

SYLLABUS

FOR

MASTER OF EDUCATION

(M.Ed.)

2020-2023



SCHOOL OF EDUCATION

Baba Ghulam Shah Badshah University

Rajouri (J&K)-185234

Course Structure for M.Ed. Semester-I

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
Core Courses					
M.Ed.- 121	Philosophical Perspectives of Education-I	4	40	60	100
M.Ed.- 122	Psychological Foundations of Education-I	4	40	60	100
M.Ed.- 123	Development of Education System in India	4	40	60	100
M.Ed.- 124	Methodology of Educational Research-I	4	40	60	100
Practicum					
M.Ed.- 125	Self-Development (Communication and Expository Writing)	2	25	25	50
M.Ed.- 126	Computer Fundamentals and its Application	2	25	25	50
	Total	20	210	290	500

Aggregate marks of semester-I = 500

Total credits = 20

Prof. G.M.Malik

Prof. M.Y. Ganai

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Dr. Nasreen Qusar

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Dr. Sheikh Aabid

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Ms. Beenish Majid

Ms. Mahnaz AKhter

Course Structure for M.Ed.

Semester-II

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
Core Courses					
M. Ed.- 221	Sociological Foundations of Education-I	4	40	60	100
M. Ed.- 222	Philosophical Perspectives of Education-II	4	40	60	100
M. Ed.- 223	Psychological Foundations of Education-II	4	40	60	100
M. Ed.- 224	Comparative Education	4	40	60	100
Choice Based Open Elective Course (Students are required to opt any one of the following courses)					
Math-201	Mathematical Tools for Real World	4	40	60	100
IT- 202	Soft Skills in Information Technology	4	40	60	100
Comp- 203	Computer Applications and Operations	4	40	60	100
Bio-204	Fundamentals of Biotechnology	4	40	60	100
Bot-205	Mysteries of Green Plants	4	40	60	100
Bot – 206	Botany in Rural Development	4	40	60	100
Zol – 207	Nutrition, Health & Hygiene	4	40	60	100
Arab – 208	Fundamentals of Arab Language	4	40	60	100
Eng – 209	Fundamentals of English	4	40	60	100
Eco – 211	Principles of Banking	4	40	60	100
HT – 212	Basic of Tourism and Travel Agency	4	40	60	100
HT – 213	Tourism Resources of J&K	4	40	60	100
Mgt– 214	Business Communication and Soft Skills	4	40	60	100
	Total	20	200	300	500

Aggregate marks of Semester-II = 500

Total credits = 20

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Course Structure for M.Ed. Semester-III

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
	Core Courses				
M. Ed.- 321	Methodology of Educational Research-II	4	40	60	100
M. Ed.- 322	Sociological Foundations of Education-II	4	40	60	100
M. Ed.- 323	Educational Measurement and Evaluation	4	40	60	100
M. Ed.- 324	Field Attachment/Internship	4	40	60	100
Choice Based Complimentary Elective courses (Students are required to opt any one of the following courses)					
M. Ed.- 325	Environmental Education	4	40	60	100
M. Ed.- 326	Gender Studies	4	40	60	100
M.Ed.- 327	Peace Education	4	40	60	100
M. Ed.- 328	Inclusive Education	4	40	60	100
M. Ed.- 329	Mental Health and Education	4	40	60	100
M. Ed.- 330	Information and Communication Technology	4	40	60	100
M. Ed.- 331	Early Childhood Care and Education	4	40	60	100
	Total	20	200	300	500

Aggregate marks of semester-III = 500

Total credits = 20

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**Course Structure for M.Ed.
Semester-IV**

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
	Core Courses				
M. Ed.- 421	Statistics in Education and Psychology	4	40	60	100
M. Ed.- 422	Teacher Education	4	40	60	100
M. Ed.- 423	Educational Administration and Management	4	40	60	100
M. Ed.- 424	Dissertation(for first ten meritorious students) is compulsory and optional for remaining students OR (Any two of the following Optional Papers)	8	80	120	200
Optional Papers (Any two of the following in place of Dissertation)					
M. Ed.- 425	Instructional Technology	4	40	60	100
M. Ed.- 426	Guidance and Counseling	4	40	60	100
M. Ed.- 427	Value Education	4	40	60	100
M. Ed.- 428	Education of Disadvantage Groups	4	40	60	100
M. Ed.- 429	Special Education	4	40	60	100
M. Ed.- 430	Concepts & Issues in Curriculum	4	40	60	100
M. Ed.- 431	Foundations of Distance Education	4	40	60	100
	Total	20	200	300	500

Aggregate marks of semester-IV = 500

Total credits = 20

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FIRST SEMESTER

Course Code: M.Ed. -121

Course Code: Philosophical Perspectives of Education-I

Duration of Exam. 3 hrs

Credit: 04

Max. Marks: 100

Internal: 40

External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the student to understand the philosophical origins of educational theories and practices.

CO2. To enable the student to develop a philosophical outlook towards educational problems.

CO3. To help the student to understand the contribution of the important philosophical school to the theory and practice of education.

CO4. To help the student to understand the contribution of the great thinkers to the theory and practice of education.

CO5. To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.

COURSE OUTLINE

Unit I: Philosophy and Education

10 hrs

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

Unit II: Fundamental Educational and Philosophical Issues

10 hrs

- Epistemology and Education
- Metaphysics and Education
- Axiology and Education

Unit III: Western Schools of Philosophy

10 hrs

- Naturalism
- Idealism
- Pragmatism (With special reference to Concepts of Knowledge, Reality and Values, Their educational implications for Aims, Content, Methods of teaching and Role of Teacher.)

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Unit IV: Indian Schools of Philosophy

10 hrs

- Buddhism
- Jainism
- Islamic Traditions (With special reference to concepts of knowledge, Reality and Values, their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

Unit V: Western Thinkers:

10 hrs

- Peters
 - Bertrand Russell
 - Immanuel Kant
- (With special reference to concepts of knowledge, Reality and Values, their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

SUGGESTED READINGS

- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

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Course Code: M.Ed. -122

Max. Marks: 100

Course Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-I

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology and implications of human diversity for organizing educational programmes.

CO2. The course will enable the learners to understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.

CO3. To develop understanding about different aspects of human development from infancy to adolescence.

CO4. To develop understanding about the concept of learning and to apply different methods of learning in their daily life.

CO5 .To develop an appropriate understanding about Intelligence and motivation in terms of its concept and theories.

COURSE OUTLINE

Unit I: Education and Psychology

10 hrs

- Concept of Education and Psychology
- Relationship of Education and Psychology
- Concept and functions of Educational Psychology
- Individual Diversities- Nature versus Nurture and Universal versus Contextual
- Implications of Human Diversity for organizing Educational Programmes

Unit II: Schools of Psychology

10 hrs

- Behaviorism
- Psychoanalysis
- Gestalt Psychology
- Their basic tenets and educational implications

Unit III: Growth and Development

10 hrs

- Concept of Growth and Development
- Infancy,
- Childhood
- Adolescence
- Characteristic features of Physical, Social, Emotional and Intellectual Development of all the above three stages with their Educational implications.

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Unit IV: Theories of Learning

10 hrs

- Pavlov's Classical Conditioning Theory
- Skinner's Operant Conditioning Theory
- Gagne's learning Theory

Unit V: Intelligence & Motivation

10 hrs

- Concept of Intelligence
- Guilford's Structure of Intellect
- Concept of Motivation & Maslow's Theory
- Attributional Theory of Motivation

Books Recommended

1. Aggarwal, J.C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.
2. Anastasi, A. and Susana U. (2010). *Psychological Testing*. New Delhi: PHI Learning Pvt.Ltd.
3. Barry and Johnson (1964) *Classroom Group Behaviour*. New York: Macmillan.
4. Bhatnagar, Suresh & Saxena, A. (2001) *Advanced Educational Psychology*, Surya Publications, Meerut.
5. Bigge, M.C. and Row (1971). *Learning Theories for Teachers* (2nd Ed.). New York: Harper Collins.
6. Bower, G.H. and Hilgard, E.R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs.
7. Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
8. Dutt, N.K. (1974). *Psychological Foundations of Education*. Doaba House, Delhi,
9. Gray, C., and MacBlain, S. (2012). *Learning theories in childhood*. Sage.
10. Hergenhann, R.B., & Olson, H.M. (1997). *An Introduction to Theories of Learning* (5th ed.). Prentice Hall.
11. Hilgard, E.R. (1975) *Theories of Learning*, and Bower, G.H. Englewood Cliff, New Jersey,
12. Kakkar, S.B. *Educational Psychology*, Prentice-Hall of India, 1993
13. Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
14. McLaughlin, C., and Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
15. Myers, G.D. (1996). *Exploring Psychology* (3rd ed.). Worth Publishers.
16. O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage
17. Santrock, W. J. (2006). *Psychology Essentials 2* (Updated ed.). Tata McGraw Hill Edition.
18. . Skinner, C.E. (2003). *Educational Psychology*, Fourth Edition Prentice Hall of India Pvt. Ltd.
19. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
20. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.

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Course Code: M.Ed. -123

Max. Marks: 100

Course Title: Development of Education System in India

Internal: 40

Duration of Exam: 03:00hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the pre-independent India.

CO2: To enable the students to know about educational system, the various committees and commissions constituted for the progress of education during the post-independent India.

CO3: It will also help them to know and explain the various issues and trends of education in India.

CO4: To enable the learners to understand the philosophy of open and distance learning system in India.

CO5: The course will enable the student teachers to develop understanding of the education as a subsystem of society.

COURSE OUTLINE

Unit I: Historical Perspectives of Education in India before Independence 10 hrs

- i) Wood's Despatch (Recommendations and Historical event leading to dispatch)
- ii) Hunter Commission (Recommendations on primary Education and Secondary Education)
- iii) Sargent committee (Major proposal of the committee, suggestions of the commission on Elementary, Secondary and Higher education)
- iv) Sadler Commission (Recommendations on Secondary and University Education)

Unit II: Historical Perspectives of Education in India after Independence 10 hrs

- i) University Education Commission -1948-49 (background and appointment of the commission and its Recommendations on Higher education)
- ii) Secondary Education Commission -1952-53 (Report of the commission on the aims of re-organization and Curriculum Construction of secondary education)
- iii) Indian Education Commission – 1964-66 (Appointment of the Commission and its major recommendations)
- iv) National Policy on Education-1986 (Major recommendations)

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Unit III: Expansion in Indian Education

10 hrs

- i) Education for all: UEE provisions, crisis, challenges and remedies
- ii) Education for all: RMSA provisions, crisis, challenges and remedies
- iii) Higher education in India: Access, equity and quality
- iv) RUSA: Recommendations, issues, concept of autonomy and accountability in higher education

Unit IV: Equalization of Education

10 hrs

- i) Equalization of educational opportunities : Inclusion of girls (gender issues), disadvantaged, marginalized and minorities
- ii) Constitutional provisions for education and directive principles related to the upliftment of women, disadvantaged, marginalized and minorities
- iii) Right to education as fundamental right (RTE-2009)
- iv) Salient features and Provisions of J&K Education Act (2002)

Unit V: Open and Distance Learning

10 hrs

- i) Historical Background of distance education
- ii) Meaning, need and importance of distance education
- iii) Objectives of distance education; Problems and remedial measures of distance education.
- iv) Relevance of distance education in the present system of education in India
- v) Role of Distance Education Bureau (DEB) in maintaining the standard and quality of distance education in India

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Seminars, Special lectures, Tutorials, Term Papers and Practicum

10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Recommended Books:

- Altekar, A.S. (1944). Education - In Ancient India. Benaras :Nand Kishore& Bros.
- Blackwell, Fritz (2004).*India: A Global Studies Handbook*, ABC-CLIO, Inc., ISBN 1-57607-348-3.
- Chauhan, C. (1990). Higher Education -In India New Delhi: Ashish Publishing House.
- Dash, M.(2000),*Education in India: Problems and Perspectives*, Delhi: Eastern Book Corporation.
- Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.*History Compass*, (March 2009), 7#2, pp 363–375
- Ghosh, D.K. (1983). University System in India. Jabalpur: Rahul Publications.
- Ghosh S. C. (2007). History of Education in India, New Delhi: Eastern Book Corporation.
- Govt. of India: Programme of Action – National Policy on Education (1986). Ministry of Human Resource Development, New Delhi.

