

**UNIVERSITY OF JAMMU**  
**SEMESTER COURSES**  
**FOR**  
**MASTER'S DEGREE PROGRAMME**  
**IN**  
**EDUCATION (M.Ed.)**

The following courses of study are prescribed for the 1<sup>st</sup> and 2<sup>nd</sup> Semesters of the Master of Education Programme (M.Ed.). It is a 52 credit course, split in two Semesters. The first semesters carried 28 credits and the second semester has 24 credits.

**1<sup>st</sup> SEMESTER**

<b>Course No.</b>	<b>Title</b>
<b>Credits</b>	
Ed-20	Philosophical Foundations of Education 4
Ed-21	Psychological Foundations of Education 4
Ed-22	Methods of Data Analysis in Education 4
Ed-23	Methodology of Educational Research 4
Ed-24	Comparative Education and Curriculum

Development	4
Ed-25 Practicum	4
Ed-26 Computer Awareness Practicals	2
Ed-27 Practicals in Research	2

Each student will have to offer courses carrying a total of 28 credits. Course Nos. Ed-20 to Ed-27 are compulsory.

**2<sup>nd</sup> SEMESTER**

Ed -50 Sociological Foundations of Education	4
Ed -51 Teacher Education	4
Ed -52 Application of Technology in Education.	4

**Optional (Any two of the following)**

Ed-53 Advanced Statistics in Education	4
Ed-54 Guidance and Counselling	4
Ed-55 Special Education	4
Ed-56 Educational Administration and Management	4
Ed-57 Measurement and Evaluation in Education	4
Ed-58 Information & Communication Technology in Education (ICTE)	4
Ed-59 Issues and Problems of Education (Distance, Value, Women and Environmental Education)	4
Ed-60 Dissertation-Cum-Viva-Voce	4

Each student will have to offer courses carrying total of 24 Credits in second semester. Course Nos. Ed-50, Ed-51,

Ed-52 and Ed-60 are compulsory for regular students. . (A student will also have option to offer any two courses out of Course Nos. Ed-53 to Ed-59.). The course no. 60 shall be optional for students undergoing dissertation through distance mode i.e. the students will opt either dissertation or one more paper out of the optionals mentioned. The students of distance education therefore shall opt for three optional subjects in the absence of dissertation.

The details of practicum and other academic activities are as such :

**I) Practicum**

It shall be compulsory for each student studying in first Semester of M.Ed. course to participate in following activities:

- a) **Preparation of Teaching Aids :** Each Student shall prepare 4 low cost teaching aids (two per teaching subject) on the basis of - material (Biogradable), Economical (Self-made) and Working (Useable). The preparation of each teaching aid will be assessed by a Committee of three internal members to be constituted by H.O.D/Director, ODL/Principal of the College.

(08

marks)

- b) **Preparation of Transparencies :** Each student shall prepare four transparencies (2 per teaching subject) on two topics based on teaching subjects

and make their presentation through O.H.P for the purpose of evaluation to be done by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College.

(08 marks)

- c) **Power Point Presentation :** Each student will make a Power Point Presentation on (2 different topics other than the transparencies) and its evaluation will be done through an internal committee to be constituted by the H.O.D/Director, ODL/Principal of the College.

(10 marks)

- d) **Micro-Teaching :** Each student shall prepare list of all skills identified so far under micro-teaching. Each student shall also be required to prepare and present four micro-lessons based on any four micro teaching skills (Explanation, Questioning, Reinforcement, Stimulus Variation and Use of Blackboard) in two teaching subjects in simulation. Each student shall work under a teacher for practice sessions and prepare a file for each of the lesson delivered. The assessment of the presentation and performance of each student will be made by an Internal Committee to be

Constituted by H.O.D/Director, ODL/Principal of the College.

(16 marks)

- e) **Model Lessons :** Each student shall prepare and present two model lessons in two teaching subjects by using appropriate teaching aids in actual classroom situations. The assessment of the presentation and performance of each student will be made by an Internal Committee to be Constituted by H.O.D/Director, ODL/Principal of the College.

(08 marks)

- f) **Supervision of Lessons :** Each student shall supervise eight lessons of B.Ed students in actual classroom situation in any two teaching subjects (4 in each subject). The supervision made by the students will be judged by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College and shall award marks on the basis of appropriateness of the remarks/feedback given to the student teachers for improving the lesson.

(16 marks)

- g) **Paper Presentation :** Each Student will present a paper in a Seminar to be attended by peer groups on

any academic cum pedagogical topics based on the current issue. The performance of the students shall be judged on the basis of the content material and presentation by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College.

OR

**Writing Assignment :** Each student will write an assignment on an academic cum pedagogical topics based on the current issues. The write up will be of minimum 500 words and shall be submitted to the office for evaluation before commencement of the term examination. The evaluation will be done by the Internal committee constituted by H.O.D/Director, ODL/Principal of the College.

OR

**Newspaper Clipping :** Each student will prepare a write up in a notebook on Five current topics in the field of teacher education based on their publications in newspapers. The clippings of newspaper will also remain attached. The presentation shall be prepared keeping in view history of each issue, status and recommendations of related National Committee for bringing improvements in the area undertaken. It will

be followed by viva-voce of 6 marks to be conducted by an Internal Committee constituted by H.O.D/Director, ODL/Principal of the College. The Committee shall assess presentation out of 10 marks and viva-voce out of 6 marks.

(16 marks)

**h) Action Research :** Each student will be allotted a topic for conduct of action research in the field of school education. A project based on 50 students shall be undertaken and completed. The report of the project completed through action research shall be evaluated by an Internal Committee constituted by H.O.D/Director, ODL/Principal of the College.

(10  
marks)

**i) School Repot :** Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to

be constituted by H.O.D/Director, ODL/Principal of concerned College.

(08 marks)

The marks shall be awarded separately for each category i.e from (a) to (i) and thereafter may be added. The records of all activities undertaken by a student shall be preserved by the Department till the declaration of the result of second semester. In case any student has not appeared or has failed to clear all papers, his/her record may also remain preserved till he completes the course.

## **II Dissertation and Viva-voce:**

Each student shall be allotted a supervisor. Each student will be required to complete work under the guidance of a supervisor within 60 days from the last paper of the 2<sup>nd</sup> semester. Each student shall have to submit three copies. Two copies out of which shall be sent to the office of the Controller of examinations for evaluation by the external examiner appointed for the purpose. The external examiner shall be invited out of the panel prepared either by Board of Studies in teacher education or by Convenor, Board of Studies in

anticipation. The external examiner shall evaluate the dissertation out of 75 marks. He will be invited to the University for evaluation of the dissertation a day or two in advance. Each external examiner will evaluate eight dissertations. He will be paid TA/DA as per entitlement.

