
21. Cattell, R. B. Description and Measurement of Personality
New York: World Book Co.
22. Cattell, R. B. & Handbook of Modern Personality Theory.
Dreger, R. N. New York: Appleton Century Crofts.
23. Ewen, R. B. An Introduction of Theories of Personality
New York: Academic Press.

Course No. EDU18303CR **Statistics in Education and Psychology**
(80+20) 4 Credits

After the completion of this course students will be able to:

- *Gain skill in analyzing various measures of central tendency & Variability and able to represent the data through graphs, diagrams their application.*
 - *Apprise the students with Normal Probability Curve with respect to normalcy of the data, divergence and applications in the field of education and psychology.*
 - *Comprehend the different types of parametric and non-parametric tests and their computation.*
 - *Comprehend the students with the calculation of co-efficient of correlation by using Rank order and Product moment methods of calculation.*
-

Unit I: Measure of Central Tendency & Variability

- i) Concept of descriptive & inferential statistics.
- ii) Concept of computation of measures of Central tendency.
- iii) Concept of competitive & application of variability – Q.D & S.D.
- iv) Graphic method and percentiles – computations of percentiles and percentiles ranks; graphic methods – line graphie bar daigram, pie chart, ogive their application & use.

Unit II: The Normal Distribution Curve

- i) The meaning and importance properties of the normal distribution
- ii) Measuring divergence from normality – skewness and kurtosis
- iii) Applications of the normal probability curve.
 - a) Raw scores into standard scales
 - b) Cases falling above & below method
 - c) % of cases between given %age

Unit III Parametric and Non-parametric Statistics

- i) Parametric:
 - a) Meaning and advantages
 - b) Critical ratio & t – Test (for correlated and un-correlated means)
 - c) ANOVA-one way
- ii) Non Parametric:
 - a) Meaning and advantages

After the completion of this course students will be able to:

- *Demonstrate a comprehensive understanding of the concepts and theories of creativity, and apply them to analyze and evaluate creative processes and outcomes.*
 - *Critically analyze the relationship between creativity, intelligence, and achievement, and develop strategies to enhance creative thinking and problem-solving skills.*
 - *Design and implement effective instructional strategies that foster creativity in teaching and learning, utilizing a variety of techniques and resources.*
 - *Measure and evaluate creativity using appropriate assessment tools and methods, and propose innovative approaches for promoting and sustaining creativity in diverse contexts.*
-

Unit I **Concept of Creativity**

- i) Nature, Meaning and process of Creativity.
- ii) Theories of Creativity - Guilford, Torrance.
- iii) Personality Profile of a creative Scientist & Artist.

Unit II **Creativity, Intelligence & Achievement**

- i) Concept of Intelligence in context to Guilford's structure of Intellect
- ii) Relationship of creativity with intelligence – studies carried out in India and Abroad.
- iii) Relationship of creativity with academic achievement – Studies done in India & abroad.

Unit III **Creativity in Teaching and Learning**

- i) Development of Creativity
- ii) Creativity and its Barriers
- iii) Creativity and its Nourishment
- iv) Creative Teaching
- v) Creativity and Society

Unit IV **Techniques and Measurement**

- vi) Development of Creativity
- vii) Techniques:
 - a) Brainstorming
 - b) Creative problem solving
 - c) Synectic Model
- viii) Measurement of Creativity Talent

Suggested Readings:

1. Getzels, S. W. & Creativity and Intelligence
 Jack, P. L. American Sociological Review.
2. Gowan, J. C. Dewas Creativity & its Educational Implication.
 G. D, Torrance, E. P.
3. Kneller, G. E. The Art and Science of Creativity
4. Mehdi, B. Creativity in Teaching and Learning.
 (New Delhi: NCERT, 1981)
5. Mehdi, B. Towards Learning Society.
 (Delhi: Northern Book Depot. Ansari Road)
6. Rather, A. R. Creativity: Its Recognition and Development
 (Sarup & Sons; New Delhi)
7. Sharma, K. N. Dynamics of Creativity.
8. Stein, Morris & Creativity and the Individual.
 Heinze. Free Press of Glance, University of Chicago.
9. Torrance, E. P. Guiding Creative Talent.
 N. J. Prentice Hall, Englewood, Cliffs.
10. Vernon, E. P. (Ed) Creativity.
 Methuen & Co. Ltd. II, New Felter Lane London.
11. Vygotsky, L. S. Mind in Society
 Cambridge, M. A: Harward University Press.
12. Kusuma, A. Creativity and Cognitive Styles in Children
 Discovery Publishing House, New Delhi.
13. Taylor, C. W. Creativity: New York; McGraw – Hill.

