

# ***Choice Based Credit System (CBCS)***

## **Syllabus for M.Ed. Two Year Programme (Semester System)**



**Department of Education**  
(School of Education & Behavioural Sciences)  
University of Kashmir, Hazratbal, Srinagar

## **Programme Outcomes**

### **M.Ed. Programme**

- Develop the understanding of various learning theories, Philosophical, Sociological concept, Principles and apply in classroom teaching;
- Develop the understanding of Educational Management and Administration in academic planning, organization, evaluation, decision making resource management according to pre-determined goals, norms and standards;
- 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;
- Develop a working knowledge of ICTs and their application in formal and non-formal systems of education and for teacher empowerment;
- Develop knowledge and understanding of management, planning and financing of education; as also develop managerial and administrative capabilities and skills to effectively manage educational institutions;
- Generate awareness and understanding of some specialized areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to widen the horizon of understanding of modern educational practices and to develop critical thinking pertaining to issues related to education;
- Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education;
- Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities;

**Choice Based Credit System Scheme of Courses for M.Ed.  
Programmes Under Semester System**

Courses Offered

## Ist Semester

### Core Papers

		<b>Marks</b>
		<u>Total</u>
<b>MED18101CR</b>	Philosophical Foundations of Education – I	<b>100</b>
<b>MED18102CR</b>	Sociological Foundations of Education – I	<b>100</b>
<b>MED18103CR</b>	Psychological Foundations of Education – I	<b>100</b>

(4x3=12 Credits)

### Department Centric Elective (DCE)

<b>MED18104DCE</b>	Measurement & Evaluation	<b>100</b>
<b>MED18106DCE</b>	Early Childhood Care & Education	<b>100</b>
<b>MED18107DCE</b>	Nai Taleem (Experiential Learning)	<b>100</b>

(4x2=8 Credits)

### Generic Elective (GE)

<b>MED18001GE</b>	Early Childhood Care & Education	<b>50</b>
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(2x1=2 Credits)

### Open Elective (OE)

<b>MED18001OE</b>	Comparative Education	<b>50</b>
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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)

**MED18101CR**

**Philosophical Foundations of Education-I**

**(80+20) 4 Credits**

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

- *Critically examine how philosophy & education are related to each other.*
  - *Logically analyze and interpret the various philosophical functions- Normative, Speculative & Critical.*
  - *Develop understanding of contribution of Western Schools of philosophy - Idealism, Pragmatism & Existentialism.*
  - *Critical appraisal of contributions made to education by prominent educational thinkers- Palto, Aristotle & Dewey.*
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Unit I

**Philosophy of Education**

- Meaning & Scope of Philosophy
- Meaning & Scope of Education
- Relationship of Education & Philosophy

Unit II

**Function's of Philosophy**

- Normative
- Speculative
- Critical

Unit III

**Western Schools of Philosophy**

- Idealism
- Pragmatism
- Existentialism

Special reference to concepts of Knowledge, reality and values, their Educational Implications for Aims, Contents and Methods of Education.

Unit IV

**Philosophy of Education as Reflected in**

- Palto's 'Republic'
- Aristotle's 'Politics'
- Dewey's 'Democracy and 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.

**MED18102CR Sociological Foundations of Education-I**

(80+20) 4 Credits

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

- *Understand and analyze the changing nature of society and education in 21st century.*
  - *Understand the reciprocal Influence of educational sociology & sociology of education.*
  - *Understand the major theoretical perspectives (Conflict, Functionalism and Symbolic Interaction) employed in the study of social problems.*
  - *Understand the role of education in relation to kinship, polity and religion.*
  - *Understand the historical and contemporary social concerns and issues surrounding caste, race, ethnicity, social class, gender and other social diversities.*
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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.
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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 land Society: A Reader in the  
& others Sociology of Education(New York: The Free Press,  
1961)
6. Mannhiem, Karl & An Introduction to Sociology of Education.  
Stewart, W. A. C. (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.



**MED18103CR**

**Psychological Foundations of Education – I**

**(80+20) 4 Credits**

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

- *Understand the conceptual frame work of learning.*
  - *Gain knowledge and appreciate various theories of learning and other aspects of human behaviour in the practical world.*
  - *Compare and contrast personality theories on the basis of scientific criteria.*
  - *Develop the competencies to administer personality assessment tests and interpret their results.*
  - *Critically analyze the strengths and shortcomings of major developmental theories.*
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**Unit I**

**Learning & its Theories**

- i) Meaning & Concept of Learning
- ii) Operant Conditioning theory
- iii) Gagne's Hierarchy theory

**Unit II**

**Personality & Theories**

- i) Meaning & Concept of Personality
- ii) Allport's Theory of Personality
- iii) Cattell & Eysenk's Theories of Personality

**Unit III**

**Personality Assessment**

- i) Subjective – Interview & Case History
- ii) Objective – MMPI, 16PF
- iii) Projective – Thematic Apperception Test, TAT Rorschah Ink Blot

**Unit IV**

**Development Theories**

- i) Piaget's & Vygotsky's Theory of Cognitive Development
- ii) Erickson's Theory of Psycho-social Development.
- iii) Kohlberg's Theory of Moral Development.

**Suggested Reading:**

- Allport, G. W. Pattern and Growth in Personality (New York: Holt Oxford and IBH Publishing Co.,1961)
- Anastasi, A. Psychological Testing (2<sup>nd</sup> Ed. (New York: Macmillan Co., 1976)
- Beck, S. J. Rorschach's Test, Vol. I, Basic processes, Vol. II A variety of Personality pictures.
- Cattell, R. B. & Handbook of Modern Personality Theory. Dreger, R. N. New York: Appleton Century Crofts
- Cattell, R. B. Description and Measurement of Personality New York: World Book Co.
- Chauhans. S Advanced Educational Psychology Vikas Publishin House, Pvt. Ltd.
- Dandapani, S. Simplify Psychology, Mysore, Radhika Publications.
- Ferguson Personality Measurement (New York: McGraw Hill Company, 1952)
- Freeman, F. S. Theory and Practice in Psychological Testing. New York: Oxford and IBH Publishing Co., 1961)
- Gagne, R. M. The Conditions of Learning. New York: Holt, Rinchar and Winston.
- Hilgard, E. R. & Theories of Learning Bower, G. H. Prentice Hall of India.
- Mischel, W. Personality and Assessment, New York: Wiley.
- Mowrer, O. H. Learning Theory and Personality Dynamics New York: A Ronald.
- Murphy, G. An Introduction to Psychology New York: Harper.
- Murray, H. A. Exploration in Personality New York: Oxford University Press.  
New York: Grune & Stratton.
- Piaget, J. The Child's conception of the World New York; Harcourt Brace.
- Shaffer and Shoben: The Psychology of Adjustment. New York: Hought Miffin., 1956
- Skinner, C. E. (Ed.) Educational Psychology. New Delhi: Prentice Hall of India, 1972

