MED15304DCE   **Social Psychology**   **(60 +15) 3 Credits**

Unit I   **Social Psychology**

    i)   Meaning and Scope.

    ii)   Methods – Observation, Case Study and Experimental Method

    iii)   Conceptual Framework

        a)   Attitudes

        b)   Prejudices

        c)   Values

Unit II   **Personality and Self**

    i)   Concept of Personality

    ii)   Personality - Basic

    iii)   Theories of self development: looking glass (Cooley), the "I and the me (Mead)", self – Theory (Carl Rogers)

Unit III   **Social Relation**

    i)   Social Interaction:

        a)   Cooperation

        b)   Competition

        c)   Conflict and peace making

    ii)   Interpersonal Attraction – causes; measurement

    iii)   Aggression – Causes; control of aggression

Suggested Readings:

1.   Allport, G. E   Pattern and Growth in Personality
(New York: Holt Rinehart & Winston, 1961)

2.   Bales, R. F.   Interaction Process Analysis
(Combridge Addison-Wesley Press, Inc. 1950)

3.   Benedict, R.   Patterns of Culture
(New York: Penquine Books Inc. 1946)

4.   Bonner, H.   Group Dynamics
(New York: The Ronald)

5.   Cooley, C.H.   Human Nature and the Special Order
(New York: Charles Scribers Sons, 1902)

6   Lindzey G. &
Aronsen, E.   The Handbook of Special Psychology
(2nd Edition, Vol.2, Addism Weeley Publishing
Company Inc. 1968)

7.	Linton, R.	The Tree of Culture (New York: 1955)
8.	Mead, G. h.	Mind, Self and Society (Chicago: University of Chicago Press, 1943)
9.	Sorokin, P. A.	Society, Culture and Personality. The structure and Dynamics. (New York: Harper and Brother, 1947)
10.	Turner, R. H.	Collective Behaviour Among. (Cliffs, N. J. Prentice Hall Inc. 1957)

7.	Linton, R.	The Tree of Culture (New York: 1955)
8.	Mead, G. h.	Mind, Self and Society

MED15305DCE   **Creativity & Education**   **(60 +15) 3 Credits**

Unit I   **Concept of Creativity**

    i)   Meaning and process of Creativity.

    ii)   Approaches to Creativity – Psycho Analytic, Humanistic & Behavioural

    iii)   Theories of Creativity - Guilford, Torrance.

    iv)   Personality Profile of a creative Scientist & Artist.

Unit II   **Creativity, Intelligence & Achievement**

    i)   Concept of Intelligence in context to Guilford's structure of Intellect

    ii)   Relationship of creativity with intelligence – studies carried out in India and Abroad.

    iii)   Relationship of creativity with academic achievement – Studies done in India & abroad.

Unit III   **Creativity in Teaching and Learning**

    i)   Development of Creativity

    ii)   Techniques:

        a)   Brainstorming

        b)   Creative problem solving

        c)   Synectic Model

    iii)   Measurement of Creative Talent

Suggested Readings:

1.   Getzels, S. W. &   Creativity and Intelligence
    Jack, P. L.   American Sociological Review.

2.   Gowan, J. C. Dewas   Creativity & its Educational Implication.
    G. D, Torrance, E. P.

3.   Kneller, G. E.   The Art and Science of Creativity

4.   Mehdi, B.   Creativity in Teaching and Learning.
    (New Delhi: NCERT, 1981)

5.   Mehdi, B.   Towards Learning Society.
    (Delhi: Northern Book Depot. Ansari Road)

6.   Rather, A. R.   Creativity: Its Recognition and Development
                                 (Sarup & Sons; New Delhi)

7.   Sharma, K. N.   Dynamics of Creativity.

8.   Stein, Morris &   Creativity and the Individual.
      Heinze.   Free Press of Glance, University of Chicago.

9.   Torrance, E. P.   Guiding Creative Talent.
                                 N. J. Prentice Hall, Englewood, Cliffs.

10.   Vernon, E. P. (Ed)   Creativity.
                                 Methuen & Co. Ltd. II, New Felter Lane London.

11.   Vygotsky, L. S.   Mind in Society
                                 Cambridge, M. A: Harward University Press.

12.   Kusuma, A.   Creativity and Cognitive Styles in Children
                                 Discovery Publishing House, New Delhi.