**Viva-voce :** Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Dean of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

The student studying in M.Ed course through correspondence shall have the option to either opt for dissertation or opt for a paper of four credits out of any of the optionals mentioned in the scheme from Course Nos. Ed-53 to Ed-59 in lieu of Dissertation. In that event, three optionals have to be opted by each student of correspondence in the absence of dissertation. The students

who opt for dissertation shall be governed by the regulations applicable for regular students. The viva-voce in case of such students will be coordinated by Dean, Faculty. The Principal of the College/Director, DDE shall contact the Dean before finalizing the date for holding viva-voce.

**III Educational Tour :** The student's studying in M.Ed. 2<sup>nd</sup> Semester will be taken to visit Centres of Advanced Studies in Education/Renowned Teachers Educational Institutions/ Departments of the Universities located in Indian Universities for giving exposure of the kind of research and practicum work being done in other Universities. The students will also be taken to Documentation Centres of different Universities/ National Organizations. It will facilitate the students for the collection of Literature to prepare the chapter on "Review of Related Literature" for their dissertation work. The dissertation for the students of M.Ed. is compulsory for regular students and it is to be completed as a partial fulfillment of the Course. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the students need to be fully groomed in the research

pursuits. It therefore, requires an exposure and understanding of the Students through their visit to renowned academic places in the Country so that students are enlightened and enabled to broaden their outlook. They will also get a chance to know how ICT is being used in the discipline for improving class room teaching. It will also give an understanding to the students about the good and innovative practices being followed in departments of other Universities. Every student shall submit a report to HOD for the work done in the Institutions being visited.

The teachers of the department, out of whom one should preferably be a lady teacher, a clerk and one peon, will accompany the students on educational tour. The department will collect Rs.450.00 from each student in all the semesters to seek 50% of the contribution of the department for meeting to and fro expenditure. The rest of the 50% of the fare will be met by seeking railway concessions. In case tickets sometimes are not available due to heavy rush, in that event, the tickets may be bought on TATKAL QUOTA out of the funds collected from the students. Every year the

HOD shall fix up the amount to be charged from the students at the time of granting admission after making a resolution by DAC. The expenditure for lodging and boarding as well as sight seeing etc. will have to be borne by the Students. The teachers accompanying will also be paid 2<sup>nd</sup> A.C to and fro expenditure and DA admissible out of the Departmental Fund besides local bus fare and any other actual expenditure etc. The same holds good for the clerk and peon accompanying the tour but as per their entitlement. The organization of the tour shall be assigned to any of the tour and travel party in consultation with DAC and CR's of the Department. The expenditure per student should not exceed the amount collected through the fees per semester or through lumpsum collection.

The stay in different Universities should not be more than 10 days.

**NOTE: No one will be allowed to appear as a private candidate in M.Ed. except failures/Re-appear/droppers because of the compulsory requirements of the dissertation work for regular students its viva-voce and practical work.**

The Department of Education, however, reserves the right not to offer some of the optional courses during a given academic year in a Semester.





Western School of thoughts:

- (i) Naturalism    (ii) Idealism    (iii) Pragmatism
  - (iv) Realism    &    (v) Existentialism in reference to –
    - a) Reality
    - b) Knowledge
    - c) Values &
- Its educational implications in Indian context.

**Unit-IV:**  
**25%**

**Weightage:**

**Marks:    20**

Contemporary Educational thoughts & philosophies:

The thinkers are : Gandhi, Aurbindo & Vivekananda –  
The impact of Educational thoughts on contemporary  
education and value system.

Modern philosophies are – Positive Relativism,  
Logical Analysis, Logical Empiricism & Integral  
Humanism – Gensis, & Educational implication.

**Note for paper setting:**

The question paper will contain two questions from  
each unit with internal choice and the candidates will be  
required to answer one question from each unit. However,

**Question No.1 will be compulsory which shall have four  
short answer questions (100 words per question) spread over  
the entire syllabus. Total questions to be attempted, will be  
five.**

**Books recommended:**

1. Ross, James S.    Ground work of Educational theory.
2. Brubacher, J.S.    Modern Philosophies of Education.
3. Kneller G.F.    Philosophy of Education.
4. O. Conner, D.J.    Introduction to the Philosophy of  
Education.
5. Wingo, G.Max.    Philosophy of Education.
6. Fredrick Angles    Mainfesto of the Communist Party.
7. R.K. Mukherjee    Mainfesto of the Communist Party.
8. R.K. Mukherjee    History of India Education.
9. Dongerkery    History of Indian Education.
10. Kneller, G.F.    Foundations of Education.
11. Verma, M.    Indian Philosophy of Education.
12. Kilpatrick, W.H.    Philosophy of Education.
13. Kneller, George F.    Existentialism and Education.

14. Morris                    Existentialism of Education.
15. Morris, L. Bigge        Positive Relativism.
16. Price                    Education    and    Philosophical  
Thought
17. Price                    Marxist and Education in Russia &  
China.
18. Levitas, M.            Marxist Perspectives    in    the  
Sociology of Education.
19. 5<sup>th</sup> NSSE Year        Part-I 1955. Book of Education
20. R. Puligandla        Fundamentals        of        Indian  
Philosophy.

#### **COURSE CONTENTS**

**Course No. Ed-21        Title : Psychological  
Foundations of  
Education**

**Credits : 4                Maximum Marks : 100**  
**a) Semester examination : 80**  
**b) Sessional assessment    : 20**

**Marks : 20**

**Duration of examination : 3 hrs.**

**Syllabus for the examinations to be held in Dec. 2009.**

**Course Objectives:**

1. To help students to develop insight into the nature of Psychological Process.
2. To suggest how psychological knowledge and procedures may be applied to the solution of personal and social problems.
3. To give knowledge to the students about appropriate learning situations according to interests, aptitudes, developmental stages and mental level.
4. To provide a body of organized facts and generalizations that will enable the teacher and students to realize cultural and professional objectives.
5. To stimulate the students to pursue their attempts to explore systematically the intricacies of human development.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

Educational Psychology – Its Nature and Scope.  
Relationship of Education and Psychology.

Main Features and Contribution of the following Schools of Psychology towards Education: Behaviourism, Gestalt, Hormic and Psychoanalysis.

Individual Differences – Meaning and Areas, Determinants: Role of Heredity and Environment, Implications of Individual Differences for Organizing Educational Programmes.

**Unit-II:**

**Weightage: 25%**

**Marks : 20**

Process of Growth and Development : Concept, Principles, Sequential Stages of Development, General Characteristics and Problems of each stage along with Physical, Social, Emotional and Intellectual Developments.

Developments of Concept Formation (meaning and attributes of Concepts, Development of some Concepts and Role of Teacher in Concept Building); Reasoning (meaning, steps,

types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

Learning: Concept, Factors Influencing Learning, Kinds-Gagne's Hierarchy of Learning. Theories of Learning : Thorndike's Connectionism, Pavlov's Classical and Skinner's operant conditioning, Learning by Insight, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning Theories.

Transfer of Learning and its Theories – Theory of Mental Discipline, theory of Identical Elements, theory of Generalization, theory of Transposition and theory of learning to Learn. Transfer and Role of the Teacher.