After the completion of this course students will be able to:

- *Develop a comprehensive understanding of the curriculum process, encompassing planning, implementation, and assessment, and apply this knowledge to create effective curricula.*
 - *Analyze and compare various curriculum development models critically, selecting and adapting them to design cohesive and learner-centered curricula.*
 - *Design curriculum that align with educational goals, standards, and learner needs, incorporating innovative instructional strategies and resources.*
 - *Evaluate and assess curricula using rigorous methods and tools, utilizing the findings to make informed decisions for continuous improvement and advancement of the curriculum.*
-

Unit I Curriculum Process

- Aims and Functions of the Curriculum
- Curriculum objectives-Bloom's Taxonomy.
- Determinants – Philosophical, Sociological and Psychological.

Unit II Models of Curriculum Development

- Hilda Taba Model of Curriculum
- The Tyler Model of Curriculum
- The Humanistic Curriculum

Unit III Designing the Curriculum

- Principle of Curriculum construction sequencing content-Integrating contents.
- Curriculum content-Curriculum and culture, knowledge and values
- Core curriculum – Problems – Implications.

Unit-IV Curriculum Evaluation

- Concept and Importance of Curriculum Evaluation.
- Formative and Summative Evaluation
- Interpretation of Evaluation results

Suggested Readings:

1. Bloom, B. S. Taxonomy of Educational Objectives
London: Longmans, 1956.
2. Kelly, A. V. The Curriculum: Theory & Practice
London: Longmans, 1956.
3. Kind, E. A. Curriculum Planning.
New Delhi: Haroer & Brothers, 1950.
4. Mehdi, B. Effective Use of School Curriculum – An
introduction (New Delhi: NCERT, 1978.

Course No. EDU18306DCE **Comparative Education** (80+20) 4 Credits

After the completion of this course students will be able to:

- *Understand the comparative education, including its research methods, and its significance in comparing different education systems.*
 - *Identify and analyze the key factors that influence education, such as culture, society, economy, and politics, and understand how they impact educational practices?*
 - *Get proficiency in conducting detailed comparative studies of education systems in India and other developed countries, examining similarities, differences, strengths, and weaknesses.*
 - *Apply comparative research methods, such as case studies, surveys, and qualitative analysis, to gain valuable insights and make informed recommendations for educational improvement.*
-

Unit I: Comparative Education; Meaning and Method

- i) Historical background of Comparative Education
- i) Meaning and Scope of Comparative Education
- ii) Objectives of Comparative Education.

Unit II: Factors Influencing Educational System

- ii) Economic Factor
- iii) Geographical Factor
- iii) Linguistic Factor

Unit III: A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:

- i) Pre-Primary Education – System of Education
- ii) Primary Education – System of Education
- iii) Secondary Education – System of Education
- iv) Higher Education – System of Education

Unit IV: Comparative Methods of Education

- i) Scientific Method of Comparative Education
 - a) Description, b) Interpretation, c) Juxtaposition and d) Comparison
- ii) Survey Techniques of data Collection

Suggested Reading:

1. Altabach Comparative Education
2. Deyound, C. A. & Wom, R. American Education.
(New York: McGraw Hill Company, 1978)
3. Grant, Migol Society School and Progress in Education-Europe
(London: Pergama Press, 1960)
4. Hans, N. The Russian Tradition in Education
(London: Rout Ledge and Kegan Paul, 1963)

Course No. EDU18003GE **Mental Hygiene** (40+10) 2 Credits

After the completion of this course students will be able to:

- *Demonstrate an understanding of the principles and significance of Mental Hygiene, and apply them to maintain good mental health.*
 - *Employ effective adjustment strategies, such as self-awareness and building strong support systems, to navigate life's challenges successfully.*
 - *Identify signs of maladjustment and evaluate their impact on individuals and society, enabling appropriate interventions.*
 - *Utilize advanced techniques in Mental Hygiene to actively promote positive adjustment and address issues of maladjustment.*
-

Unit I **Mental Hygiene:**

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Nature, Scope and Principles of Mental Hygiene
- iii) Importance & Functions of Mental Hygiene

Unit II **Adjustment & Mal-adjustment.**

- i) Concept of Adjustment
- ii) Concept & Factors of Mal-adjustment
- iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)
- iv) Role of Parents & Society.

