Choice Based Credit System (CBCS)

Syllabus for

M.Ed. Two Year Programme (Semester System)

(Academic Sessions 2018 and on wards)

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

Content

Semester 1st

A) Core Papers (CR)
Marks Allotted to each Course 100 (80 + 20)

Course Code	Name of the Course	Credit/s	Page No
MED18101CR	Philosophical Foundations of Education – I	4	3-4
MED18102CR	Sociological Foundations of Education – I	4	5-6
MED18103CR	Psychological Foundations of Education – I	4	7-8

B) Departmental Centric Elective (DCE)
Marks Allotted to each Course 100 (80 + 20)
(Student has to opt any two courses)

Course Code	Name of the Course	Credit/s	Page No
MED18104DCE	Measurement & Evaluation	4	9
MED18106DCE	Early Childhood Care & Education	4	10
MED18107DCE	Nai Taleem (Experiential Learning)	4	11

C) Student has to opt either Generic Elective (GE) or Open Elective (OE)
Marks Allotted to each Course 50 (40 + 10)

Course Code	Name of the Course	Credit/s	Page No
MED18001GE	Early Childhood Care & Education	2	12
MED18001OE	Comparative Education	2	13

Semester 1st Core = 12 + DCE = 8 + GE = 2 or OE = 2

Total Credits = 22

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MED18101CR   Philosophical Foundations of Education-I

(80+20) 4 Credits

Unit I   **Philosophy of Education**

i)   Meaning & Scope of Philosophy

ii)   Meaning & Scope of Education

iii)   Relationship of Education & Philosophy

Unit II   **Function's of Philosophy**

i)   Normative

ii)   Speculative

iii)   Critical

Unit III   **Western Schools of Philosophy**

i)   Idealism

ii)   Pragmatism

iii)   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**

i)   Palto's 'Republic'

ii)   Aristotle's 'Politics'

iii)   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.

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(School of Education and Behavioural Sciences)

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 & Newqate.

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.

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MED18102CR   **Sociological Foundations of Education-I**

(80+20) 4 Credits

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.

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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.

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MED18103CR   **Psychological Foundations of Education – I**
                                                                    (80+20) 4 Credits

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)   Erick Son's Theory of Psycho-social Development.
  iii)   Kholberg'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 (2nd 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.

Post-Graduate Department of Education, University of Kashmir
(School of Education and Behavioural Sciences)

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 PsychologyNew 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

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

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)   Objectivity

   ii)   Reliability-Concept, Types, Methods of estimate.

   iii)   Validity, Concept, Types, Methods of estimate.

Unit III   **Evaluation Tools**

   i)   Essay Type Test.

   ii)   Short Answer Type Test

   iii)   Objective Type Test

        (Concept, Formation, Advantages and Limitations)

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

   i)   Report of various committees & Commission on Examination reforms including UGC plan of Action (1973) NPE (1986).

   ii)   Limitations of the present system of Examination

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

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MED18106DCE   Early Childhood Care & Education
                                              (80+20) 4 Credits

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: Applenton Century Crofts)

7.   Rav & K. Islam   Early Childhood Care and Education.

8.   Ganai, M.Y &   Early Childhood Care and Education

        Bhat, M. S

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MED18107DCE   Nai Taleem (Experiential Learning)   (80+20) 4 Credits

Unit I   **M. K. Gandhi**

   i)   General Background
   ii) Gandian Educational Thought - relevance to contemporary India
   iii) Gandhi's Experiments in Education
   iv) Aspects of Educational Idealism

Unit II   **Gandian Educational Thought**

   i)   Meaning , aims importance and objectives
   ii) Gandhiji 's Nai Talim or Basic Education
   iii) Gandian Philosophy and Aims of Education
   iv) Curriculum and methods of Teaching

Unit III   **Experiential Learning - Gandian Approach**

   i)   Wardha Education Conference,
   ii) Experiential Learning and Work Education
   iii) Education through Craft and Development of Crafts
   iv) 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 Archna (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.