**MED18104DCE      Measurement & Evaluation      (80+20) 4 Credits**

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

- *Understand the various measurement scales and how they relate to teaching and learning.*
  - *Understand the validity and reliability and their methods of estimation.*
  - *Critically evaluate the strengths and shortcomings of Essay Type, Short Answer Type and Objective Type Test.*
  - *Critically analyze the report of various committees & Commission on Examination reforms.*
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**Unit I      Measurement and Evaluation**

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

**Unit II      Characteristics of a Measurement Instrument**

- Objectivity
- Reliability-Concept, Types, Methods of estimate.
- Validity, Concept, Types, Methods of estimate.

**Unit III      Evaluation Tools**

- Essay Type Test.
- Short Answer Type Test
- Objective Type Test  
(Concept, Formation, Advantages and Limitations)

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

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

**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,  
Educational & Psychological Measurement.
6. Pajna, D. H. &  
Horris, P. F New Delhi: Oxford University Press, 1972.
7. Stanely & Hopkin Measurement & Evaluation in Education &  
Psychology.
8. Thornike, R. L. Measurement & Evaluation in Psychology  
Hagon, E. & Education.

**MED18106DCE**

**Early Childhood Care & Education**

**(80+20) 4 Credits**

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

- *Understand the historical development of early childhood care and education to create healthy, supportive and challenging learning environments for each child.*
  - *Understand the various committees and the Commission's provisions for child development.*
  - *Critically analyze and interpret methods of studying child behavior.*
  - *Understand the contributions of educational theorists: Froebel, Montessori, and Dewy in the field of ECCE.*
  - *Recognize the history of ECCE in India, U.K. and the U.S.A*
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Unit I

**Concept, Scope & Methods.**

- i) Meaning & objectives of Early Childhood Care & Education.
- ii) Need and Scope of Early Childhood Care & Education
- iii) Recommendations of Kothari commission (1964-66) and NPE (1986)
- iv) Methods of studying child behaviour
  - a) Observation    b) Experimental    c) Case study

Unit II

**The Development of Early Childhood.**

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

Unit III

**Contribution of the following Philosophers and Educationists with special reference to Child study**

- i) Froebel
- ii) Montessori
- iii) Dewy

Unit IV

**Origin and Development of Pre-School Education**

- i) U.K
- ii) U.S.A
- iii) India.

**Suggested Reading:**

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

**MED18107DCE**

**Nai Taleem (Experiential Learning)**

**(80+20) 4 Credits**

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

- *Critically analyze and interpret relevance of Gandhi's Nai-talim for skill development in rural India.*
  - *Understand how the Basic Scheme of Education helps people break free from psychological and financial dependence.*
  - *Understand the connections between Gandhian educational philosophy and experiential learning and work experience.*
  - *Critically evaluate the strengths and shortcomings of Gandhiji's Nai Talim or Basic Education.*
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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.



**MED18001GE**

**Early Childhood Care & Education**

**(40+10) 2 Credits**

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

- *Understand the importance of early childhood care and education as solid foundation for each child's physical and motor development.*
  - *Understand how case studies, experimentation, and observation serve to investigate child development.*
  - *Understand and comprehend the provisions for child development made by the Commission and its several committees.*
  - *Comprehend how creativity emerges in young children.*
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Unit I

**Concept, Scope & Methods.**

- i) Meaning & objectives of Early Childhood Care & Education.
- ii) Need and Scope of Early Childhood Care & Education
- iii) Recommendations of Kothari commission (1964-66) and NPE (1986)
- iv) 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 Reading:**

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.

MED18001OE

**Comparative Education**

(40+10) 2 Credits

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

- *Understand how economic, geographical, and linguistic factors impact the educational system.*
  - *Compare and contrast Educational Systems of Countries U.S.A, U.K and India.*
  - *Understand comparative education supports India's education system's expansion and development.*
  - *Understand the function of comparative education in evaluating the effectiveness and legitimacy of the educational system.*
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**Unit I: Comparative Education and Factors Influencing Educational System**

- i) Meaning and Objectives of Comparative Education
- ii) Economic Factor
- iii) Geographical Factor
- i) Linguistic Factor

**Unit II: 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

**Suggested Reading:**

1. Altbach 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)

5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision.  
(New York: The Bobbs Marshal Company, Inc.1979)
7. Naik, J. P The Education Commission and After.  
(New Delhi: Allied Publications Pvt. Ltd. 1982)
8. Salamatullah Education in the Social Context.  
(New Delhi: NCERT, 1979)

**M.Ed 2<sup>nd</sup> Semester (Choice Basis Credit System)**

<b><u>Core Papers</u></b>		<b>Marks</b>
<b>MED18201CR</b>	Philosophical Foundations of Education – II	<b>100</b>
<b>MED18202CR</b>	Sociological Foundations of Education – II	<b>100</b>
<b>MED18203CR</b>	Psychological Foundations of Education – II	<b>100</b>
<b>MED18204CR</b>	Educational Administration & Supervision	<b>100</b>

**(4x4=16 Credits)**

**Department Centric Elective (DCE)**

<b>MED18205DCE</b>	Guidance & Counselling	<b>100</b>
<b>MED18206DCE</b>	History and Problems of Education in J & K	<b>100</b>
<b>MED18207DCE</b>	Mental Hygiene	<b>100</b>

**(4x2=8 Credits)**

**Generic Elective (GE)**

<b>MED18002GE</b>	Instructional Technology	<b>50</b>
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**(2x1=2 Credits)**

**Open Elective (OE)**

<b>MED18002OE</b>	Special Education	<b>50</b>
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**(2x1=2 Credits)**

**28 Credit = 28 contact hours**

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

**MED18201CR**

**Philosophical Foundations of Education-II**

(80+20) 4 Credits

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

- *Logically analyze and interpret the various philosophical issues- Epistemological, Ontological & Axiological.*
  - *Understand the main ideas of Paulo Freires pedagogy of the oppressed.*
  - *Critically evaluate the Ivan Illich views on school and contribution in education.*
  - *Understand the fundamental principles of Indian schools of philosophy.*
  - *Understand the religious, political and educational thought of Ibni Khauldun, Al-Gazali, Iqbal & Maulana Roomi.*
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Unit I

**Fundamental Philosophical Issues**

- Epistemological Issues.
- Ontological Issues.
- Axiological Issues.

