संख्या: CUJ/Acad/II-14/18/2023/ *175*

5th अप्रैल, 2023

Notification /अधिसूचना संख्या 75 /2023

Sub: Course Scheme and Syllabus Notification as per NEP-2020 of 1st to 4th Semesters of Master of Education w.e.f. 2022-23 – Reg.

It is hereby notified for the information of all concerned that Academic Council in its 16th meeting held on 28.02.2023 has approved, the Course Scheme and Syllabus Notification of 1st to 4th Semesters of Master of Education w.e.f. 2022-23 as detailed below:

1st Semester

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
COMPULSORY / CORE COURSES						
MEDU1C001T	Philosophical Perspectives in Education	4	25	25	50	100
MEDU1C002T	Psychological Perspectives in Education	4	25	25	50	100
MEDU1C003T	Basics of Research in Education	4	25	25	50	100
MEDU1C001Tr	Research Based Activity-1 (Identification of Research Problem)	2	-	-	50	50
MEDU1C002Tr	Academic Writing	2	-	-	50	50
OPTIONAL / OPEN ELECTIVE COURSE						
#	Open Elective Course-I	4	25	25	50	100
	Total	20	-	-	-	500
Add-on Course (s)						
-	MOOC-through SWAYAM Platform*	-	-	-	-	-

List of Optional / Open Elective Courses Offered by Department of Educational Studies						
Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
OPTIONAL / OPEN ELECTIVE COURSES						
MEDU1O001T	Peace Education	4	25	25	50	100
MEDU1O002T	Pedagogies in Teaching	4	25	25	50	100

2nd Semester

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
COMPULSORY / CORE COURSES						
MEDU1C004T	Sociological Perspectives in Education	4	25	25	50	100
MEDU1C005T	Teacher Education	4	25	25	50	100
MEDU1C006T	Research Methods and Data Analysis	4	25	25	50	100
MEDU1C001L	ICT in Research	2	-	-	50	50
MEDU1C003Tr	Research Based Activity – II: (Developing Research Proposal)	2	-	-	50	50

	OPTIONAL / OPEN ELECTIVE COURSE					
#	Open Elective Course-II	4	25	25	50	100
	Total	20	-	-	-	500
	Add-on Course (s)					
-	MOOC-through SWAYAM Platform*	-	-	-	-	-

List of Optional / Open Elective Courses Offered by Department of Educational Studies

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
	OPTIONAL / OPEN ELECTIVE COURSES					
MEDU1O003T	Mental Health and Hygiene	4	25	25	50	100
MEDU1O004T	Guidance & Counselling	4	25	25	50	100
MEDU1O005T	Pedagogy of English Language	4	25	25	50	100
MEDU1O006T	Integral Education	4	25	25	50	100

3rd Semester

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
	COMPULSORY / CORE COURSES					
MEDU2C001T	Educational Technology	4	25	25	50	100
MEDU2C002T	Inclusive Education	4	25	25	50	100
MEDU2C003T	Educational Measurement and Evaluation	4	25	25	50	100
MEDU2C001Tr	Research Based Activity – III: (Tool Construction & Data Collection)	2	-	-	50	50
MEDU2C001I	Internship-cum-Field Experience	4	-	-	100	100
	OPTIONAL / OPEN ELECTIVE COURSE					
#	Open Elective Course-II	4	25	25	50	100
	Total	22	-	-	-	550
	Add-on Course (s)					
-	MOOC-through SWAYAM Platform*	-	-	-	-	-

List of Optional / Open Elective Courses Offered by Department of Educational Studies

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
	OPTIONAL / OPEN ELECTIVE COURSES					
MEDU2O001T	Basics of Research in Social Science	4	25	25	50	100
MEDU2O002T	Educational Leadership	4	25	25	50	100
MEDU2O003T	Advanced Data Analysis	4	25	25	50	100
MEDU2O004T	Gendered Discourses in Education: An Indian Perspective	4	25	25	50	100
MEDU2O005T	Tribal Education	4	25	25	50	100
MEDU2O006T	Research Tools & Techniques in Social Sciences	4	25	25	50	100

4th Semester

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
	COMPULSORY / CORE COURSES					
MEDU2C004T	Curriculum Studies	4	25	25	50	100
MEDU2C005T	Educational Administration & Management	4	25	25	50	100

MEDU2C002Tr	Research Based Activity – IV: (Data Analysis and Presentation)	2	–	–	50	50
MEDU2C001D	Dissertation & Viva-Voce	4	–	–	100	100
OPTIONAL / OPEN ELECTIVE COURSE						
#	Open Elective Course-II	4	25	25	50	100
Total		18	–	–	–	450
Add-on Course (s)						
	MOOC-through SWAYAM Platform*					

List of Optional / Open Elective Courses Offered by Department of Educational Studies

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
OPTIONAL / OPEN ELECTIVE COURSES						
MEDU2O007T	Assessment & Evaluation in Education	4	25	25	50	100
MEDU2O008T	Education for Rural Development	4	25	25	50	100
MEDU2O009T	Application of E-Learning	4	25	25	50	100
MEDU2O010T	Education for Man Making	4	25	25	50	100
MEDU2O011T	Perspectives in Teaching	4	25	25	50	100

Open Elective Courses will be offered subject to availability of the resources.
* Nature of MOOC Course, Credits and marks of the course depends on the student's choice of the course from SWAYAM platform

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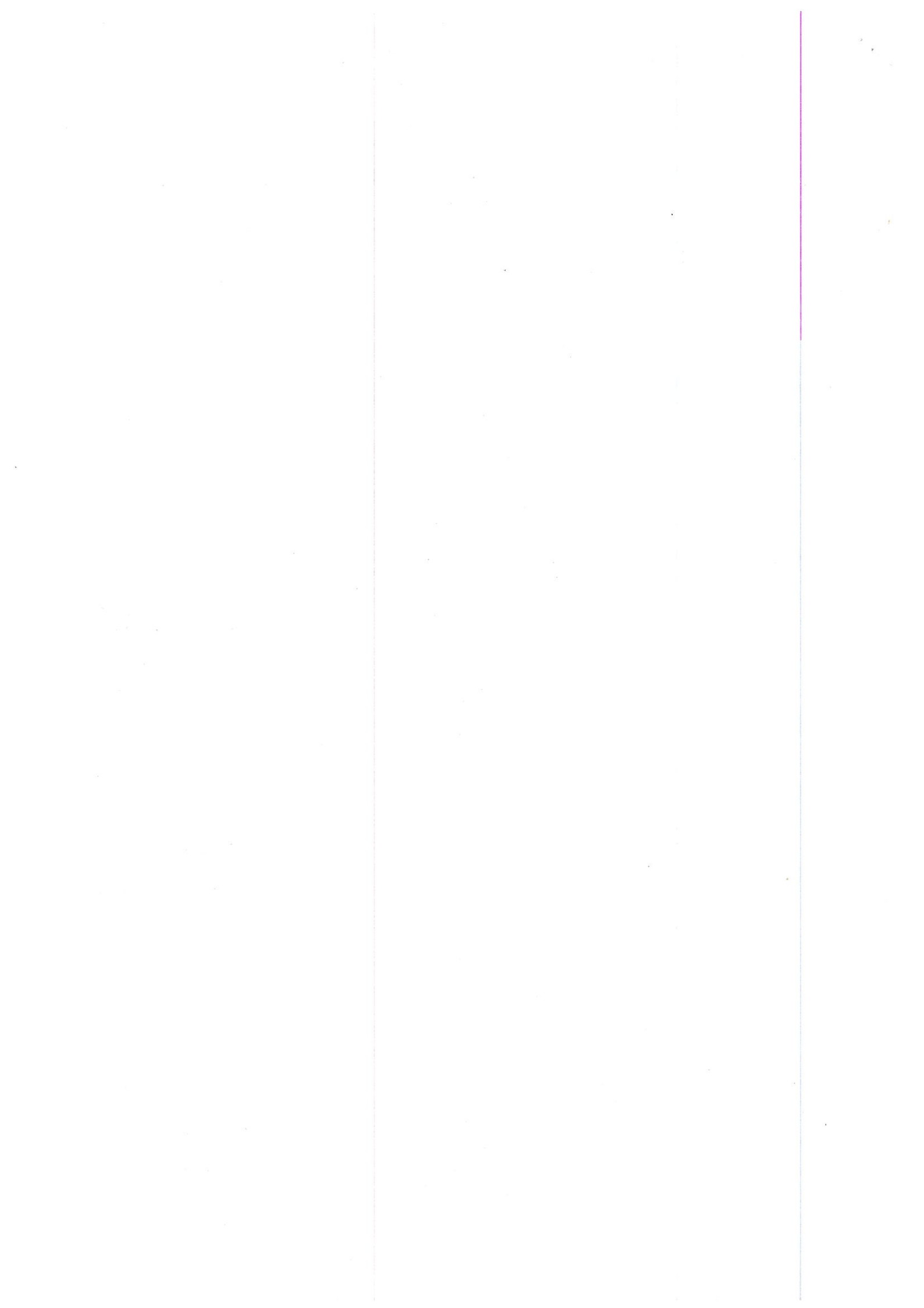कुलसचिव (I/c)
ईमेल: registrar@cujammu.ac.in
दूरभाष: 0191-249658

विभागाध्यक्ष /Head
शैक्षिक अध्ययन विभाग/ Department of Educational Studies
प्रतिलिपि/ Copy to:
परीक्षा नियंत्रक / Controller of Examinations

DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

M.Ed. (Two Years Programme) | Semester-I
Course Code: MEDU1C001T
Course Title: PHILOSOPHICAL PERSPECTIVES IN EDUCATION

Total Credits: 4 (Four)   **Maximum Marks: 100**
Lecture/Tutorial/Practical: 3:1:0   *Course Code:- MEDU1C001T*

Objectives: At the end of the course, the students will be able to understand the philosophical perspectives of education by synthesizing both eastern and western ideas. They will learn about the educational vision of some great philosophers and their relevance to the present context. Moreover, the students will be aware of the concept of modern education, education as a discipline, and national values. They will also be encouraged to learn suitable pedagogies to integrate the latest ideas into education.