Motivation : Nature, Functions, Learning and Motivation, Theories : Maslow's Theory of Self-actualization, Murray's Theory of Motivation, theory of Achievement Motivation, Psychoanalytic Theory of Motivation, learning-based theories of motivation (Thorndike, Hull and Skinner)and

Cognitive – Field Theories of Motivation (Kurt Lewin and Tolman).

**Unit-IV:** **Weightage: 25%**  
**Marks : 20**

Personality : Concept, Type and Trait Theories, Psychoanalytic approach of Freud, Behavioural Approach – Miller, Dollard and Bandura, Humanistic Approach – Roger and Maslow; Assessment of Personality – Projective techniques.

Group Dynamic : Concept, Group Process, Interpersonal relations, Socio-metric grouping, Social emotional climate of the classroom and influence of teacher. Characteristics – how to improve group relationship in the class.

Intelligence : Concept, theories : Spearman's two Factor Theory, Thurstone's Group Factor Theory, Thorndike's Multifactor Theory and Guilford's Structure of Intellect, Measurement of Intelligence, Use of Intelligence tests in Education.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No.1 will be compulsory which shall have four short answer questions (100 words per question) spread over the entire syllabus. Total questions to be attempted, will be five.**

**Books recommended:**

1. Ronald Jay Cohen Psychology and Adjustment. Allyn and Bacon, London.
2. Robert A. Baron Psychology, Allyn and Bacon, London, 1992.
3. Kakkar, S.B. Educational Psychology, Prentice-Hall of India, 1993.
4. Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.
5. Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.
6. Benjamin B. Wolman Contemporary Theories and Systems in Psychology. Freeman Book Company, 1979.
7. Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
8. Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.
9. Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.
10. Bhatnagar, Suresh and Saxena, A. Advanced Educational Psychology, Surya Publications, Meerut, 2001.

11. Skinner, C.E. Educational Psychology, Fourth Edition Prentice Hall of India Pvt. Ltd., 2003.
12. Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
13. Kulshreshtha, S.P. Educational Psychology, R. Lal Book Depot, Meerut, 1997.
14. Hilgard, E.R. and Bower, G.H. Theories of Learning, Englewood Cliff, New Jersey, 1975.

**COURSE CONTENT****Course No. Ed-22****Title: Methods of Data Analysis in Education****Credits: 4****Maximum Marks: 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20****Duration of examination : 3hrs****Syllabus for the examinations to be held in Dec. 2009.****Course Objectives:**

1. Knowledge and Understanding:
  - (i) To gain understanding of the concepts and methods used in Statistical analysis of test scores.
  - (ii) To gain idea about the concept of qualitative and quantitative data .
2. To understand the concept of Inferential and Descriptive Statistics.
3. Application of Knowledge and understanding to apply the above knowledge in tabulating and interpreting test scores.
4. Development of skill for computations.

**Marks : 20**

- Measures of Central Tendency – Concepts and Calculation of Mean, Median and Mode, when to employ mean, median and mode, Merits and Demerits.
- Measures of Variability : Concept and Calculations of Quartile Deviation, Standard Deviation, Percentile and Percentile Rank, Merits and Demerits.

**Unit-III:**

**Weightage: 25 %**

**Marks : 20**

- Normal Distribution Curve : Characteristics of Normal Probability Curve : Applications of Normal Curve.
  - i) Determination of the percent of cases/number of scores falling within the given limits.
  - ii) Determination of the limits, which include given percent of cases.
  - iii) Determination of raw scores from the given percent of cases.
- Measures of Relationship : Concept, uses and computations of correlations by product moment method through Raw Scores, Rank Difference Method and first order partial correlation.

## COURSE CONTENTS

**Unit-I:**

**Weightage: 25 %**

**Marks: 20**

- (a) Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement.
- (b) Raw scores and Frequency Distribution, Graphical Representation of Frequency Distribution – Polygon and Histogram – Differences between the two methods – ogive and smoothed frequency curve.

**Unit-II:**  
**25 %**

**Weightage:**

**Unit-IV:**

**Weightage: 25 %**

**Marks : 20**

- a) Null-Hypothesis Testing :
  - i) Concept of Null-Hypothesis.
  - ii) Concept of levels of significance.
  - iii) Types of Errors, One-tailed and Two-tailed tests.
- b) Significance of Statistics: Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).
  - Statistical Inferences of the differences between the Means and Correlations for Independent samples.
  - Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended**

1. Comel                      The Essentials of Educational Statistics.

2. Garrett, H.E.              Statistics in Education and Psychology.
3. Guilford, J.P.             Fundamental Statistics in Education & Psychology.
4. Ferguson, G.A.            Statistical Analysis in Psychology and Education.
5. Verma, L.K. and Sharma N.R.            Statistics in Education and Psychology.

**COURSE CONTENT**

**Course No. Ed-23              Title: Methodology of Educational Research**

**Credits: 4                      Maximum Marks: 100**  
 a) Semester examination : 80  
 b) Sessional assessment : 20

**Duration of Theory examination : 3hrs**

**Syllabus for the examinations to be held in Dec. 2009.**

**COURSE OBJECTIVES :**

1. To orient thinking of students towards research and its functions in the various fields of educational endeavour.

2. To understand the Place of Theory of Research work.
3. To understand the meaning of Educational Research of various types.
4. To acquaint the students with the methodology of Research of various types.
5. To understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
6. To develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.
7. To enable students to interpret educational research and investigation and to examine the scope of application of research.

### COURSE CONTENTS

**Unit-I:** **Weightage: 25%**  
**Marks : 20**

#### Educational Research

- Meaning, nature and scope
- Scientific enquiry and theory development.
- Difference between Fundamental, Applied and Action Research (Meaning, Purpose and Steps).
- Concept of Quantitative Research (Concept of Univariate, Bivariate and Multivariate variables)

and Qualitative Research (Concept, Types and Steps for Conduct of Research).

Areas of Educational Research: Philosophical, Psychological and Sociological.

**Unit-II:** **Weightage: 25%**  
**Marks : 20**

- (a) Research Problem
  - Selection (Problems and its sources)
  - Evaluation
  - Delineating and operationalizing variables.
  - Formulation
  - Developing a research proposal (Meaning, Importance and Steps).
- (b) Review of Related Literature (Meaning, need and sources including Internet).
- (c) Hypothesis : Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

#### Sampling

- Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability.



- Probability Sampling : Simple random, systematic random, Cluster and Stratified.
  - Non-probability Sampling : Purposive, Quota and Incidental.
- Characteristics of a good sample.

Tools of Educational Research : Meaning, characteristics and uses of the following tools:

- Questionnaires;
- Interview;
- Observation;
- Attitude Scale
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

#### **Unit-IV:**

**Weightage: 25%**

**Marks : 20**

#### **1. Methods:**

- A. (i) Descriptive Research (concept, steps, merits and demerits).
- (ii) Experimental Research (Concept, Steps, Merits and Demerits).
- (iii) Historical Research (concept, steps, merits and demerits).