13.   Taylor, C. W.   Creativity: New York; McGraw – Hill.

MED15306DCE **Social Education** **(60 +15) 3 Credits**

Unit I **Adult Education in India**

    i)   Concept, importance & objectives

    ii)   Approaches to Adult Education, with reference to NPE (1986) Review of NPE (1992) NLM, JSN.

    iii)   Motivation of Adult learners.

        a)   Psychology of adult learners.

        b)   Methods of motivating adult for learning

Unit II **Methods of Teaching Adult**

    i)   Methods of adult education – lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play.

    ii)   Methods of teaching literacy – analytic, synthetic and eclectic

    iii)   Role of Mass Media (Electronic & Print)

Unit III **Evaluation of Adult Education Programmes**

    i)   Basic principles of evaluation,

    ii)   Formative and Summative evaluation.

    iii)   Techniques of assessment with special reference to interview, observation & questionnaire.

Suggested Readings:

1.   Bordia Anil, J. R. Kidd and J.A.Dvapa, Datta S. C.   Adult Education in India. (Nichiketa Publication Limited)

2.   J. A. Dvapa, Datta, S.C.   Adult Education in Third World (Criterian Publication, New Delhi)

3.   Kundu, C. L.   Adult Education: Principles, Practice & Prosperts,(Sterling Pub., New Delhi)

4.   Miller, Harry L.   Teaching & Learning in Adult Edu. (London: Macmillan Company, 1964)

5.   Mohsini, S. R.   Adult & Community Education (Indian Adult Education Association, 1973)

6.   Mohanty, S. B.   Life Long and Adult Education. (Ashish Publication House, New Delhi)

7.   Rai, T. V.   Adult Education for School Change (New Delhi: Manakar, 1989)

8.   Malik, G. M.   Understanding Adult Education.

9.   Basu Nighat   Adult Education, Trends and Strategies.

MED15307DCE   **Educational Administration and Supervision**

<div align="right">(60 +15) 3 Credits</div>

Unit I   **<u>Educational Administration</u>**

       i)   Meaning & Objectives.

       ii)   Principles.

       iii)   Qualities of good Educational Administrator

Unit II   **<u>Supervision & Inspection</u>**

       i)   Meaning; Need & Importance

       ii)   Objectives of Supervision; Types of Supervision.

       iii)   New trends in Supervision.

Unit III   **<u>School Plant</u>**

       i)   Headmaster, time table

       ii)   School Discipline; Co-curricular Activities

       iii)   School Records; Evaluation System

REFERENCES:

1.   Aggarwal, J. C. (1994) Educational Administration Management and Supervision, Principles and Practices, New Delhi

2.   Bass C. Premila (1994) Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.

3.   Bhatia, K. K. and Singh, Jaswant (2002) Principles & Practice of School Management, Ludhiana; Tandon Publications

4.   Bush, Tony (1986) Theories of Educational Management, New Delhi Harper & Row Publishers.

5.   Bush, Tony (2002) The Principles & Practices of Educational Management, Paul Champan Publishing, London

6.   Dash. B. N (2003) School Organization Administration and Management; Neelkamal Publications, New Delhi

7.   Devendra Thakur and D. N. Thakur (1997) Educational Planning and Administration, Deep and Deep Publications, New Delhi.

8.   Sultan Mohiyudin (1989) School Organization and Management, J. K. Book House, Residency Road, Jammu.

9.   Mathur S.S. (1990) Educational Administration and Management, the Indian Publications, Ambala Cantt.

MED15404DCE   **Value Education**   **(60 +15) 3 Credits**

Unit I   <u>**Value Education:**</u>

      i)   Need and Importance of Value Education

      ii)   Education for Human rights

      iii)   Recommendations of various committees/commissions:

            a)   Indian Education Commission (1964-66)

            b)   NPE (1986)   c)   NCF (2005)

Unit II   <u>**Moral Development of the Child**</u>

      i)   Concept of Moral Education & Sources of Values

      ii)   Moral developmental approach – Jean Piaget

      iii)   Stages of moral development - Kohlberg

Unit III   <u>**Models of Moral Education**</u>

      i)   Rationale Building Model

      ii)   Value Classification Model

      iii)   Social Action Model

Suggested Readings:

1.   Allport, G. W. Vernon, P. E., & Lindzey G. (1960) Manual of Study of Values Boston: Houghton Miflin.

2.   Chitkara, M. G. (2003), Education and Human Values, APH Publising Corporation. 5, Ansari Road, Darya Ganj, New Delhi – 110002.