Learning Outcomes: After completing the students will be able to -

1. Understand the concept of philosophy and its relationship with education.
2. Understand the nature of education as a discipline.
3. Understand the values and beliefs on education from the eastern and western points of view.
4. Analyze and synthesize the thoughts of some great thinkers.
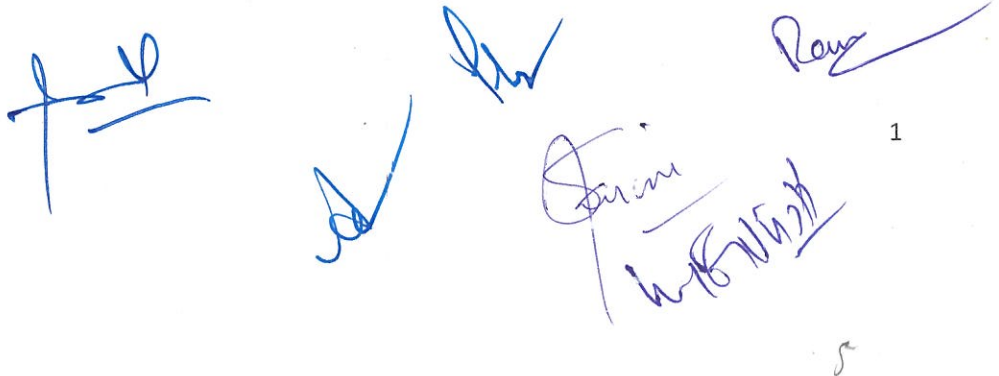5. Discuss and understand the emerging dimensions of education and philosophy.

Teaching and examination scheme:

Teaching Scheme (Unit-wise Division of Teaching Sessions)				Total	Examination Scheme			
Unit	L	T	P	(L+T+P)	CIA	MTE	ETE	Total Marks
I	12	4	0	16	25 Marks	25 Marks	50 Marks	100 Marks
II	12	4	0	16				
III	14	4	0	18				
IV	18	6	0	24				
V	12	4	0	16				
Total	68	22	0	90				

Legends: **L**- Lecture, **T**-Tutorial/Teacher Guided Student Activity, **P**- Practical; **C**-Credit;
CIA-Continuous Internal Assessment, **MTE**-Mid Term Examination and **ETE**-End Term Examination

Attendance Requirements:

Students are expected to attend all lectures to be able to fully benefit from the course. *A minimum of 75% attendance is a must failing which a student may not be permitted to appear in an examination.*

Course Contents

Unit I
- Philosophy: concept, nature; the relationship between philosophy and education.
- Philosophical foundations of education- Speculative, Normative, and Analytical.
- Branches of philosophy and their educational implications.

Unit II
- Sankhya, Yoga, and Vedanta concerning the concept of knowledge, reality, and values and their educational implications.
- Buddhism, Jainism, and Islamic traditions regarding the concept of knowledge, reality, and values and their educational implications.

Unit III
- Idealism, Naturalism, and Pragmatism with special reference to Epistemology, Metaphysical and Axiological aspects, and their educational implications.
- Realism and Existentialism with special reference to Epistemology, Metaphysical and Axiological aspects, and their educational implications.
- The modern concept of Philosophy: Logical Analysis, Positive Relativism – Morris L Prigge.

Unit IV
- Analysis and synthesis of thoughts of great educators like Gandhi, Tagore, Vivekananda, and Sri Aurobindo.
- Analysis and synthesis of the thoughts of great educators like Ivan Illich and Paulo Friere.

Unit V
- Concept and aims of modern education with special reference to Delor's Commission (UNESCO, 1996).
- Interdisciplinary nature of education and relationships with disciplines/subjects such as philosophy, psychology, and sociology.
- National values as enshrined in the Indian Constitution and their educational implications (Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom).

Transaction Mode

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers, etc; (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected themes followed by group discussions ;(4) Study of documents & references and reflective interaction with the peer group.

Sessional Work: The students have to undertake the following activities:

- Assignments based on any topic (5 marks).
- Critical analysis of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/Ivan Illich, etc. followed by a presentation on the linkages of various theoretical concepts with pedagogy and practices (10).
- Group Discussion on the thoughts of various schools of philosophy (5 marks).
- Visit the surrounding centers of philosophy and submission the report (5 marks).

Suggested Readings

- Alan, R. Sadovnik et al. (2013). *Exploring Education: An Introduction to the foundations of Education*. New York and London: Routledge Taylor & Francis Group.

- Anand, C.L. (1993). *Teacher and Education in the Emerging Indian Society.* New Delhi: NCERT.
- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge.* Hillsdale, NJ: Erlbaum.
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- Kilpatrick, W.H. (1934). *Source Book in the Philosophy of Education.* New York: McMillan and Company.
- Kothari, D.S. (1970). *Education and National Development-Report of the Education Commission (1964-66).* New Delhi: NCERT.
- Naik, J.P. (1975). *Equality, quality, and quantity: The elusive triangle of Indian education.* Bombay: Allied Publications.
- NCERT (2005). *National Curriculum Framework*, New Delhi.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: from Piaget to the Present Day.* London: Routledge Flamer.
- Pathak, R.B. (2015). *Philosophical and Sociological Foundations of Education.* New Delhi: Kanishka Publishers.
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- Shrivastva, K.K. (2009). *Philosophical Foundations of Education,* New Delhi: Kanishka Publications.
- Winch, C. (1986). *Philosophy of human learning.* London: Routledge.

Department of Educational Studies
Central University of Jammu
M. Ed. Programme
Semester-I
Syllabus
Course Code: MEDU1C002T
Course Title – Psychological Perspectives in Education

Credits Equivalent: 4 Credits
Lecture/Tutorial/Practice: 2:1:1

Total Hours: 90
Max. Marks: 100

Course Code: MEDU1C002

Objectives

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

- understand how children learn framework ;
- critically analyze the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning ;
- visualize multiple dimensions and stages of learner's development and their implications on learning ;
- understand the learner in terms of various characteristics ;
- learn the factors affecting learner's environment and assessment ;
- conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes ;
- conceptualize the needs of the Learners and the process of learning as visualized in NCF, 2005;
- visualize the brief epistemological frame of major curricular areas.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MTE	ETE	Total Marks
I	09	4	1	14				
II	09	4	3	16	25 Marks	25 Marks	50 Marks	100 Marks
III	10	4	0	14				
IV	09	4	4	17				
V	10	4	6	20				
TOTAL	47	20	14	81	25 Marks	25 Marks	50 Marks	100 Marks

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.*

Evaluation Criteria:

- Continuous Internal Assessment: 25%
- Mid Term Examination: 25%
- End Term Examination: 50%

Course Content :

Unit I - Understanding the Learners and their Development

- Major schools of psychology and their contribution to Education - Structuralism, Functionalism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive.
- Problems of the adolescents, self-identity and educational support required for the development of adolescents.
- Language development: Theories of Piaget, Vygotsky, and Chomsky with reference to language development, strategies supporting students' listening, speaking, reading and writing development.

Unit II- Understanding Learner's Ability

- Intelligence: Meaning & Nature of Intelligence. Concept and Theories of Multiple Intelligence; Guilford's Structure of Intellect.
- Types of intelligence
  - ➢ Emotional Intelligence
  - ➢ Social Intelligence
  - ➢ Spiritual Intelligence
  - ➢ Measurement of Intelligence: Verbal, Non-Verbal & Performance
- Creativity: Concept, Factors and Process, Techniques for Development of Creativity.

Unit III- Understanding the Process of Learning

- Theories of Learning and their Critical Appraisal: **Functionalist and Gestalt Theories**: Clark Hull, Kurt Lewin.
- Theories of Learning and their Critical Appraisal: **Cognitive Theories** – Toleman, Bandura, Guthire cognitive theory, Information Processing theory.
- Theories of Learning and their Critical Appraisal: **Other Theories**: Gagne's Hierarchy of Learning, meta-cognition, experiential learning.

Unit IV- Management of Learning Framework: Psychological Bases

- Motivation in Learning: Intrinsic and Extrinsic Motivation, Maslow's Need Hierarchy, Approaches to Motivation- Humanistic Approach, Cognitive Approach with Reference to Attribution Theory of Weiner.
- Principles of Classroom Management in Psychological Contexts.
- Use of learning resources: Individualized Learning and Group Learning.

Unit V- Personality and Mental Health

- Personality: Concept and Structure of Personality.
- Theories of Personality: Allport, Cattell, Freud, Adler, Jung, Roger
- Measurement of Personality: Projective and Non-Projective Techniques.
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Transaction Mode

(1) Preparation of reflective diaries and discussion (2) Seminar reading-presentation by students on selected themes individually and collectively (3) Library readings (4) Study of documents and references, (5) Lectures (6) Group Discussions (7) Practical work.

Sessional Work:

The students may undertake any one of the following activities:

2

- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Observation and preparation of a reflective diary and interaction in a group.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Design/suggest activities for enhancing the quality of learning through the application of the content studied.