B. Concept and uses of following methods:

- (i) Ex-Post-Facto;
- (ii) Laboratory experiment;
- (iii) Field Studies
- (iv) Ethnographic Studies

2. Writing Research Report : Concept, Purpose and Steps.

#### **Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

#### **Practicum for Sessional :**

- i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment.
 

(5 marks)
- ii) Each student will prepare two references for each of the following :
  - (a) Books (b) Journals (c) Thesis/Dissertation

(5 marks)

- iii) Each student will appear in a test on any of the following :
- Preparation of an Abstract
  - Preparing a Research Proposal
  - Qualitative Research (Meaning, Purpose and Steps)
  - Formulation of hypothesis
  - Sources of Review of Related Literature
  - Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

(10 marks)

**Books Recommended:**

- |                       |   |
|-----------------------|---|
| 1. Anastasi, Annie    | Psychological Testing.                        |
| 2. Best, J.W.         | Research in Education.                        |
| 3. Freeman, Frank, S. | Theory and practice of Psychological Testing. |
| 4. Good, G.V.         | The Methodology of Educational Research.      |
| 5. Hayman, J.L.       | Research in Education.                        |
| 6. Mouly, G.J.        | The Science of Education Research.            |
| 7. Sukhia & Mehrotra  | Introduction to Education Research.           |
| 8. Travers, M.W.R.    | Introduction to Education Research.           |

- |              |   |
|--------------|---|
| 9. Verma, M. | Introduction to Educational and Psychological Research. |
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**COURSE CONTENT**

<b>Course No. Ed-24</b>	<b>Title: Comparative Education and Curriculum Development</b>
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<b>Credits: 4</b>	<b>Maximum Marks: 100</b>
	<b>a) Semester Examination : 80</b>
	<b>b) Sessional Assessment : 20</b>

**Duration of Theory Examination : 3hrs**

**Syllabus for the examinations to be held in Dec. 2009.**

**COURSE OBJECTIVES :**

- To help the students to understand comparative education as an emerging multi education as discipline of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with the skills to assess the efficacy of educational systems of various countries in terms of prevailing trends of those countries.

4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To help the students understand the bases and determinants of curriculum.

### **Comparative Education**

#### **UNIT-I**

**Weightage : 25 %**

**Marks: 20**

#### Meaning, Scope and Objectives

1. Factors influencing education system.
2. Approaches to comparative education : Historical Philosophical, Sociological and problem approach.
3. Scientific Method of Comparative analysis.
  - a. Description
  - b. Interpretation
  - c. Juxtaposition
  - d. Comparison

#### **UNIT-I**

**Weightage : 25 %**

**Marks: 20**

1. A comparative study of the education system of countries with special reference to:

Elementary Education:                    USA, UK, INDIA

Concept of universalisation and its implications:

Primary Education: USA, UK, INDIA

(Concept, Aims, Content, methods of instruction and Evaluation System)

Secondary Education: USA, UK, INDIA

(Concept, Aims, Content, methods of instruction, Evaluation System and vocationalisation of Secondary education)

Higher Education:

(Concept, Aims, Content, methods of instruction and Evaluation System)

Distance Education : UK, Australia, INDIA

(Concept, Aims, Content, method of instruction and Evaluation system)

Education Administration : USA, UK (Britain, Ireland) and INDIA (Concept & Aims).

### **CURRICULUM DEVELOPMENT**

#### **UNIT-III**

**Weightage : 25 %**

**Marks: 20**

- Curriculum Design and Organization
  - Concept, Importance, Components and Sources of Design
  - Principles
  - Categories and Types
- Models of Curriculum

- Different Models
- Administrative Consideration
- Grass-root level planning
- Demonstration
- System Analysis

#### UNIT-IV

**Weightage : 25 %**

**Marks: 20**

- Implementation strategies and Evaluation Curriculum. Curriculum implementation strategies: Role of Curriculum Support materials, type of materials and aids, Models of implementation.
- Importance of evaluation of curriculum.
- Models of curriculum evaluation (Formative and Summative)
- Interpretation of evaluation results.
- Issues and trends in curriculum development.

#### NOTE FOR PAPER SETTING

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** and shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

#### BOOKS RECOMMENDED

1. Andrey & Howard Nicholls. Developing Curriculum- A Practical Guide. George Allen and Unwin, London, 1978.
2. Bexday, G.Z.L. Comparative methods in Education, Oxford and IBH Publishing Co. New Delhi, 1964.
3. Cramer, I.F & Brown. G.S. Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
4. Denis Lawten, School Curriculum Planning Hodder and Stoughton, London, 1986.
5. Dent, HC Educational System of England, George Allen and Unwin, London, 1981
6. Edward, A. Krug. The Secondary School Curriculum Happer and Row Publishers, New York, 1960.
7. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
8. Harold Albery. Reorganizing the High School Curriculum. MacMillan Company, New York, 1957.
9. Harold, B. Albery & Elsic, J. Albery. The Curriculum. The MacMillian Company, New York, 1963.
10. Hugh Sockelt. Designing the Curriculum Design. Open Books, London, 1976.
11. Ivor, K. Davies. Objectives in Curriculum Design, Mcgraw Hill, London, 1976.
12. John, D. McNeil., Curriculum, Little Brown and Company, Boston, 1977.

13. Joseph. Leese. The Teacher in Curriculum Making, Harper and Brothers Publishers, New York, 1961.
14. Kandel, I.L. studies in Comparative Education, George Harrup, New York, 1963.
15. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
16. William, M. Alexander, Planning Curriculum for schools Holt, Rinehart and Winston, New York, 1966.

## COURSE CONTENTS

**Course no:** Ed-25      **Title:** Practicum  
**Credits:** 4              **Maximum Marks** : 100

**Syllabus for the examinations to be held in Dec. 2009.**

### Practicum

It shall be compulsory for each student studying in first Semester of M.Ed. course to participate in following activities:

- a) **Preparation of Teaching Aids :** Each Student shall prepare 4 low cost teaching aids (two per teaching subject) on the basis of - material (Biogradable), Economical (Self-made) and Working (Useable). The preparation of each teaching aid will be assessed by a Committee of three internal members to be constituted by H.O.D/Director, ODL/Principal of the College.
- (08 marks)
- b) **Preparation of Transparencies :** Each student shall prepare four transparencies (2 per teaching subject) on two topics based on teaching subjects and make their presentation through O.H.P for the

purpose of evaluation to be done by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College.

(08 marks)

- c) **Power Point Presentation :** Each student will make a Power Point Presentation on (2 different topics other than the transparencies) and its evaluation will be done through an internal committee to be constituted by the H.O.D/Director, ODL/Principal of the College.