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MED18001GE   **Early Childhood Care & Education**

(40+10) 2 Credits

Unit I   <u>**Concept, Scope & Methods.**</u>

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   <u>**The Development of Childhood.**</u>

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: Applenton Century Crofts)

8.   Rav & K. Islam   Early Childhood Care and Education.

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MED18001OE **Comparative Education** (40+10) 2 Credits

Unit I: **Comparative Education and Factors Influencing Educational System**

    i) Meaning and Objectives of Comparative Education

    ii) Economic Factor

    iii) Geographical Factor

    iv) 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. 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)

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Content

Semester 2nd

A) Core Papers (CR)
Marks Allotted to each Course 100 (80 + 20)

Course Code	Name of the Course	Credit/s	Page No
MEDU18201CR	Philosophical Foundations of Education – II	4	15-16
MEDU18202CR	Sociological Foundations of Education – II	4	17-18
MEDU18203CR	Psychological Foundations of Education – II	4	19-20
MEDU18204CR	Educational Administration & Supervision	4	21-22

B) Departmental Centric Elective (DCE)
Marks Allotted to each Course 100 (80 + 20)

(Student has to opt any two courses)

Course Code	Name of the Course	Credit/s	Page No
MEDU18205DCE	Guidance & Counselling	4	23-24
MEDU18206DCE	History and Problems of Education in J & K	4	25-26
MEDU18207DCE	Mental Hygiene	4	27

C) Student has to opt either Generic Elective (GE) or Open Elective (OE)
Marks Allotted to each Course 50 (40 + 10)

Course Code	Name of the Course	Credit/s	Page No
MEDU18002GE	Instructional Technology	2	28
MEDU18002OE	Special Education	2	29-30

Semester 2nd Core = 16 + DCE = 8 + GE = 2 or OE = 2

Total Credits = 26

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MED18201CR   Philosophical Foundations of Education-II

(80+20) 4 Credits

Unit I   **Fundamental Philosophical Issues**

  i)   Epistemological Issues.

  ii)   Ontological Issues.

  iii)   Axiological Issues.

Unit II   **Radical and Education thought**

  i)   Radicalism – Concept & Meaning

  ii)   Paulo Freire – Conscientization

  iii)   Ivan Illich – De-schooling Society

Unit III   **Indian Schools of Philosophy.**

  i)   Hinduism

  ii)   Buddhism

  iii)   Islamic Traditions

  With special reference to their educational implications

Unit IV   **Educational Thought:**

  i)   Ibni Khauldun

  ii)   Al-Gazali

  iii)   Iqbal

  iv)   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.

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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 & Newqate.
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.

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MED18202CR   **Sociological Foundations of Education-II**
                                                      (80+20) 4 Credits

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 Pierrie 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

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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.

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MED18203CR   **Psychological Foundations of Education-II**

(80+20) 4 Credits

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 (2nd Ed.) (New York: Macmillan Co., 1976)

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(School of Education and Behavioural Sciences)

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.   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.

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Course No. EDU18204CR   Educational Administration & Supervision

(80+20) 4 Credits

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, Oraganisation 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).

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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**

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

        iii)   Placement Services – Educational & Vocational

        iv)   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 Frued, Carl Jung & Alfred Adler

        ii)   Cognitive-Behavioural approaches – Behaviour Therapy, Rational Emotive behavour therapy & Cognitive Therapy

        iii)   Humanistic Approaches – Client-Centred Therapy by Carl Rogers & Gastalt Therapy by Frederick and Laura Perls

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)

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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 &   Fundamental of Guidance.

      Stone, S. C.   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).

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MED18206DCE   History and Problems of Education in J & K

(80+20) 4 Credits

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.   Education: Some fundamental Problems.
     Hughes, C   (Longman, 1966)

4.   Ivina, W. H.   Work Experience in High School,
     Runge, W.   (New York: Ronal Press, 1957)

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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.	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.

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MED18207DCE   **Mental Hygiene**   **(80+20) 4 Credits**

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:

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.

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MED18002GE   **Instructional Technology**   **(40+10) 2 Credits**

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, Irork (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.

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MED18002OE   **Special Education**   **(50) 2 Credits**

Unit I   <u>**Special Education**</u>

    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   <u>**Special Children**</u>

    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.