3.   Gawadne, E. N. (2002) Value Oriented Education Vision for Better Living: Sarup & Sons, New Delhi – 110002.

4.   Mujeeb, M. (1971) Education and Traditional Values Delhi, (Meenakshi Prakashan).

5.   Mukerjee, R. K. (1964) The dimensions of Values: Allen and Unwin.

6.   Pepper, S. C. (1970) The sources of values: London; University of California Press.

7.   Perry, R. B. (1954) Realms of values, Cambridge: Harwar University Press.

8.   Srivastava, S. K. (1983) Values, among University Students: Sex difference Journal of Indian Education. NCERT.

9.   Venkataiah, N. (1998) Value Education APH Publishing Corporation 5, Ansari Road, Darya Ganj, New Delhi.

10.   Whitley, P. L(1933) A study of the Allport – Vernon Test of Personal Values; Journal of Abnormal and Social Psychology.

11.   Chilana M.R (1998) "Value Orientation of Education" Chandigarh, Youth, De.

12.   Dhanavel. P. 200 "Importance of Value-based teachers" University, News, Vol 38, May 2000.

13.   Reddy, N. K. (9179) 'Man, Education and Values'. New Delhi, B.R. Publishing Corporation.

14.   Ruhela, S.P. (1990) ' Human Values and Education' New Delhi: Sterling Publishers.

15.   Rajput, J. S. Symphony of Human Values in Education, New Delhi; NCERT.

MED15405DCE   **Curriculum Development**   **(60 +15) 3 Credits**

Unit I   **Curriculum Process**

      i)   Aims and Functions of the Curriculum

      ii)   Curriculum objectives-Bloom's Taxonomy.

      iii)   Determinants – Philosophical, Sociological and Psychological.

Unit II   **Models of Curriculum Development**

      i)   Hilda Taba Model of Curriculum Development

      ii)   System Analysis Model of Curriculum Development

      iii)   Administrative t Model of Curriculum Development

Unit III   **Designing the Curriculum**

      i)   Principle of Curriculum construction sequencing content-Integrating contents.

      ii)   Curriculum content-Curriculum and culture, knowledge and values

      iii)   Core curriculum – Problems – Implications.

Suggested Readings:

1.   Bloom, B. S.   Taxonomy of Educational Objectives
                                       London: Longmans, 1956.

2.   Kelly, A. V.   The Curriculum: Theory & Practice
                                       London: Longmans, 1956.

3.   Kind, E. A.   Curriculum Planning.
                                       New Delhi: Haroer & Brothers, 1950.

4.   Mehdi, B.   Effective Use of School Curriculum – An
                                       introduction (New Delhi: NCERT, 1978.

5.   Mehdi, B.   Curriculum in Transaction
                                       (New Delhi: NCERT, 1978.

6.   Taba, H.   Curriculum in Transaction
                                       (New York: 1962.

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

8.   Sharma & Sexana   NET/SLET Education, Suraya Publication Meerut, UP.

MED15209OE   **Special Education**   **(40 +10) 2 Credits**

Unit I   <u>**Special Education**</u>

    i)   **Exceptionality**

        a) Concept of Positive and Negative deviations

        b) Needs and problems of exceptional children.

    ii)   Special Education:

        a) Concept, scope and objectives

        b) Disability Act and Role of RCI

Unit II   <u>**Special Children**</u>

    i)   **Gifted/Creative Children**

        a) Characteristics, Problems of Gifted and Creative

        b) Educational Strategies for Gifted and Creative

    ii)   **Mental Retardation & Delinquency**

        a) Characteristics, Categories, Problems of Mental Retarded/Delinquent

        b) Educational Strategies for Mental Retarded/Delinquent Child

Suggested Reading:

1.   P. L. Sharma   Source Book Training Teacher of Hearing
                              Impaired. (Central Resource Centre [PIED]
                              NCERT Sri Aurobingo Marg, New Delhi.1987)

2.   Sudesh Mukhopadiyay   Source Book Training Teacher of Hearing
      N. K. Jangira   Impaired. (Central Resource Centre [PIED]
      M. G. Mani   NCERT Sri Aurobingo Marg, New Delhi.1987)
      M. Ray Chowdhary.