(10 marks)

- d) **Micro-Teaching :** Each student shall prepare list of all skills identified so far under micro-teaching. Each student shall also be required to prepare and present four micro-lessons based on any four micro teaching skills (Set Induction, Lecturing, Questioning, Reinforcement, Stimulus Variation and Use of Blackboard) in two teaching subjects in simulation. Each student shall work under a teacher for practice sessions and prepare a file for each of the lesson delivered. The assessment of the presentation and performance of each student will be made by an Internal Committee to be Constituted by H.O.D/Director, ODL/Principal of the College.

(16 marks)

e) **Model Lessons :** Each student shall prepare and present two model lessons in two teaching subjects by using appropriate teaching aids in actual classroom situations. The assessment of the presentation and performance of each student will be made by an Internal Committee to be Constituted by H.O.D/Director, ODL/Principal of the College.

(08

marks)

f) **Supervision of Lessons :** Each student shall supervise eight lessons of B.Ed students in actual classroom situation in any two teaching subjects (4 in each subject). The supervision made by the students will be judged by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College and shall award marks on the basis of appropriateness of the remarks/feedback given to the student teachers for improving the lesson.

(16 marks)

g) **Paper Presentation :** Each Student will present a paper in a Seminar to be attended by peer groups on any academic cum pedagogical topics based on the current issue. The performance of the students shall be judged on the basis of the content material and

presentation by an Internal Committee to be constituted by H.O.D/Director, ODL/Principal of the College.

OR

**Writing Assignment :** Each student will write an assignment on an academic cum pedagogical topics based on the current issues. The write up will be of minimum 500 words and shall be submitted to the office for evaluation before commencement of the term examination. The evaluation will be done by the Internal committee constituted by H.O.D/Director, ODL/Principal of the College.

OR

**Newspaper Clipping :** Each student will prepare a write up in a notebook on Five current topics in the field of teacher education based on their publications in newspapers. The clippings of newspaper will also remain attached. The presentation shall be prepared keeping in view history of each issue, status and recommendations of related National Committee for bringing improvements in the area undertaken. It will be followed by viva-voce of 6 marks to be conducted by an Internal Committee constituted by H.O.D/Director, ODL/Principal of the College. The

Committee shall assess presentation out of 10 marks and viva-voce out of 6 marks.

(16 marks)

**h) Action Research :** Each student will be allotted a topic for conduct of action research in the field of school education. A project based on 50 students shall be undertaken and completed. The report of the project completed through action research shall be evaluated by an Internal Committee constituted by H.O.D/Director, ODL/Principal of the College.

(10 marks)

**ii) School Report :** Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D/Director, ODL/Principal of concerned College.

(08

marks)

The marks shall be awarded separately for each category i.e from (a) to (i) and thereafter may be added. The records of all activities undertaken by a student shall be preserved by the Department till the declaration of the result of second semester. In case any student has not appeared or has failed to clear all papers, his/her record may also remain preserved till he completes the course.





## **Storage and Use of Media**

Files, Folders, Disk, Drives, Moving files, Storing/Renaming files, folders, Basic security of Computers. Preparation of Power Point Presentation on Education Topics.

### **Note for Paper Setting:**

The Course content is to be taught theoretically with on hand experience in the lab. The examination will be conducted through Internal practicals by a committee constituted by the HOD.

1. Computers fundamentals by R.K. Sinha, BPB Publication.
2. Fundamental of Computers by V. Rajaraman, PHI Pvt. Ltd.
3. A first course in computers by Sanjay Saxena, vikas Publishing Pvt. Ltd.
4. The complete reference office 2000 by Stephen L Nelson.

## **COURSE CONTENTS**

**Course No. ED-27                      Title : Practical in Research**  
**Credits: 2                                      Maximum Marks: 50**

**Duration of Examination : 2 Hrs.**

**Syllabus for the examination to be held in Dec. 2009.**

Each Student shall be allotted all these enlisted activities to be undertaken as prescribed. It is a compulsory requirement to be undertaken by every student.

A committee shall be constituted by HOD/Principal to assess the work of each student and viva –voce shall also be conducted by the same committee.

1. Preparation of questionnaire/ Attitude scale/Rating Scale (Anyone).

(Marks 15)

2. Introduction to Psychological Tests in any one (Preparation of list of tests and their description) Category.

(Marks 15)

3. Preparation of References for Books, Journal , Thesis. Encyclopedia and Newspapers/ officials. Documents (Published in Govt. Gazette etc.)

(Marks 5)

4. Preparing an abstract of work done earlier.

(Marks 5)

5. Viva-voce of the above activities.

(Marks 10)

## COURSE CONTENTS

**Course No. Ed-50**      **Title: Sociological Foundations of Education.**

**Credits: 4**                      **Maximum Marks 100**  
**a) Semester examination: 80**  
**b) Sessional assessment: 20**

**Duration of examination: 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### COURSE OBJECTIVES:

1. To give the students a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. To lead them to an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. To enable them to appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

## COURSE CONTENTS

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

### Education and Sociology

Concept & Nature of Educational Sociology & Sociology of Education, Education as a social subsystem. A Brief discussion on – Folkways, mores, values, institutions.

### Social differentiation & stratification

Concept, characteristics and functions of social stratification and mobility.

Detailed discussion on the aspects of Mobility with educational implications.

Westernization, Sanskritisation, Urbanization, Industrialization and Modernization.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

### Cultural and Civilization

Concept and Nature, Difference and the interdependence between culture and civilization. Role of Education in cultural change, cultural determinants of education. Difference between Enculturation and Acculturation.

### Social Process

Concept, meaning of social interaction, kinds of interaction : Cooperation, Competition, Conflict, Accommodation and Assimilation

Role of education in the social process.

## **Social Change**

Concept, Constraints (caste, lack of education, regionalism) of Social Change in India and in a pluralistic society, Role of education in social change.

### **Unit-III:**

**Weightage: 25%**

**Marks : 20**

#### **Education and Society**

Concept, Role of Education in society, Socialization and Factors affecting Socialization.

#### **Social Order and Equality and Equity in Education**

Concept of social order, difference between equality and equity in context of Educational opportunity, constitutional provision to provide equality of educational opportunity among the weaker sections.

#### **Education and Policy**

Concept of Democracy, welfare state and totalitarian state. Role of Education in promoting the cause of statehood, responsibilities and role of state for promotion of education.

### **Unit-IV:**

**Weightage: 25%**

**Marks : 20**

Concept of sociological thoughts and Social thoughts. A discussion on social Theories : Functionalism, Marxism, Interactionism and positivism. Difference

between Positivism and phenomenology; sociology and ideology.

#### **Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

#### **Books Recommended**

1. Karl Mannheim and W.A.G. Steward Introduction to the Sociology of Education Rpit; edge Kegan Paul, (1961).
2. Musgrave Sociology, History and Education Methuen & Co. Ltd. London (1973).
3. Yoginder Singh Modernization of Indian Tradition. Rawat Publications, Jaipur.
- 4 Harlambos, M. Sociology-Themes and Perspectives OUP, New Delhi.