Unit II

**Radical and Education thought**

- Radicalism – Concept & Meaning
- Paulo Freire – Conscientization
- Ivan Illich – De-schooling Society

Unit III

**Indian Schools of Philosophy.**

- Hinduism
- Buddhism
- Islamic Traditions

With special reference to their educational implications

Unit IV

**Educational Thought:**

- Ibni Khauldun
- Al-Gazali
- Iqbal
- Maulana Roomi

**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.

**MED18202CR**

**Sociological Foundations of Education-II**

**(80+20) 4 Credits**

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

- *Understand how societal, cultural norms, beliefs and traditions are reflected in educational institutions.*
  - *Gain a thorough knowledge of the intricate connections that exist between education and important societal processes including modernization, urbanization, and globalization.*
  - *Critically examine the strengths and shortcomings of various theories of social change.*
  - *Understand how social disorganization, youth unrest, corruption and unemployment affect society.*
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Unit I

**Education and Culture**

- i) Concept & Characteristics of Culture
- ii) Components of Culture – Material and Non-material
- iii) Role of Education towards culture with special reference to Pierre Bourdieu (cultural re-production).

Unit II

**Education and Social Change**

- i) Social Change – Concept & Theories – Evolutionary & Cyclical (two theories each).
- ii) Education and Social Change with special reference to Parsons theory of Education.
- iii) Constraints on social change – National & International.

Unit III

**Education and Social Processes**

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

Unit IV

**Social Disorganization and Social Problems**

- i) Social Disorganization- Concept, Nature and Characteristics.
- ii) Youth Unrest- Types and Causes of Youth Unrest.



- iii) Corruption – Meaning, Causes. Organized Crimes and Socio-Economic Crimes.
- iv) Unemployment – Types and Causes, Remedial measures and suggestions

**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.

**MED18203CR**

**Psychological Foundations of Education-II**

**(80+20) 4 Credits**

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

- *Understand the various theories of learning and their educational implications.*
  - *Enhancing pupils' understanding of motivation and the methods for fostering its component to enhance their learning abilities.*
  - *Contributions made in the realm of intelligence by psychologists like Binet, Thorndike and Sterberg and Guilford.*
  - *Compare and contrast the various stages of growth and development, including infancy, childhood and adolescence.*
  - *Understand the complexity and dilemmas of diverse perspectives in the realm of mental health.*
- 

**Unit I**

**Learning Theories and Schools of Psychology**

A) Learning

- i) Classical Conditioning Theory– Pavlov
- ii) Social Learning Theory - Bandura

B) Schools of Psychology

- i) Psycho – Analysis
- ii) Gestalt Psychology

Their basic tenets & educational implications

**Unit II**

**Understanding Intelligence & motivation**

- A) i) Concept, definitions of Intelligence
- ii) Contribution of Binet, Classification of Thorndike and Sterberg
- iii) Guilford's Structure of Intellect
- B) i) Concept of Motivation
- ii) Maslow's Theory
- iii) Educational Implications

**Unit III**

**Stages of Growth & Development**

- A) i) Infancy: Physical, Social and Emotional Development
- ii) Childhood: Physical, Social and Emotional Development

B) Adolescence:

- i) Importance, Problems, Needs & Characteristics
  - ii) Physical, Social, Emotional & Intellectual Development along with Educational Implications
-

**Unit IV                    Adjustment and Mental Health**

- i)        Adjustment and Maladjustment:- Meaning and nature
- ii)      Causes and Symptoms of Maladjustment
- iii)     Mental Health:- Meaning and Nature
- iv)      Factors Determining Mental Health:- (Physical and Social)  
Role of Teacher in Mental Health
- v)       Adjustment Mechanisms:- Projection, Rationalization, Sublimation  
and Displacement.

**Suggested Reading:**

1.        Anastasi, A.                    Psychological Testing (2<sup>nd</sup> 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.        Mattoo, M. I. Foundations of Education, Axis Publication. New delhu.
10.      Dandopani, S.              A Text book of Advanced Educational  
Psychology: Anmol Publications, New Delhi.
11.      Hilgard, E. R. &            Theories of Learning  
Bower, G. H.                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.                      Perso nality 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.

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

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

- *Understand the Qualities of good Educational Administrator including Leadership, Effective Communication, Commitment, Social Interaction and Persuasion.*
  - *Gain an understanding of the political, economic and social forces that influence the decisions of educational leaders.*
  - *Understand several leadership models relevant to educational administration, such as the Tri-dimensional, Hersey and Blanchard's, and Blake and Mouton's Managerial Grid.*
  - *Critically analyze Indian and International Quality Assurance Agencies their goals, role and Initiatives.*
- 

Unit I                      **Educational Administration and Supervision**

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

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

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

Unit III                    **Leadership in Educational Administration**

- iv)      Meaning and nature of Leadership in Educational Administration.
- v)        Approaches to Leadership: Trait, Transformation, Transactional, Value based, Cultural, Psychodynamic and Charismatic.
- vi)      Model of Leadership (Blake and Mouton's Managerial Grid, Hersey and Blanchard's Model, Tri-dimensional model).
- vii)     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.