References:

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- Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
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DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu
M.Ed. Programme (Semester-I)
Course Title: Basics of Research in Education
Course Code: MEDU1C003T

Total credits: 04
L+ T+P = 2+1+1

Examination Duration: 3Hrs.
Maximum Marks: 100

Course Code: MEDUIC003T

Objectives of the Course: After completion of the course, the target group will be able to attain the following objectives.

- The target-group will know the nature and the role of the scientific method and also its assumptions and limitations.
- The target-group will be able to understand the nature, scope and different types of researches and their limitation in the educational field.
- They will be able to grasp the need & significance of literature review for identifying research paper problem, formulating research questions/hypotheses and also preparation of research proposal for executing investigation in their area of specialization.
- The target-group will be able to understand the various sampling techniques and their purposes while drawing the sampling for different type of research methods.
- They will get aware of various tools & techniques in collecting data from various sources and also the significance of practicing ethics while collecting data in any kind of research.
- The target-group will be familiar with the significance of writing references for various sources through *APA* style.

Learning Outcome of the Course:

- The target-group will be able to comprehend the role and nature of scientific method in generating knowledge and its limitations.
- They will be enabled to employ various strategies for doing a literature review and also capable of formulating research hypotheses/research question on identifying research gasp for investigation.
- They will be able to selecting suitable sampling techniques for drawing required sample units for data collection.
- They will be enabled to formulate objectives and possessing the required knowledge to practicing ethics while collecting data.
- They will be able to write a research report in an appropriate way and also able to write references to a variety of sources of data.

Page **1** of **4**

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in the examination.*

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C	CIA	MTE	ETE	Total Marks
I	8	4	4	16				
II	9	4	4	17				
III	10	5	5	20	25 Marks	25 Marks	50 Marks	100 Marks
IV	9	4	5	18				
V	10	4	5	19				
	46	21	23	90	25 Marks	25 Marks	50 Marks	100 Marks

Content of the Course

Unit: I Research in Education
- Scientific Method: Characteristics, Assumptions and limitations
- Educational Research: Nature, and Scope
- Types of Research: Basic Research-Applied Research, Evaluative Research, and Action Research.
- Characteristics of a good researcher

Unit-II: Research Problems & Its Sources
- Research Problem, Sources of the problem and Approaches
- Identification of the problem, criteria of a good research Problem
- Strategies for Evaluation of the problem
- Ways of Stating a problem/study

Unit: III Review of Literature
- Review Literature: Functions, Need and Purpose, sources and Steps
- Purpose of Research questions and Variables and its types
- Hypothesis: Definition & its purpose, types, characteristics and stating hypotheses
- Research Proposal: Need, Significance and steps

Unit: IV Sampling Designs & Types
- Defining Population, Universe & Sample
- Sample: Concept, Characteristics, sampling frame, sample size.
- Probability Sampling Techniques: Purpose and limitations
- Non-Probability Sampling Techniques: Purpose and limitations

Unit: V Data Collection Procedure
- Sources of data
- Consent form
- Ethical considerations during data collection
- Writing References (Adopting an APA style)

Mode of Transaction of the Content
Lecture-cum-discussion, brainstorming, group discussion, presentations; panel discussions; seminar

presentations, research exercises.

Sessional Works (under CIA related activities): The students may undertake the given activities accomplish the CIA. The nature of the activity, mode of presentation and weightage of marks is as follows. A total of twenty five marks has been allotted under Continuous Internal Assessment.

S. No.	Activity	Mode	Weightage of marks
1.	A write up on the characteristics of a good researcher and his/her role & importance while pursuing research	Assignment & Presentation (PPT)	05
2.	Identification of research problem/study and classifying the nature of the study, formulating objectives, Hypothesis/Research questions and levels of measurements **(Group activity)**	Group Discussion	05
3.	Critical review of studies related to teacher education and presentation will be done by focusing on trend analysis (i.e. Objectives, methodology, sampling, tools, data analysis techniques, and major findings, etc.) **(Group activity)**	Assignment & Presentation (PPT)	05
4.	Consideration of Ethical issues during data collection	Group Discussion	05
5.	Unit –Test will be conducted in any one of the units	Test	10

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- Travers, Robert M.W. (1978). *An introduction to educational research* (4th edition). London: MacMillan.

Total credits: *02*
Maximum Marks*: 50*

In this course, the target-group shall be undertaking the following activities for gaining insights into exploring the research ideas/problems, which will be helpful to conduct research as part of program in further semesters.

- *The target-group shall be doing review literature in any one of the interested areas after obtaining theoretical guidance/inputs from the concern faculty.*
- *The target-group will be facilitated to do review of related literature to come up with a research problem from the literature gap for which concern faculty provides guidance and inputs.*
- *The target-group will also be provided inputs by concern faculty on 'how to write literature review' and presenting it.*
- *The target-group will be presenting the review of related literature done by them and also justifying the identified research problem to take up.*
- *With regard to assessment, all the given activities (internal) as well as presentation at end of the course (external) both will carry equal marks for this course.*

CENTRAL UNIVERSITY OF JAMMU
Department of Educational Studies
M.Ed. Programme (Semester-I)
Course Title: Academic Writing
Course Code: MEDU1C002Tr

Total credits: 04
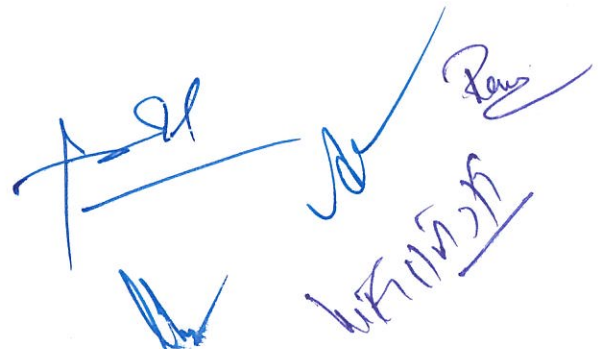L+T+P=1+0+3

Total Hours: 90
Maximum Marks: 100

Objectives of the Course: After completion of the course, the target group will be able to attain the following objectives.

- The target-group will be able to comprehend the need & significance of writing for academic purposes. They will get involved and participating in various activities for improving their communication skills.

- The target group will be able to realize the significance of reading skill and its strategies for reading different text of books, Journal, articles/research paper, etc.

- The target-group will be acquainted with the style of writing Research papers and Writing Reference for various sources.

- The target-group will be able to understand how to review articles, Research papers and dissertations and also They will get improved their competencies for writing an Abstract.

- The target-group will be aware of developing resume and also writing the reflective diary in this course.

Learning Outcome of the Course:

- The target-group will understand the uses of writing for academic purposes and they also will be able to write on their own.

- The target-group will know the purpose of review, and also able to review different articles, texts and research papers by applying various reading strategies.

- The target-group will be enabled to prepare their resumes, and able to write a reflective diary as well as references to various sources.

- The target-group will be enabled to participate in Group Discussion, Debate, Seminars and Mock Interview in appropriately way.

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CONTENT OF THE COURSE

Unit –I Communication Skills
- Reading Skill: Need and Significance, Sub-skills
- Reading strategies/techniques, types of Reading (Editorial News, Journals, Poems, Novel, Drama, etc.)
- Group Discussion, Debate, Seminars, Mock Interview.

Units-II Reviewing & Reflecting on Articles
- Collecting articles/research papers, Exploring various sources
- Reviewing books/Research Articles/ Dissertations
- Preparing an abstract of a Published Research paper in Education

Unit-III Academic Writing
- Concept, Purpose, types of writing, Process of academic writing
- Essential steps in writing, Characteristics of Academic writing
- Writing Reflective Diary & Preparation of Resume

Mode of the Transaction
The course would be transacted through a participatory approach, including lecture-cum discussion, self-study, various task/ activities and presentations by students, etc.

Internal Evaluation & CIA (50 marks)
Students' active participation & their performance in various prescribed activities and their assignments, presentations are considered and also evaluated under CIA & internal assessment.

External Evaluation (50 marks)
In the present course, Students' performance in various activities will be recorded through 'portfolios' throughout the semester program. For external evaluation, all the students shall be attending for viva-voce along with their portfolios. A total of **50 marks** will be allocated for external examination (**25 marks for viva voce & 25 marks for students' portfolio**).

The students shall undertake the following activities under Sessional works.
- The students will be reviewing different academic articles/books and presenting their opinion/ views through writing.
- The student will take various topics for assignments and also do a presentation through power point presentation.
- Every student must develop their Resume on the basis of their academic qualifications, work experiences, soft and hard skills, etc. and also submitted along with their portfolios.
- A group discussion shall be conducted to assess the communication skills of the target-group on any theme related their curriculum.
- An activity may be given for creative writing.
- The students shall conduct a survey to identify the challenges encountered by students while communicating in English in the University.

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Suggested Reading Books

- Bailey, S. (2011). Academic Writing: A Handbook for International Students (Third Edition). London & NewYork: Routledge
- Hermer, J. (2004). How to teach Writing. England: Pearson & Longman Publications.
- Ohsima, A. & Hogue, A. Writing Academic English (4th Edition). Pearson & Longman Publications.
- Paul J. Silvia (2007) How to Write a Lot: A Practical Guide to Productive Academic Writing, New York: American Psychological Association.
- Mortimer, J. Adler & Charles Van Doren. (2014). How to Read A Book (The Classic Guide to Intelligent Reading. New York: Touchstone.