- 5 Shanker Rao, C.N. Sociology Primary Principles S. Chand and Co., New Delhi (2002).
- 6 Abhram and Morgan Sociological Thoughts – McMillan, New Delhi.
7. Dewey John, Democracy and Education. The Macmillan Co. New York (1994).
8. Munshi, K.M. Foundations of Indian Culture Bhavans Publications.
9. Abraham Francis & Morgan, John “Sociological Thought. McMillan India Ltd. 2002.
10. Ssrinivas, M..N. Social change in Modern India, McMillan India Ltd.
11. Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir Agra.

## COURSE CONTENT

**Course No. Ed-51 Title: Teacher Education**

**Credits: 4 Maximum Marks: 100**

**a) Semester examination : 80**

**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### Course Objectives:

1. To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspective.
2. To enable students to development of teacher education curriculum in India.
3. To enable students to know and apply various techniques of higher learning.
4. To understand the role of various agencies in teacher education.
5. To know and understand correlates of effective teachers.

## COURSE CONTENT

**Unit-I: Weightage: 25%  
Marks : 20**

Teacher Education – Concept, Aims and Scope;

- Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers I (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992).
- Historical development of Teacher Education in Jammu and Kashmir State.

**Unit-II: Weightage: 25%  
Marks : 20**

- Objectives of Teacher Education at Different Levels (Elementary, Secondary and College level).
- Problems of Teacher Education in India.
- Remedial Measures to overcome the Problems of Teacher Education.
- Pre-Service Training: Meaning, Need and Objectives
  - Curriculum-Recommendations of NCERT and NCTE (with reference to NCF 2005).
  - Teaching Practice, Practising Schools.
- In-Service Training Meaning, Need and Objectives
  - Agencies of In-service programme: Role of NCERT, NCTE, SIE, SCERT, DIET, Academic Staff Col lege (ASC) and Extension Department.

**Unit-III:****Weightage: 25%**  
**Marks : 20**

## Techniques for Higher Learning

- Meaning, Objectives and Importance :
- Conference Technique
- Seminar Technique
- Symposium Technique
- Workshop Technique
- Panel Discussion Technique

## Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain Storming
- Supervised study
- Individualized study
- Simulation

**Unit-IV:****Weightage: 25%**  
**Marks : 20****- Teacher Effectiveness**

- Concept –Determinants
- Identification
- Characteristics (Cognitive and affective Correlates of effective teachers – Intelligence, Skill, Personality, Values and Attitudes).
- Organization of Practice Teaching for developing an Effective Teachers (Block and Intermittent Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons : Observation and Assessment : Feedback to Student Teacher- Concept and Types.
- Research Activities in Teacher Education with reference to :
  - i) Teaching Effectiveness
  - ii) Criteria of Admission
  - iii) Modification of Teacher Behaviour
  - iv) School Effectiveness.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**



### Books Recommended:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
3. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
4. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten & Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.
9. Mitzel, H.E. (1982) Encyclopedia of Educational
10. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
11. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
12. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
13. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
14. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
15. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
16. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
17. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.
18. MHRD (1990) Towards and Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
19. Singh, L.C. *et al.* (1990) Teacher Education in India, New Delhi, NCERT.
20. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.



- Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic), Styles of programming, Various steps involved in construction of programmes.
- Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.

**Unit-III:** **Weightage: 25%**  
**Marks : 20**

- Teaching and its Organization at :
  - Memory Level, Understanding Level and Reflective Level.
- Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching :
  - Concept Attainment Model;
  - Inquiry Training Model; and
  - Glaser’s Basic Teaching Model.
- Modification of Teaching Behaviour:
  - Microteaching : Concept, importance, different teaching skills, microteaching cycle, advantages and limitations.

**Unit-IV:** **Weightage: 25%**  
**Marks : 20**

Distance Education: Concept – Different contemporary systems viz., Correspondence, Distance and Open Learning , Student Support Services, Counselling Methods in Distance Education, Evaluation Strategies in Distance Education, use of ICT in Distance Education, IGNOU as role model of open learning.

Emerging Trends in Educational Technology – Role of Videotape, Radio, Television; e- Learning and Virtual Class room, Tele-conferencing, CCTV, EDUSAT.

Composition and Role of Resource Centres for Educational Technology –CEC (UGC), CIET, AVRC, EM RC, INTEL

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended:**

1. Allen, D. & Ryen, K. Micro-Teaching, Addison-Wesley, 1969.

2. Chauhan, S.S. A Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co. 1978.
3. Flanders, Ne, A. Analysing Teaching Behaviour, Addison-Wesley Pub. Co., 1970.
4. Groundlund, Norman E. Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co. 1970.
5. Mager, Robert F. Preparing Instructional Objectives Fearon Publishers, 1965.
6. Markle, Susan M. Good Frames and Bad – A Grammer of Frame Writing – John Wiley and Sons, 1969.
7. Pipe, Peter Practical Programming, Holt,
8. Mangal S.K. & Mangal UMA Essential of Educational Technology, New Delhi Practice Hall of India 2009
9. Kegan, D. The foundation of Distance Education. London, Croom Helm, 1986
10. Singh Bakshish (ED) New Horizons in Distance Education New Delhi, Uppal Publishing House 1995.



**Unit-III:****Weightage: 25%****Marks : 20**

1. (a) Significance of Statistics : Concept of Standard Error, Setting up Confidence Intervals for Correlations and Percentages/Proportions (Independent).
- (b) Statistical Inferences of the Differences between Correlations, and Percentages/Proportions (Independent).
2. Analysis of Variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases.

**Unit-IV:****Weightage: 25%****Marks : 20**

1. Parametric and Non-parametric Statistics, Differences between the two, uses of Non-parametric Statistics and Computations of Median test and Kolmogrov-Smirnov test (Small and Large with equal and unequal N).
2. Chi-square and Hypothesis Testing :
  - (i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
  - (ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.

- (iii) Testing Hypothesis of Independence when Observed Frequencies are given in Contingency Tables.

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Fruchter, B. Introduction to Factor Analysis.
2. Guilford, J.P.(1980) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
3. Gulliksen, H. Theory of Mental Tests.
4. Guilford, J.P. (1971) Psychometric methods. New York : McGraw Hill India.
5. Thomson, G.H. The Factorial Analysis of Human Abilities.
6. Verma, L.K. and Sharma, N.R. Statistics in Education and Psychology



**Unit-III:****Weightage: 25%****Marks : 20**

- Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- Group guidance: concept and techniques of group guidance.
- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

**Unit-IV:****Weightage: 25%****Marks : 20**

- Counselling process: Concept, Principles and Counselling approaches – directive, non-directive and eclectic.
- Group Counselling Vs Individual Counselling, Counselling for adjustment.
- Characteristics of good Counselling, the counselor as a person.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be

required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended**

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow. An Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counselling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
8. Nair Psychological Bases of Vocational Guidance, Meenakshi Parkashan, 1972.



