



SCHOOL OF EDUCATION

BABA GHULAM SHAH BADSHAH UNIVERSITY

RAJOURI-185234 (J&K), INDIA

Programmes outcomes

PO1: To produce dedicated teacher Educators who believe in lifelong learning.

PO2: Set high standards of professional competency of intellectual conviction and integrity.

PO3: Have a clear futuristic vision and aspiration for improving the teaching learning process as professionals.

PO4: Be inspiring and motivational leaders in the school, community, nation and the world.

PO5: To educate new a cadre of instructional leaders, teacher, educators, school entrepreneurship and administrators who will have the capacity, skills and knowledge to create and sustain environments in modern day education.

PO6: To equip the teachers with the knowledge and skills of new technologies focusing on understanding the principles of organizational management, leadership systemic change

PO7: To develop sound understanding of the methods of research in various field of teacher education, so that it can go a long way in producing reliable and valid thesis.

PO8: To develop sound understanding of the methods of research.

PO9: To understand and analyze research literature to identify research gaps

PO10: To develop the ability to construct and use appropriate educational research tools

PO11: To apply appropriate statistical techniques of data analysis depending on the research designs

PROGRAMME SPECIFIC OUTCOMES (POS): M.Ed

PSO1 – Demonstrate an understanding of the concepts, theories, nature, scopes, principles and procedure of the selected areas of study in Education.

PSO2 - Prepare/ implement/ apply/select/analyze the educational problems and provide realistic and relevant solutions attained through the knowledge and skill of the program.

PSO3 –Develop skills in analyzing different statistical measures, interpreting test results and interpretation of data through graph and statistic technique.

PSO4- Develop a positive self-concept, self-confidence and an optimistic attitude towards life.

PSO5 – Demonstrate ability of making objective decision in educational management.

PSO6 –Analyze the various problems faced by the mentally and physically challenged children and design an awareness program to encounter the problem of challenge children.

PSO7 –Perform investigative research skills and develop skill of writing report by conducting project work in the field of education

Course Structure for M. Ed (Two Year Programme)

Theory/ Practical Courses

1st Semester

Course Code	Title	Credit Value	Internal Marks	External Marks	Total Marks
Semester I					
M.Ed-110	Philosophical Perspectives of Education	4	40	60	100
M.Ed-111	Psychological Perspectives of Education	4	40	60	100
M.Ed-112	Development of Education System in India	4	40	60	100
M.Ed-113	Methodology of Educational Research	4	40	60	100
Practicum					
M.Ed-150	Self-Development (Communication and Expository Writing)	2	25	25	50
M.Ed-150	Computer Fundamentals and its Application	2	25	50	50

Aggregate Marks of 1st Semester = 500

Total credits= 20

1st Semester

Course Code: M.Ed-110

Max. Marks: 100

Course Title: Philosophical Perspectives of Education

Internal: 40

External: 60

Duration of Exam 03:00hrs

Unit I: Philosophy and Education

- i) Meaning and scope of philosophy.
- ii) Concept of Education; Socio-cultural and Individual dimensions
- iii) Relationship between Education and Philosophy. **10 hrs**
- iv) Classroom implications of Educational Philosophy.
- v) Functions of Philosophy: Speculative, Normative and Critical

Unit II: Philosophical Areas of Study

- i) Metaphysics
- ii) Epistemology **10 hrs**
- iii) Axiology
- iv) Ontology

Unit III: Indian Schools of Philosophy

- i) Sankhya
- ii) Vedanta **10 hrs**
- iii) Buddhism
- iv) Islamic traditions

Unit IV : Western Schools of Philosophy

- i) Idealism
- ii) Pragmatism
- iii) Realism **10 hrs**
- iv) Naturalism
- v) Existentialism
- vi) Logical Positivism

The above mentioned schools of thought are to be studied with reference to their views on knowledge, reality and values and their contribution to the field of Education (Aims, Curriculum, Teacher-Pupil Relationship & Discipline)

Unit V: Contemporary Educational Thoughts and Philosophy as advanced by:

- | | | |
|------|-----------------------------------|---------------|
| i) | Aurbindo Gosh | |
| ii) | ZakirHussain | |
| iii) | Rabindra Nath Tagore | |
| iv) | John Dewey | 10 hrs |
| v) | IvanIllich (De-Schooling Society) | |
| vi) | Paulo Friere (Conscientization) | |

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.

COURSE OUTCOMES

CO1: to acquaint the students with the philosophical foundations of education so that they may understand, analyze and evaluate the educational concerns more insightfully.