Suggested Readings:

1. Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

Course No. EDU18003OE **Value Education** (40+10) 2 Credits

After the completion of this course students will be able to:

- *Demonstrate an understanding of the importance of value education and its role in shaping personal character and ethical decision-making.*
 - *Apply principles of human rights education to foster a culture of respect, equality, and social justice within oneself and the community.*
 - *Evaluate moral dilemmas and make informed ethical choices based on a solid foundation of moral values and principles.*
 - *Utilize effective strategies and resources to promote moral education, cultivating empathy, integrity, and responsible citizenship.*
-

Unit I **Value Education:**

- i) Need and Importance of Value Education
- ii) Education for Human rights
- iii) Recommendations of various committees/commissions:
 - a) Indian Education Commission (1964-66)
 - b) NPE (1986) c) NCF (2005)

Unit II **Nature and concept of Morality and Moral Education.**

- i) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- ii) Language of moral education-its form and context, characteristics of a morally educated persons.
- iii) Justice and care- the two dimensions; perspectives in morality; dichotomy between reason and passion. Moral judgment and moral action.

Suggested Readings:

16. Allport, G. W. Vernon, P. E., & Lindzey G. (1960) Manual of Study of Values Boston: Houghton Mifflin.
17. Chitkara, M. G. (2003), Education and Human Values, APH Publishing Corporation. 5, Ansari Road, Darya Ganj, New Delhi – 110002.
18. Gawadne, E. N. (2002) Value Oriented Education Vision for Better Living: Sarup & Sons, New Delhi – 110002.

19. Mujeeb, M. (1971) Education and Traditional Values Delhi, (Meenakshi Prakashan).
20. Mukerjee, R. K. (1964) The dimensions of Values: Allen and Unwin.
21. Pepper, S. C. (1970) The sources of values: London; University of California Press.
22. Perry, R. B. (1954) Realms of values, Cambridge: Harwar University Press.
23. Srivastava, S. K. (1983) Values, among University Students: Sex difference Journal of Indian Education. NCERT.

M.A Education 4th Semester (Choice Basis Credit System)

<u>Core Papers</u>		Marks
		<u>Total</u>
EDU18401CR	Methodology of Educational Research – II	100
EDU18402CR	History & Problems of Indian Education	100
EDU18403CR	Teacher Education	100
EDU18404CR	Measurement & Evaluation	100

Department Centric Elective (DCE)

EDU18405DCE	Social Psychology	100
EDU18406DCE	Education Planning & Financing	100
EDU18407DCE	Nai Taleem (Experiential Learning)	100

Generic Elective (GE)

EDU18007GE	Guidance & Counselling	50
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Open Elective (OE)

EDU18004OE	Education Technology and ICT	50
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28 Credit = 28 contact hours

4 (Core Paper) + 2 (Department Centric Elective Papers to be opted out of Department Centric Elective Papers) + 1 (Generic Elective papers) + 1 (Open Elective paper)

• Total Marks	Continuous Assessment	External Examination	Total Marks
	520	2080	2600

Total Credits 104 Credits

Course No. EDU18401CR Methodology of Educational Research-II
(80+20) 4 Credits

After the completion of this course students will be able to:

- *Understand various data collection, tools and techniques and its application in educational research.*
 - *Evaluate different methods of educational research, including experimental, correlational, and qualitative approaches, to design robust research studies.*
 - *Utilize quantitative analysis techniques, such as statistical tests and data visualization, to analyze and interpret educational research data effectively.*
 - *Demonstrate proficiency in presenting research findings using appropriate formats, such as research reports or presentations, to effectively communicate research outcomes.*
-

Unit I: **Techniques of Data Collection**

- i) Rating Scale
- ii) Psychological Tests – Personality, Intelligence & Adjustment Test.

Unit II: **Methods of Educational Research – I**

- i) Historical
 - Nature
 - Identification of Sources
 - Historical Criticism
- ii) Philosophical
 - Nature
 - Procedure

Unit III **Methods of Education Research – II**

- i) Descriptive, Ex-Postfacto
 - Nature
 - Various Techniques
- ii) Experimental
 - Nature
 - Variable & its types
 - Exptt. Designs (three only)

Unit IV **Quantitative Analysis**

- i) Correlation: Concept and Uses
- ii) Concept of Null Hypothesis, its testing and understanding of: Levels of Confidence, tests of significance (one tailed and two tailed), Type-I & type-II errors.