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Course Code: M.Ed. -124

Max. Marks: 100

Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH-II

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop a research orientation among students and to acquaint them with fundamentals of research methodology and to develop an understanding of the basic framework of research process.

CO2. To identify the several components of research approaches that characterize quantitative and qualitative research methods; similarities and differences, and the basis of choosing each form of research.

CO3. To identify and select appropriate theoretical and conceptual basis for undertaking a research problem and to design a study to address a research problem.

CO4 . To identify various sources of information for literature review.

CO5 . To help students develop a thorough understanding of the concept of sample and population and to identify various techniques of sampling.

COURSE OUTLINE

Unit I: Research in Education

10 hrs

- Educational Research: Concept, Need & significance
- Scientific inquiry and theory development
- Levels of research: Fundamental, Applied & Action research

Unit II: Research Paradigm

10 hrs

- Qualitative
- Quantitative
- Mixed Research

Unit III: Research Problem and Hypothesis

10 hrs

- Research Problem and its Identification
- Delineating and Operationalization of Variables
- Hypothesis – Formulation, Characteristics & Types
- Preparation of Research Proposal – Purpose & Steps

Unit IV: Review of Literature

10 hrs

- Purpose of review of literature
- Sources of reviewing the literature
- Organizing the review of literature

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Unit V: Sampling

10 hrs

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

Books Recommended

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn& Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
6. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
7. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
8. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
9. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
10. Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
11. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
12. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
13. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
14. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
15. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
16. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
17. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
18. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
19. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
20. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

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Course Code: M.Ed. - 125

Max. Marks: 50

Course Title: Self Development (Communication & Expository Writing) Internal: 25

Credits: 02 External: 25

COURSE OUTCOMES

CO1: To enhance the ability of students to listen, converse, speak, present, explain and exposit ideas in groups and before an audience through group discussions, seminars and workshops.

CO2: The course will expose the learners towards writing of newspaper articles, book reviews and research papers.

CO3: It will further enable them to write expository writing in the form of poster and power point presentations.

CO4: It will further enable to write the References and Bibliography.

CO5: It will enable them to face the different Interviews, Vivo-voce etc.

Course Content:

- i) Concept of communication, types and principles of communication; importance of communication, purpose of communication, communication media, effective communication skills (listening, managing stress, emotional awareness)
- ii) Barriers to effective communication; Remedial measures to overcome the barriers of communication
- iii) Technological advances in communication **10 hrs**
- iv) Poster presentations: Concept and preparation
- v) Preparation of a news paper article and book review; Writing a research paper: Essential components; Characteristics of a good research paper

Transactional Mode:

Through both theoretical and practical mode **10 hrs**

Sessional work:

Writing a research paper, a news paper article and book review
Communication exercises

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Seminars, Special lectures, Tutorials and Practicum

10 hrs

Mode of Examination

Sessional Assignment: 25 marks will be awarded on the basis of daily attendance, performance in the practical components like assignments, poster presentations, newspaper articles, book review etc.

University/External Examination: 25 marks will be awarded on the basis of power-point presentation/poster presentations before an expert (any one from the BGSB University) on different themes to be selected by students themselves. The panel for external examination shall be comprised of the head of the Department, concerned teacher who shall be the internal examiner and the external examiner nominated by the university.

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Course Code: M.Ed. - 126

Course Title: Computer Fundamentals and its Applications

Credits: 02

Max. Marks: 50

Internal: 25

External: 25

COURSE OUTCOMES

CO1: The objective of the course is to acquaint students with the hardware and software approaches of micro-computer and train them to use computers for day-to-day working.

CO2: It will enable them to access the internet and use various search engines for searching the knowledge available on different websites.

CO3: It will also help the learners in calculating various numerical calculations by using MS Excel.

CO4: To provide a rich learning experience for student teachers through various ICT tools to enable them to engage diverse classroom contexts.

CO5: To help the student teachers to critically assess the quality and efficacy of resources and tools available

Unit I: Basic Organization of Computer

- i) Characteristics of computers
 - ii) Components and peripherals
 - iii) Input devices
 - iv) Output devices
 - v) Memory or storage devices
- 5hrs**

Unit II: Computer Networking

- i) Types of Networks
 - ii) Working with internet: Uses of Internet, World Wide Web (www), Internet Address, Web Browsers, URL, Domain names and searching Information via internetEmail:
 - iii) Creating Email address
 - iv) Configuring email account
 - v) Receiving and sending email
 - vi) Sending attachment via email
 - vii) Maintaining address book of email
- 5hrs**

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Ms. Beenish Majid

Ms. Mahnaz AKhter

Unit III: Introduction to MS-Word

- i) Starting word Processing
- ii) Creating, saving and opening a document **5hrs**
- iii) Text formation, bullets and numbers
- iv) Inserting table and pictures
- v) Copy, move and delete

Unit IV : Introduction to MS-Excel and power point

- i) Introduction to Excel and power point
- ii) Working with Cells **5hrs**
- iii) Working with Formula Bar
- iv) Creating and Designing slides
- v) Working with hyperlinks & Animation

Seminars, Lab work, Special lectures, Tutorials, Term Papers and Practicum **10 hrs**

Mode of Examination

Sessional Assignment: 25 marks will be awarded on the basis of assignment/practical lab work viz, Creating a file in MS Word, maintaining a file, Creating and maintaining a file in MS Excel format, Preparing a power point presentation, Browsing various search engines, Preparing graphical representations, Using the internet and creating an E-mail.

University/External Examination: 25 marks will be awarded on the basis of all the related practical's/lab work before an expert (any one from the BGSB University) on different components of the course mentioned in the syllabi.

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Ms. Beenish Majid	Ms. Mahnaz AKhter			

Recommended Books:

A. Text Books

- P. K. Sinha; “Computer Fundamentals” EDD. 2005. BPB, New Delhi.
- Peter Norton, “Introduction to computer”, Sixth Edition, MC Graw Hills, New Delhi.

B. Reference Books

- Taxali, “Pc Software”, 2005, Tata McGraw Hills, New Delhi.
- Suresh K. basandra, “computer today” 2005, Galgotia publications.
- Peter Norton, “Inside the pc, 2001”, SAMS Tech Media.
- Sanjay Sexena, “MS Office for Everyone”, 2005, Vikas Publications

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SEMESTER II

Course Code: M.Ed -221

Max. Marks: 100

Course Title: Sociological Foundations of Education-I

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To understand the major concepts of sociology, education and their relationship.

CO2. To develop a thorough understanding of various traditional sociological perspectives.

CO3. To understand concept of social stratification, social mobility and education of the socially and economically disadvantaged sections.

CO4. To enable the student understand the concept of social system and relationship of education with Kinship, Religion, Polity and Economy.

CO5. To understand role of education in cultural context and difference between culture and civilization; acculturation and enculturation; cultural lag and cultural diffusion.

COURSE OUTLINE

Unit I: Education and Sociology 10 hrs

- Concept of Education and Sociology
- Relationship of Sociology and Education
- Educational Sociology and Sociology of Education

Unit II: Perspectives in Sociology of Education 10 hrs

- Functionalism with special reference to Emile Durkheim
- Conflict Perspective with special reference to Karl Marx (State, ideology and Education)
- Interactionism with special reference to George Mead

Unit III: Social Stratification and social mobility 10 hrs

- Social Stratification and social mobility
- Social equality, social equity and equality of educational opportunities.
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, minorities, women and rural population.

Unit IV: Education and Social System 10 hrs

- Concept of Social System
- Education as a Social System-its characteristics
- Relationship of Education with Kinship, Religion, Polity and Economy

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Unit V: Education and Culture

10 hrs

- Culture, Meaning and Nature of culture, Role of Education in cultural context.
- Difference between culture and civilization, Acculturation and Enculturation.
- Cultural Lag and Cultural Diffusion

Books Recommended:

1. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
2. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
3. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
4. Chaudhury, S.K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage
5. Cook and Cook (1980). *Sociological Approach to Education*, London: McGraw Hill
6. Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.
7. Durkheim B. Study of Education, (London: Rutledge and Kegan Paul 1966).
8. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
9. Harlambos, M. : *Sociology Themes and Perceptives* OUP, New Delhi
10. Kaur, Kirandeep and Singh Lakhwinder (2011) *Philosophical and Sociological Foundations of Education (Punjabi)*. Faridkot: Jashan Publications.
11. Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi: Sanjay Prakashan.
12. MacIver, R.M. and Page, Thomas (1948). *Society*, New York: Rinehart & Co. Inc.
13. Mathur, S.S.: *Sociological Approach to Indian Education*, Vinod PustakMandir, Agra.
14. Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.
15. Ottoway, A.K.C. (1962). *Education and Society*, London: RoutledgeKegan Paul.
16. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.
17. Russel, Bertrand (1969). *Education and Social Order*, London: Unwin.
18. Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education (Pbi.)*. Patiala: Twenty First Century Publications.
19. Sodhi, T.S. & Suri, A. (2003). *Philosophical & Sociological Foundations of Education*, Bawa Publishers, Patiala.

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Course Code: M.Ed. - 222

Max. Marks:100

Course Title: PHILOSOPHICAL PERSPECTIVES OF EDUCATION-II Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the student to understand the philosophical origins of educational theories and practices.

CO2. To enable the student to develop a philosophical outlook towards educational problems.

CO3. To help the student to understand the contribution of the important philosophical schools to the theory and practice of education.

CO4. To help the student to understand the contribution of the important thinkers to the theory and practice of education.

CO5. To enable the students to analyze and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education and to enable the students to understand and evaluate the problems of Education (aims, curriculum instructional technique, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy

COURSE OUTLINE

Unit I Radical Thought in Education

10hrs

- Radication- Concept and Meaning
- Paulo Freire- Conscientization
- Ivan Illich-De-schooling Society

Unit II: Western Schools of Philosophy

10 hrs

- Existentialism
- Marxism
- Logical Positivism
(With special reference to concepts of Knowledge, Reality and Values,
Their educational implications for Aims, Content, Methods of teaching and Role of Teacher)

Unit III: Indian Schools of Philosophy

10 hrs

- Nyaya-Vyseshika
- Samkhya-Yoga
- Vedanta
(With special reference to concepts of knowledge, Reality and Values, their educational implications for Aims, Content, Methods of teaching and Role of Teacher).