CO2: The course will help them to study the different schools of thought on education and draw meaningful generalizations about the educational phenomena.

CO3: It will also enable them to develop the philosophical insight for resolution of educational issues and problems.

CO4: It will further help the students to understand the theories and ideas of different educational thinkers and philosophers for making the system of education more relevant and effective.

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

Recommended Books

- Bruubacher, J. S. (1969). Modern philosophies of Education, Tata Mcgraw-Hill, publishing company pvt. Ltd, New Delhi.
- Dewey, J. (1916). Democracy and education. An introduction to the philosophy of education, Macmillam: New York
- Kant, S. V. (2012). World's greatest Thinkers, Philosophers, Educationists, Kanishka publications, New Delhi.
- Shrivastva, K. k (2009). Philosophical foundations of Education, Kanishka publications, New Delhi.

1st Semester

Course Code: M.Ed-111

Max. Marks: 100

Course Title: Psychological Perspectives of Education

Internal: 40

External: 60

Duration of Exam 03:00hrs

Unit I: Nature of Educational Psychology

- i) Meaning and scope of Educational psychology.
- ii) Classroom implications of Educational Psychology **10 hrs**
- iii) Main features and contribution of the following schools of psychology towards education:
 - Behaviorism;
 - Gestalt psychology; and
 - Psycho-analysis.

Unit II: Growth and Development

- i) Concept of Growth and Development; Principles and Sequential Stages of Development: Infancy, Childhood and Adolescence **10 hrs**
- ii) Characteristic features of Physical, Emotional and Intellectual Development
- iii) Educational implications of physical, emotional & intellectual developmental stages.
- iv) Theories of Development: Jean Piaget and Erickson

Unit III: Learning Process

- i) Concept and Factors of Learning.
- ii) Theories of Learning: Operant Conditioning Theory by B.F. Skinner.
- iii) Hull's Theory of Learning **10 hrs**
- iv) Gagne's Hierarchical Theory of Learning Theory of Learning
- v) Vygotsky's Theory of Learning

Unit IV: Intelligence and its Measurement

- i) Concept of Intelligence; Theories of intelligence: Thurston's Group Factor Theory, Guildford's Structure of Intellect and Howard Gardner's Multifactor Theory **10 hrs**
- ii) Measurement: Concept of Measurement of Intelligence, Historical Background; Concept of Intelligence Tests and Concept of IQ (Intelligence Quotient)

- iii) Tests of Intelligence: Simon-Binet Test, Cattell's Culture-Fair Intelligence Test, Bhatia's Performance Test of Intelligence

Unit V: Personality and Adjustment

- i) Concept of Personality
- ii) Theories of Personality: Allport's Trait theory of Personality, Cattell's Factor Theory of Personality and Sigmund Freud' Psychoanalytic Theory of Personality.
- iii) Assessment of Personality:
- Projective Techniques: Rorschach Inkblot test and Thematic Apperception Test **10 hrs**
 - Subjective Techniques: Interview and Case study
 - Objective Techniques: Cattell's 16 PF &MMPI
- iv) Meaning of Adjustment and characteristics of well adjusted person, Maladjustment and Causes of maladjustment, Role of Defense Mechanisms in Adjustment.

Seminars, Special lectures, Tutorials, Term Papers and Practicum etc

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.

COURSE OUTCOMES

CO1: to familiarize the students with the basic psychological principles connected with effective teaching learning process.

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: It will further help them to understand some important learning theories and pursue their attempts to understand the intricacies of human personality and intelligence.

CO4: To analyse the implications of understanding human development and theories of learning for teachers.

CO5: To understand the concept of personality and intelligence

Recommended Books:

- Chauhan, S. S. (1989). "Advanced Educational Psychology" Vikas publishing House, Pvt. Ltd., New Delhi
- Dandapani, S. (2001). A Text book of advanced Educational Psychology, Anmol Publications, Pvt. Ltd., New Delhi.
- Gates, et.al; (1942). "Educational Psychology" Macmillam: New York.
- Skinner, C. E. (2003). Educational Psychology" Fourth Edition Prentice Hall of India, Pvt. Ltd.