**MED18205DCE**

**Guidance & Counselling**

**(80+20) 4 Credits**

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

- *Understand the fundamental concept, scope and other essential ideas of guidance.*
  - *Understand different guidance services-information, appraisal and placement services available in the educational setting.*
  - *Demonstrates knowledge of ethical standards of professional counseling organizations and applications of ethical and legal considerations in professional counselling.*
  - *Critically analyze the Psychoanalytic approaches, Cognitive-Behavioral approach, and humanistic approach for effective counseling.*
- 

**Unit I**                    **Guidance**

- i) Introduction to Guidance.
- ii) Basis of Guidance
- iii) Aims, Objectives and Principles of Guidance
- iv) Purpose and Scope of Guidance
- v) History of Guidance movement in India

**Unit II**                    **Guidance Services**

- i) Information Service – Educational, Occupational & Personal
- ii) Appraisal Services – Interview, Case Study, Cumulative Record Card, Observation
- iv) Placement Services – Educational & Vocational
- v) New trends and Demands in Guidance

**Unit III**                    **Counselling:**

- i) Fundamental of Counselling
- ii) Purpose and the process of Counselling
- iii) Elements & Steps in Counselling
- iv) Role & Requirements of a Counsellor
- v) Individual & Group Counselling

Unit III **Approach to Counselling:**

- i) Psychoanalytic approaches – Sigmund Freud, Carl Jung & Alfred Adler
- ii) Cognitive-Behavioural approaches – Behaviour Therapy, Rational Emotive behaviour therapy & Cognitive Therapy
- iii) Humanistic Approaches – Client-Centred Therapy by Carl Rogers & Gestalt Therapy by Frederick and Laura Perls

**Suggested Readings:**

1. Bordin, E. S. Psychological Counselling (3<sup>rd</sup> edition)  
(New York: Appleton Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.  
(Allyn and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.  
(New York: Harcourt Brace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.  
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy  
(New York: Harper, 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)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donald, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counselling.  
(NCERT Publication).



**MED18206DCE**

**History and Problems of Education in J & K**

**(80+20) 4 Credits**

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

- *Understand the recommendation of various Examine committees and commissions with regard to the educational goals, curricula, testing procedures, and teacher training in J&K.*
  - *Understand the history and significance of distance education in the particular geographic and socio cultural setting of Jammu and Kashmir.*
  - *Knowledge about need-based and quality-specific professional development programs for teachers in J&K.*
  - *Understand the importance of J & K in terms of history, politics, economics, and culture.*
- 

**Unit I**      **Main recommendations of:-**

- a) Sharp Committee Report– 1916
- b) Glancy Commission Report (1932)
- c) K. G. Saiyidain Committee Report (1939)

**Unit II**      **Commissions, Committees and Reports in Post-Independence era.**

- a) Education Reorganization Committee Report (Kazemi Committee Report) (1950)
- b) Bhagwan Sahaya Committee Report (1972)
- c) Round Table conference (1975)
- d) Tayabji Committee Report (1978)

**Unit III**      **Issues & Problems:-**

- a) Distance Education & Women Education
- b) Universalisation of Elementary Education) SSA implementation
- c) Professional Education.

With special reference to J & K.

**Unit IV**      **Education Acts:-**

- a) J & K University Act 1948 & 1969
- b) J & K Secondary Education Act 1965
- c) Board of School Education Act 1974
- d) J & K Education Act 1984

**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.  
Hughes, C Education: Some fundamental Problems.  
(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  
Integation.
8. G. Rasool &  
Minakshi Chopra. Education in J & K, Issues and Documents
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. &  
Bhan, S. Non-formal Education & the NAEP.  
(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.

**MED18207DCE**

**Mental Hygiene**

**(80+20) 4 Credits**

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

- *Understand the complexities and challenges presented by various viewpoints on the subject of mental health and distress.*
  - *Understand the range of potential risks faced by teachers and students in their everyday lives.*
  - *Understand the importance of mental health and hygiene for the growth and welfare of people as individual and communities.*
  - *Understand the main signs of maladjustment, paying particular attention to irritability, anxiety, phobias and manic behavior.*
  - *Understand the Approaches and Techniques for the Maintenance and Improvement of Mental Health.*
- 

Unit I

**Mental Health & Hygiene:**

- i) Concept of Mental Health and Hygiene
- ii) Historical Development of Mental Hygiene as a discipline
- iii) Principles of Mental Hygiene
- iv) Importance of Mental Health in School

Unit II

**Adjustment & Mal-adjustment.**

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

Unit III

**Defence & 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:**

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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.

**MED18002GE**

**Instructional Technology**

**(40+10) 2 Credits**

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

- *Utilize various teaching techniques such as discussion, dramatization, illustration and dramatization, to assist the pupils in changing their behavior.*
  - *Critically analyze cognitive, affective and psychomotor domains of Bloom's taxonomy to meet the goals of teaching and learning.*
  - *Comprehend J. Bruner's Concept Attainment Model and its implication for the theory and practice of Education.*
  - *Understand the significance and usage of ICT in the field of education.*
- 

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

**Organizing for Instruction**

- i) Meaning, Objectives & Types,
- ii) Writing Objectives in behavioural terms.
- iii) 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 (1968) 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, Irook (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Ajit Singh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.

**MED18002OE**

**Special Education**

**(50) 2 Credits**

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

- *Recognize the creative and gifted children and can develop investigate the educational interventions for these children.*
  - *Analyze the deviations displayed by the differentially abled children.*
  - *Understand the roles and responsibilities for special education teachers related to children with special needs.*
  - *Understand the diagnosis, assessment and placement procedure for children with intellectual disability.*
- 

Unit I

**Special Education**

- i) **Exceptionality**
  - a) Concept of Positive and Negative deviations
  - b) Needs and problems of exceptional children.
- ii) **Special Education:**
  - a) Concept, scope and objectives
  - b) Disability Act and Role of RCI

Unit II

**Special Children**

- i) **Gifted/Creative Children**
  - a) Characteristics, Problems of Gifted and Creative
  - b) Educational Strategies for Gifted and Creative
- ii) **Mental Retardation & Delinquency**
  - a) Characteristics, Categories, Problems of Mental Retarded/Delinquent
  - b) Educational Strategies for Mental Retarded/Delinquent Child

**Suggested Reading:**

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 Source Book Training Teacher of Hearing N. K. Jangira Impaired. (Central Resource Centre [PIED] M. G. Mani NCERT Sri Aurobingo Marg, New Delhi.1987) M. Ray Chowdhary.