- iii) Formulation of Research Report – purpose, steps & style.

Suggested Reading:

1. Best, J. W. Research in Education (5th Edition)
(Printice Hall of India, 1977)
2. Borg, W. R. & Gall, M.D. Educational Research – An introduction.
(New York: Longman, 1979)
3. Garret, H. E. Statistics in Psychology and Education
(Hyderabad: International Book Bureau)
4. Good, C. V. Introduction to Education Research
(New York: Appleton Country Grafts, 1958)
5. Guilford, J. P. Psychometric Methods.
(New Delhi: McGraw Hill Publishing Company, 1971)
6. Guilford, J. P. Fundamental Statistics in Psychology and Education.
(New York: McGraw Hill Book Company, 1965)
7. Kerlinger, E. N. Foundations of Behavioural Research.
(New York: Holt Rinechart & Winston, Ic.)
8. Koul, L. Methodology of Educational Research.
(New Delhi: Sterling Publishers, 10)
9. Van Delon, D. B. Understanding Educational Research – An Introduction
(New York: McGraw Hill Book Company, 10)
10. Verma, M. Introduction to Educational and Psychological Research.
(Bombay: Asia Publishing House)
11. Mangal, S. K. Statistics in Psychology and Education
Prentice Hall of India Pvt. Ltd.
12. Aggarwal, Y. P Better Sampling, Concepts, Techniques & Evaluation
Sterling Publishers, Pvt. Ltd.
13. Aggarwal, Y. P Research in Emerging Field of Education.
Sterling Publishers, Pvt. Ltd.
14. Murthy, M. N. Sampling Theory and Methods
Calcutta, Statistical Publishing Society.

Course No. EDU18402CR **History & Problems of Indian Education**
(80+20) 4 Credits

After the completion of this course students will be able to:

- *Demonstrate a comprehensive understanding of the educational practices, systems, and philosophies prevalent in ancient India, and their influence on contemporary education.*
 - *Compare and contrast the national systems of education in India, such as the Gurukul system, Madrasa system, and formal schooling, and analyze their impact on educational development.*
 - *Analyze the evolution of education in modern India, including the introduction of formal schooling, educational policies, and the role of educational institutions in shaping the nation.*
 - *Develop lifelong learning skills, embrace ethical values, and promote environmental responsibility for a well-rounded education."*
-

Unit I **Education in Ancient & Medieval India**

- Vedic Education.
- Brahmanic Education.
- Buddhist & Muslim Education.

(Detailed description of the basic tenets, aims curriculum methods of teaching concept of discipline and role of teacher. Important educational centres of Vedic, Brahmanic, Buddhist & Muslim Education).

Unit II **Development of Indian National System of Education :**

- Basic Education (1937-38) & Vishwa Bharti Experiment
- Jamia Milla Islamia & Nudwat-ul-ullema Lucknow.
- Dar –ul-ullum (Deoband) & Aligarh Muslim University

Unit III **Development of Education In Modern India**

Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports

- Macaulay's Minute (1835) & Wood's Despatch (1854).
- Sargent Report (1944) & University Education Commission (1948-49)
- Secondary Education Commission (1952-53), Indian Education Commission (1964-66) & National Policy on Education (1986)

Unit IV **Current Trends in Indian Education**

- i) Life Long Learning & Open Learning
- ii) Population Education & Women's Education
- iii) Value Education & Environmental Education.

Suggested Readings:

1. Garg, B. R. Educational for Tomorrow.
(Ambla Cant; International Book Agency, 1979)
2. Garg, B. R. Educational Crises in India.
(Ambla Cant; International Book Agency, 1977)
4. Hughes, A. G. Education: Some fundamental Problems.
Hughes, C (Longman, 1966)
4. Ivina, W. H. Work Experience in High School,
Runge, W. (New York: Ronal Press, 1957)
5. Joshi, K. L. Problems of Higher Education in India
(Bombay: Popular Prshashma, Pvt., Ltd., 1977)
6. Naik, J. P. The Education Commission and After.
(New Delhi: Allied Publishers Pvt., Ltd., 1982)
7. Ramanathan, G. Problems of Educational Planning & National
Integration.
8. Ruhell, S. P. Social Determinants of Educability in India-Papers in
the Sociological Context, Context of India Education.
(Delhi: Jain Brothers., 1969).
9. Salamatullah Education in the Social Context.
(New Delhi: NCERT, 1979)
10. Sawak, N. S. Current Problems in India Education.
(Punjab: Kitab Ghar Jullinder)
11. Shah, A. R. & Non-formal Education & the NAEP.
Bhan, S. (Bombay: D. V. P., 1980)
12. Shuklam, P. D. Towards the New Pattern of Education in India.
(New Delhi Sterling Publishers Pvt., Ltd., 1979)
13. Singh, R.P. Non-formal Education-An Alternative to Format System.
(New Delhi: Bihari Publication Pvt., Ltd., 1979)
14. Sharma, R. N. History and Problems of Education in India
Surjeet Publications.
15. Jayapalan, N. History of Education in India
Atlantic Publishers, New Delhi.