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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)

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Content

Semester 3rd

A) Core Papers (CR)
Marks Allotted to each Course 100 (80 + 20)

Course Code	Name of the Course	Credit/s	Page No
MED18301CR	Methodology of Educational Research – I	4	32-33
MED18302CR	Educational Technology and ICT	4	34-35
MED18303CR	Comparative Education	4	36-37

B) Departmental Centric Elective (DCE)
Marks Allotted to each Course 100 (80 + 20)
(Student has to opt any two courses)

Course Code	Name of the Course	Credit/s	Page No
MED18304DCE	Social Psychology	4	38-39
MED18305DCE	Creativity and Education	4	40-41
MED18306DCE	Social Education	4	42

C) Student has to opt either Generic Elective (GE) or Open Elective (OE)
Marks Allotted to each Course 50 (40 + 10)

Course Code	Name of the Course	Credit/s	Page No
MED18003GE	Measurement & Evaluation	2	43
MED18003OE	History of Education in India – I	2	44

Semester 1st Core = 12 + DCE = 8 + GE = 2 or OE = 2

Total Credits = 22

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MED18301CR   **Methodology of Educational Research-I**
                                            (80+20) 4 Credits

Unit I: <u>**Educational Research**</u>

i)   Meaning, Need & Importance

ii)   Levels – Theoretical, Applied and Action

iii)   Qualitative research – Meaning & Characteristic & difference between Qualitative & Quantitative research.

Unit II: <u>**Problems identification & Hypothesis formulation**</u>

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   <u>**Sampling**</u>

i)   Population and Sample

ii)   Probability Sampling**:** Simple Random, Cluster, Stratified and Multi Stage.

iii)   Non-probability Sampling**:** Quota, Judgment and Purposive

Unit IV   <u>**Tools & Techniques of data collection**</u>

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 (5th Edition)
                             (Printice Hall of India, 1977)

2.   Borg, W. R. &   Educational Research – An introduction.
       Gall, M.D.   (New York: Longman, 1979)

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3.	Garret, H. E.	Statistics in Psychology and Education (Hyderabad: International Book Bureau)
4.	Good, C. V.	Introduction to Education Research (New York: Appletion 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.

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

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.

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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

Unit I: **Comparative Education**

      i)   Historical background of Comparative Education with special reference to Marc Antonie, J. D. Paris, Heun Tsung, Michal Sadlar, George Barady & Nicholas Hans

      ii)   Meaning and Scope of Comparative Education

      iii)   Objectives of Comparative Education.

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

      i)   Economic & Geographical Factor

      ii)   Political Factor

      iii)   Linguistic Factor

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

      i)   Scientific Method of Comparative Analysis:

           a)   Description   b)   Interpretation

           c)   Juxtaposition   d)   Comparison

      ii)   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:**

      i)   Pre-Primary & Primary Education – Objectives & Programme

      ii)   Secondary Education – Objectives & Programme

      iii)   Higher Education – Organization, Financing & Programme

      iv)   Technical Education/Vocational Education .

Suggested Reading:

1.   Altabach   Comparative Education

2.   Deyound, C. A. &   American Education.
      Wom, R.   (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

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MED18304DCE   **Social Psychology**   **(80+20) 4 Credits**

Unit I   **Social Psychology**

        i)   Meaning and Scope.

        ii)   Methods – Observation, Case Study and Experimental Method

        iii)   Conceptual Framework

                a)   Attitudes

                b)   Prejudices

                c)   Values

Unit II   **Personality and Self**

        i)   Concept of Personality

        ii)   Personality - Basic

        iii)   Theories of self development: looking glass (Cooley), the "I and the me (Mead)", Self – Theory (Carl Rogers)

Unit III   **Social Relation**

        i)   Social Interaction:

                a)   Co-operation

                b)   Competition

                c)   Conflict and peace making

        ii)   Attraction – causes; measurement

        iii)   Aggression – Approaches; control of aggression

Unit IV   **Social Influence**

        i)   Cultural Influence

                 a)   Culture and Social diversity

                 b)   Norms

                 c)   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)

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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 (2nd 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)

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MED18305DCE   Creativity & Education   (80+20) 4 Credits

Unit I   **Creativity, Approaches and Throries**

    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. &   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.