Department of Educational Studies

Central University of Jammu

M.Ed. (Two-Year Programme) Semester – I

Academic Session: 2022-2024

Course Title: Peace Education

Course Code: MEDU1O001T

Total credits: 04

L: T: P: = 3:1:0

Examination Duration: 3Hrs

Maximum Marks: 100

Objectives: At the end of the course, the students will be able to comprehend the nature of human beings and their relationship with society and also identify various factors responsible for emerging conflicts. They will learn about the concept and importance of peace education, as well as the curriculum, content, pedagogy, and various strategies for promoting peace education. They will also be encouraged to take positive action and be reflective peace practitioners.

Learning Outcomes: After completing the students will be able to -

1. Well aware of the nature and significance of peace education in the present global scenario.
2. Understand the key recommendations given by various national and international organizations for promoting peace in the world.
3. Articulate the role of education and its components such as content, pedagogy, and assessment and evaluation for creating and promoting a peaceful world.
4. Analyze the recent issues and challenges in the way of implementing a peace education curriculum with letter and spirit.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit No.	L	T	P	C				
I	11	3	0	14				
II	11	4	0	15				
III	13	4	0	17	25 Marks	25 Marks	50 Marks	100 Marks
IV	13	4	0	17				
V	13	4	0	17				
TOTAL	60	20	0	80	25 Marks	25 Marks	50 Marks	100 Marks

Course Contents

Unit – I Understanding Human Personality and Society

- Basic nature of Man and Society
- Human Destiny
- Man and Evolution
- Various factors influence human personality
- Relationship between man and society
- Conflict Resolution for Peace Education

Unit – II Introduction to Peace Education

- Peace Education: origin, definitions
- Concept and nature of peace education
- Aims and objectives of peace education
- Types of peace education

Unit – III Recent Challenges and the Scope of Peace Education
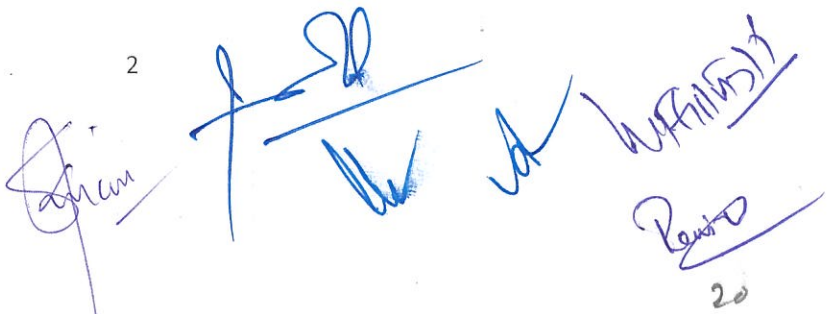
- Need and significance of Peace education in the present scenario
- Education for peace
- Environmental education
- Gender and peace education

Unit – IV Global Initiatives for Promoting Peace Education

- Delor's Commission (1996)
- United Nations Human Rights Council (UNHRC), 2006
- The Global Campaign for Peace Education (GCPE), 1999.
- The Vision of Great Indians in promoting peace (Mahatma Buddha, Mahatma Gandhi, and Sri Aurobindo)

Unit – V Peace Education –Classroom, Teachers and School

- Peace Education: Curriculum and content
- Pedagogy of Peace Education
- Attributes of Peace Education and strategies to promote Peace Education
- Creating a peaceful classroom: Role of Teacher, Parents, Community, etc.

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Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, and seminars/presentations by students, etc.
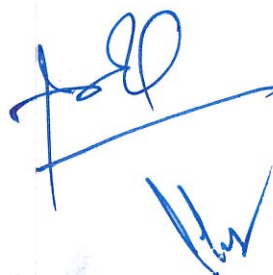
Sessional work: The students will undertake the following activities.
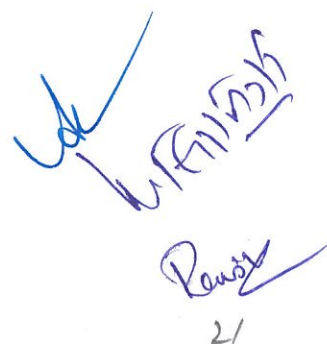
- ✓ The students have to prepare assignments on allotted topics which will carry <u>five</u> marks.
- ✓ The students have to do a presentation on allotted topics which will carry <u>ten</u> marks.
- ✓ As part of the course, students will develop various models/charts/placards and activities (skits, slogans, and poems) related to peace education at different levels (<u>ten</u> marks).

Suggested Readings:

- Adams, D. (Ed.). (1997). UNESCO and A Culture of Peace, Promoting A Global Movement. Paris: UNESCO Publication.
- Allport, G. (1979). The Nature of Prejudice, Unabridged. (25th Ed.). Reading, MA: Perseus Books.
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace Education. New Delhi: Gandhi Marg.
- Girard, K. (1995). Preparing Teachers for Conflict Resolution in the Schools. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.
- Jagannath, M. (2005). The teaching of Moral Values Development. New Delhi: Deep and Deep Publication.
- Johan, G. (1996). Peace by Peaceful Means. New Delhi: Sage Publication.
- Kumar, M. (Ed.). (1994). Non-violence, Contemporary Issues, and Challenges. New Delhi: Gandhi Peace Foundation.
- Morrison, M. L. (2003). Peace Education. Australia: McFarland. NCERT (2004). Peace Education-Self Instructional Package for Teacher Educators. New Delhi.
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- NCERT (2006). National Curriculum Framework, Position Paper National Focus Group on Education for Peace. New Delhi: NCERT.
- Passi, B. K., & Singh, P. (1999). Value Education. Agra: Agra Psychological Corporation.
- Pillai, K.S. (1991). Relevance of Peace Education. Ambala Cantt: The Associated Publishers.
- Prasad, S. N., &Sukla, S. (Eds.). (1996). Disarmament Education and Peace. Ambala Cantt: The Associated Publishers.

- Reardon, B. (1989). Comprehensive Peace Education. New York: Teachers College Press.
- UNESCO (1999). Teacher Education for Peace and International Understanding, Seminar Report (NIEER). Tokyo, Japan.
- http://www.ncert.nic.in/html/education_peace.htm

DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

Programme: M.Ed. (Two Years)

Semester-I

Course: Pedagogics in Teaching

Course code: MEDU1O002T
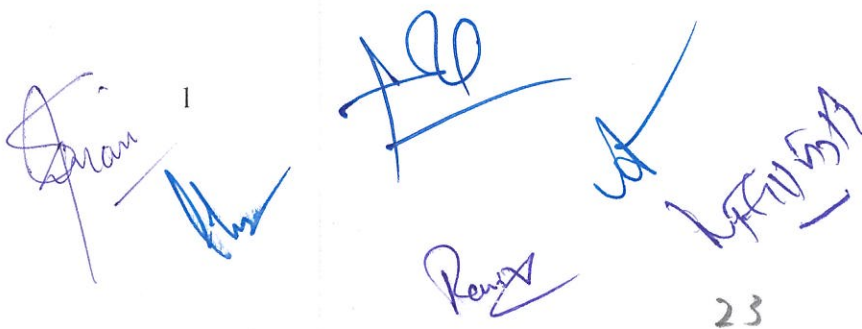
Credits-4 (L-3;T-1;P-0)

Objectives

On completion of this course, the students will be able to:

- understand the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.;
- understand the principles, maxims of successful teaching and the different methods of teaching ;
- comprehendthe need and importance of various devices of teaching and apply these to make teaching-learning process. more effective;
- point out and illustrate the difference between teaching and learning and their relationship between the two;
- elaboratedifferent levels of teaching learning process and organize teaching by employing the latest trend concerning to these levels.

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit	L	T	P	C				
I	12	4	0	16	25 Marks	25 Marks	50 Marks	100 Marks
II	11	4	0	15				
III	12	4	0	16				
IV	12	3	0	15				
V	13	4	0	17				
	60	**19**	**0**	**79**	25 Marks	25 Marks	50 Marks	100 Marks

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

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COURSE CONTENTS

Unit-I

- Meaning, Scope, Objectives and Steps of Pedagogics of Education.
- Components of teaching, Teaching as Science and Art, Relationship between Teaching and Learning.
- Phases of Teaching, Variables of Teaching- Concept and Application.

Unit-II

- Meaning and importance of behavioural objectives, Writing behavioural objectives for different subjects (Hindi, English and Social Studies), difference between educational and instructional objectives.

- Maximsand Principles of successful Teaching,

- Organizing Teaching at Memory level, Understanding level and Reflective level- procedures and approaches

Unit-III

- Management of Teaching Learning; Stages; organization of Teaching Learning.
- Improving teaching competence through Action Research: Concept, significance, procedure and limitations Teaching strategies and tactics for effective teaching learning process.
- Role playing and Gaming – concept, phases, advantages and limitations, applications of role playing in different teaching situations

Unit-IV

- Methods of Teaching :Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method. (f) Brainstorming (g) Case Discussion.
- Concept and Significance of Individualized and Cooperative Teaching-Language Laboratory, Tutorials, Keller's Plan (PSI); cooperative teaching strategies (Zigsaw, Fishbowl, Think-Pair-Share).
- Team teaching: Concept, Significance, Guiding Principles and Steps.

Unit-V

- Evaluation in Teaching:Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (Formative and Summative).
- Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative merits and demerits of different methods of evaluation.
- Latest trends in Evaluation :CBCS,Rubrics, Online Evaluation

Transaction mode

Lecture-cum-discussion, brain storming, group discussion, presentations; panel discussions; seminar presentations, research exercises.