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Unit IV: Indian Educational Thinkers

10 hrs

- Swami Vivekananda
- M.K Gandhi
- Aurobindo Ghosh
- Sir Mohammad Iqbal
(A detailed discussion on contribution of the above educational thinkers to educational thought in India.)

Unit V: Philosophy of Education as Reflected in

10 hrs

- Plato 'Republic'
- Aristotle's 'Politics'
- Dewey's 'Democracy and Education'
(Salient features and contribution in terms of Educational Implications)

SUGGESTED READINGS

- McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
- Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
- Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- O'Connor. J. An Introduction to the Philosophy of Education, Agra, Vinod Pustak Mandir. 1995.
- Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad: Amitash Prakashan.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

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Course Code: M.Ed.-223

Max. Marks: 100

Course Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II Internal:40

Duration of Exam. 3 hr

External:60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To analyse the implications of understanding human development by understanding different theories of development.

CO2. To develop critical appraisal and understanding about personality and its theories.

CO3. To develop an understanding about different techniques of assessing personality.

CO4. To develop insights into mental health education and adjustment.

CO5. To develop knowledge about children with special needs and inculcating a positive attitude towards their problems.

COURSE OUTLINE

Unit I: Theories of Development

10 hrs

- Jean Piaget's theory of Cognitive Development
- Erickson's theory of Psycho Social Development
- Lev Vygotsky's Social development

Unit II: Personality

10 hrs

- Nature, Concept and Factors affecting Personality
- Trait Factor Theory of Cattell
- Psychoanalytic Theory of Freud

Unit III: Personality Assessment

10 hrs

- Subjective Techniques: Interview and Case study
- Objective Techniques: Cattell's 16 PF & MMPI
- Projective Techniques: Rorschach Inkblot test and Thematic Apperception Test

Unit IV: Mental Health and Adjustment

10 hrs

- Concept of Mental health; Factors Influencing Mental Health
- Importance and Functions of Mental Health
- Concept of Adjustment & Mal Adjustment
- Coping Strategies and Building Resilience

Unit V: Children with Special Needs

10 hrs

- Creative Children
- Gifted Children
- Delinquents
- Mentally Challenged Children

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Books Recommended:

1. Allport, W. G. (1961). *Pattern and Growth in Personality*.
2. Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing House Pvt., Ltd., New Delhi.
3. Dececco J.P (1970) *Psychology of Learning and Instruction*., New Delhi: Prentice Hall
4. Dandapani, S. (2001) *A Text Book of Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi
5. Friedman, S.H., & Schustack, W.M. (2003). *Personality; Classic Theories & Modern Research* (2nd ed.). Pearson Education.
6. Hall, C.S., Gardener, L. and John, B.C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.
7. Hallahan, P.D., & Kauffman, M. J. (1991). *Exceptional Children; Introduction to Special Education* (5th ed.). Allyn & Bacon.
8. Kelly. *Personality Assessment*. John Wiley & Sons Asia (P) Ltd.
9. Kuppaswami, B (1994). *Advanced Educational Psychology*. New Delhi: Sterling Publishers (P) Ltd.
10. Mangal, K.S. (2007). *Educating Exceptional Children; An Introduction to Special Education*. PHI Learning Private Limited, New Delhi.
11. Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd
12. Morris, G. C. *Psychology: An Introduction* (5th ed.). Prentice Hall.
13. Robert, S. Feldman (1993). *Understanding psychology*. USA: Mc Graw Hill Inc.
14. Ronald Jay Cohen. *Psychology and Adjustment*. Allyn and Bacon, London.
15. Skinner, C.E. *Educational Psychology*, Fourth Edition Prentice Hall of India Pvt. Ltd., 2003.
16. Sitaram Jayaswal (1974). *Advanced Educational Psychology*. Agra: Vinod Putak Mandir.
17. Smith, C.E.T., Polloway, A. E., Patton, R.J., & Dowdy, A. C. (2012). *Teaching Students With Special Needs in Inclusive Settings* (6th ed.). PHI Learning Private Limited, New Delhi
18. Woolfolk, A. (2006). *Educational Psychology* (9th ed.). Pearson Education.

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Course Code: M.Ed. - 224

Course Title: Comparative Education

Duration of Exam. 3 hr

Credit: 04

Max. Marks: 100

Internal:40

External:60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students with the Historical background, and various objectives of Comparative Education.

CO2. To acquaint the students with various factors influencing Educational System.

CO3. To acquaint the students with the educational system of various countries and to develop in them ability to assess their efficiency.

CO4. To acquaint the students with various methods of comparative education and their application in educational system.

CO5. To acquaint the students with various recommendations with special reference to J&k and their application in educational system.

COURSE OUTLINE

Unit I: Comparative Education; Meaning and Method

10 hrs

i) Historical background of Comparative Education

i) Meaning and Scope of Comparative Education

ii) Objectives of Comparative Education.

Unit II: Factors Influencing Educational System

10 hrs

ii) Economic Factor

iii) Geographical Factor

iii) Linguistic Factor

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

10 hrs

i) Pre-Primary Education – System of Education

ii) Primary Education – System of Education

iii) Secondary Education – System of Education

iv) Higher Education – System of Education

UNIT IV Methods of Comparative Education

10 hrs

i) Scientific method of comparative analysis

a. Description

b. Interpretation

c. Juxtaposition

d. Comparison

ii.) Survey Techniques of data collection

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UNIT V Development of Education in J&K

10 hrs

- Main Recommendations of;
- Sharp Committee Report 1916
 - K.G. Saiyidain Committee Report
 - Education Reorganization Committee Report (Kazemi Committee Report) 1950
 - Bhagwan Sahaya Committee Report (1972)

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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SEMESTER III

Course Code: M.Ed. - 321

Max. Marks: 100

Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH-II

Internal:40

Duration of Exam. 3 hr

External:60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To understand the uses and limitations of different techniques of data collection.

CO2. To identify the methods of data collection for qualitative researches.

CO3. To understand the historical and philosophical methods of conducting the research.

CO4. To understand the concept of descriptive and Ex post Facto research methods and to describe the basic principles of experimental research along with different experimental designs.

CO5. To help students develop a thorough understanding of the steps involved in reporting research and to cite references in APA style.

COURSE OUTLINE

Unit I: Methods of data collection-I

10 hrs

- Psychological Tests: Personality, Intelligence and Adjustment
- Questionnaire
- Rating Scale

-Their Characteristics, Merits & Limitations

Unit II: Methods of data collection-II

10 hrs

- Focus group
- Observation
- Interview

-Their Characteristics, Merits & Limitations

Unit III: Methods of Educational Research – I

10 hrs

- **Historical**
 - i. Nature
 - ii. Identification of Sources
 - iii. Historical Criticism
- **Philosophical**
 - i. Nature
 - ii. Procedure

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Unit IV: Methods of Educational Research-II

10 hrs

- **Descriptive, Ex-Post facto**
 - i) Nature
 - ii) Various Technique
- **Experimental**
 - i) Nature
 - ii) Variable & its types
 - iii) Procedure
 - iv) Experimental Designs (three only)

Unit V: Research Report writing

10 hrs

- Concept, Significance, Format & Chapterization
- Bibliography & Reference Format with special reference to APA Style
- Dissemination of Research Finding

Books Recommended

1. Barbour, R. (2013). *Introducing qualitative research: A student's guide* (2nd edition). Sage.
2. Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publishers.
3. Elhance, D.N (1975). *Practical Problems in Statistics*. Allahabad: Kitab Mahal.
4. Ellis, L (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
5. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace.
6. Kendall, G.M (1982). *Dictionary of Statistical Terms*, London: Longman.
7. Kerlinger, Fred N (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
8. Kish, L (1967). *Survey Sampling*, New York: John Wiley.
9. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
10. Kothari, C.R (1990). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: Vishwa Prakashan.

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11. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
12. Koul, Lokesh (2009). *Methodology of Educational Research* (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
13. Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Pearson Publication.
14. Lindvall, C.M. (1976). *Testing and Evaluation-An Introduction*. New York: Harcourt, Brace Javanavich.
15. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
16. Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
17. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2nd edition). Sage.
18. Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
19. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
20. Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
21. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
22. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson

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Course Code: M.Ed. - 322

Max. Marks: 100

Course Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION- II Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the students to understand education and social change. Constraints of Social Change in India

CO2. To illustrate an understanding of the processes and implications of globalization, modernization and urbanization.

CO3. To enable the students to understand concept of group dynamics and Educational implications of group dynamics

CO4. To understand how patterns of thought and knowledge are influenced by Communism, Fascism, Socialism, Democracy, Secularism structures.

CO5. To enable the students to understand the contemporary social perspectives and their educational implications to modern social world.

COURSE OUTLINE

Unit I: Education and Social Change

10 hrs

- Social Change: Concept & Theories
- Relationship between education and social change
- Constraints of Social Change in India (Caste, Religion, Class, Language, Region and Ethnicity)

Unit II: Education and Social Processes

10 hrs

- Education and Modernization
- Education and Urbanization
- Education and Globalization (The implications for education)

Unit III: Group Dynamics and Education

10 hrs

- Concept of group dynamics; group cohesiveness,
- Group division and factors
- Educational implications of group dynamics

Unit IV: Education and Politics, with special reference to

10 hrs

- Communism
- Fascism
- Socialism
- Democracy
- Secularism

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Unit V:Contemporary Perspectives

10 hrs

- Michal Apple- Critical Theory
- Henry Gierox- Critical Pedagogy
- Everett Reimer School is Dead

Books Recommended

1. Abrahan Francis & Margan John : Sociological Thought, MC Millian India Ltd.
2. Ahmed, Imitiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications.
3. Ball, Stephen, J (1990). Politics and Policy-making in Education: Explorations in Political Sociology. London: Routledge.
4. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
5. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
6. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP 2000.
7. Friere, Paulo (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin
8. Hasley, A.H.; FloudJeen and Anderson C., Arnold (1969). *Education, Economy and Society*, New York: The Freeman's Press.
9. Henry A. Giroux, (1997), Pedagogy and the Politics of Hope- Theory, Culture and Schooling, Westview press.
10. Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage
11. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
12. Kumar, Rajni, Anil Sethi and Shalini Sikka (Eds.): *School, Society, Nation: Popular Essays in Education*, New Delhi: Orient Longman.
13. Michal Apple, Cultural politics and education. New York: Teachers College Press, 1996
14. Rao, Shanker, C.N.: Sociology, Primary Principles : S. Chand & Co. 2002.
15. Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.
16. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd
17. Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic
18. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
19. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
20. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

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Ms. Rafia Khan

Ms. Sayema Kouser

Ms. Beenish Majid

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Course Code: M.Ed. - 323

Max. Marks: 100

Course Title: EDUCATIONAL MEASUREMENT AND EVALUATION

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop an understanding about the fundamentals of Educational Measurement and evaluation and to be able to distinguish between evaluation and measurement.

CO2. To be able to identify different tools and techniques of evaluation and to differentiate between norm referenced and criterion referenced tests.

CO3. To be able to identify different characteristics of a measuring tool.

CO4. To develop an understanding about the steps involved to construct a standardized test.

CO5. To understand the nature and uses of choice based credit system and grading system and to realize the importance and usability of open book examination and online examination.

COURSE OUTLINE

Unit I: Measurement and Evaluation

10 hrs

- Measurement: Concept, Scope, significance and scales of measurement
- Evaluation: Concept, scope, functions, types and basic principles of evaluation
- Difference between measurement and evaluation as applied to educational data.