9. Pandey, K.P. Educational and Vocational guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

## COURSE CONTENTS

**Course No. Ed-55      Title : Special Education**

**Credits : 4            Maximum Marks : 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3 hrs.**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of universalization of education.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meaning the needs of exceptional learners.

### **Unit-I:**

**Weightage: 25 %**  
**Marks : 20**

Nature and Scope of Special Education.

- Objectives
- Types
- Historical Perspective
- Integrated Education
- Role of Rehabilitation Council of India (RCI) and PWD (Persons with disability Act, 1995)
- Recommendation of NPE (1986) and POA of 1992.
- National Policy on Persons with Disability, 2006.

Education of Juvenile Delinquents and Backward Children

- Concept
- Characteristics
- Need and Causes
- Criteria for Identification
- Remedial Programmes
- Educational & Provisions for Delinquents and Backwards Children.

**Unit-II:****Weightage: 25 %**  
**Marks : 20**

## Education of Mentally Retarded (MR)

- Concept
- Characteristics
- Needs and Causes
- Criteria for identification
- Remedial programmes
- Education of MR Children and Placement
- Role of National Institute for Mentally Retarded

## Education of Gifted and Creative Children

- Concept
- Characteristics
- Identification
- Educational Programmes

**Unit-III:****Weightage: 25 %**  
**Marks : 20**

## Education of Visually Impaired

- Concept
- Characteristics
- Types (degree of impairment)

- Etiology and Prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

## Education of Hearing Impaired

- Concept
- Characteristics
- Types (degree of impairment)
- Etiology and Prevention
- Educational Programmes and Placement
- Role of National Institute for Hearing Impaired

**Unit-IV:****Weightage: 25 %**  
**Marks : 20**

## Education of Orthopaedically Handicapped

- Concept
- Types
- Educational Programmes
- Role of National Institute of Orthopaedically Handicapped

## Learning Disabled Children

- Concept
- Characteristics
- Identification, Prevention
- Educational Programmes

## Nature and Objectives of Special Schools

- Concept of Main Streaming
- Integrated Schools and Support Services
- Role of Teacher
- Role of Community

### **Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No.1 will be compulsory which shall have four short answer questions (100 words per question) spread over the entire syllabus. Total questions to be attempted, will be five.**

### **Books Recommended:**

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.

4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.

## COURSE CONTENTS

**Course No. Ed: 56**      **Title: Educational Administration and Management.**

**Credits: 4**                      **Maximum Marks: 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. To enable the students to understand the concept of administration and management.
2. To acquaint the students with different dimensions of educational administration.
3. To make the students aware about the role of headmaster and teacher.
4. To enable the students to gain insight about different styles of administrative practices.
5. To awaken the students with the controls of management.

## COURSE CONTENTS

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

- Nature, objectives and scope of educational administration.
- Development of modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a bureaucracy.
- Human Relation Approach to Administration.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

- Basic functions of administration (Planning, organizing, directing and controlling).
  - Elements of Educational Administration.
  - Principles of Democratic Administration
- Educational Supervision:
  - Nature and Functions
  - Types of supervisor
  - Qualities of a supervisor
  - Defects in present supervision and inspection
  - Crisis management and decision making
  - Planning and organizing supervisory programme.

**Unit-III:****Weightage: 25 %****Marks : 20**

- Efforts in Educational Management.
  - Traditional view points of Management.
  - Modern view point of Management, Need for a comprehensive theory in Educational Management.
  - Latest Trends in Educational Management – PERT, TQM (Total Quality Management) – Concept and implications.

**Unit-IV:****Weightage: 25 %****Marks : 20**

- Management of Schools:
  - Role of Headmaster and teacher in school management and administration.
  - Approaches to educational planning and management
  - Institutional planning : Need and characteristics and steps.
  - Nature, theories, types of leadership and Measurement of leadership.
- Educational administration in State:

- Control of school education in J&K State – a critical analysis.
- Functions of State Govt. at different levels of education.
- Functions of Board of School Education and University.

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.

6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955). Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955). Supervision for better Schools. N.Y. : Prentice Hall.

## COURSE CONTENTS

**Course No. ED-57**      **Title: Educational Measurement and Evaluation.**

**Credits: 4**                      **Maximum Marks: 100**  
**a) Semester examination : 80**  
**b) Sessional assessment : 20**

**Duration of examination : 3hrs**

**Syllabus for the examinations to be held in May 2010.**

### **Course Objectives:**

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To help the students to understand relationship between measurement and evaluation in education.
3. To orient the students to understand relationship between measurement and evaluation in education.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured/evaluated and interpreted.

## COURSE CONTENTS

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 20**

- Concept, Scope and Need.
  - Functions and principles of evaluation
  - Difference between measurement and evaluation.
  - Relationship between education and evaluation.
- Taxonomies of educational objectives.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 20**

- Characteristics of Measuring Instrument
  - Validity
  - Reliability
  - Usability
  - Norms
- Tools of measurement and evaluation  
Subjective and objective tools (Concept and importance)
  - Essay Types Test / Short Answer Type Test
  - Objective Test
  - Questionnaires
  - Schedules
  - Performance Tests.



**Unit-III:**

**Weightage: 25%**

**Marks : 20**

- Test Standardization
  - Principles of Test Construction
  - Steps in Construction and Standardization
- Norm Referenced and Criterion Referenced Tests (Concept and Difference)
- Scaling Standard Scores, T- Scores and C-Scores

**Unit-IV:**

**Weightage: 25%**

**Marks : 20**

- Concept and types of measurement of achievement, aptitude, intelligence and attitude.
- New trends in evaluation
  - Grading
  - Semester System,
  - Continuous Internal System
  - Question Bank
  - Uses of Computer in Evaluation

Concept and  
Importance

**NOTE FOR PAPER SETTING:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However,

**Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended**

1. Adms, G.K (1965) Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinchart and Winston, New York.
2. Aggarwal, Y.P (1998), Statistical Methods Concepts, Applications and Computation, Sterling, New Delhi.
3. Aggarwal, R.N and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston.
5. Anastasi, A.(1982), Psychological Testing, MacMillan, New York
6. Cronbach, L.J (1964), Essentials of Psychological Testing, Harper and Row, New York.

7. Ebel, R.L and Frisbel, D.A (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi
8. Freeman, F.S (1965), Theory and Practice of Psychological Testing, Holt, Rinehart and Winston, 1965.
9. Garrett, H.E (1973), Statistics in Education and Psychology, Vakils, Ferrer and Simons, Bombay.
10. Gronlund, N.E (1981), Measurement and Evaluation in Teaching, MacMillan, New York.
11. Guilford, J.P (1980), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
12. Karnel, L.J and Karmel, M.C (1978), Measurement and Evaluation in Schools, MacMillan, New York.
13. Mehrens, W.A and Lehmann, I.J (1984), Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York.
14. Thorndike, R.L and Hagen, E. (1970) Measurement and Evaluation in Psychology and Evaluation, Wiley, New York.