After the completion of this course students will be able to:

- *Understand the historical development of teacher education in India and its impact on the current education system.*
 - *Identify and analyze the different types of teacher education programs in India, including pre-service, in-service, and distance education.*
 - *Explore innovative approaches and models in teacher education, such as competency-based education and technology integration, and their potential to enhance teaching practices.*
 - *Evaluate the factors that contribute to teacher effectiveness and recognize the role of professional organizations in supporting and empowering teachers.*
-

Unit I

Development of Teacher Education in India

- Teacher Education in Pre-independence India
- Teacher Education in Post Independence India
- Recommendation of Teacher Education by National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE (2009)
- Historical Development of Teacher Education in Jammu & Kashmir.

Unit II

Present Position and Types of Teacher Education.

- Objectives of Teacher Education at different levels recommended by NCTE:
 - Elementary
 - Secondary
 - Higher
- Problems of Teacher Education in India, Remedial Measures to Overcome these problems
- Integrated Teacher Education courses run by RIEs.
- In-service Teacher Education – Importance & Role of DIETs.
- Teacher Education through Distance Mode (Kashmir University & IGNOU)

Unit III

Innovations & Model in Teacher Education

- Micro-teaching – (Concept Process & Skills)
- Flander's Interaction Analysis System
- Concept Attainment Model of Teaching (Bruner)
- Self Control Model of Teaching (Skinner)

Unit IV **Teacher effectiveness & Role of Professional Organization in Teacher Education**

- i) Concept & Characteristics of teacher effectiveness
- ii) Cognitive and Affective Correlates of an Effective Teacher (Intelligence, Personality, Values and attitude) .
- iii) Role of the NCERT, NCTE & UGC - (composition and functions)
- iv) Role of ASC, NUEPA, NAAC - (composition and functions)

Suggested Readings:

1. Adaval, S. B. Quality of Teacher (Allabad)
2. Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
3. Ahiya, R. L. The Teacher of Teacher (New York)
4. Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956).
5. Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
8. Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
9. Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

Course No. EDU18404CR **Measurement & Evaluation**

(80+20) 4 Credits

After the completion of this course students will be able to:

- *Have a comprehensive understanding of measurement & evaluation and scales of measurement.*
 - *Analyze and assess the characteristics of measurement instruments, like validity, reliability, and fairness.*
 - *Critically evaluate the strengths and weaknesses of the current examination system.*
 - *Apply various evaluation tools, such as subjective and objective tests to effectively assess student learning.*
-

Unit I **Measurement and Evaluation**

- i) Concept & levels of Measurement.
- ii) Concept of Evaluation – Formative & Summative, Distinction between Educational Measurement and Evaluation.
- iii) Taxonomy of Educational Objectives.

Unit II **Characteristics of a Measurement Instrument**

- i) Validity, Concept, Factors, Types & Methods of estimate
- ii) Reliability-Concept, Types, Methods of estimate.
- iii) Objectivity

Unit III **Appraisal of the present system of Examination**

- i) Limitations of the present system of Examination
- ii) Report of various committees & Commission on Examination reforms including UGC plan of Action (1973) NPE (1986).
- iii) New trends in Examination Reforms.
CCE, Grading System, Open book examination.