2

Sessional work: the students may undertake any one of the following activities:
- ✓ Preparation and presentation of slides (ppt) for teaching any topic of the school subjects;
- ✓ Identification and presentation of appropriate teaching devices on the basis of the teaching points or the content area selected out the school curriculum;

References

- Anderson, J.R. (1983). *Rules of the mind*. Hillsdale, NJ: Erlbaum
- Barry and Johnson (1964) *Classroom Group Behaviour*. New York: Macmillan.
- Bower, G.H. and Hilgard, E.R. (1981). *Theories of learning*. New Jersey: Prentice Hall Inc. Englewood Cliffs
- Dececo, J.P. (1977). *The Psychology of learning and instruction*. Delhi: Prentice Hall
- Eason, M.E. (1972). *Psychological foundation of education*. New York: Holt Rincehart and Winston
- Grammage, P. (1990). Teacher *and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of Human Intelligence. New York*: McGraw Hill
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): Media *and Education*, New Delhi: Commonwealth Publishers.
- Venkataiah, N. (1996): *Educational Technology*, New Delhi: APH Publishing Corporation.

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Central University of Jammu
Department of Educational Studies
Course Title: Yoga Education
Course Code: MEDU1O005T

Total credits: 04
L/T/P: 2:1:1

Maximum Marks: 100
Examination Duration: 3 hours

Introduction:

This course is designed to provide an understanding of the basic concepts, theory and practice of Yoga as a discipline and as a way of life to the learners. In the five units of the course, emphasis would be laid on reflecting on how yogic principles and practices can be applied to lead a healthy and satisfying life. The course is intended to facilitate its learner to grow a positive outlook towards life which may help them in achieving excellence. The major motive to offer this course to the young prospective teacher educators is to make them understand their own self for realization of the peak in their performance.

Objectives:

After completion of this course the learners will become able to:

- explain the concept of Yoga and different yogic practices.
- discuss the evolutionary journey of Yoga over the ages till modern times.
- explain the importance of yoga for holistic health.
- discuss the yogic concept of personality.
- explain the how yogic practices can help in development of personality.
- discuss the concept of stress in terms of its causes, symptoms, and consequences.
- explain the contribution of yoga in stress management.
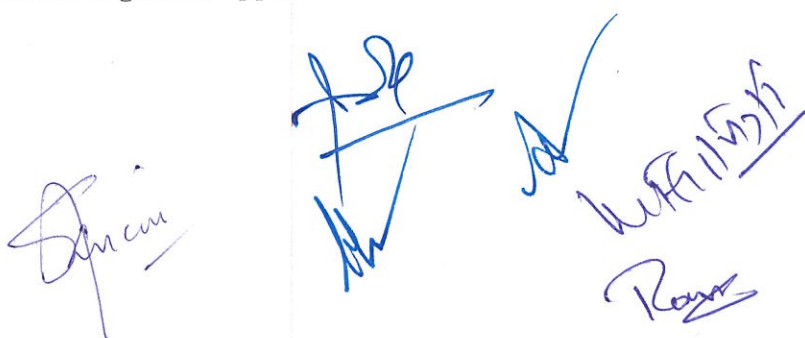- exemplify how the practice of yoga can lead to human excellence.

Teaching Scheme (unit-wise distribution academic time)				Total	Examination Scheme			
Unit	L	T	P	LTP	CIA	MTE	ETE	Total
I	8	4	6	18				
II	8	4	6	18				
III	10	4	6	20	25	25	50	100
IV	10	4	6	20				
V	10	4	6	20				
Total	46	20	30	96				

Legends: **L**: Lecture, **T**: Tutorials/Teacher Guided Activities, **P**: Practice, **C**: Credit,
CIA: Continuous Internal Assessment, **MTE**: Mid-Term Examination,
ETE: End-Term Examination

Attendance Requirement:

Students are expected to attend all the classes to have the full benefits from the course. A **minimum of 75% of attendance is compulsory to make student eligible to appear in the end semester examination.**

Course Outline:

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Unit – I: Introduction to Yoga and Yogic Practices

- **Yoga -Meaning and Initiation:** Definition; Basics of Yoga; Misconception about Yoga.
- **Origin & History of Development of Yoga:** Human psyche as potential originator of yogic tradition; Development of Yoga during Vedic Period, Pre-Classical Period, Classical Period, Medieval Period and Modern times.
- **Popular Streams of Yoga (Yoga Mārga):**Karma Yoga; Bhakti Yoga; Rāja Yoga; Jnāna Yoga; Astānga Yoga; Hatha Yoga.

Unit – II: Yoga and Health

- **Yogic Perspective of Health, Healing and Disease:**Concept of Health and Diseases;Gensis and potential causes ofill health; Concept of 'Holistic Health' (according to Pañckosa Theory and Triguna Theory); Laghu yoga Vasistha on health and disease.
- **Yogic Principles of Healthy Living:**Ahāra; Vihāra, Acāra, Vicāra.
- **Integrated Approach of Yoga for Health Management:**Sensory Feedback Phenomenon in Yoga for psycho-physiological health; PrānaSayamana (canalization of energy dynamics).

Unit – III: Yoga for Personality Development

- **Yogic Concept of Personality:**Pañckosa Theory; Guṇas Theory (SattvaGuna, Rajas Guna, TamasGuna).
- **Integrated Personality and its Dimensions:** Physical Dimension; Cognitive and Intellectual Dimension; Social Dimension; Spiritual Dimension.
- **Yoga and Development of Integrated Personality:** Developing right attitude towards life; Patañjali'sAstānga Yoga for personality development.

Unit – IV: Yoga and Stress Management

- **Concept of Stress:** Modern Perspective; Yogic Perspective; Causes and symptoms of stress; Consequences of stress.
- **Yogic Life-Style to Cope with Stress:** Ahāra (food); Vihāra (recreation); Acāra (conduct); Vicāra (thought); Vyavhāra (behaviour).
- **Yogic Practice for Management of Stress:** Āsana; Prānāyāma, Yoga-Nidrā; Antar Mauna; Meditation (along with Cyclic Meditation)

Unit – V: Yoga and Development of Self

- **Concept and Nature of Self Development:** Essentials of self-development; Holistic approach to self-development.
- **Values and Spirituality for Development of Self:** Values according to Patañjala Yoga and Hatha Yoga; Understanding spirituality vis-à-vis self-development; Role of 'Yama' and 'Niyama' in development of self; Spirituality and value orientation.
- **Yoga and Human Excellence:** Constituents of human excellence; Developing human excellence through Yoga.

Transaction Mode:

The course shall be transacted through participatory approach. The practical for supporting the understanding of the theoretical concepts learned shall go hand in hand. The lectures shall be substantiated with demonstration, exhibition, discussions with experts, brain-storming, seminar presentation etc.

Sessional Work:

Students are supposed to undertake the following activities during the course of the study of this paper. First activity is compulsory for all the students. However, they may choose any one out of the remaining three –

- Workshop/Seminar for peers/school students on 'Yoga & Yogic Life Style'.   **(Max. Marks15)**
- Project on the topics assigned by the subject teacher/ mentor.   **(Max. Marks10)**
- Maintenance of Reflective Diary by each of the student who opts for the course. **(Max. Marks10)**
- Documentation of interactions with experts, practitioners and participants.   **(Max. Marks10)**

References:

- American Psychological Association (2015). *Stress*. Retrived from http://apa.org/topics/stress/index.aspx.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on yogasana*. New Delhi: MorarjiDesai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2010). *Yoga teacher's manual for school teachers*. Delhi:Morarji Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on prāṇāyāma*. Delhi: Morarji DesaiNational Institute of Yoga.
- Bhavanani, A. B. (2012). *Yoga: The original mind body medicine*.Retrived from http://icyer.com/documents/Yoga_mind_body_2012.
- Bhogal, R.S. (2011). *Yoga & modern psychology*. Lonavla: KaivalyadhamaSMYMSamiti.
- Charlesworth, Edward A. & Nathan Ronald G. (1984). *Stress Management: AComprehensive Guide to Wellness*. New York: Ballantine Books.
- Coleman, James C. (1984). *Abnormal psychology and modern life*. Bombay: D.B.Taraporewala& Co. Private Limited.
- Goel, A. (2007). *Yoga education, philosophy and practice*. New Delhi: Deep and DeepPublications.
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2 B

DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

M.Ed. (Two Years Programme)
Semester-II
Course Code: MEDU1C004T
Course Title: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Total Credits: 4 (Four)   **Maximum Marks:100**
Lecture/Tutorial/Practical: 3:1:0

Objectives :

1) To acquaint the students with education as a social process.

2) To inculcate the knowledge of Education from the social perspective.

3) To understand education as a determinant of social change and development.

4) To develop social habits and attitudes in the students and to make them socially adjustable.

Teaching and examination scheme:

Teaching Scheme (Unit wise Division of Teaching Sessions)				Total	Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit	L	T	P	(L+T+P)				
I	12	4	0	16	25 Marks	25 Marks	50 Marks	100 Marks
II	12	4	0	16				
III	14	4	0	18				
IV	18	6	0	24				
V	12	4	0	16				
Total	68	22	0	90				

Legends: **L**- Lecture, **T**-Tutorial/Teacher Guided Student Activity, **P**- Practical; **C**-Credit;
CIA-Continuous Internal Assessment, **MTE**-Mid Term Examination and **ETE**-End Term Examination

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.*

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Course Contents

Unit-I: Concept and scope of Educational Sociology

- Relationship between Sociology and Education ; Meaning and nature of Educational Sociology and Sociology of Education ;
  - Schools of Sociological thought –
    - o Structural Functionalism
    - o Conflict perspective
    - o Symbolic Interactionism
- o Social organizations and its concepts, Factors influencing Social organizations – Folkways, Mores, Institutions, Values and its educational implications.