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MED18306DCE   **Social Education**   **(80+20) 4 Credits**

Unit I   <u>**Adult Education in India**</u>

        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   <u>**Motivation of Adults**</u>

        i)   Motivation of Adult learners. – General features

        ii)   Psychology of adult learners.

        iii)   Methods of motivating adults for learning

Unit III   <u>**Methods of Teaching Adults**</u>

        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   <u>**Evaluation of Adult Education Programmes**</u>

        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   Adult Education in India.
    and J.A.Dvapa, Datta S. C.   (Nichiketa Publication Limited)

2. Datta, S.C.   (Criterian Publication, New Delhi)

3. Kundu, C. L.   Adult Education: Principles, Practice & Prosperts,(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**

Unit I   <u>**Measurement and Evaluation**</u>

        i)   Concept & levels of Measurement.

        ii)   Concept of Evaluation – Formative & Summative, Distinction between Educational Measurement and Evaluation.

        iii)   Taxonomy of Educational Objectives.

Unit II   <u>**Characteristics of a Measurement Instrument**</u>

        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.

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Course No. MED18003OE   History of Education in India - I

(40+10) 2 Credits

Unit I   **Education in Ancient & Medival 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 &   Development of Education System in India
        B. Shabir   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)

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Content
Semester 4th

Semester 4th

   A) **Core Papers (CR)**
   Marks Allotted to each Course 100 (80 + 20)

Course Code	Name of the Course	Credit/s	Page No
MED18401CR	Methodology of Educational Research – II	4	46-47
MED18402CR	Teacher Education	4	48-49
MED18403CR	History & Problems of Indian Education	4	50-51
MED18404CR	Techniques of Data Analysis	4	52-53
B) Departmental Centric Elective (DCE) **Marks Allotted to each Course 100 (80 + 20)** **(Student has to opt any two courses)**			
MED18405DCE	Value Education	4	54-55
MED18406DCE	Curriculum Development	4	56
MED18407DCE	Special Education	4	57-58
MED18408DCE	Dissertation (to be decided by the Department)	--	--
C) Student has to opt either Generic Elective (GE) or Open Elective (OE) **Marks Allotted to each Course 50 (40 + 10)**			
MED18004GE	Creativity & Education	2	59
MED18004OE	History of Education in India – II	2	60
Semester 4th Core = 16 + DCE = 8 + GE = 2 or OE = 2 **Total Credits = 26**			
Total Credits Semester 1st + 2nd + 3rd + 4th **Core = 56 + DCE = 32 + GE or OE = 08 = 96**			

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MED18401CR   **Methodology of Educational Research-II**
                                                 (80+20) 4 Credits

Unit I: **Measurement and Scaling**

         i)   Measurement in Research

         ii)   Scales of Measurement – Nominal, Ordinal, Interval and Ratio Scale

         iii)   Rating Scale – Numerical, Graphic, Forced Choice and Cumulative point scale

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

         i)   Historical – Nature, Identification of Sources and Historical Criticism

         ii)   Philosophical--Nature and Procedure

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

         i)   Descriptive, Ex-Post-facto—Nature and Various Techniques

         ii)   Experimental—Nature, Variable & its types, Ex-post facto Designs (Pre, True and Quasi)

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 error.

         iii)   Formulation of Research Report –steps & style.

Suggested Reading:

1.   Best, J. W.   Research in Education (5th Edition) (Printice Hall of India, 1977)

2.   Borg, W. R. &   Educational Research – An introduction. Gall, M.D.   (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: Appletion Country Grafts, 1958)

5.   Guilford, J. P.   Psychometric Methods. (New Delhi: McGraw Hill Publishing Company, 1971)

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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.

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MED18402CR   **Teacher Education**   **(80+20) 4 Credits**

Unit I   **Introduction to Teacher Education**

      i)   Concept of Teacher Education

      ii)   Need & Importance of Teacher Education

      iii)   ICT enabled Teacher Education

Unit II   **Development of Teacher Education in India**

      i)   Teacher Education in Pre-independence India

      ii)   Teacher Education in Post Independence India

      iii)   Recommendation of Teacher Education by National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE (2009)

      iv)   Historical Development of Teacher Education in Jammu & Kashmir.

