

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)			
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)			
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			

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) Plato'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. |

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.

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.

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.

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 Rorschach 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 (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.

- 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, Rinehart 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 Mifflin, 1956
- Skinner, C. E. (Ed.) Educational Psychology. New Delhi: Prentice Hall of India, 1972

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. & Educational & Psychological Measurement.
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

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: Appletton Century Crofts)
7. Rav & K. Islam Early Childhood Care and Education.
8. Ganai, M.Y & Early Childhood Care and Education
Bhat, M. S

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 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

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

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)

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)			
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)			
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			

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.

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.

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)

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

Unit I Educational Administration and Supervision

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

Unit II Decision Making Style of Educational Administrator

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

Unit III Leadership in Educational Administration

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

Unit IV Change Management

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

Suggested Readings:

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

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 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 (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counselling: A Development Approach.
(Allyon and Bacon, Boston, 1970)

3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Shools.
(New Delhi, NCERT, 1978)
5. Patterson, Counselling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S. C. Fundamental of Guidance.
Boston: Houghton Miffin Co., 1976)
7. Chauhann, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donal, E. Super Apparising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counselling.
(NCERT Publication).

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)

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.

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.

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, 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.

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)

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)			
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)			
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			

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

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. & (1969) Micro – Teaching California Addison-Wesley Publishing Ryan, K 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.

4. Hans, N. The Russian Tradition in Education
(London: Routledge and Kegan Paul, 1963)
5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision.
(New York: The Bobbs Marshall 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

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
(Cambridge Addison-Wesley Press, Inc. 1950)

3. Benedict, R. Patterns of Culture
(New York: Penquine Books Inc. 1946)
4. Bonner, H. Group Dynamics
(New York: The Ronald)
5. Cooley, C.H. Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)
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)

MED18305DCE

Creativity & Education

(80+20) 4 Credits

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 G. D, Torrance, E. P. Creativity & its Educational Implication.

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

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. (Criterian 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

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

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)

Content			
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			

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, Inc.)
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**

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. & 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

Unit I **Education in Ancient & Medieval 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)

5. 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
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

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.

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 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. (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.

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

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 Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)
 N. K. Jangira
 M. G. Mani
 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.

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. & 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

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 & 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.