Unit- II   Social Change and Social Interactions

• Education and social change – its meaning and concept, Theories of Social Change; Agencies of social change; Education as a factor of social change with special reference to India, Constraints in social change in India (with special reference to Caste, Class, Language, Religion and Regionalism).

- Socialization of the Child; Theories of Socialisation: Psychodynamic theory, Attachment theory, Behavioural Theories, Family Systems theory, Biological theory, Developmental theory.

- Social Stratification and Social Mobility; types and characteristics.

- Culture – Meaning, definition, nature and importance; Education and cultural change; Cultural diffusion and integration; Role of Education in Cultural Change

Unit: III— Education and Sociological Variables

- Interrelationship between Education and Social Variables
  - ➢ Education and Family,
  - ➢ Education and Schooling,
  - ➢ Education and Peer group,
  - ➢ Education and caste, gender, class,
  - ➢ Education and Globalization.
- Complementarity in participation of different stakeholders in school education, role of media, use of technology, NGOs, Civil society groups, Teacher organisations, and local community
- Group Dynamics ; Stages and types of group Dynamics.
- Leadership; Types of Leadership styles; Leadership qualities and role of Education

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Unit IV- Socio-cultural Context of Education.

• Understanding Indian society-with reference to multilingual and multicultural and other diversity, appropriate approaches for teaching young children in the context of diversity.

• Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.

• Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.

• Constitutional provisions for education; Nationalism and Education; Education for national integration and international understanding.

Unit- V: Social problems relating to Education in India :

• Delinquency – Meaning – Types – Causes – Characteristics – Factors Involved – Methods of treating delinquents.
• Child Abuse and Child Labour – Child Population and working children – Concept and types of child abuse – Causes of child abuse – Effects of abuse on Children – The problem of child labour.
• Issue of equality of educational opportunity and excellence in education.; Qualitative vs Quantitative Expansion of Education
• Empowerment of Women: Concept of Empowerment – Indicators of Empowerment – Facilitating and constraining factors of Empowerment and role of education.

Transaction Mode
(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; (2) Seminar reading-presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected themes followed by group discussions ;(4) Study of documents & references and reflective interaction with the peer group.

Sessional Work: The students have to undertake following activities:
• Visits to Rahya Suchaini to understand ways, folklores and culture of the area and preparing a report.
• Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.

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References:

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Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall of India.

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Dewey, John (1966), Democracy and Education, New York: The Freeman's Press

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Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969), Education, Economy and Society, New York: The Freeman's Press.

Havighurst and Newgarten (1960), Society and Education, Boston: Allyn and Bacon.

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Kamat, A. R. (1985) Education and Social Change in India, Bombay Samaiya Publishing Co.

MacIver, R.M. and Page, Thomas (1948), Society, New York: Rinehart & Co. Inc.

Department of Educational Studies
M.Ed. Programme (Semester-II)
Course Code: MEDU1C005T
Course Title: Teacher Education

Total credits: 04
L:T:P: = 3:1:0

Examination Duration: 3 hours
Maximum Marks: 100

Objectives
On completion of this course the students will be able to:
- ➢ gain insights and reflect on the concept, nature and types of Teacher Education
- ➢ understand the roles and responsibilities of teachers and teacher educators
- ➢ use various methods of teaching for transacting the curriculum in schools
- ➢ understand the models of teaching and need of reflective teaching and its strategies
- ➢ critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education,
- ➢ Reflect on the issues and problems related to teacher education in the country.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit No.	L	T	P	C				
I	11	3	0	14	25 Marks	25 Marks	50 Marks	100 Marks
II	11	4	0	15				
III	13	4	0	17				
IV	13	4	0	17				
V	13	4	0	17				
TOTAL	60	20	0	80	25 Marks	25 Marks	50 Marks	100 Marks

Course Content
Unit-I

- Teacher Education: Concept, Nature and Scope
- Historical Background of Teacher Education in India: An overview of Policy Perspective (National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992), NCF-2005, NKC-2007, Yashpal Committee Reprot-2009, JVC Report -2012 and New Education Policy-2020).

Unit-II

- Understanding Knowledge base of Teacher Education: Schulman, Deng and Luke & Habermas
- Reflective teaching: Concept and Strategies
- Teaching Competencies for the 21st Century and Linking learning styles & teaching styles
- Teacher Education for Diversity, and Reflective Practice

Unit-III

- Pre-service teacher Education: Concept, Need & Scope, Objectives
- In-service Teacher Education: Concept, Need and Scope, Objectives and modes of In-service Teacher Education
- Agencies & Institutions of In-service Teacher Education at District, State and National Level (SSA, RMSA, SCERT, NCERT, NCTE, UGC)

Unit-IV

- Concept of Profession, Teaching as a Profession, Professional Ethics, Personal and Contextual Factors affecting teacher development, ICT integration
- Teaching about teaching: Principles & Practices, Effective qualities of teachers
- Teacher Education as a process of Developing Teacher Knowledge
- Innovations in teacher education

Unit-V

- Recent Trend & Research in Teacher Education and Teacher Educator as Researchers
- Evaluation Practices and School Internship
- Recognition, Assessment and Accreditation
- Preparing student teacher for teaching practicum & Community engagement program

Transactional Mode

The course would be transacted through a participatory approach, including group discussion; self study, seminar/presentations by students etc.

Sessional work: The students may undertake any one of the following activities:

- ✓ Group discussion on the role of various agencies
- ✓ Assignments & Presentation on selected topics.
- ✓ Identify and justify various research gaps in teacher education followed by presentation

References

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- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions.* New York, Basic Books.
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- Swennen, A., & Klink, M.E.D. (2009). *Becoming a Teacher Educator: Theory and Practice for Teacher Educators.* The Netherlands: Springer Publications.

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DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

Programme: M.Ed. (Two Years)

Semester-II

Course Title: Research Methods and Data Analysis
Course Code: MEDU1C006T

Credits-4 (L-3; T-1; P-0)   **Maximum Marks- 100**

Course Objectives

On completion of this course, the students will be able to:

- describe different and types of research methods in education;
- explain the characteristics of quantitative, qualitative, and mixed research;
- select and explain the method appropriate for a research study;
- conduct a literature search and develop a research report;
- explain tool design approaches and procedure for collection of data; and to
- explain the importance of documentation and dissemination of researches in education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Course Content

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit	L	T	P	C				
I	11	4	0	15	25 Marks	25 Marks	50 Marks	100 Marks
II	10	4	0	14				
III	12	4	0	16				
IV	9	3	0	12				
V	12	4	0	16				
	54	19	0	73	25 Marks	25 Marks	50 Marks	100 Marks

Unit I- Methods of Research

- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the sources.

- Descriptive research: meaning, significance, types (Survey studies, Correlational studies & developmental studies).

- Experimental research: nature, significance, variables in experimental research - independent, dependent, and confounding variables; ways to manipulate an

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independent variable, purpose and methods of control of confounding variables, experimental designs, threats to experimental validity-internal & external.

- Qualitative approaches of Research: Meaning, nature; Brief description of approaches-Phenomenology, Ethnography, Case studies, Grounded theory.

Unit II- Data Collection and Report Writing

- Meaning, types, characteristics and uses of following data gathering tools:
  - ➢ Questionnaires;
  - ➢ Interview;
  - ➢ Observation;
  - ➢ Rating Scale;
  - ➢ Socio-metric techniques.
- Research report writing: concept, significance, various approaches in research report writing, characteristics of a good research report, steps, and layout of a research report.

Unit III- Descriptive Analysis of Quantitative Data

- Raw scores and frequency distribution, graphical representation of frequency distribution – Polygon and Histogram – differences between the two, cumulative frequency curve, – Ogive and smoothed frequency curve.
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses an-d interpretation
- Relative positions: Concept and computation of Standard Deviation Percentile Point, Percentile Rank, and Z-scores.

Unit IV– Descriptive Analysis of Quantitative Data

- Normal Distribution: Theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of Normal Probability Curve and its applications:
  - ❖ Determination of the percentage /number of cases falling above and below the given scores;
  - ❖ Determination of the percentage /number of cases falling between the given scores;
  - ❖ Determination of the limits, which include given percentage of cases;
  - ❖ Determination of raw scores from the given percent of cases;
  - ❖ To determine the relative difficulty of test questions;

Unit V Correlation and Inferential Statistics

- Correlation and its Estimate of Relationship- Examining Relationships: Scatter plots, Pearson Product Moment(Raw scores), Spearman Rank Correlation
- Parametric and Non-parametric tests; Concept, uses and the difference betweenParametric and Non-parametric tests.
- Analysis of variance (ANOVA)-Concept, assumptions and uses, Computation of One-Way

Sessional work: the students may undertake any one of the following activities:

- ✓ Identification of variables of a research study and classification of them in terms of functions and levels of measurement
- ✓ Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- ✓ development of a research proposal on an identified research problem

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- ✓ preparation, try out and finalization of a tool

Transaction mode

Lecture-cum-discussion, brain storming, group discussion, presentations; panel discussions; seminar presentations, research exercises.