3.   Ysseldyke, J. Ed.   Critical Issues in Special & Remedial Education.
                              Boston: Houghton Mifflin, 1982.

4.   Woody, R. H.   Behavioural Problem Children in the School
                              New York: Appleton Century Crafts. 1969.

5.   Westman, J. C.   Individual difference in Children.
                              New York: Wiley 1973.

6.   Walshm Merber, M.   Introducing the young child to the special world.
                              New York: Macillah Co. Inc. 1980.

7.	Thompson, George, G.	Child Psychology. Boston Houghton, Mifflin Co. 1952.
8.	Sorenson, Herbert	Psychology in Education London: Mcgraw-Hall Book Co. Inc. 1954.
9.	Jangiram, N. K.	Special Education Scenario in Britain & India. Gurgaon Academic Press, 1986.
10.	Jangiram, N. K.	Responsive Teaching – New Delhi; NCERT, 1995.
11.	MHRD, New Delhi	Revised Programme of Action – 1992.
12.	UNESCO, 1994	Final Report: Conference on Special Needs Education: Access & Quality.
13.	UNESCO, 1993	Making it Happen – (Paris)
14.	Warnock, M.	Special Education Needs; Report of the Committee of Enquiry into Education of Handicapped Children and Young People – (London, HMSO)

MED15104DCE **Measurement & Evaluation** **(60 +15) 3 Credits**

Unit I   **Measurement and Evaluation**

    i) Concept & levels of Measurement.

    ii) Concept of Evaluation – Formative & Summative, Distinction between Educational Measurement and Evaluation.

    iii) Taxonomy of Educational Objectives.

Unit II   **Characteristics of a Measurement Instrument**

    i) Objectivity

    ii) Reliability-Concept, Types, Methods of estimate.

    iii) Validity, Concept, Types, Methods of estimate.

    iv) Evaluation Tools: Essay – type test, Short answer type test & Objective

Unit III   **Appraisal of the present system of Examination**

    i) Report of various committees & Commission on Examination reforms including UGC plan of Action (1973) NPE (1986).

    ii) Limitations of the present system of Examination

    iii) New trends in Examination Reforms.

      CCE, Grading System, Open book examination.

Suggested Readings:

1. Anastasi, A.   Psychological Testing.
         New York : MacMillin, 1970.

2. Bloom, B. S.   Taxonomy of Educational Objectives.
         New York : Longmans, 1956.

3. Concept of Evaluation New Delhi: NCERT, 1963.

4. Examination Reforms New Delhi, University Grants
         Commission, 1976– A Palm of Action

5. Greeman, F. S.   Theory & Practice in Psychological Testing,

6. Pajna, D. H. &   Educational & Psychological Measurement.
    Horris, P. F   New Delhi: Oxford University Press, 1972.

7. Stanely & Hopkin   Measurement & Evaluation in Education & Psychology.

8. Thornike, R. L.   Measurement & Evaluation in Psychology
    Hagon, E.   & Education.

MED15105DCE   **Statistics in Education and Psychology**

(60 +15) 3 Credits

Unit I: <u>**Measure of Central Tendency & Variability**</u>

i)   Concept of descriptive & inferential statistics.

ii)   Concept of computation of measures of Central tendency & variability

iii)   Graphic method and percentiles – computations of percentiles and percentiles ranks; graphic methods – line graphic bar diagram, pie chart, Ogive their application & use.

Unit II: <u>**Parametric and Non-parametric Statistics**</u>

i)   Parametric**:**

a) Meaning and advantages

b) Critical ratio & t – Test (for correlated and un-correlated means)

c) ANOVA-one way

ii)   Non Parametric**:**

a)   Meaning and advantages

b)   Chi-Square & contingency tables

Unit III   <u>**Correlation & Normal Probability Curve**</u>

A)

i)   Meaning of Correlation and co-efficient of correlation as a ratio.

ii)   Use of Correlation

iii)   Calculation of co-efficient of correlation

a)   Rank order and Tetrachoric (Problem Questions)

b)   Product moment coefficient of correlation (including scatter gram)

B)

i)   The meaning and importance properties of the normal distribution

ii)   Measuring divergence from normality – Skewness and kurtosis

iii)   a) Raw scores into standard scores b) Cases falling above & below various areas of NPC c) % of cases between given %age

Suggested Readings:

1. Blamer, P. J & — Elementary Statistical Method in Education and Psychology (Chapter – IV Boston: Houghton Mifflin Co., 1977.)