Unit II: Tools and Techniques of Evaluation

10 hrs

- Norm referenced and criterion referenced tests (concept and uses)
- Essay type and objective type tests
- Rating scale, interview, observation

Unit III: Characteristics of a Measuring Tool

10 hrs

- Reliability: its types and estimation;
- Validity: its forms and estimation
- Objectivity;
- Usability

Unit IV: Test Construction

10 hrs

- Concept of standardized achievement test and teacher made test.
- Steps of constructing an achievement test
- Standardization of an achievement test

Unit V: New Trends in Examination

10 hrs

- Open Book Examination
- New trends in evaluation: Grading system, continuous comprehensive evaluation scheme, online examination
- Choice based credit system

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Ms. Beenish Majid

Ms. Mahnaz AKhter

Books Recommended

1. Aggarwal, R.N. and Vipan, A. (1983). Educational Measurement and Evaluation, Vinod Pustak Mandir. Agra.
2. Aiken, L.R. (1985), *Psychological Testing and Assessment*, Boston: Allyn and Bacon.
3. Anastasi, A. (1988). *Psychological Testing*. Macmillan Co., New York.
4. Cronbach, L.G. (1964), *Essentials of Psychological Testing*, New York: Harper.
5. Ebel, L.R. and Frisbie, D.A. (1991). *Essentials of Educational Measurement*, Prentice Hall of India Pvt. Ltd. New Delhi.
6. Freeman, F.S. (1965), *Theory and Practice of Psychological Testing*, New York: Rinehart & Winston.
7. Garrett, H.E. (1973). *Statistics in Educational and Psychology*, Bombay, Vakils Feffer and Semans
8. G.N. Masters (editor), J.P. Keeves (editor), *Advances in Measurement in Educational Research and Assessment* (1999), Pergamum Press
9. Grownlund, N.E. (1981), *Measurement and Evaluation in Teaching*, New York: MacMillan.
10. Guilford, J.P. and Fruchter, B. (1973). *Fundamental of Statistics in Psychology and Education*, McGraw Hill and Co., New York.
11. J. Swarupa Rani, *Educational Measurement and Evaluation*, Discovery Publishing House, 2004
12. Jum C. Nunnally, Nancy Almand Ator, *Educational Measurement and Evaluation*; McGraw-Hill, 01-Jan-1972
13. Karmel, L.C. and Karmel M.C. (1978), *Measurement and Evaluation in Schools*, New York: MacMillan.
14. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
15. Mehrens, W.A and Lehmann, I.J. (1984). *Measurement and Evaluation in Psychology and Education*. New York Hall, Rinehart, Winstan.
16. Panja, D.H. & Horris P.F.: *Educational and Psychological Measurement*; New Delhi: Oxford Press 1972.
17. Popham, W.J. (1988), *Educational Evaluation*, New Delhi: Prentice Hall.
18. Sharma, R.A. (2002). *Essentials of Measurement*, R. Lal Book Dept. Meerut.
19. Sidhu, K. S. (2005). *New Approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.
20. Stanley Hopkins: *Measurement & Evaluation in Education and Psychology*. Prentice Hall of India Pvt. Ltd
21. Thorndike, R.L. and Hagen E. (1977). *Measurement and Evaluation in Psychology and Education*. John Wiley and Sons, INC. New York.

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Course Code: M.Ed-350

Course Title: Field Attachment/Internship

Max. Marks: 100

Internal: 50

External: 50

COURSE OUTCOMES

CO1: To acquaint the students with the real experience of the institutional setup.

CO2: It will orient the students with the day today activities of the high/higher secondary institutions.

CO3: The course will also enable the learners about the activities being carried out in different teacher training institutions and DIETs.

CO4: The course will also orient the learners with various techno-pedagogical and motivational skills used in the class-room environment

Component 1st Visits cum Observation in High/Higher Secondary Schools 15 hrs

1. Visit & observe High/Higher Secondary School for 05 days
 - i. Observe & record High/ Higher Secondary School for extended discussions on different aspects of teaching/administration
 - ii. Maintain internship file related to the Administration & Management of the institution, Financial Components (Cash Book), Preparation of Time table, audio visual aids and Monitoring System in school

Component 2nd Visits cum Observation in Teacher Education Institution

Visit & observe one Teacher Education Institution for 05 Days

1. Maintaining Lesson Plan Book/Internship related to: **30 hrs**
 - i. Overall activities of Teacher Education Institution Activities - Planning, Teaching & Assessment; interaction with School Teachers and Staff Members
 - ii. Understand Related Aspects of Curriculum and Institutional Records
2. Plan & deliver 05 lessons in 05 Perspective (Core) Papers in Teacher Education Institution/s for five days.

Component 3rd Visits cum Observation in DIETs 15 hrs

Visit & observe District Institute of Education and Training for 05 days

- i. Visit, observe and record the training provisions/training schedules/details of resource persons in one District Education Institution for extended discussions
- ii. Maintain Internship file related to the training provisions/training schedules in one District Education Institution for comprehending the administration and overall functioning/work culture of the DIETs.

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Sessional work

Maintaining Lesson Plan Book
Maintaining Internship File
Observations/Preparation of Institutional Records

Mode of Examination

Sessional Assignment: 30 marks will be awarded on the basis of performance in the field work viz, Lesson Plan Book, Internship File and Institutional Records and 20 marks will be awarded on the basis of the presentation in the seminar work.

University/External Examination: 30 marks will be awarded on the basis of demonstration of Internship File, Lesson Plan Book and other institutional records pertaining to the high/higher secondary schools, Teacher training institutions and DIETs before an expert (any one from the Department of Education/BGSB University) and 20 marks will be awarded on the basis of performance in the practical test conducted by the Head of the Department. The panel for the evaluation of the performance of the students in the viva voce shall comprise of the faculty of School of Education, the external examiner/expert under the overall supervision of the Head of the Department. All the essential/confidential preparations regarding the practical test shall be executed by the Head of the Department, School of Education, BGSB University in consultation with the concerned teacher/s.

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Course Code: M.Ed. - 325

Max. Marks: 100

Course Title: Environmental Education

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To acquaint the students with the concept and scope of environmental education.

CO2: It will help them to understand the recommendations of various committees and commission for environmental education.

CO3: It will also enable the learners to acquire awareness and sensitivity to the total environment and its allied problems.

CO4: The course will acquaint the students with the various environmental hazards like environmental pollution, green house effect and ozone layer depletion.

CO5: It will further help them to understand the role of various national and international agencies for promoting the environmental awareness across the globe.

COURSE OUTLINE

Unit I: Environmental Education 10 hrs

- i) Meaning, need and importance of Environmental Education; historical background of Environmental Education
 - ii) Principles of Environmental Education.
 - iii) Objectives of Environmental Education
- 10 hrs**
- iv) Role of educational awareness, attitude, motivation, and commitment to improve environmental quality

Unit II: Environmental Education and Curriculum

- i) Environmental Education curriculum: Objectives and need. **10 hrs**
- ii) Development of Environmental Education curriculum and syllabus for different levels (Role of NCERT and UGC)
- iii) Problems and remedial measures of Environmental Education in India

Unit III: Methods for Environmental Education 10 hrs

- i) Concept of teaching methods, strategies and techniques for environmental education.
- ii) Formal agencies of education and evaluation of teaching methods; traditional method and progressive methods of teaching environmental education
- iii) Role of formal and non formal agencies of education in providing environmental awareness.

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Unit IV: Environmental Hazards

10 hrs

- i) Causes and effects of environmental hazards
- ii) Environmental pollution (soil pollution, water pollution, air pollution, noise pollution) and its remedial measures.
- iv) Green House effect-an impending catastrophe
- v) Environmental threats:Ozone layer depletion, acid rain, global warming, polar melting, rising of sea level(implications and remedial measures).

Unit V: Environmental Awareness and Role of Agencies

10 hrs

- i) Salient features of environmental awareness through education
- ii) Environmental ethics: concept and need
- iii) Environmental awareness- strategies for teachers and students.
- iv) Role of UNO Agencies for Climatic Changes: UNEP, IPCC AND UNFCCC.

Seminars, Special lectures, Tutorials, Term Papers and Practicum

10hr

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Bhal, S.C. & Khanna, H. (2007). Environmental Education, New Delhi: Regal Publication.
- Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental Studies, New Age International Pvt. Ltd. Publishers, New Delhi.
- Nagra, V. (2006). Environmental Education, New Delhi: APH Publishing Corporation.
- Nasrin, R. (2007). Education, Environment and Society, New Delhi: APH Publishing Corporation.
- Shrivastava, K.A. (2004). Global Warning, New Delhi, New Delhi: APH Publishing Corporation.
- Singh, K.Y. (2005). Teaching of Environment Sciences, New Delhi: Chaman Eneterprises.
- Rather, C.S., & Gardia, A. (2008). Society and Environment Ethics, Seema Press, Varanasi.
- Sudhir, A.M. and Masillamani, M. (2003). Environment Issues, New Delhi, Reliance Publishing House.

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Course Code: M.Ed. - 326
Course Title: Gender Studies
Duration of Exam 03:00 hrs
Credit: 04

Max. Marks: 100
Internal: 40
External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To familiarize the students with the meaning and scope of gender studies and develop a critical perspective on the gendered structure of the society.

CO2: It will also help them to analyze the status of education of girls in schools with special reference to access, enrolment and achievement.

CO3: The course will help the learners to understand the policy perspectives related to education of girls in India.

CO4: It will orient them with the schemes and programmes meant for education of girls in the country.

CO5: The course will develop an understanding among the learners about the concept and importance of gender justice and equality.

COURSE OUTLINE

Unit I:	<u>Gender Studies</u>	10 hrs
	i) Concept, need and scope of gender studies	
	ii) Gender studies as an academic discipline	
	iii) Gender, economy and work participation	
	iv) Gender, globalization and education	
Unit II:	<u>Issues of Indian women</u>	10 hrs
	i) Family, caste, class, culture, religion related issues	
	ii) Co-education-its educational implications	
	v) Literacy and non-formal education for women's development	
	vi) Education of Girl child in India: present status and challenges ahead	
Unit III:	<u>Women's Movements in India</u>	10 hrs
	i) Pre-independent, post independent and current women movements	
	ii) National committees and Commissions for Women	
	iii) Governmental and non-governmental organizations for women and child	
	iv) Constitutional provisions, policies, programmes for women in India	

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Unit IV: Women Education in India

10 hrs

- v) Meaning, need and importance of women education
- vi) Objectives of women education
- vii) Problems and remedial measures of women education
- viii) Concept of women empowerment
- ix) Role of education for women empowerment

Unit V: Programmes and Strategies for promoting Girls Education in India

10 hrs

- i) Access, enrolment, retention of girls at school stages
- ii) Mahila Samakshya
- iii) Kasturba Gandhi Balika Vidyalaya.
- iv) Provisions of Girl's education in SSA, RMSA

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
- Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
- Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
- Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
- Skelton, C. (2009). The SAGE Handbook of Gender and Education. New Delhi: Sage
- Weiner, G. (1994). Feminisms in Education: an Introduction. Buckingham: Open University Press

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Course Code: M.Ed. - 327

Course Title: PEACE EDUCATION

Duration of Exam 03:00 hrs

Credit: 04

Max. Marks: 100

Internal: 40

External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To familiarize the students with the meaning, nature and classification of peace.