References

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Central University of Jammu
Department of Educational Studies
Course Title: Application of ICT in Research
Course Code:-MEDU1C 001L

Credits-02

Credits: 02/02

Max. Marks: 50

Exam duration: 02 hours

Course Objectives:

After the completion of the course the learners will be able to:

1. Understand meaning, forms and approaches to educational technology.

2. Know and understand the role of ICT in teaching learning & research.

3. Understand the use of ICT in research & professional development.

4. Aware of different research database and publications

5. Understand the ethical issues related to research

COURSE CONTENT

UNIT 1: Information and Communication Technology in Education
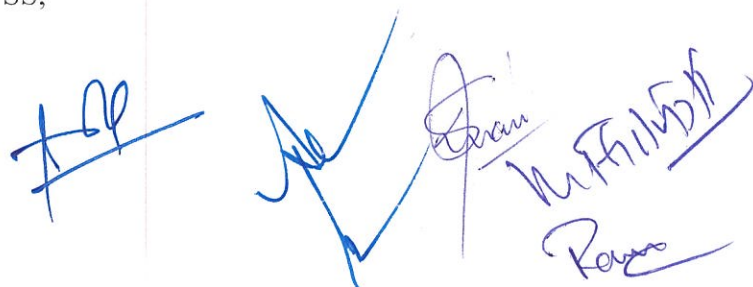
- Concept of Information, Communication and Educational Technology
- Role of ICT in Teaching- Learning and Research
- ICT enabled environment: Characteristics of e-learner and e-learning environment

UNIT 2: Latest trends of ICT in Education

- Online resources: Web 2.0 tools, Open Educational Resources, Digital evaluation tools,
- E-Learning Portals: e-Pathshala, SWAYAM, MOOCs, LMS-Moodle.
- Ethical Practices in using ICT for Research Process
- Plagiarism: Concept & Types of Plagiarism in Research, Plagiarism Detection Tools - iThenticate, Grammarly, Turnitin,

UNIT : 3 Applications of ICT in Research

- Application of ICT in literature search: Introduction to Database, Literature search, Scopus / Web of science, Science direct&Researchgate, Use of google scholar, Shodhganga, Jstore, OATD, ProQuest.
- Data processing Tools: Spreadsheet, SPSS,

- Citation Analysis Tools and Citation Data Bases: Mendeley Reference Manager, Reference manager in MS Word.

PRACTICUM

The students may undertake any one of the following activities:

- Participation in seminars/webinars organised by agencies likeTurnitin, Adobe, Mendeley followed by report submission.
- Analysis of the different application software packages with reference to its use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.
- Hands on experiences on the preparation of data-base using spread sheet and other statistical software like SPSS.
- Hands-on-practice on any plagiarism detection tools and submission of report.

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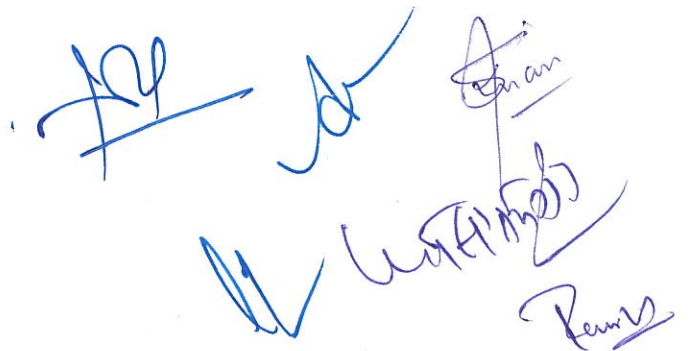
Department of Educational Studies
Central University of Jammu
M.Ed. Programme (Semester-II)
Research Based Activity–II: *Developing Research Proposal*
Course Code: MEDU1C003Tr

Total credits: 02
Maximum Marks: 50

In this course, the target-group shall be provided some inputs by the concern faculty teacher in developing a research problem and continuing it in the second year of the program. The target-group and faculty teacher shall work together to develop ideas and understanding the notion of the research problem to execute it.

- *The target-group shall be given a brief orientation on the preparation of research proposals.*
- *The concerned teacher discusses the research proposal format and quoting/citing sources, reviews, text-size, references and also restrictions on the length of the research proposal.*
- *The target-group will be facilitated on 'writing research proposal' and also doubts will be clarified at the same time.*
- *The target-group will also be presenting the research proposal through power-point presentation in the classroom wherein all students, including research scholars and all the faculty teachers attending the same.*
- *The target-group will modify/strengthen the research proposal by considering the inputs given during presentation and also final proposal copy should be submitted in the office.*
- *Internal assessment will be carried out in this course.*

Mental Health and Hygiene
Course Code- MEDU1O003T

Total credits: 04
Contact Hours per week: 4 hours
Teacher led tutorials/field work: 2 hours
Students' effort per week: 6 hours

Examination Duration: 3 hours
Maximum Marks: 100

Unit – I: Concept of mental health (09 hours)

- Historical Evolution of the Concept of Mental Health (from normality to self actualization)
- concept of mental health and it process
- concept of normality: Statistical and Ideal

Unit – II: Adjustment and Factor Affecting Mental Health (09 hours)

- Concept of Adjustment with reference to the group and self,
- criteria for healthy personality
- Factors affecting mental health: Home, School, Societal factors

Unit – III: Reflection on problem behaviours in children and their resolution (09 hours)

- Truancy, Aggression, Delinquency, Addiction etc.
- Guidance and counselling: group and individual
- mental health programmes: Preventive, maintenance, promotive programmes

Unit – IV: Theories and therapies of Mental Health (09 hours)

- Psychoanalytic theories: Freud, Jung, Fromme
- Behaviouristic Theories: Skinner, Wolpe, Dollard, Miller
- Theories of Self: Rogers
- Humanistic-Existentialistic theories: Maslow, Rollo May
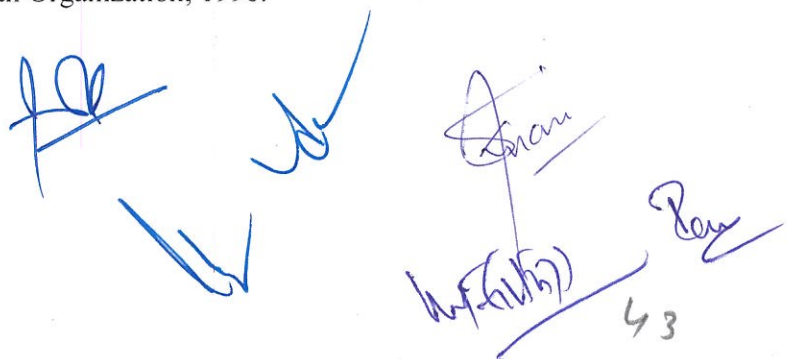- Transactional analysis: Eric Berne

Unit – V: Other significant therapies of mental health (09 hours)

- play therapy,
- group therapy,
- family therapy
- sensitivity training programmes

References:

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- Delivering a Healthy Future: An Action Framework for Children and Young People's Health in Scotland. 2006. http://www.scotland.gov.uk/Publications/2007/02/14154246.

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- Adapted from "Guidance for Commissioners and CAMHS Providers on the Development of the Role of the Primary Child Mental Health Worker in CAMHS: Commissioning, Service Provision and Training the Workforce National Committee of Primary Mental Health Workers (CAMHS), for Scotland, Wales. Northern Ireland and England: 2006.

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DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu

Course Code: MEDU1O004T
Course Title: Guidance and Counselling

Total Credits: 4 (Four)   **Maximum Marks:100**

Objectives

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

- Understand the meaning, nature and scope of guidance,
- Understand the meaning of and the need for group guidance ,
- Recognize the role of guidance in attaining the goals of education,
- Appreciate the need for guidance,
- Develop acquaintance with various techniques of group guidance ,
- Understand the meaning, nature and scope of counselling,
- Appreciate the need for and goals of counselling,
- Analyze the relationship between guidance and counselling,
- Understand the concept and process of counselling in group situation,
- Recognize the different areas of counselling,
- Understand the various stages involved in the process of counselling.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.*

Evaluation Criteria:

1. Continuous Internal Assessment: 25%
2. Mid Term Examination: 25%
3. End Term Examination: 50%

Course Content
Unit I- Understanding Guidance

- Meaning, definition and need of guidance programme.

- Objectives and Principles of guidance.

- Types of guidance: Personal, Educational, Career, Social, Health& Moral.

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Unit II- UnderstandingCounselling

- Meaning,nature and scope of counselling.

- Stages of the counselling process ; Professional ethics and qualities of Counsellor

- Approaches to counseling: Directive, Non Directive and Eclectic

Unit III- Counselling therapies

- Client Centered Therapy (Carl Rogers)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

Unit IV – Guidance and Counselling Techniques

- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques:
  - ❖ class talk, career talk, orientation talk,
  - ❖ group discussion, career conference,
  - ❖ career corner, bulletin board, role play

- Steps and skills in group counselling process.

Unit V- Tools of Counselling

- Tools and Techniques of Guidance and Counselling
  - ➢ Testing devices- Intelligence tests, Achievement tests, Aptitude tests,Personality Inventories, Attitude Scale.
  - ➢ Non testing devices- Cumulative record Card,Sociometrictechniques,Projective techniques, Rating Scale, Case Study.

Transactional Mode
Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits,etc.

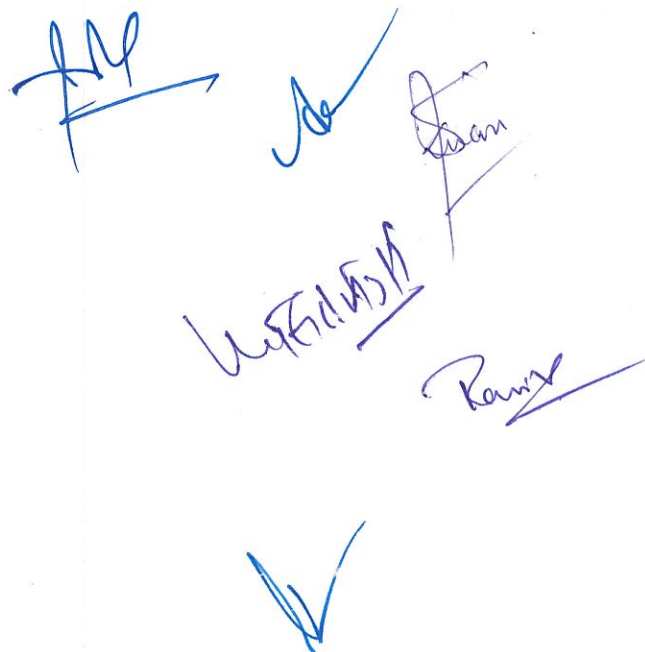**Sessional Work:** The students may the following activities:

- ☐ Group discussion oncounselling techniques.
- ☐ Power point presentation on topic assigned.
- ☐ Assignment submission.