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.
11. MHRD, New Delhi Revised Programme of Action – 1992.
12. UNESCO, 1994 Final Report: Conference on Special Needs Education: Access & Quality.
13. UNESCO, 1993 Making it Happen – (Paris)
14. Warnock, M. Special Education Needs; Report of the Committee of Enquiry into Education of Handicapped Children and Young People – (London, HMSO)



**M.Ed 3<sup>rd</sup> Semester (Choice Basis Credit System)**

<u>Core Papers</u>		<u>Marks</u>
		<u>Total</u>
MED18301CR	Methodology of Educational Research – I	100
MED18302CR	Educational Technology and ICT	100
MED18303CR	Comparative Education	100

(4x3=12 Credits)

**Department Centric Elective (DCE)**

MED18304DCE	Social Psychology	100
MED18305DCE	Creativity and Education	100
MED18306DCE	Social Education	100

(4x2=8 Credits)

**Generic Elective (GE)**

MED18003GE	Measurement & Evaluation	50
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(2x1=2 Credits)

**Open Elective (OE)**

MED18003OE	History of Education in India – I	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)

**MED18301CR**

**Methodology of Educational Research-I**

**(80+20) 4 Credits**

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

- *Develop knowledge of the concept of research in general and educational research in particular by being familiar with the fundamental terminology of research methodology.*
  - *Identify and understand the research problem along with its specification in terms of objectives, hypothesis, variables and delimitations.*
  - *Compare and contrast the use of probability and non-probability sampling procedures in the field of academic research.*
  - *Critically evaluate the various data gathering methods, tools, and techniques and their applicability to the subject of educational 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) Assumption, Research Questions and Hypothesis
- 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 Tools & Techniques of data collection**

- i) Psychological Test
  - a) Personality tests – 16 PF

- b) Intelligence tests – Raven’s Advanced Progressive Matrics
- c) Adjustment – Bells Adjustment Inventory
- ii) Observation & Questionnaire

**Suggested Reading:**

1. Best, J. W. Research in Education (5<sup>th</sup> 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

**MED18302CR Educational Technology & ICT (80+20) 4 Credits**

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

- *Realize how current technology can be used in the classroom, including the use of ICT for research.*
  - *Understand and appreciate the importance of the Hardware, Software, and System approach in fostering the expansion and improvement of the educational system.*
  - *Recognize the teaching strategies of microteaching and simulated teaching to make teaching and learning goal-oriented.*
  - *Understand the usefulness of linear and branching programming in the context of education.*
- 

**Unit I Educational Technology**

- i) Meaning, Nature and Function.
- ii) Approaches – Hardware, Software and System approach
- iii) Forms a) Teaching Technology b) Instructional Technology c) Behavioral Technology
- iv) CIET – Its Role and Organizational Structure

**Unit II Innovations in Teaching**

- i) Microteaching – Meaning and Elements
- ii) Major Skills a) Set Induction b) Stimulus Variation c) Reinforcement d) Asking Questions e) Use of Writing Board
- iii) Simulated teaching – Meaning, Type, Steps, Procedure, Training Group, Role Play Simulation in Teaching Education programme.

**Unit III Programmed Instruction/Learning**

- i) Background
- ii) Linear and Branching Programming - Characteristics
- iii) Development Phase of a Programme Writing

**Unit IV Technology Support for Quality Instructions**

- i) Use of ICT in a) Teaching Learning Process b) On-line Research c) Use of Internet and Websites.
- ii) Changing Face of Classroom a) Smart Classroom b) Basic requirements for Smart Classes (Concept advantages and Limitations).
- iii) ICT Inputs in Teacher Education – An Introduction.

**Suggested Readings:**

1. Allen, D. W. & Ryan, K (1969) Micro – Teaching California Addison-Wesley Publishing Company
2. Dahiya, S. S (2009) Educational Technology – Towards Better Teacher performance, New Delhi: Shipra Publication
3. Sharma, R. A (2004) Technological Foundations of Education, Meerut: R. Lall Book Depot
4. Sampath, K (2009) Introduction to Educational Technology, New Delhi: Sterling Publishers Pvt. Ltd.
5. Dosajh, N. L. Modification of Teacher Behaviour Through Micro-Teaching.
6. Flanders, N. A. Analyzing Teaching Behaviour.
7. Shaplin, J. T. Team Teaching.

**MED18303CR Comparative Education (80+20) 4 Credits**

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

- *Understand the history of comparative education with special reference to Antonie, J. D. Paris, Heun Tsung, Michal Sadlar, George Barady, and Nicholas Hans.*
  - *Understand how the educational system is impacted by economic, regional, and linguistic factors.*
  - *Compare and contrast the primary, secondary, and higher education systems in the United States, the United Kingdom, and India.*
  - *Analyze critically the scientific approaches of comparative education such as description, interpretation, juxtaposition and comparison.*
- 

**Unit I: Comparative Education**

- Historical background of Comparative Education with special reference to Marc Antonie, J. D. Paris, Heun Tsung, Michal Sadlar, George Barady & Nicholas Hans
- Meaning and Scope of Comparative Education
- Objectives of Comparative Education.

**Unit II: Impact of Following Factors on Education**

- Economic & Geographical Factor
- Political Factor
- Linguistic Factor

**Unit III: Comparative Methods of Computer Education**

- Scientific Method of Comparative Analysis:
  - Description
  - Interpretation
  - Juxtaposition
  - Comparison
- Survey Technique of Data Collection

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

- Pre-Primary & Primary Education – Objectives & Programme
- Secondary Education – Objectives & Programme
- Higher Education – Organization, Financing & Programme
- Technical Education/Vocational Education .

**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)
5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision.  
(New York: The Bobbs Marshal Company, Inc.1979)
7. Naik, J. P The Education Commission and After.  
(New Delhi: Allied Publications Pvt. Ltd. 1982)
8. Salamatullah Education in the Social Context.  
(New Delhi: NCERT, 1979)
9. Singh, R. P. & Non-formal Education – An Alternative to Formal

**MED18304DCE**

**Social Psychology**

**(80+20) 4 Credits**

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

- *Understand and gain the knowledge of social psychology and how to use it in different social contexts.*
  - *Understand and recognize the main social psychology theories that pertain to the formation of the self.*
  - *Understand cooperation, competition, conflict resolution, and peacekeeping as key concepts that define social relations.*
  - *Understand how social influence affects both conforming and non-conforming behaviours.*
- 

Unit I

**Social Psychology**

- Meaning and Scope.
- Methods – Observation, Case Study and Experimental Method
- Conceptual Framework
  - Attitudes
  - Prejudices
  - Values

Unit II

**Personality and Self**

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

Unit III

**Social Relation**

- Social Interaction:
  - Co-operation
  - Competition
  - Conflict and peace making
- Attraction – causes; measurement
- Aggression – Approaches; control of aggression