CO2: It will also enable them to know the historical perspective, objectives, scope, methods and challenges of peace education.

CO3: The course will further help the students to know the role of community, school, family and different organizations in peace education.

CO4: Besides, it will familiarize the learners with the concept, significance and types of human rights.

CO5: It will also enable them to understand the pedagogy for human rights education and human rights in Indian constitution.

COURSE OUTLINE

Unit-I: Understanding Peace and Peace Education 10 hrs

- i) Meaning and Types of Peace
- ii) Different sources of peace: Philosophical, Religious, Social and Psychological
- i) Concept of Peace Education
- ii) Need and importance of Peace Education in present context

Unit-II: Historical Perspective, Methods & Challenges 10 hrs

- i) Peace education –Historical Perspective, objectives and its relevance
- ii) Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars
- iii) Role of community, school and family in the development of values for Peaceful coexistence.

Unit-III: Peace Education and Prominent Philosophers 10 hrs

- i) Peace Education propagated by M.K Gandhi
- ii) Contribution of Aurbindo Ghosh for Peace Education
- iii) Recommendations of Swami Vivekananda for Peace Education

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- Unit IV : Transacting Peace Education 10 hrs**
- i) Integration of Peace Education through curricular and co-curricular activities
 - ii) Role of mass media in Peace Education
 - iii) Programmes for Promoting Peace Education
 - iv) Role of different organizations for peace education with special reference to UNESCO

- Unit-V Content & Pedagogy 10 hrs**
- i) Content of Human Rights Education – Women Rights, Labour Rights, Consumer Rights etc.
 - ii) Indian constitution and Human Rights, Right of vulnerable and disadvantaged group
 - iii) Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi
- Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi
- Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland
- Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.
- Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.
- Mishra, L.(2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation.
- Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

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Course Code: M.Ed. - 328

Max. Marks: 100

Course Title: Inclusive Education

Internal: 40

Duration of Exam 03:00 hrs

External: 60

COURSE OUTCOMES

CO1: To enable the students to understand the concept of inclusive education, special education and integrated education.

CO2: It will help them to develop a critical understanding about the recommendations of various commissions.

CO3: The course will also help the students to understand the needs and problems of children with diverse needs.

CO4: It will further enable them to identify the concept and needs for curriculum adaptations of children with special needs.

CO5: It will help them to develop a critical understanding about committees for promotion of inclusive education in the country

Unit I: Inclusive Education 10 hrs

- i) Concept and nature of inclusive education. Difference between inclusive education, special education and integrated education
- ii) Advantages of inclusive education for the individual and society
- iii) Recommendations of education commissions and committees on restructuring policies to respond to diversity in educational institutions (RCI & PWD Act)

Unit II: Children with Diverse Needs 10 hrs

- i) Concept and meaning of diverse needs
- ii) Gifted and Creative Children: Characteristics, Problems of Gifted and Creative children
- iii) Children with intellectual impairment: Characteristics & Categories, Problems of Children with intellectual impairment
- iv) Delinquency: Concept and characteristics; problems and remedial measures of delinquent children

Unit III: Utilization of Resources for Children with Diverse Needs 10 hrs

- i) Types of services approach, strategies, personal involvement and their special role and responsibilities.
- ii) Material resources and human resources, exploring and utilizing the services and resources available in the community
- iii) Identifying the required resources for the children with varied special needs, Creating and sustaining inclusive practices.

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Unit IV: Curriculum Adaptation for Children with Diverse Needs 10 hrs

Concept, meaning and needs for curriculum adaptation for children with:

- i) Sensory (Hearing, Visual and Physically Challenged), Exceptional (Gifted, Talented/Creative and Mentally challenged)
- ii) Development disability (Autism, Learning disabled and Slow learners)
- iii) Guidelines for adaptations for teaching of children with diverse needs

Unit V: Supporting Services 10 hrs

- i) Role of different national and international agencies (Institutions/Universities) in promoting inclusive education.
- ii) NCF 2005 and NCFTE 2009 Curriculum for teacher preparation programmes in inclusive education
- iii) Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education.

Seminars, Special lectures, Tutorials, Term Papers and Practicum **10 hrs**

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Ainscow, M. and Booth. T. (2003). The index for Inclusion: Development learning and Participation in Schools. Brostal: Centre for studies for Inclusive Education.
- Ahuja, A. and Jangira, N.K. (2002). Effective Teacher Training, Cooperative Learning Based Approach, National Publishing house, New Delhi.
- Jangira, N.K. and Mani M.N.G. (1990). Integrated Education for visually Handicapped, Academia Press, Gurgaon.
- Jha, M. (2002). Inclusive Education for all: Schools without walls, Heinemann Educational Publisher, Multivista Global Ltd., Chennai.
- Sharma, P.L. (1990). Teachers hand book on IED: Helping children with special needs, NCERT Publications.
- Sharma, P.L. (2003). Planners Inclusive Education in Small Schools, R.I.E. Mysore

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Course Code: M.Ed.- 329

Max. Marks: 100

Course Title: Mental Health and Education

Internal: 40

Duration of Exam 03:00 hrs

External: 60

COURSE OUTCOMES

CO1: To enable the students to understand the fundamentals of mental health and hygiene.

CO2: It will help them to understand the principles and conditions conducive to good mental health.

CO3: It will also help the learners to develop a thorough understanding about the measures for fostering good mental health.

CO4: The course will further help the students to develop an understanding about the role of home, school and society in developing good mental health among the children.

CO5: To enable the students to understand the fundamentals of balanced diet and hygiene

Unit I: Concept of Mental Health 10 hrs

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Scope and Principles of Mental Health
- iii) Importance & Functions of Mental Health
- iv) Theoretical Perspectives :Psychodynamic, Behavioural, Cognitive, Humanistic

Unit II: Adjustment & Mal-Adjustment 10 hrs

- i) Concept and Process of adjustment and maladjustment
- ii) Causes and indicators of maladjustment (with special reference to frustration, anxiety, phobias & manias)
- iii) Adjustment disorder: Causes and remedial measures
- iv) Concept and causes of stress; stress management and coping strategies; role of yoga in stress management

Unit III: Adjustment Mechanism 10 hrs

- i) Fantasy and compensation
- ii) Identification & projection
- iii) Rationalization, withdrawal & selective forgetting
- iv) Negativism, sublimation, displacement & regression

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Unit-IV: Mental Illnesses and School Mental health 10 hrs

- i) Common psychological disorders related to anxiety, mood and cognition
- ii) Psychological disorders in childhood and adolescence
- iii) Relationship between teacher, classroom processes and mental health
- iv) Place of mental health in school curriculum

Unit V: Treatment/Methods for the Preservation and Enhancement of Mental Health

- i) Hypnosis & catharsis
- ii) Hydrotherapy & shock-therapy 10 hrs
- iii) Psychotherapy

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Arkoff, A. (1988). Adjustment and Mental health, New York: Mc Graw Hill Company
- Akhilananda, S.(1992) Mental Health and Hindu Psychology, London: Allen and Unwin
- Akhilananda (1998), Hindu Psychology, London: Routledge
- Bahadur, M. (1995) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.
- Bernard, H.W. (1989). Mental Hygiene for class-room teachers, New York: McGraw Hill Book Co.
- Capuzzi, D. and Douglas, G.R (1995) Introduction to Counselling. London: Allyn and Bacon
- Carroll, H.A. (1999). Mental Hygiene: The Dynamics of Adjustment; New York: Prentice Hall
- Coleman, J.C. (1976). Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons & Co.
- Crow, L.D. & Crow, A. (1952). Mental Hygiene, New York: McGraw Hill Book Company

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course Code: M.Ed. - 330

Max. Marks: 100

Course Title: Information and Communication Technologies (ICTs)

Internal: 40

Duration of Exam 03:00 hrs

External: 60

COURSE OUTCOMES

CO1: To enable the students to understand the key concepts and benefits of using ICTs in education.

CO2: It will orient them to understand the integration of ICT into teaching-learning process.

CO3: The course will enable the learners to participate in the activities of teachers' networks and in the evaluation and selection of ICT resources.

CO4: The course will also help them to use ICT for making classroom processes more inclusive in order to address the multiple learning abilities.

CO5: The course will familiarize the learners with the origin and development of programmed learning through ICT resources

Unit I: ICTs in Education 10 hrs

- i) Concept of ICT, need and importance of ICTs in Education, Concept of Information, Knowledge and Knowledge Society
- ii) Role of ICTs in Teaching Learning Context.
- iii) Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit II: E- Learning and E-Content 10 hrs

- i) Concept, nature and characteristics of e-learning
- ii) Promotion and Organization of e-learning
- iii) The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Web learning.
- iv) e- Content: Meaning concept & development

Unit III: Organization of Data and Multimedia Approach in Education 10 hrs

- i) Organization of Data: Working Files and Folders, Creating, Deleting and Renaming, Searching and moving of files into folders and vice versa
- ii) Power-Point Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.
- iii) Concept of Multimedia approach in education
- iv) Use of Multimedia approach in Education.

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UNIT IV: Emerging trends in ICTs 10 hrs

- i) Teleconferencing, E-mail, Internet, Website
- ii) Academic and Research content on the web: Online journals and abstraction services;
- iii) Online Learning, online courses and learning management systems
- iv) Blended Learning; Problems of implementing new technologies
- v) MOOCs: Meaning and relevance; role of SWYAM in Open and Distance Learning

UNIT-V: Computer Assisted Learning & Resource Centers of ICTs 10 hrs

- i) Computer assisted instruction (CAI)
- ii) Computer based training(CBT)
- iii) Smart classes: Concept, infrastructure, uses and limitations
- iv) Resource Centers for Educational Technology, CIET, UGC, IGNOU, EMMRC, their activities for improvement of teaching learning.

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Dangwal, K.L. (2004). Computers in Teaching and Learning: Shre Vinod Pustak Manir, Agra
- Dangwal, K.L. (2013). Computers Shiksha: Vedant Publication: Lucknow
- Robin, M. & Frank R. (2006). E-learning - The key concepts. Routledge, New York
- Pathak, R.P. & Chaudhary, J. (2012). Educational Technology, Pearson, New Delhi.
- Andrews, R & Caroline, S. (2007). E-learning Research - A handbook of, SAGE New Delhi.
- Sharma, R.N. & Chandra, S.S. (2003). Advanced Educational Technology, Atlantic Publications Distributor, New Delhi

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Course Code: M.Ed. - 331

Max. Marks: 100

Course Title: Early Childhood Care and Education (ECCE)

Internal: 40

Duration of Exam 03:00 hrs

External: 60

COURSE OUTCOMES

CO1: To enable the students to develop an understanding about early childhood care and education (ECCE) in terms of its concept, importance and the methods.

CO2: It will acquaint them with the different aspects of early childhood growth and development along with their educational implications.

CO3: The students may also get familiar with the works and contributions of important educational thinkers and psychologists in ECCE.

CO4: The course will enable the learners to achieve a comprehensive coverage and understanding of recommendations and programmes of various agencies working in the field of early childhood care and education.