Unit IV **Evaluation Tools**

- i) Essay – type test.
- ii) Short answer type test
- iii) Objective tests
(Concept, Formation, Advantages and Limitations)

Suggested Readings:

1. Anastasi, A. Psychological Testing.
New York : MacMillin, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives.
New York : Longmans, 1956.
3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants
Commission, 1976– A Palm of Action
5. Greeman, F. S. Theory & Practice in Psychological Testing,

After the completion of this course students will be able to:

- *Understand concept and theories of social psychology and their application in real-world contexts.*
 - *Analyze the formation and development of personality and self-identity within social environments.*
 - *Explore the dynamics of social relations, including interpersonal relationships and group dynamics.*
 - *Examine the various forms of social influence and their impact on individual and group behavior.*
-

Unit I **Introducing Social Psychology**

- Nature and Meaning, Scope.
- Methods
- Focus: a) Attitudes, b) Prejudices and c) Values

Unit II **Personality and Self**

- Concept of Personality
- Personality types: Basic – National Character
- Theories of self development: looking glass (Cooley), the “I and the me (Mead)”, Self – Theory (Carl Rogers)

Unit III **Social Relation**

- Social Interaction:
 - Cooperation, b) Competition and c) Conflict and peace making
- Attraction – causes; measurement
- Aggression – approaches; control of aggression

Unit IV **Social Influence**

- Cultural Influence
 - Culture and Social diversity, b) Norms, c) Roles, d) Conformity
- Social facilitation and De-individualization
- Group polarization, Group Thinking

Suggested Readings:

1. Allport, G. E Pattern and Growth in Personality
(New York: Holt Rinehart & Winston, 1961)
2. Bales, R. F. Interaction Process Analysis
(Cambridge Addison-Wesley Press, Inc. 1950)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H. Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)
6. Lindzey G. & The Handbook of Special Psychology
Aronsen, E. (2nd Edition, Vol.2, Addism Weeley Publishing
Company Inc. 1968)
7. Mead, G. h. Mind, Self and Society
(Chicago: University of Chicago Press, 1943)

Course No. EDU18406DCE Educational Planning & Financing

(80+20) 4 Credits

After the completion of this course students will be able to:

- *Understand Educational Planning in India and the problems affecting its implementation*
 - *Explore the perspectives of educational planning & examining the various approaches and methods of educational planning.*
 - *Understand educational Finance and the sources available in the country to finance education.*
 - *Explore the issues intervening effective & efficient use of sources to finance education.*
-

Unit I

Educational Planning

- i) Concept, definition and Scope of Educational Planning
- ii) Objectives and Need for Educational Planning
- iii) Problems of Educational Planning
- iv) Principles of Education Planning
- v) Perspective & Institutional Planning

Unit II

Approaches and Methods of Educational Planning

- i) Social Demand Approach
- ii) Manpower Approach
- iii) Rate of Return Approach or Cost Benefit Analysis
- iv) Centralization & De-centralization Approach

Unit III

Constraints in Education Planning

- i) Economic
- ii) Cultural
- iii) Political
- iv) Current Trends, Policies & Strategic

Unit IV

Educational Finance

- i) Financing Education – Meaning & Scope
- ii) Principles and Problems
- iii) Sources of Educational Finance and grant-in-aid system
- iv) Educational Finance of Right to Education.

Suggested Readings:

1. Azad, J. L. Financing of Higher Education in India (New Delhi: Sterling Publisher, 1975)
2. Dhar, T. N. Politics of Man Power Planning (Calcutta: Mederva Associaes 1974)
3. Mishra, A Financing of Education in Indian (Delhi: Asia Publications, 1964)
4. Naik, J. P. Educational Planning in India (Allied Publication, 1965)
5. Rao, V. K . R. V Education and Human Resource Development (Allied Publication, 1965)
- 6 UNESCO Fundamentals Education Planning
7. National Nos. Educational Institute of Planning & Administration, New Delhi Journal of Educational Planning & Administration Vol. 12, 1 & 2 Jan. and April, 1988
8. National Nos. 3 Institute of Education Journal of Educational Planning & Administration Vol. 1 & 4 July & October, 1987.
9. Agarwal, J. C. Education Administration Inspection Planning and Financing in India (New Delhi, Arybooks Depot., 1983)
10. Rasool, G & Chopra, M. Educational and National Development in free India (Jallendhar Sunshine Publications, 1990)
11. Ku mar, A. Current Trends in Indian Education. (New Delhi, Ashish Publication House 1991)

After the completion of this course students will be able to:

- *Gain a comprehensive understanding of M.K. Gandhi's life, philosophy, and contributions to education.*
 - *Explore the key principles of Gandhian educational thought and their relevance in contemporary educational contexts.*
 - *Apply experiential learning strategies to facilitate active and meaningful learning experiences for students.*
 - *Engage in field-based activities that embody the Gandhian approach, promoting social responsibility and community engagement.*
-