Unit IV

**Social Influence**

- Cultural Influence
  - Culture and Social diversity
  - Norms
  - Roles



- d) Conformity
- ii) Social facilitation and De-individualization
- iii) 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  
(Combridge 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)
6. Lindzey G. & Aronsen, E. The Handbook of Special Psychology  
(2<sup>nd</sup> Edition, Vol.2, Addism Weeley Publishing Company Inc. 1968)
7. Linton, R. The Tree of Culture  
(New York: 1955)
8. Mead, G. h. Mind, Self and Society  
(Chicago: University of Chicago Press, 1943)
9. Sorokin, P. A. Society, Culture and Personality. The structure and Dynamics. (New York: Harper and Brother, 1947)
10. Turner, R. H. Collective Behaviour Among.  
(Cliffs, N. J. Prentice Hall Inc. 1957)

**MED18305DCE**

**Creativity & Education**

**(80+20) 4 Credits**

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

- *Critically analyze how creativity influences inventions and discoveries.*
  - *Compare and contrast Guilford's and Torrance's theories of creativity and their application to teaching and learning.*
  - *Understand the relationship between creativity and other psychological constructs has been the subject of studies in both India and Abroad.*
  - *Understand how to use creative methods like brainstorming, creative problem-solving, and Synectic to enhance teaching and learning.*
- 

Unit I

**Creativity, Approaches and Theories**

- i) Meaning and process of Creativity.
- ii) Approaches to Creativity – Psycho Analytic, Humanistic & Behavioural
- iii) Theories of Creativity - Guilford, Torrance.
- iv) 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**

- i) Techniques:
  - a) Brainstorming
  - b) Creative problem solving
  - c) Synectic Model
- ii) Measurement of Creative Talent

**Suggested Readings:**

1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence  
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 & Heinze. Creativity and the Individual.  
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.

**MED18306DCE**

**Social Education**

**(80+20) 4 Credits**

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

- *Gain insight about the discourse of Social Education with a focus on India.*
  - *Understand the psychology and methods of motivation used by adult learners.*
  - *Implement the assessment tools and techniques for the evaluation of adult education programs with flexibility and support.*
  - *Learn about the foundational principles of evaluation and how they apply to evaluating adult education programs.*
- 

Unit I

**Adult Education in India**

- i) Concept, importance & objectives
- ii) Historical Background
- iii) Approaches to Adult Education, with reference to NPE (1986) Review of NPE (1992) NLM, JSN.

Unit II

**Motivation of Adults**

- i) Motivation of Adult learners. – General features
- ii) Psychology of adult learners.
- iii) Methods of motivating adults for learning

Unit III

**Methods of Teaching Adults**

- i) Methods of adult education – lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play.
- ii) Methods of teaching literacy – analytic, synthetic and eclectic
- 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. Datta, S.C. (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)

**MED18003GE      Measurement and Evaluation      (40+10) 2 Credits**

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

- *Gain a thorough understanding of the various measurement scales and how they apply to teaching and learning.*
  - *Examine the benefits and drawbacks of the Taxonomy of Educational Objectives.*
  - *Understand the methods of estimation for assessment of objectivity, reliability and validity.*
- 

**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, Types, Methods of estimation.
- ii)     Reliability-Concept, Methods of estimation.
- iii)    Objectivity

**Suggested Reading:**

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,
6.      Pajna, D. H. &                  Educational & Psychological Measurement.  
Horris, P. F                      New Delhi: Oxford University Press, 1972.
7.      Stanely & Hopkin                Measurement & Evaluation in Education &  
Psychology.

Course No. MED18003OE **History of Education in India - I**

(40+10) 2 Credits

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

- *Analyze and contrast the key characteristics of Vedic, Buddhist, and Muslim education in India.*
  - *Critically evaluate and interpret Gandhi's Nai-talim's applicability to rural India's skill development.*
  - *Understand the Characteristics and the present status of Aligarh Muslim University, Jamia Millia Islamia, and Dar ul Ulam Deoband's.*
- 

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

- i) Vedic Education.
- ii) Buddhist Education.
- iii) Muslim Education.

(Detailed description of the salient feature, aims methods of teaching concept of discipline and role of teacher.

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

- i) Basic Education (1937-38)
- ii) Jamia Milla Islamia
- ii) Dar –ul-ullum (Deoband)
- iii) Aligarh Muslim University

**Suggested Reading:**

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)
5. Ivina, W. H. Work Experience in High School,  
Runge, W. (New York: Ronal Press, 1957)
6. Joshi, K. L. Problems of Higher Education in India  
(Bombay: Popular Prshashma, Pvt., Ltd., 1977)
7. M. Yousuf & B. Shabir Development of Education System in India  
Dilpreet publication, New Delhi

8. Ramanathan, G. Problems of Educational Planning & National Integration.
10. Salamatullah Education in the Social Context.  
(New Delhi: NCERT, 1979)
11. Naik, J. P. The Education Commission and After.  
(New Delhi: Allied Publishers Pvt., Ltd., 1982)



**M.Ed 4<sup>th</sup> Semester (Choice Basis Credit System)**

<u>Core Papers</u>		<b>Marks</b>
		<u>Total</u>
<b>MED18401CR</b>	Methodology of Educational Research – II	<b>100</b>
<b>MED18402CR</b>	Teacher Education	<b>100</b>
<b>MED18403CR</b>	History & Problems of Indian Education	<b>100</b>
<b>MED18404CR</b>	Techniques of Data Analysis	<b>100</b>

**(4x4=16 Credits)**

**Department Centric Elective (DCE)**

<b>MED18405DCE</b>	Value Education	<b>100</b>
<b>MED18406DCE</b>	Curriculum Development	<b>100</b>
<b>MED18407DCE</b>	Special Education	<b>100</b>
<b>MED18408DCE</b>	Dissertation (to be decided by the Department)	<b>150</b>

**(4x2=8 Credits)**

**Generic Elective (GE)**

<b>MED18004GE</b>	Creativity and Education	<b>50</b>
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**(2x1=2 Credits)**

**Open Elective (OE)**

<b>MED18004OE</b>	History of Education in India – II	<b>50</b>
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**(2x1=2 Credits)**

**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)

<b>• Total Marks</b>	Continuous Assessment	External Examination	Total Marks
	520	2080	2600

**Total Credit**

**Total Credits 104 Credits**

MED18401CR

**Methodology of Educational Research-II**

(80+20) 4 Credits

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

- *Critically evaluate the various measurement scales and how they relate in the academic world.*
  - *Understand the relevance of historical and philosophical research in the realm of education.*
  - *Analyze the applicability of true experimental, pre-experimental and quasi-experimental research designs in the field of education.*
  - *Understand the nature of null hypothesis paying attention to testing of significance and degree of confidence.*
- 

Unit I: **Measurement and Scaling**

- Measurement in Research
- Scales of Measurement – Nominal, Ordinal, Interval and Ratio Scale
- Rating Scale – Numerical, Graphic, Forced Choice and Cumulative point scale

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

- Historical – Nature, Identification of Sources and Historical Criticism
- Philosophical--Nature and Procedure

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

- Descriptive, Ex-Post-facto—Nature and Various Techniques
- Experimental—Nature, Variable & its types, Ex-post facto Designs (Pre, True and Quasi)

Unit IV **Quantitative Analysis**

- Correlation: Concept and Uses
- Concept of Null Hypothesis, its testing and understanding of: Levels of Confidence, tests of significance (one tailed and two tailed), Type-I & type-II error.
- Formulation of Research Report –steps & style.