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- ☐ Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
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M.Ed. Programm (Semester-II)

Course Title: Pedagogy of English Language
Course Code:- MEDU1O005T

Total credits: 04

L:T:P = 3:1:0

Examination Duration: 3 hours

Maximum Marks: 100

Objectives

❖ The students will be able to understand the nature and resources of language and issues related to language acquisition and language learning.

❖ They will also acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.

❖ Student will gain insights about various methods and approaches of teaching English as a second language and also able to compare and analyse them.

❖ Students will be able to develop lesson Plan and teach lessons in English prose, poetry, grammar and composition at different level.

❖ Students will have comprehensive knowledge of using various assessment techniques in English language and also able to develop different tools for testing of English language.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
					CIA	MTE	ETE	Total Marks
Unit No.	L	T	P	C				
I	11	3	0	14				
II	11	4	0	15				
III	13	4	0	17	25 Marks	25 Marks	50 Marks	100 Marks
IV	13	4	0	17				
V	13	4	0	17				
TOTAL	60	20	0	80	25 Marks	25 Marks	50 Marks	100 Marks

Course Content

Unit I: Language and Language Learning

- Language: Meaning and Concept
- Nature of language
- Forms of language
- Language Acquisition and Language Learning

Unit II: Position of English in India

- Role and Position of English language in India
- Challenges of teaching and learning English in India
- NCF-2005 (Language Education), Language Policies
- Objectives of teaching Prose and Poetry

Unit III: Developing Basic language skills: LSRW

- Listening skills: Barriers to Listening Skills and developing listening skills (through storytelling, dialogues, situational conversations, role plays etc.)
- Speaking skills: Barriers to improving speaking skills, activities for developing speaking skills.
- Developing reading skill: Barriers to improving speaking skills through Reading Aloud and Silent reading, Intensive & Extensive Reading, Skimming and Scanning
- Writing skills: process, mechanics and steps of writing and activities for improving writing skills.

Unit IV: Approaches, Methods and Techniques

- Approach, Method, Technique
- Structural-Situational Approach Communicative Approach, Constructivist Approachand Eclectic Approach.
- Methods: Grammar-Translation Method, Bilingual Method, Direct Method, etc.
- Lesson planning: Nature, objectives and needs; Lesson planning in prose, poetry and drama at school level.

Unit V: Assessment and Evaluation

- Concept, Scope and Importance of Assessment and Evaluation
- Types of Assessment and Evaluation and Assessment of Language Skills (LSRW)
- Assessment in Poetry, Prose and Drama
- Continuous and Comprehensive Evaluation: Concept, Scope and Process
- Techniques of evaluation—oral, written, portfolio; cloze test, Self-evaluation; Peer evaluation; Group evaluation.

Mode of Transaction

The content of the course would be transacted through lectures, group discussion, self-study, and seminar/presentations by students, etc.

Sessional work: Each student has to undertake any one of the following activity.

➢ Observation and recording of practical difficulties in the teaching of English at Elementary level

➢ Preparing a small dictionary of the difficult words used in the Elementary textbooks.

➢ Preparing different visual-aids for teaching.

➢ Framing suitable exercises on a given topic /passage.

➢ Development of language games

➢ Preparation of 20 test items (5 each on the LSRW skills).

➢ A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.

➢ A write-up on the comparison between English and mother tongue/home language in terms of sounds and word-order.

➢ Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

References

1. Baruah, T.C. (1985). *The English Teachers' Handbook*. New Delhi: Sterling Publishing Pvt. Ltd.
2. Bright, J. A. and McGregor, G. P. (1970). *Teaching English as Second Language*. London: Longman.
3. Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.
4. Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press.
5. Doff, A. (1988). *Teaching English*. Cambridge: Cambridge University Press.
6. Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching*. Oxford: Oxford University Press.
7. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
8. Harmer, Jeremy. (2007). *How to teach English*. Harlow: Pearson Education Limited.
9. Hornby, A.S. (1968). *A Guide to Patterns and Usage in English*. Oxford: Oxford University Press.
10. Krishnaswamy, N. and Krishnaswamy, Lalitha. (2008). *Story of English in India*. New Delhi: Foundation Books.
11. Lado, R. (1971). *Language Teaching*. New Delhi: Tata McGraw Hill Publishing.

12. Mishra, A. K. et al. (2013). *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers.

13. Paliwal, A.K. (2011). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publication.

14. Palmer, H.L. (1965). *The Principles of Language Study*. London: Oxford University Press.

15. Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Pearson Longman.

16. Raimes, Ann. (2010). *Techniques in Teaching Writing*. Oxford: Oxford University Press.

17. Richards, J.C. and Rodgers, T.S. (2014). *Approaches and Methods in language Teaching* Cambridge. Cambridge University Press.

18. Roach, Peter. (1991). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

19. Sinclair, John. (2000). *Collins Cobuild English Grammar* London: Harper Collins.

20. Yadav, Saryug. (2014). *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers.

Web Resources

1. First and Second Language Acquisition – A Brief Comparison.
   Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf

2. Similarities and Differences between First and Second Language Acquisition
   Retrieved from
   http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition

3. Activities for Developing Speaking Skill
   Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm

4. http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html

5. Activities for Developing Listening Skill Retrieved from
   http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html

6. https://blog.udemy.com/listening-skills-exercises/

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

Objective: The course aims to introduce students to the basic understanding of the concept of integral education and its relevance to the contemporary system of education. The understanding will develop the ability to develop the curriculum as per the present needs and enhance the pedagogical skills for developing an integral personality of the students. Further, it will develop in them the knowledge and understanding of innovations and experiments in integral education and their possible execution.

Learning Outcomes: On successful completion of the course, the students will be able to -

1. Understand the theoretical framework of integral yoga and principles and practices of education.

2. Demonstrate various skills to develop the Curriculum, Teaching-learning Material & Content-Enrichment for the development of integral personality among of the children.

3. Analyze the innovations and experiments of integral education and its possible implementation.

Scheme of the Syllabus

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	15	3	0	18	25 Marks	25 Marks	50 Marks	100 Marks
II	12	4	0	16				
III	13	4	0	17				
IV	15	4	0	19				
V	15	5	0	20				
TOTAL	70	20	0	90	25 Marks	25 Marks	50 Marks	100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Course Content

UNIT – I: Introduction to Integral Education

- The Exponents of Integral Education (Sri Aurobindo and The Mother)

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- Integral Yoga and Integral Education
- Goals of Education, Content and Examination System
- Indian Contributions to various Disciplines of Knowledge

UNIT – II: The Conceptual Framework

- Concept of Integral Education
- Five Aspects of Integral Education
- Principles and Practices of Integral Education
- Philosophy and Process of Education for Integral Development of Personality

UNIT – III: Enrichment of Contents of Learning

- Curriculum, Teaching-learning Material & Content-Enrichment
- Awakening Interest and Promotion of Comprehension among Students through Content-enrichment
- Promotion of Development of Faculties through Content-Enrichment
- Content-Enrichment and Domain of Value-Oriented Education

UNIT – IV: The Teacher, Pupil and Pedagogy

- Learning Teaching Process
- New Roles for the Teacher and Relevant Methods
- Teacher Education –Nothing can be taught
- Understanding the Student; and Child-centered Education
- Role of Parents in the Integral Education System

UNIT – V: Innovations and Experiments

- Innovations related to aims of education
- Innovations related to contents of education
- Innovations related to methods and process of education
- An Experiment of Integral Education

Mode of Transaction

The course would be transacted through participatory approach including group discussion, self-study, and seminars/presentations by students, etc.

Proposed Activities for CIA (25 Marks)

- ✓ Assignment preparation on an allotted topic followed by presentation (5 Marks).
- ✓ Interaction with a school which where Integral Education is in practice followed by Group Discussion (10 Marks).
- ✓ Study a book written by Sri Aurobindo and The Mother followed by sharing with the class (10 Marks).

Suggested Readings

- Joshi, K. Child, Teacher and Teacher Education.

- Joshi, K. (2012). Philosophy of Indian Pedagogy. Popular Media, Jhilmil Industrial Area, Delhi 110095.

- Joshi, K. (2000). Education at Crossroads. The mother's Institute of Research C-141, Preet Vihar - Delhi 110092 in association with Mira Aditi, Mysore.

- Joshi, K. (2011).Indian Identity and Cultural Continuity. Published by: Popular Media, Jhilmil Industrial Area, Delhi 110095

- Joshi, K. (2010). A philosophy of the Role of the Contemporary Teacher. Popular Media, Jhilmil Industrial Area, Delhi 11009

- Joshi, K. (2010). A philosophy of Education for the Contemporary Youth. Popular Media, Jhilmil Industrial Area, Delhi 11009

- The Mother, On Education

- Early Cultural Writings (Vol. 1 of the Complete Works of Sri Aurobindo) by Sri Aurobindo.

- Savitri , a legend and a symbol by Sri Aurobindo