1st Semester

Course Code: M.Ed-112

Max. Marks: 100

Course Title: Development of Education System in India

Internal: 40

External: 60

Duration of Exam 03:00hrs

Unit I: Historical Perspectives of Education in India before Independence

- i) Wood's Despatch (Recommendations and Historical event leading to dispatch)
- ii) Hunter Commission (Recommendations on primary Education and Secondary Education) **10 hrs**
- 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

- i) University Education Commission -1948-49 (background and appointment of the commission and its Recommendations on Higher education) **10 hrs**
- 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)

Unit III: Expansion in Indian Education

- 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 **10 hrs**
- iv) RUSA: Recommendations, issues, concept of autonomy and accountability in higher education

Unit IV: Equalization of Education

- i) Equalization of educational opportunities : Inclusion of girls (gender issues), disadvantaged, marginalized and minorities **10 hrs**
- 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

- i) Historical Background of distance education
- ii) Meaning, need and importance of distance education **10 hrs**
- 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

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.

COURSE OUTCOMES

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.

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),*EducationinIndia:ProblemsandPerspectives*, 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.

1st Semester

Course Code: M.Ed-113

Max. Marks: 100

Course Title: Methodology of Educational Research

Internal: 40

External: 60

Duration of Exam 03:00hrs

Unit I: Research in Education

- i) Educational Research: Concept, Need & significance
- ii) Scientific inquiry and theory development **10 hrs**
- iii) Levels of research: Fundamental, Applied & Action research
- iv) Concept of Quantitative & Qualitative research

Unit II: Research Problem and Hypothesis

- i) Identification, criteria, formulation of Research Problem and sources of research problems
- ii) Delineation and Operationalization of Variables. **10 hrs**
- iii) Hypothesis: Meaning, Characteristics, sources and formulation; hypothesis and assumption; types of Hypothesis
- iv) Developing a Research Proposal: Meaning, importance and steps
- v) Review of Related Literature: Meaning, Need and Sources Including Internet, ways to Review Related Literature

Unit III: Methods of Educational Research

- i) Historical Research: Concept and Steps; establishing validity and interpretation of data
- ii) Descriptive Research: Meaning, steps and types (Surveys, Case Study, Developmental & Correlational studies) **10 hrs**
- iii) Experimental Research: Concept, Steps, Validity-Internal & External, Variables in Experimental Research, Experimental Design: Concept and Types.
- iv) Ex-Post facto Research: Concept and Procedure

Unit IV : Sampling & Tools

- i) Concept of Population and Sample (Sampling unit, Sampling Frame, Sample Size, Sampling Error, Characteristics of a good Sample)
- ii) Probability Sampling: Concept, Types i.e. Simple Random Sampling, Systematic, Cluster and Stratified Sampling **10 hrs**
- iii) Non-Probability Sampling: Purposive, quota, incidental and snowball sampling

- iv) Tools of Educational Research: Meaning, Types, Characteristics, Steps & uses of the following tools:
Questionnaire, Interview, Observation, Rating Scale, and Attitude Scale

Unit V: Research Report

- i) Concept, Significance, Format, Contents & Chapterization
ii) Bibliography & Reference Format with special reference to APA Style
iii) Dissemination of Research Findings **10 hrs**
iv) Writing a Research Paper, Characteristics of a good Research Paper, Requisites of Indian and Foreign Research Journals.

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.

COURSE OUTCOMES

CO1: To enable the students and researchers to develop the most appropriate methodology for their research studies and make them familiar with the art of using different research methods and techniques.

CO2: The course will develop a research orientation among students and to acquaint them with fundamentals of research methodology and basic framework of research process.

CO3: The course will further help the students to develop an understanding of various research designs and techniques.

CO4: Further it will develop an understanding of various methods used in educational research

CO5: It will further the help the students to develop an understanding for Analysis and Interpretation of Data

Recommended Books:

- Best, J. W. (1999). Research in Education, Prentice Hall of India, Pvt. Ltd; New Delhi.
- Chandra, S. S; Sharma, R.K. (2010). Research in Education. Atlantic Publishers, New Delhi.
- Good, C. V. (2008). Introduction to Educational Research, Surjet Publications, Delhi.
- Koul, L. (2011). Methodology of Educational Research, Vikas Publishers, New Delhi.
- Pattan, M. Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A. Sage, New Delhi.
- Sharma, B. (2004). Methodology of Educational Research, Vohra Publishers and Distributers.
-

1st Semester

Course Code: M.Ed-150

Max. Marks: 50

Course Title: Self Development (Communication & Expository Writing)

Internal: 25

External: 25

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

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, news paper 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.

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 news paper 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.

1st Semester

Course Code: M.Ed-151

Max. Marks: 50

Course Title: Computer Fundamentals and its Applications

Internal: 25

External: 25

Unit I: Basic Organization of Computer

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

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 internet Email:
- iii) Creating Email address **5hrs**
- iv) Configuring email account
- v) Receiving and sending email
- vi) Sending attachment via email
- vii) Maintaining address book of email

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

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.

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

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