CO5: It will further help them to compare various ECCE programmes being run in India, Australia, U.K. & China

Unit I: Concept and Methods of Early Childhood Care and Education (ECCE)

- i) Concept of Early Childhood Care and Education (ECCE)
- ii) Objectives of ECCE **10 hrs**
- iii) Need and Importance of ECCE
- iv) Methods employed for child study: Observation, Case Study, Cross-sectional & Longitudinal Methods

Unit II: Origin and Development of Early Childhood Care and Education (ECCE)

- i) Early Childhood Education Movement in India: Pre-Independence & Post Independence Initiatives **10 hrs**
- ii) Emergence of Early Childhood Care and Education in UK
- iii) Development of Early Childhood Care and Education in USA
- iv) Development of ECCE Programmes in China

Unit III: Growth and Development in Early Childhood

- i) Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development
- ii) Principles of Growth and Development **10 hrs**
- iii) Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language and Socio-emotional development.
- iv) Educational Implications of various aspects of Early Childhood Development.

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Unit IV: Contribution of Educational Thinkers Towards ECCE

- i) Pestalozzi
- ii) Froebel **10 hrs**
- iii) Montessori
- iv) Dewey

Unit V: Recommendations, Programmes and Agencies

- i) Recommendations of NPE (1986), NCF (2005) and NCPCR (2007)
- ii) ECCE Programme in India with special reference to ICDS **10 hrs**
- iii) Agencies of Pre-school Management: Indian Council for Child Welfare, Social Welfare Boards and NGOs

Seminars, Special lectures, Tutorials, Term Papers and Practicum **10 hrs**

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
- Bloom, B.S. (1964). Stability and Change in Human Characteristics. New York: John Wiley & Sons Inc.
- Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
- Gilbert, A.R. (1976). Early Childhood Education. An International Perspective, New York: Academic Press.
- Gupta, M. S. (2009). Early Childhood Care and Education. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.
- Roop Narine, L.J., & Johnson, E. J. (2005). Approaches to Early Childhood Education. PHI Learning Private Limited, New Delhi.

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SEMESTER IV

Course Code: M.Ed. - 421

Max. Marks: 100

Course Title: STATISTICS IN EDUCATION & PSYCHOLOGY

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students and make them understand the measures of central tendency and variability and to develop the computational skill for the same.

CO2. To enable students in understanding the concept of normal probability curve and analyzing its applications in research and daily life.

CO3. To develop rationale for parametric tests and to understand the steps of computing some of the parametric tests.

CO4. To develop rationale for non-parametric tests and to understand the steps of computing some of the non-parametric tests.

CO5. To understand the concept of correlation and to compute the correlation coefficients using different methods.

COURSE OUTLINE

Unit I: Measures of Central Tendency and Variability

10 hrs

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability/Dispersion: Range, Quartile Deviation, Standard Deviation;
- Measures of Relative Position: Percentiles and Percentile Rank
- Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and 'O'-give.

Unit II: Normal Probability Curve

10 hrs

- Meaning and importance of Normal Probability Curve
- Properties of Normal Probability Curve
- Applications of the Normal Probability Curve
- Conversion of Standard Scores into Z-Scores
- Measuring divergence from normality- Skewness and Kurtosis

Unit III: Parametric Tests

10 hrs

- Parametric Tests: Meaning and Advantages
- Critical ratio & t – Test (for correlated and un-correlated means)
- F-test: Concept, Assumption and uses
- Computation of One way ANOVA

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Unit IV: Non-Parametric Tests

10 hrs

- Non-Parametric Tests: Meaning and Advantages
- Sign test and Median Test: Concept, assumptions and uses
- Calculation of Sign and Median test
- Computation of Chi-square test and 2×2 contingency tables

Unit V: Correlation

10 hrs

- Meaning and Uses of Correlation;
- Calculation of Co-efficient of Correlation- Rank Order & Product Moment;
- Partial & Multiple Correlation: Meaning, assumptions, computation and uses

Books Recommended

1. Aggarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
2. Ferguson, George A (1976), *Statistics Analysis in Psychology and Education*, McGrawHill, New York.
3. Garrett, H.E. (1973), *Statistics in Psychology and Education*, Vakils, Feiffer and Simon, Bombay.
4. Glass, G. & Hopkins, K.D. (1996) *Statistical Methods in Education and Psychology*, Needham Heights, A Simon & Schuster Company
5. Guilford, J.P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, McGraw Hill, New York.
6. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace
7. Johnson, P.O (1961). *Statistical Methods in Research*, New Jersey: Prentice Hall
8. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intercrop Pub.
9. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
10. Kurtz, A.K. and Mayo S.T. (1980), *Statistical Methods in Education and Psychology*, Narola, New Delhi.
11. Mangal, S.K. (2010) *Statistics in Psychology and Education*,
12. Minimum, E.W., King B.M., & Bear, G. (1995) *Statistical Reasoning in Psychology & Education*, Canada: John Willy & Sons.
13. Siegel, S. (1986). *Non-parametric Statistic*, McGraw Hill, New York
14. Singh, Amit & Kumar, Dinesh (2013). *Elementary Statistical Methods*. Patiala: Twenty First Century Publications.
15. Nadeem N. A. & Faizan F.A. *Statistics in Education and Psychology*, New Delhi: Dilpreet Publishing House.
16. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: DoabaHouse.

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Course Code: M.Ed. - 422
Course Title: Teacher Education
Duration of Exam 03:00 hrs

Max. Marks: 100
Internal: 40
External: 60

COURSE OUTCOMES

CO1: To enable the students to understand the meaning, need and importance of teacher education.

CO2: It will also help them to understand the aims, objectives and scope of teacher education; appreciate the historical development with special emphasis on different documents.

CO3: The paper will enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programmes in the country.

CO4: It will further help them to understand the evaluation procedure of pre-service and in-service teacher education programmes in India.

CO5: To understand the school functioning mechanisms

Unit I: Concept of Teacher Education

- i) Concept of Teacher Education
- ii) Need and importance of Teacher Education. **10 hrs**
- iii) Objectives of Teacher Education at:
 - Elementary Level
 - Secondary Level
 - Higher level.

Unit II: Development of Teacher Education in India

- i) Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66), Chattopadhyay Commission (1983-85), National Policy on Education (1986-1992).
- ii) Recommendations of Justice Verma Commission on Teacher Education (JVC)
- iii) Historical Development of Teacher Education in Jammu & Kashmir.
- iv) National Curriculum Framework for Teacher education (2009).

Unit III: Pre-service and In-service Teacher Education **10 hrs**

- i) Pre-service Teacher Training: Meaning, need, significance and objectives.
- ii) In-service Teacher Training: Meaning, need, significance and objectives.
- iii) Teacher training through distance and regular modes.
- iv) Integrated Teacher Education courses run by RIEs.

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- Unit IV: Agencies and Techniques of Teacher Education 10 hrs**
- Role of NCTE, NCERT, DIET, SIE/SCERT and UGC-HRDC (ASC)
 - Role of National schemes of education- SSA, RMSA and RUSA
 - Techniques for Higher Learning: Conference, Seminar, Workshop, Panel Discussion
- Unit V: Teacher Effectiveness 10 hrs**
- Concept of Teacher Effectiveness and Characteristics (Cognitive and affective correlates of effective teacher: Intelligence, Skills, Personality, Values and Attitudes)
 - Quality control in teacher education with reference to NAAC Parameters.
 - Accreditation of Teacher Education Institutions.

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Chaurasia, G. (1976). New Era in Teacher Education, New Delhi.
- Devedi, Prabhakar (1980). Education a resource book, NCERT, New Delhi.
- Govt. of India (1992). Report of C.A.B.E committee, Department of Education, New Delhi.
- Govt. of India (1996). Education and National development, Report of Education Commissions, New Delhi.
- J. Millman, J., (1988). Handbook of Teacher Education, Boverly Hills, Sage Publishing.
- Khan, Mohd. Sharief (1983). Teacher Education in India and Abroad, Sheetal Printing Press, New Delhi.
- N.I.E.P.A (1984). Report on Status of Teachers, New Delhi.
- NCTE Publication (1998). Policy Perspective in Teacher Education: Critique a documentation, NCTE, New Delhi.
- Rao, D.B. (1988). Teacher Education in India, New Delhi, Discovery Publishing house.
- Saxena, N.R., Mishra, B.K. and Mohanty, R.K. (1998). Teacher Education, R. Lal Book Depot, Meerut.
- Shashi Prabha, Teacher education Principles, theories and practices, Kanishka Publication.
- Sheela, Mangal (2000). Teacher Education: Trends and strategies, Radha Publishers, New Delhi

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Course Code: M.Ed. - 423

Course Title: Educational Administration and Management

Duration of Exam 03:00 hrs

Credit: 04

Max. Marks: 100

Internal: 40

External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To acquaint the students with the concept and applications of administration and management in the field of education.

CO2: It will orient them with the concept of educational supervision and inspection.

CO3: The course will help the learners to understand the concept, types, principles and importance of communication in management and administration.

CO4: It will also enable them to understand the importance of educational and institutional planning.

CO5: The course will further enable the students to understand the role of central and state organizations in educational administration and management

COURSE OUTLINE

Unit I: Educational Administration and Management 10 hrs

- i) Concept of educational administration and management
- ii) Objectives, scope and functions of educational administration
- iii) Qualities of a good educational administrator
- iv) Human relationship approach to administration and uses of educational research in educational administration.

Unit II: Educational Supervision 10 hrs

- i) Meaning, need and importance of supervision
- ii) Objectives, functions and types of supervision, new trends in supervision
- iii) Defects in present supervision and inspection.
- iv) Crisis management and decision making in planning and organizing supervisory programmes.

Unit III: Communication in Educational Administration and Management 10 hrs

- i) Meaning, types and role of communication in management and administration
- ii) Principles and methods of communication
- iii) Barriers and remedial measures of communication in educational administration.

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Unit IV: Educational Planning

10 hrs

- i) Meaning and nature of Educational planning
- ii) Approaches to educational planning and management
- iii) Institutional planning: Concept, objectives and characteristics. Steps for preparation of effective institutional planning

Unit V: Role of Central and State Organizations

10 hrs

- i) NUEPA and NCERT
- ii) UGC and NCTE
- iii) DIET, SIE, CBSE and JKBOSE
- iv) Contributions of local authorities, NGO's and parent organizations

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 marks. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Das, R.C. (1991). Educational Technology. New Delhi: Sterling Publishers.
- Hatehy, H.J. (1968). Educational Planning, Programming and Budgeting: A System Approach. New Jersey.
- Kierman, C., Reid, B.C. & Galbert (1987). Foundations of Communications and Language course manual, Manchester University Press.
- Kimbrough, S., Ralph, M, & Nunnery, S (2005). Educational Administration. New York: McMillan.
- Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration: An introduction. New York, Mac Millan.
- Mukerji, S.N. (2007). Administration of Educational Planning and Finance, Baroda, Acharaya Book Depot. Prentice Hall.
- Paul, M. (1990). Principles of Educational Administration, New York, Mc. Graw Hill.
- Shukla P.D. (1983). Administration of Education in New Delhi: Vikas Publishing.

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Course Code: M.Ed. - 424
Course Title: Dissertation
Credit: 08

Max. Marks: 200
Internal: 80
External: 120

COURSE OUTCOMES

CO1: To help the students to find out Research Problem by surveying through Journals and Review of various studies.

CO2: To enable them to analyze and interpret the data in the light of proposed objectives and hypotheses.

CO3: To help the students how to select the sample and also about the sample procedure.

CO4: To further expose the students how to collect the data from the sample subjects.