Unit III   **Present Position and Types of Teacher Education.**

      i)   Objectives of Teacher Education at different levels recommended by NCTE:

          a)   Elementary   b)   Secondary   c)   Higher

      ii)   Problems of Teacher Education in India, Remedial Measures to Overcome these problems

      iii)   Integrated Teacher Education courses run by RIEs.

      iv)   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. &   Development of Teacher Edu. in J & K
        Akhtar, P.   (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)

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MED18403CR   **History and Problems of Indian Education**
                                                          (80+20) 4 Credits

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

     i)   Vedic Education.

     ii)   Buddhist Education

     iii)   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

     i)   Macaulay's Minutes (1835) & Wood's Despatch (1854).

     ii)   Sargent Report (1944) & University Education Commission (1948-49)

     iii)   Secondary Education Commission (1952-53), Indian Education Commission (1964-66) & National Policy on Education (1986)

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

     i)   Basic Education (1937-38) & Vishwa Bharti Experiment

     ii)   Jamia Milla Islamia & Nudwat-ul-ullema Lucknow.

     iii)   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)

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5.   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.   M. Yousuf &   Development of Education System in India
        B. Shabir   Dilpreet publication, New Delhi

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.   Sawak, N. S.   Current Problems in India Education.
                               (Punjab: Kitab Ghar Jullinder)

16.   Jayapalan, N.   History of Education in India
                               Atlantic Publishers, New Delhi.

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

Unit I   **Central Tendency & Variability**

      i)   Tabulation of Raw Data into Frequency Distribution

      ii)   Calculation of Mean, Median, Mode and Measures of Variability

      iii)   Percentiles – Computations of Percentiles and Percentile Ranks

      iv)   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**

      a) i)   Meaning and advantages of Parametric techniques

          ii)   Calculation of t-value: One tailed and two tailed for correlated and un-correlated means)

          iii) Factorial Design: Two way

      b) i)   Meaning and Advantages Non Parametric techniques

          ii)   Chi-Square & 2x2 contingency table

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

      i)   Correlation: Meaning and Application

      ii)   Calculation of Co-efficient of correlation

          a)   Rank order and Tetra Choric (Problem Questions)

          b)   Product moment co-efficient of correlation

Unit IV   **Normal Probability Curve**

      i)   Meaning and Importance of Normal Probability Curve

      ii)   Properties of the normal distribution

      iii)   Cases falling above & below on various areas of NPC

      iv)   Skewness and Kurtosis

      v)   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.

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

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   **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 III   **Models of Moral Education**

  i)   Rationale Building Model

  ii)   Value Classification Model

  iii)   Social Action Model

Unit IV   **Education and Professional Development**

  i)   Teaching Training and Value Education

  ii)   Professional Values-Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality and faith

  iii)   Values Promoted through Text books of different disciplines

  iv)   Modernity vs. Value Crises-Issues and Challenges

  v)   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 Miflin.

2.   Chitkara, M. G. (2003), Education and Human Values, APH Publising 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.

Post-Graduate Department of Education, University of Kashmir
(School of Education and Behavioural Sciences)

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. (9189) '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.

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MED18406DCE   **Curriculum Development**   **(80+20) 4 Credits**

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 &   Curriculum Development. (2nd Edition)
        Tanner, N. L.   New York: Macmillan Publishing Co Inc.1980

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MED18407DCE   **Special Education**   **(80+20) 4 Credits**

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

Unit II   **Mental Retardation (MR)**

    i) Concept Levels and Categories

    ii) Characteristics, Needs and Problems of MR

    iii) Education of MR Children

Unit III   **Visual Impairment and Hearing Impairment**

    i) Classification and Causes

    ii) Levels of Impairment; Early identification and intervention

    iii) Education of Visually and Hearing Impaired.

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 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.

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(School of Education and Behavioural Sciences)

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.

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MED18004GE   **Creativity & Education**   **(40+10) 2 Credits**

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. &   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)

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

(40+10) 2 Credits

Unit I   **Development of Education In Modern India Pre-Independence Period**

Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports

i)   Macaulay's Minutes (1835)

ii)   Wood's Despatch (1854).

iii)   Saddler Commission (1918-19)

iv)   Sargent Report (1944)

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

i)   University Education Commission (1948-49)

ii)   Secondary Education Commission (1952-53)

iii)   Indian Education Commission (1964-66)

iv)   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 &   Development of Education System in India
B. Shabir   Dilpreet publication, New Delhi

3.   Sawak, N. S.   Current Problems in India Education.
(Punjab: Kitab Ghar Jullinder)

4.   Shah, A. R. &   Non-formal Education & the NAEP.
Bhan, S.   (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.

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