Unit I

M. K. Gandhi

- General Background
- Gandian Educational Thought - relevance to contemporary India
- Gandhi's Experiments in Education
- Aspects of Educational Idealism

Unit II

Gandian Educational Thought

- Meaning , aims importance and objectives
- Gandhiji 's Nai Talim or Basic Education
- Gandian Philosophy and Aims of Education
- Curriculum and methods of Teaching

Unit III

Experiential Learning - Gandian Approach

- Wardha Education Conference,
- Experiential Learning and Work Education
- Education through Craft and Development of Crafts
- Rural reconstruction

Unit IV

Field Based Activities

- The students are required to visit the Craft based centres in
- the local areas and prepare five case studies on each craft.

Suggested Readings:

- Gandhi, M.K. (2019) An Autobiography: Ahmad Abad: Vevek Jitendra Desai
- Joseph, C. Mukalel (2003) GandhianThought. New Delhi: Discovery Publishing House
- Joshi, Sudharma (2008) Educational thoughts of Mahamtha Gandhi New Delhi: Crescent Publishing Corporation
- Pruthi, R.K. and Chaturvedi Archana (2009) Gandian Education. New Delhi: Commonwealth Publishers Pvt. Ltd.
- Singh, Ramji (1983) The Relevance of Gandian Thought. New Delhi: Claasical Publishing Company.
- Tripathi, Sridhar (2007) Gandhian Philosophy of Education. New Delhi: Anmol Publications Pvt. Ltd.

Course No. EDU18004GE **Guidance & Counselling** (40+10) 2 Credits

After the completion of this course students will be able to:

- *Explore the historical development of guidance and counseling and its impact on contemporary practices.*
 - *Apply various personality assessment tools and techniques to understand individuals' strengths, interests, and needs.*
 - *Analyze different models of guidance and counseling, including their theoretical foundations and practical applications.*
 - *Develop effective guidance strategies and interventions based on a comprehensive understanding of individuals' needs and the chosen guidance model.*
-

Unit I **Guidance:**

- i) Historical Background – India
- ii) Meaning and Basic Principles.
- iii) Personality Assessment:
 - a) MMPI
 - b) 16 PF

Unit II **Models for Guidance:**

- i) Parsonian : Vocational Guidance
- ii) Brewarian : Guidance as identical with Education
- iii) Hoyts : Guidance as constellation of Service.

Suggested Readings:

1. Bordin, E. S. Psychological Counselling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)

5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S. C. Fundamental of Guidance.
Boston: Houghton Mifflin Co., 1976)
7. Chauhan, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)

Course No. EDU18004OE **Education Technology and ICT** (40+10) 2 Credits

After the completion of this course students will be able to:

- *Demonstrate a deep understanding of different teaching models and their effectiveness in various educational contexts.*
 - *Apply ICT tools and resources effectively to enhance instructional delivery and student engagement.*
 - *Develop clear and measurable instructional objectives that align with desired learning outcomes.*
 - *Evaluate and adapt instructional strategies based on ongoing assessment and feedback to optimize student learning.*
-

Unit I **Teaching & Models of Effective Instructions**

- i) Concept, Phase & Characteristics
- ii) Models – Concept Attainment (J. Bruner)
- iii) Meaning & Importance of Teaching devices (with special reference to Home Assignment, Discussion, Dramatization Illustration, Lecturing & Narration).

Unit II **ICT and Instructional Objectives**

- i) Information and Communication Technology
 - a) Meaning and Importance
 - b) ICT and Education
- ii) Bloom's Approach-Cognitive, Affective & Psychomotor

Suggested Readings:

1. Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co London
2. Austin, F. M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Barle Davide (1960) The process of Communication, Holt & Rinehart New York
4. Hatta, B.D. and Sharma, S. R. (1992) Educational Technology-concept and techniques, Kanishka Pub House, New Delhi.
5. Buch, M.B. and Santharam, M. R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M. S. Univ. Baroda
6. Cherry Colin (1986) on Human Communication, MIT Press, Massachusetts
7. Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York

8. Das, R. C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi
9. Davis, Irork (1971) The Management of Learning, McGraw Hill London
10. Jangira N. K. and Ajit Singh (1982) Core Teaching Skills: The Micro Teaching Approach, NCCERT, New Delhi
11. Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.