CO5: To enable the students to summarize their research findings and as such familiarize them with the preparation of research report.

CO6: To further help the students to present the research findings before the audience/experts.

Submission of Dissertation and Conduct of Viva-Voce

Two copies of the dissertation along with C.D. be submitted by the students of M.A. 4th Semester in the Office of the Head, School of Education.

External Examination:

The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:

- a. Head of the University Department of Education;
- b. One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
- c. Concerned Supervisor

Internal Examination:

In the internal evaluation of the Dissertation work, 80 marks will be awarded to the students on the basis of the preparation of Dissertation (research report) . The Internal Evaluation and viva-Voce shall be conducted by the:

1. HOD
2. Supervisor Concerned

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Course Code: M.Ed. - 425

Max. Marks: 100

Course Title: Instructional Technology

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To develop and enhance Teaching skills and competencies among the learners in order to make teaching learning process more effective.

CO2: It will make them familiar with the various innovative techniques used in educational technology.

CO3: The course will help the learners to gain mastery in Teaching devices, digital tools and computer techniques used in teaching learning process.

CO4: It will also enable the students to understand about the important structures, steps and techniques of teacher preparation.

CO5: It will make the students aware with the various methods, strategies and techniques used in educational technology

COURSE OUTLINE

Unit I:	<u>Teaching & Models of Effective Instructions</u>	10 hrs
	i) Concept, Characteristics and Phases of Teaching	
	ii) Principles and Maxims of Teaching	
	iii) Models – Concept Attainment (J. Bruner)	
	iv) Meaning & Importance of Teaching devices (with special reference to Home Assignment, Discussion, Dramatization, Illustration, Lecturing & Narration.	
Unit II:	<u>Taxonomy of Educational Objectives</u>	10 hrs
	i) Meaning, Objectives & Types,	
	ii) Writing Objectives in behavioural terms.	
	iii) Bloom's Taxonomy of instructional objectives: Cognitive, Affective & Psychomotor domains.	
	iv) Formulation of Instructional Objectives (Mager's Approach).	
	v)	

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- Unit: III: Audio-Visual Aids & Computer Applications 10 hrs**
- i) Meaning, Advantages& Types of A-V-aids.
 - ii) Projected (Film, Film Straps, Overhead Projector, Slides), Non-Projected (Graphics, 3-D aids, Display boards, Audio aids), Use of Radio, TV & Newspaper as teaching aids.
 - iii) Multimedia Approach: concept, characteristics and uses in education.
 - iv) Computer Assisted Instruction (C.A.I.) : Concept, characteristics and uses in education.
- Unit IV: A. Communication and Teaching Learning 10 hrs**
- i) Concept, Sources and Principles of communication
 - v) Classroom communication – Verbal and Non-verbal
 - ii) Barriers of communication.
- B. Techniques of Teacher-Preparation 10 hrs**
- i) Micro-teaching,
 - ii) Simulated Teaching,
 - iii) Blended Learning
 - iv) Team Teaching
- Unit-V: A detailed discussion of the following 10 hrs**
- i) Play way Method
 - vi) Dalton Plan
 - ii) The project Method
 - iii) Heuristic Method

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 mark. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

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Ms. Beenish Majid	Ms. Mahnaz AKhter			

Recommended Books

- Dwight, A. and Ryan, K. (1969) Micro Teaching, Addison Wesley Pub Co.London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
- Davide, B. (1960) The Process of Communication, Holt & Rinehart New York.
- Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
- Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
- Cherry, C. (1968) On Human Communication, MIT Press, Massachusetts
- Dale, E. (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
- Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
- Irork, D. (1971) The Management of Learning, McGraw Hill London
- Jangira N.K. and Singh, A. (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
- Joyce, B &Weil, M. (1982). Models of Teaching, Prentice Hall, New J

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Course Code: M.Ed. - 426

Course Title: Guidance and Counselling

Duration of Exam 03:00 hrs

Credit: 04

Max. Marks: 100

Internal: 40

External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1: To enable the students to understand the meaning, nature and scope of guidance and counseling.

CO2: It will acquaint them to recognize the role of guidance in attaining the goals of education.

CO3: The course will further orient the students to analyze the relationship between guidance and counseling.

CO4: It will also help them to understand various theories of guidance and counseling advocated by different psychologists

CO5: It will also prepare the students for interviews and other face to face interactions.

COURSE OUTLINE

Unit I: Guidance and its Types

10hrs

- i) Meaning, need and importance of guidance
- ii) Aims and principles of guidance
- iii) Types of guidance; personal, educational, vocational
- iv) Guidance and curriculum; guidance and classroom learning and role of teacher in guidance and counseling

Unit II: Organization of Guidance Services

- i) Vocational choice, factors affecting vocational choice. Vocational development; Vocationalization of secondary education. **10 hrs**
- ii) Tools and techniques of guidance-Cumulative records, rating scales, interview and psychological tests. Use of tests in Guidance.
- iii) Organization of guidance services, essentials of a guidance programme, guidance set up in a school system

Unit III: Counselling

10 hrs

- i) Counselling; concept, scope and types (individual and group)
- ii) Objectives of counseling (solution of problems, modification of behavior, promotion of mental health), counseling approaches-directive, non-directive and elective.
- iii) Relationship and difference between guidance and counseling
- iv) Characteristics of good counselling and counselling for adjustment

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Unit IV: Techniques, Theories and Areas of Counseling 10 hrs

- i) Techniques in counseling; testing and non testing techniques, steps of counseling, qualities of an effective counsellor.
- ii) Theories of counseling –psychoanalytical theory (Freud) Self concept theory (Rogers) and Behaviouristic (Skinners)
- iii) Areas of counseling; family counseling, parental counseling, counseling for adolescent girls

Unit V: Theories of Career Development 10 hrs

- i) Meaning and importance of career development
- ii) Strategies of Planning and Decision making
- iii) Theories of Career Development: Holland, Krumboltz and Super

Seminars, Special lectures, Tutorials, Term Papers and Practicum 10 hrs

Note for paper setters

The question paper shall be divided into two sections. Section A will carry 10 compulsory, objective-cum-short answer type questions; two from each unit, each carrying 1 markss. Section B shall have 10 questions, two from each unit. The students shall attempt 1 question from each unit. Each question shall carry 10 marks.

Books Recommended

- Aggarwal, J.C. (1995). Educational and Vocational Guidance and Counselling, Doaba House, New Delhi
- Bhatnagar, A. and Gupta, N. (1999). Guidance and Counselling Vikas Publishing House Pvt. Ltd. New Delhi.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance. Vikas Publishing House Pvt. Ltd. New Delhi.
- Gladding, S.T. (1996). Counselling: A comprehensive Profession, New Delhi, PHI Pvt. Ltd.
- Gibson, R.L. & Mitchell, M.H. (2005). Introduction to Counselling and Guidance. PHI Ltd., New Delhi.
- Joneja, G.K. (1997). Occupational information in Guidance. New Delhi: NCERT.
- Kochhar, S.K. (2005). Guidance and Counselling in colleges and Universities, Sterling Publishers Private Ltd. New Delhi.
- Rao, S.N. (1981). Counselling in Psychology. New Delhi: Tata Mc. Graw Hill.
- Saraswat, R.K. and Gaur, J.S. (1994). Manual for Guidance Counsellors. New Delhi, NCERT.

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Course Code: M.Ed. - 427

Course Title: VALUE EDUCATION

Duration of Exam. 3 hrs

Credit: 04

Max. Marks: 100

Internal: 40

External: 60

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To develop the understanding of Concept, Need and Importance of Value Education

CO2. To Know the Recommendations of various committees/commissions regarding value education.

CO3. To understand various parameters of religious and moral education

CO4. To understand the process of moral development with reference to thinkers

CO5. To make the students familiar with the various Contemporary issues relating to Educational system.

COURSE OUTLINE

Unit I: Value Education

- Concept, Need and Importance of Value Education;
- Education for Human Rights; **10 hrs**
- Recommendations of the following committees/commissions:
 - Indian Education Commission (1964-66);
 - NPE (1986- 1992);
 - NCF (2005);

Unit II: Nature and Concept of Morality and Moral Education

- Concept of Moral Education and Religious Education;
- Moral Education vis-à-vis Religious Education; Moral Instructions, Moral Training and Moral Indoctrination.
- Language of Moral Education: its form and context, characteristics of a morally educated person.
- Justice and Care: Martha Nussbaum, Nelkinowdings. **10 hrs**
- Perspectives in Morality;
- Dichotomy between Reason and Passion. Moral Judgment and Moral Action;

Unit III: Moral Development of the Child

- Concept of Development and Moral Development
- Cognitive Developmental Approach: **10 hrs**
 - J. Piaget
 - Kohlberg,
 - Karl Gilligan

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Unit IV: Contemporary Issues:I 10 hrs

- Value Crises
- Character and moral turpitude
- Cultural Conflict

Unit V: Contemporary Issues:II 10 hrs

- Corruption
- Nepotism and Exploitation Communal Riots
- Human Trafficking

SUGGESTED READINGS:

- *Philosophical Inquiry with Children. Vol8. No 2. Centro De Filosofia Para Ninos. Spain. Pope John Paul II, The Splendor of Truth (1993).*
- Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
- Reinhold Niebuhr, *Moral Man and Immoral Society (1932).*
- Stanley Hauerwas, *The Peaceable Kingdom: A Primer in Christian Ethics (1983);*
- Straughan, R. (1992) *Can we teach children to be good? Basic Issues in Moral, Personal and Social Education*, Milton Keynes: Open University Press
- The Responsible Self (1963); Richard Rubenstein,
- Wilson E.K. (ed.) (1961) *Moral Education: A Study in the Theory and Application of the Sociology of Education*, by Emile Durkheim, London: Collier Macmillan
- Wilson, J., Williams, N. & Sugarman, B. (1967) *Introduction to Moral Education*, Harmondsworth: Penguin.
- Wynne, E. A., & Ryan, K. (1993). *Reclaiming our schools*. New York: Merrill.
- Zins, J. E., Weissberg, R. P., & Wang, M. C. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.
- Allport, G.W. Vernon & Lindzey, *Manual of Study of Values*; Boston: Houghton Mifflin.1960.
- Chitkara, M.G. (2003), *Education and Human Values*. APH Publishing House New Delhi.
- Gawadne, E.N. (2002), *Value Oriented Education: Vision for Better Living*, Sarup & Sons, New Delhi.
- Mukherji, R.K. (1964), *the Dimensions of Values*, Allen and Unwin.
- Chilana M.R. (1998), *Value Orientation of Education*, Chandigarh Youth De.

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Course Code: M.Ed. - 428

Max. Marks: 100

Course Title: EDUCATION OF DISADVANTAGED GROUPS

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

On the completion of this course the students will be able to;

CO1. Understand the policy perspectives, n section in India, socially disadvantaged children in the country like social group inequality in schools

CO2. Analyse the status of education of the socially disadvantaged children in the country develop knowledge and skill to address the issues like social group inequality in schools and society

CO3. Understand the schemes and programmes for education of socially disadvantaged groups identify research priorities and conduct researches in the area of education of socially disadvantaged groups understand the concept and importance of gender justice and equality

CO4. Analyse the status of education of girls in schools; access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India

CO5. Reflect on various schemes programmes for girl's education and Identify research gaps in the area of girls' education Status

COURSE OUTLINE

Unit I- Socially Disadvantaged Children in India: Status and Provisions 10 hrs

- Meaning of socially disadvantaged children: socially disadvantaged section in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.
- Relevance of International perspectives Dakar: framework of action (2000), millennium development goals (2000) to Indian Context.
- Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
- Achievement of socially disadvantages children.