## COURSE CONTENTS

**Course No. Ed-58**      **Title: Information and Communication Technology in Education**

**Credits: 4**                      **Maximum Marks: 100**  
a) Semester examination : 52  
b) Sessional assessment : 20  
c) Practicals : 20+8 = 28

**Duration of Theory examination : 2hrs**

**Syllabus for the examinations to be held in May 2010.**

### COURSE OBJECTIVES :

1. To familiarize with fundamentals of ICT.
2. To create awareness about the use of ICT in Education.
3. To introduce technological developments of Computers, system peripherals of computers.
4. To develop skills in utilization of software in education.
5. To introduce terminology of networking & internet.
6. To develop skills in utilizing internet.
7. To use computers in instructions, data analysis/ processing and research in education.

**Unit-I:**                                      **Weightage: 25%**  
**Marks : 10**

### Computer & Technological Development

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages.
- DOS : Disk Operating System, Concept and Need. Directories, Files : Renaming / Deleting : Wild Cards, Internal Commands and External Commands.
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System.

**Unit-II:**                                      **Weightage: 25%**  
**Marks : 10**

### Use of Computers in Instruction and Research

- Organization of Data – Working with Disks, Drives, Files and Folders. Creating, Deleting and Renaming, Searching and moving of files into Folders and vice-versa. Introduction to the File Extensions.
- Introduction to the MS Office, its Anatomy and Applications.
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player.
- Concept of CAL, CAI, E-Books, E-Boards.

**Unit-III:****Weightage: 25%****Marks : 10****Working with Computers (MS Office and its Utilities)**

- MS Word : Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.
- MS Excell : Concept, Creating and Saving Worksheet, working with Data, and using Graphics.
- MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation.
- MS Access : Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

**Unit-IV:****Weightage: 25%****Marks : 10****Networking and Internet**

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.
- Internet : Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.
- Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical

aspects of using information on web. Restricting the undesirable information on the Web.

- Creation of webpage either through the application of front page or by floating free webpages from Yahoo and the groups, blogs etc.

**Practicals : (20+8) Marks 20 (Practical)****08 (Viva-voce)****Duration of Practical Examination : 1 hr.****MS Office and its applications.****Using the Commands of DOS.**

- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer.
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document.
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.
- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics.
- MS Front Page Introduction of the front page, creating a web page on the web.

The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 20

marks. It shall be followed by viva-voce of 8 marks to be conducted by the same external examiner.

**NOTE FOR PAPER SETTING :**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** and shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**BOOKS RECOMMENDED:**

1. Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
2. Computer Fundamentals by R.K. Sinha, BPB Publication.
3. Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
4. A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
5. The Complete Reference Office 2000 by Stephen L. Nelson.
6. Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.



- Moral learning outside the school-child rearing practices and moral learning via imitation, nature of society and moral learning, media and moral learning.
- Intervention Strategies; models of moral education
  - (a) Rationale building model;
  - (b) The consideration model
  - (c) Value classification model
  - (d) Social action model
  - (e) Just community intervention model.

**Unit-III:**

**Weightage: 25%**

**Marks : 20**

**- Education for Empowerment of Women :**

- Problems of women in developing countries including India-high rate of population growth, literacy percentage of women, inadequate nutrition existing prejudice against women etc.
- Measures for providing women education towards sustainable development of girls, planned governmental efforts, achieving quality of life, equality of opportunities, equality, social justice and empowerment.
- Needs of girls education – poverty, prejudice and population explosion, minimum levels of learning in scientific literacy and Computer literacy, focus on teacher preparation in gender sensitivity.

**Unit-IV:**

**Weightage: 25%**

**Marks : 20**

**Environmental Education :**

- Nature and importance of environmental education.
  - Relationship between man and environment: Ecological and psychological Perspectives.
  - Environmental stressors – natural and man made disasters; programmes of environmental education for Primary, Secondary and Higher institutions and environmental stressors.
- Privatization, Liberalization, Globalization and Enterpranship with reference to Education.

**Note for paper setting:**

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, **Question No. 1 will be compulsory** which shall have four short answer questions (100 words per question) spread over the entire syllabus. **Total questions to be attempted, will be five.**

**Books Recommended:**

1. Daubenmise, R.F. (1974) : Plants & Environment -3<sup>rd</sup> Edition, John Wiley, New York.
2. Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and Development, Indian Environment Society, New Delhi.

3. Detwyer, T.R. & Marcus, M.G. (1972) Urbanization and Environment, Duxbey Press, Belmont, California.
4. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
5. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.
6. Kluckhonkhn, C. "The Study of values". In D.N. Baret (ed.), Value in America, Norte Darne, University of Norte Dame Press, 1961.
7. Anand, Satyapal (1979). University Without Walls, Vikas Publishing, New Delhi.
8. Bates, A.W. (1965), Technology, Open Learning and Distance Education, Routledge, New York.
9. Bhatnagar, S. (1977). Distance Education – A System under Stress, Concept Publishing, New Delhi.
10. Collis, Bettey, D and Moonam, Jeff (2001). Flexible Learning in a Digital World : Experiences & Expectations, Kogan, London.
11. Doddas, Tony (1983). Administration of Distance Teaching Institutions, Cambridge, International Extension College, London.

## COURSE CONTENTS

<b>Course no:</b>	<b>Ed-60</b>	<b>Title:</b>	
<b>Credits:</b>	<b>4</b>	<b>Maximum Marks</b>	<b>: 100</b>
		<b>a) Dissertation</b>	<b>: 75</b>
		<b>b) Viva-voce</b>	<b>: 20</b>
		<b>c) Presentation</b>	<b>: 05</b>

### **Syllabus for the examinations to be held in May 2010.**

#### **Dissertation:**

Each student shall be allotted a supervisor. Each student will be required to complete work under the guidance of a supervisor within 60 days from the last paper of the 2<sup>nd</sup> semester. Each student shall have to submit three copies in the Department. Two copies out of which shall be sent to the office of the Controller of examinations for evaluation by the external examiner. The external examiner shall be invited out of the panel prepared either by Board of Studies in teacher education or by Convenor, Board of Studies in anticipation. The external examiner shall evaluate the dissertation out of 75 marks. He will be invited to the University for evaluation of the dissertation a day or two in advance. Each external examiner will evaluate eight dissertations.

The examiner shall be paid TA/DA as per entitlement.



**Viva-voce :** Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Dean of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

The student studying in M.Ed course through correspondence shall have the option to either opt for dissertation or opt for a paper of four credits out of any of the optionals mentioned in the scheme from Course Nos. Ed-53 to Ed-59 in lieu of Dissertation. In that event, three optionals have to be opted by each student of correspondence in the absence of dissertation. The students who opt for dissertation shall be governed by the regulations applicable for regular students. The viva-voce in case of such students will be coordinated by Dean, Faculty. The Principal of the College/Director, DDE shall contact the Dean before finalizing the date for holding viva-voce.