**Suggested Reading:**

1. Best, J. W. Research in Education (5<sup>th</sup> 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.

**MED18402CR**

**Teacher Education**

**(80+20) 4 Credits**

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

- *Understand and realize the place of teacher education as a fully recognized field in the era of science and technology.*
  - *Examine the historical background on teacher education in India before and after independence.*
  - *Analyze the applicability of pre-service and in-service teacher education programs.*
  - *Identify the problems and issues with teacher education in India and address significant remedial measures.*
  - *Understand the function of Professional Organizations in Teacher Education in relation to HRDC, NUEPA, and NAAC.*
- 

Unit I

**Introduction to Teacher Education**

- Concept of Teacher Education
- Need & Importance of Teacher Education
- ICT enabled Teacher Education

Unit II

**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 III

**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.

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

- i) Concept & Characteristics of teacher effectiveness
- ii) Role of the NCERT, NCTE & UGC - (composition and functions)
- iii) Role of HRDC, NUEPA, NAAC - (composition and functions)

**Suggested Reading:**

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)
6. Nadeem N. A. Profile of the Effective Teacher (Srinagar: Full Bright Pub., 1989)
7. Nadeem, N. A. & Akhtar, P. Development of Teacher Edu. in J & K (1900 – 1980 Monograph)
8. Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
9. Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

**MED18403CR**

**History and Problems of Indian Education**

**(80+20) 4 Credits**

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

- *Recognize that Buddhism, Islam, and Vedic culture are all deeply ingrained in India's educational system.*
  - *Understand how India's educational development has changed over the period of time before and after independence.*
  - *Understand, universalisation of Elementary Education and Quality Control in Higher Education as major Issues and Trends in Indian Education.*
  - *Understand how Rashtriya Midyamik Shiksha Abiyan (RMSA), Rashtriya Uchatara Shiksha Abiyan (RUSA), and Sarva Shiksha Abiyan (SSA) all play important roles in promoting quality control and universalization of education in India.*
- 

Unit I

**Education in Ancient & Medieval India**

- Vedic Education.
- Buddhist Education
- Muslim Education.

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

Unit II

**Development of Education In Modern India**

Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports

- Macaulay's Minutes (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 III

**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 IV **Issues and Trends in Indian Education**

- i) Issues a) Universilation of Elementary Education, b) Quality Control in Higher Education
- ii) Trends – a) Sarva Shiksha Abiyan (SSA), b) Rashtriya Midyamik Shiksha Abiyan (RMSA) and c) Rashtriya Uachatara Shiksha Abiyan (RUSA)

**Suggested Reading:**

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)
5. Hughes, A. G. Education: Some fundamental Problems. (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. M. Yousuf & B. Shabir Development of Education System in India Dilpreet publication, New Delhi
11. Shah, A. R. & Bhan, S. Non-formal Education & the NAEP. (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. Sawak, N. S. Current Problems in India Education.  
(Punjab: Kitab Ghar Jullinder)
16. Jayapalan, N. History of Education in India  
Atlantic Publishers, New Delhi.



**MED18404CR Techniques of Data Analysis (80+20) 4 Credits**

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

- *Familiar the learners how to organize data and how to visualize data using graphs, diagrams, and charts.*
  - *Understand the parametric and non-parametric statistical tests, such as factorial design, statistical significance tests, and descriptive statistics, that are required to address problems.*
  - *Understand normal probability, its properties, and applications in the realm of education.*
  - *Recognize the students' understanding of the normal distribution of data and how it deviates from normalcy.*
- 

**Unit I Central Tendency & Variability**

- Tabulation of Raw Data into Frequency Distribution
- Calculation of Mean, Median, Mode and Measures of Variability
- Percentiles – Computations of Percentiles and Percentile Ranks
- Graphical representation of data a) line graphic, bar diagram, pie chart, Ogive, b) Graphic methods – Application & use.

**Unit II Data Analysis through Parametric and Non-parametric Techniques**

- Meaning and advantages of Parametric techniques
  - Calculation of t-value: One tailed and two tailed for correlated and un-correlated means)
  - Factorial Design: Two way
- Meaning and Advantages Non Parametric techniques
  - Chi-Square & 2x2 contingency table

**Unit III Calculation of Correlation and its uses**

- Correlation: Meaning and Application
- Calculation of Co-efficient of correlation
  - Rank order and Tetra Choric (Problem Questions)
  - Product moment co-efficient of correlation

**Unit IV Normal Probability Curve**

- Meaning and Importance of Normal Probability Curve
- Properties of the normal distribution
- Cases falling above & below on various areas of NPC
- Skewness and Kurtosis
- Conversion of raw scores into standard scores

**Suggested Readings:**

1. Blamer, P. J. Elementary Statistical Method in Education & Psychology (Chapter-IV Boston: Houghton Mifflin Co.,1977)
2. Garret, H. E. Statistics in Psychology and Education Bombay: Allied Pacific Private Ltd., 1976
3. Guilford, J. P. Fundamental Statistics in Psychology and Education (New York: Hill Book Co.)
4. Popham, W. J. Education Statistics – Use & Interpretation New York: Harper & Row, 1967.
5. Rasool, G. & Lal & N. K. Application of Statistics in Education and Psychology (Paca Dunga; Kapoor Brothers)
6. Verma, L & Sharma Statistics in Education and Psychology
7. Mangal, S. K. Statistics in Education and Psychology Prentice Hall of India
8. Mendenhall, W and Ramey, M. (1988) Statistics in Education and Psychology Massachusetts: Duxbury Press
9. Triols, M.F. (2001) Elementary Statistics, New York: Addison Wasley Longman, Inc.
10. Kothari, C. R. (1988) Research Methodology-Method and Techniques Guwahati/New Delhi: Wisely Eastern Limited.