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Unit II-Problems of education of disadvantaged sections and addressing social group inequality **10 hrs**

- Problems/constraints in education of socially disadvantaged children.
- Multicultural education.
- Organisation and management of schools to address socio-cultural diversity. Bias textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching-learning process and support materials, curriculum and curricular activities for meeting diverse needs of children.
- Addressing language issues Schemes, programmes disadvantaged section

Unit III-Status, Problems and Issues of Girl Education in India **10 hrs**

- Positions of India in Human Development Index (with focus on gender)
- Status of girls'/women in Indian society
- Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages,
- Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation school goers.
- Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. Class, community and gender relations.
- Gender inequality in schooling: organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher-student interaction).
- Co-education-its educational implications.

Unit IV-Strategies and Programmes on Girl's Education **10 hrs**

- Mahila samakshya, Kasturba Gandhi Balika Vidyalaya.
- NPEGL
- Girl's education in SSA, RMSA
- Role of NGOs for gender equality in education.
- Community participation for education of the girl child.

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Unit V- Research priorities in the area of education of disadvantaged sections 10 hrs

- Evaluation of centrally sponsored schemes of education of SCs, STs, and minorities
- Status study of education of SCs, STs, minorities and other marginalized groups
- Study of teaching-learning practices in school for disadvantage children
- Case studies on innovative practices on education of children belonging to disadvantaged groups.
- Identification of priority areas of research on girls' education.
- Evaluation of centrally and state sponsored schemes on girls' education.
- Case studies on KGVB, Mahila samakshya, and their programmes

Transactional Mode

10 hrs

- Discussion, group work and presentation
- Extension Lecture
- Visit to women right organisation, NGOs.
- Evaluation/analysis of textbooks.
- Individual and group assignments followed by discussion
- Discussion in group, presentation by students in seminar, visit to ashram, schools/institutions, preparation of a report followed by discussion case studies, individual and group assignment followed by discussion.

Transactional Mode

10 hrs

Sessional Work:

The students may undertake any one of the following activities:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Evaluation of text books to identify bias against socially disadvantaged groups.
- Field visit to residential/ ashram schools and minorities institutions and preparation of a report.
- Identification of research topics in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially disadvantaged.

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Core Readings

- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.
- Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
- Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
- Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt Ltd., New Delhi
- Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
- Reissman, F. (1962): The Culturally deprived child. Harper and Row Publishers, New Delhi.
- Sadavinich, A.R. (2007): Sociology of Education. Routledge, New York.

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COURSE CODE:- M.Ed. - 429

Course Title: Special Education

Duration of Exam 03:00 hrs

Credit: 04

Internal Marks:100

Internal: 40

External: 60

COURSE OUTCOMES

After studying this paper, the student are expected to

CO1. Explain the different concepts, characteristics, trends and issues in special education

CO2. Discuss the nature, types, characteristics and educational implications of sensory impairment

CO3. Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological impairments.

CO3. Explain the nature, types, characteristics and educational implications of Intellectual Disabilities.

CO4. Explain the nature, types, characteristics and educational implications of Multiple Disabilities

CO5. Examine the nature, scope and issues in career education and rehabilitation of persons with disabilities.

COURSE OUTLINE

Unit 1: Introduction to Disabilities

10hr

- Concept, Definitions and Characteristics of disability (ICIDHICF)
- Exceptionality: Concept and Types
- Special Education: Definition and History
- Service Delivery Systems
- Changing Trends and Issues in Special Education

Unit II: Sensory Impairment (Hearing Impairment and Visual Impairment)

10hr

- Hearing and Visual Impairment: Concept, Definitions and Characteristics
- Classification and Types of Hearing Impairment and Visual Impairment.
- Multi-sensory impairments (Deafblindness) and Associated Conditions
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications.

Unit III: Locomotor Disabilities & Neurological Dysfunctions

10hr

- Concept, Definitions and Characteristics of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis and Leprosy-cured
- Concept, Definitions and Characteristics of Neurological Dysfunctions: Cerebral Palsy, LD, ADD and ADHD
- Classification and Types
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications

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Unit IV: Developmental Disabilities (MR, Slow Learners, ASD)

10hr

- Concept, Definitions and Characteristics of MR and Slow Learners
- Concept, Definitions and Characteristics of ASD
- Classification and Types
- Etiological factors and Prevention
- Emerging trends, Issues and Educational Implications

Unit V: Multiple Disabilities

10hr

- Concepts, Definition and Characteristics
- Types / combinations
- Etiological Factors and Prevention
- Emerging trends and Issues
- Educational Implications

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Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

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Course Code: M.Ed. - 430

Max. Marks: 100

Course Title: Concepts And Issues In Curriculum

Internal: 40

Duration of Exam 03:00 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. Applies the knowledge in analyzing the different types of curriculum and their evaluation.

CO2. Develop a desirable positive attitude towards curriculum development

CO3. Understand the principles, designs, development and evaluation of curriculum

CO4. Use different methods and strategies to evaluate a curriculum depending on the stage of development of the curriculum

CO5. Develops skill in preparing curriculum design.

COURSE OUTLINE

Unit – I Concept, Scope and Types of Curriculum 10hrs

Curriculum – Meaning - Definition – Scope – Curriculum as a plan, as experience, a subject matter or content – Nature , Scope and Types of Curriculum – Understanding curriculum reforms and its impact on school structure, system, and school culture.

Unit – II Foundations of Curriculum 10hrs

Foundations of curriculum development – Philosophical, Sociological and Psychological. Creating a supportive school environment for curriculum change, Determinants of curriculum. Agencies of Curriculum Development – Schools, Teachers, Principals, Educationists, NCERT, SCERT, NCTE, UNESCO, DTER.

Unit - III Objectives of Curriculum 10hr

Taxonomical objectives – Cognitive, Affective and Psychomotor Domains, Strategies for Effective curriculum – Improving the quality of teaching and learning – Localization of the curriculum – Learning life skills – Co-curricular activities – Special education needs (SEN). The physical school environment.

Unit – IV Curriculum Process 10hrs

Formulation of objectives, selection of learning experience and content organisation. Designing Integrated and Interdisciplinary learning experience, Integration of learning experience relating to work experience and sensitivity to gender disparity.

Unit – V Curriculum Design 10hrs

Dimensions – Integration, Sequence, Articulation, Balance and Continuity – Sources for Curriculum Design, Activity Learning Method (ALM), Minimum level of Learning (MLL) Method.

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REFERENCES:

- Aggarwal, J.C. (1990): Curriculum Reforms in India, Delhi: Doaba House Harper & Row.
- IGNOU (1992): Curriculum Development for Distance Education, (ES-316), Blocks 1 and 2, New Delhi.
- J. Dewey (1966): The Child & the Curriculum -The School & Society, Phoenix, USA
- J. Lee (1964): Evaluation for Course Improvement in New Curricula, New York:Jersey, U.K.
- Kelly, A.V. (1989): The Curriculum: Theory and Practice, London; Paul Chapman Publishing.
- Mamidi, M.R. and Ravishankar. S. (1984): Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
- Ornstein, C. & Hunkins P. (1988): Curriculum, Foundations, Principles and Issues, New Sharpes, D.K. (1988): Curriculum Traditions and Practices. London: Routledge
- Stenhouse, L. (1975): An Introduction to Curriculum Research and Development. London: Heinemann
- Wheeler, D. K. (1967): Curriculum Process. University of London Press.
- NCERT (1988), National Curriculum for Elementary and Secondary Education - A Framework, New Delhi.
- Lawton, D. et al (1978), Theory and Practice of Curriculum Studies. Routledge and Kegan Paul London.
- Goel, B.S and Sharma, J.D. (1984), A Study of Evolution of the Textbook,
- NCERT (1975), The Curriculum for the Ten-year School – A Framework

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Course Code: M.Ed. - 431

Max. Marks: 100

Course Title: FOUNDATIONS OF DISTANCE EDUCATION

Internal: 40

Duration of Exam. 3 hrs

External: 60

Credit: 04

COURSE OUTCOMES

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the students to understand the concept and scope of Distance Education and to distinguish Distance Education from other related terms.

CO2. To enable the students to understand the rationale for distance education and enumerate the state's policy towards distance education in India.

CO3. To help the students to understand the Historical overview of Distance Education and also helps them to depict scenario of Distance education at National and International level.

CO4. To enable students to Analyze and compare the similarities and differences that exist between the different models of Distance Education institutions.

CO5. To enable the students to identify the various media and technology available for distance education and its role and relative merits and demerits.

COURSE OUTLINE

UNIT 1

10 hrs

Defining Distance Education- Non-formal Education- De-schooling-Correspondence education - Open Education-Lifelong Education - Concept Principles and Characteristics - Implications for Implementation, Scope of Distance Education.

UNIT 2

10 hrs

Rationale for Distance Education - Access to Education - Quality of Education - Characteristic Features of Distance Education - Separation of Teacher and Learner - Organized Efforts of an Educational Institution - uses of Technical media - Two-way Communication - Separation from Learning Groups- Industrialized Form of Education - Learner Centered Education - Policy Perspectives : India

UNIT 3

10 hrs

Growth of Distance Education - Historical Overview - International Scenario of Distance Education - Distance Education in India: Distance Education through Institutes of Correspondence Education at University Level - DE through Open Universities- Present Status, The Future of DE in India: A Perspective

UNIT 4

10 hrs

Organization of distance education system - Organizational Structure of Distance Education - Organisational Structure of IGNOU - Organisational Structure of State Open Universities - Organisational Structure of the Directorates/Institutes of correspondence Courses/Distance Education- Models of Distance Education Institutions- Comparison of Single Mode and Dual Mode institutions- Consortium Model of Distance Education Institutions

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UNIT 5

10 hrs

Media and technology in distance education- Role of Media in Distance Education- Strengths and Limitations of Print Medium-Strengths of Non-print Media, Media vs. Technology- Taxonomies of Media- Generations of Distance Education-Audio-based Media-Video-based Media Computer-based Media- Merits and Demerits of Various Media - Multiple Media Approach- Media Selection - Need- Bases/Criteria.

REFERENCES:

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2. IGNOU, (2003) Information base about Open Universities and Other Institutions of Distances Education and Correspondence Courses, IGNOU, New Delhi.
3. Keegan, D. Foundations of Distance Education. Routledge Taylor and Francis Group, New York, 1996
4. Keegan, D. The Foundations of Distance Education. London: Croom Helm, 1986.
5. Meacham, D. & Evans, D. 'Distance Education: The Design of Study Materials'. Journal of Higher Education:
6. Parmaji, S. (Ed.) (1984): Distance education, Sterling Publishers, New Delhi.
7. Staff Training and Research Institute of Distance Education. (1995): Growth and Philosophy of Distance Education: Indira Gandhi National Open University, New Delhi.
8. The Evolution, Principles and Practices of Distance Education by Borje Holmberg. Volume 11.
9. UNESCO (1993) : Distance Education in Asia and the Pacific:
10. Wood, H. 1996. 'Designing Study Materials for Distance Students'. Available at <http://www.csu.edu.au>

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