**MED18405DCE Value Education (80+20) 4 Credits**

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

- *Understand the values like equality, nationalism, tolerance, and cooperation fosters peace.*
  - *Critically evaluate that education of human rights is essential for the country's justice, peace, and development.*
  - *Understand that morality is governed by reason, in accordance with Jean Piaget and Kohlberg's moral development approach.*
  - *Discover the applicability of Models of Moral Education, paying particular attention to the Rationale Building, Value Clarification, and Social Action model.*
- 

**Unit I Value Education:**

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

**Unit II Moral Development of the Child**

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

**Unit III Models of Moral Education**

- Rationale Building Model
- Value Classification Model
- Social Action Model

**Unit IV Education and Professional Development**

- Teaching Training and Value Education
- Professional Values-Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality and faith
- Values Promoted through Text books of different disciplines
- Modernity vs. Value Crises-Issues and Challenges
- Recommendations of UNESCO summit on “Value in Education” (1998)

**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.

**MED18406DCE**

**Curriculum Development**

**(80+20) 4 Credits**

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

- *Understand the key determinants affecting curriculum development, paying particular attention to philosophical, sociological, and psychological.*
  - *Learn about the importance of models of curriculum development in relation to the Tyler and Hilda Taba model of curriculum.*
  - *Understand the relevance of the Core Curriculum, as well as its issues and implications.*
  - *Utilize scientific standards to compare and contrast alternative evaluation methods.*
- 

Unit I

**Curriculum Process**

- i) Concept, Aims and Functions of the Curriculum Development
- ii) Curriculum objectives-Bloom's Taxonomy.
- iii) Determinants – Philosophical, Sociological and Psychological.

Unit II

**Models of Curriculum Development**

- i) Hilda Taba Model of Curriculum
- ii) The Tyler Model of Curriculum
- iii) The Humanistic Curriculum

Unit III

**Designing the Curriculum**

- i) Principle of Curriculum construction
- ii) Curriculum content, Curriculum and culture, knowledge and values
- iii) Core curriculum – Problems – Implications.

Unit IV

**Curriculum Evaluation**

- i) Concept and Importance of Curriculum Evaluation.
- ii) Formative and Summative Evaluation
- iii) 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.
5. Mehdi, B. Curriculum in Transaction (New Delhi: NCERT, 1978.
6. Taba, H. Curriculum in Transaction (New York: 1962.
7. Tanner, D & Tanner, N. L. Curriculum Development. (2<sup>nd</sup> Edition) New York: Macmillan Publishing Co Inc.1980

**MED18407DCE**

**Special Education**

**(80+20) 4 Credits**

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

- *Examine the positive and negative deviations displayed by the special children.*
  - *Recognize the process for diagnosing, evaluating, and placing children with intellectual disabilities.*
  - *Recognizing children with hearing and vision impairment as well as exploring the educational alternatives accessible for visual and auditory disability.*
  - *Understand that sex, caste, religion, and disability are major obstacles to inclusive education and what tactics should be used to overcome these.*
- 

Unit I

**Special Education**

- Exceptionality**
  - Concept of Positive and Negative deviations
  - Needs and problems of exceptional children.
- Special Education: Concept, scope and objectives
- Basic principles of special education
- Disability Act & Role of RCI

Unit II

**Mental Retardation (MR)**

- Concept Levels and Categories
- Characteristics, Needs and Problems of MR
- Education of MR Children

Unit III

**Visual Impairment and Hearing Impairment**

- Classification and Causes
- Levels of Impairment; Early identification and intervention
- Education of Visually and Hearing Impaired.

Unit IV

**Inclusive Education**

- Meaning & Importance
- Aims, Objectives and Principles of Inclusive Education
- Role of Teacher and Teaching Strategies for Inclusive Education
- Inclusive Education & Special Education
- 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.



**MED18004GE**

**Creativity & Education**

**(40+10) 2 Credits**

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

- *Understand Psycho Analytic, Humanistic, and Behavioural approaches as the main methods for stimulating creativity.*
  - *Understand the characteristics of a creative scientist and artist, and emphasize how they benefit humanity.*
  - *Understand the relationship between academic achievement and creativity and use the data gathered from both India and Abroad.*
  - *Understand how creativity and intelligence are related, and support your claims with research from India and Abroad.*
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Unit I

**Concept of Creativity**

- i) Meaning and process of Creativity.
- ii) Approaches to Creativity – Psycho Analytic, Humanistic & Behavioural
- iii) Theories of Creativity - Guilford, Torrance.
- iv) Personality Profile of a creative Scientist & Artist.

Unit II

**Creativity, Intelligence & Achievement**

- i) Concept of Intelligence Guilford's concept 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.

**Suggested Readings:**

1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence  
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)

Course No. MED18004OE **History of Education in India - II**

(40+10) 2 Credits

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

- *Understand the various educational levels, such as elementary, secondary, and higher education, and how India's education system evolved over the period of time.*
  - *Analyze the evolution of the educational system in India during the British era, citing several commissions and reports to support your answer.*
  - *Understand how India's educational system has changed both before and after independence. Use reports and commissions to support your position.*
  - *Understand the evolution of India's national educational system since independence; back up your assertion with numerous reports, directives, and commissions.*
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Unit I **Development of Education In Modern India Pre-Independence Period**

Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports

- Macaulay's Minutes (1835)
- Wood's Despatch (1854).
- Saddler Commission (1918-19)
- Sargent Report (1944)

Unit II **Development of Education in Modern India Post-Independence Period**

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy on Education (1986)

**Suggested Reading:**

1. Ruhell, S. P. Social Determinants of Educability in India-Papers in the Sociological Context, Context of India Education. (Delhi: Jain Brothers., 1969).
2. M. Yousuf & B. Shabir Development of Education System in India Dilpreet publication, New Delhi
3. Sawak, N. S. Current Problems in India Education. (Punjab: Kitab Ghar Jullinder)

4. Shah, A. R. & Bhan, S. Non-formal Education & the NAEP. (Bombay: D. V. P., 1980)
5. Shuklam, P. D. Towards the New Pattern of Education in India. (New Delhi Sterling Publishers Pvt., Ltd., 1979)
6. Salamatullah Education in the Social Context. (New Delhi: NCERT, 1979)
7. Sharma, R. N. History and Problems of Education in India Surjeet Publications.