2. Garret, H. E. — Statistics in Psychology and Education Bombay: Allied Pacific Private Ltd., 1976.

3. Guilford, J. P. — Fundamental Statistics in Psychology and Education. (New York: Hill Book Co.)

4. Popham, W. J. — Education Statistics – Use & Interpretation. New York: Harper & Row, 1967.

5. Rasool, G. & Lal & N. K. — Application of Statistics in Education & Psychology (Paca Dunga: Kapoor Brothers)

6. Verma, L & Sharma — Statistics in Education and Psychology.

7. Nadeem & Faizain — Statistics in Education and Psychology B. V. Publications

8. Mangal, S. K. — Statistics in Education and Psychology Prentice Hall of India.

9. Mendenhall, W. and Ramey, M(1988) Statistics for Psychology, Massachusetts: Duxbury Press.

10. Triols, M.F. (2001) Elementary Statistics, New York: Addison Wasley Longman, Inc.

11. Kothari, C.R. (1988) Research Methodology – Method and Techniques Guwahati/New Delhi: Wisely Eastern Limited.

MED15106DCE   **Early Childhood Care & Education**

                                        (60 +15) 3 Credits

Unit I   **Concept, Scope & Methods.**

        i)   Meaning & objectives of Early Childhood Care & Education.

        ii)   Need and Scope of Early Childhood Care & Education

        iii)   Recommendations of Kothari commission (1964-66) and NPE (1986)

        iv)   Methods of studying child behaviour and development

                a)   Observation   b)   Experimental   c)   Case study

Unit II   **The Development of Childhood.**

        i)   Social and Personal Development

        ii)   Emotional development & Motor skills and their development

        iii)   Development of Creativity.

Unit III   **Contribution of the following Philosophers and Educationists with special reference to Child study**
        i)   Froeble
        ii)   Montessori
        iii)   Dewy

Suggested Reading:

        1.   Car Michael, L.   Manual of Child Psychology.

                                     (New York: John Wiley & Sons, 1957)

        2.   Crow and Crow   Mental Hygiene.

        3.   Hurlock, E.   Personality Development.

        4.   Shaffer & Shoben   Psychology of Adjustment

        5.   Sorenson   Psychology in Education.

        6.   Taneja, V. R.   Educational Thinkers.

        7.   Woody R. H.   Behavioural Problems of Children in the Schools.

                                     (New York: Applenton Century Crofts)

        8.   Rav & K. Islam   Early Childhood Care and Education.

MED15206DCE   **Mental Hygiene**   **(60 +15) 3 Credits**

Unit I   **Mental Health & Hygiene:**

  i)   Concept of Mental Health and Hygiene

  ii)   Historical Development of Mental Hygiene as a discipline

  iii)   Principles of Mental Hygiene

  iv)   Importance of Mental Health in School

Unit II   **Adjustment & Mal-adjustment.**

  i)   Concept of Adjustment & Mal-adjustment

  ii)   Factors of Mal-adjustment and remedial measures – Students & Teachers.

  iii)   Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)

  iv)   Psychotherapy as a treatment

Unit III   **Defence & Adjustment Mechanism**

  i)   Fantasy, Compensation, Identification & Projection

  ii)   Rationalization, withdrawal & Selective forgetting

  iii)   Negativism, Sublimation, Displacement & Regression.

Suggested Readings:

1.   Lehner, George, F. J. and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964

2.   Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969

3.   Wheatlev, George M. & Grace T. Hallock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965

4.   Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.

5.   Iazarrus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976.

MED15107GE   **Early Childhood Care & Education-I**

<div align="right">(40 +10) 2 Credits</div>

Unit I   <u>**Concept, Scope & Methods.**</u>

      i)   Meaning & objectives of Early Childhood Care & Education.

      ii)   Need and Scope of Early Childhood Care & Education

      iii)   Recommendations of Kothari commission (1964-66) and NPE (1986)

      iv)   Methods of studying child behaviour and development

           a)   Observation   b)   Experimental c)   Case study

Unit II   <u>**The Development of Childhood.**</u>

      i)   Social and Personal Development

      ii)   Emotional development & Motor skills and their development

      iii)   Development of Creativity.

Suggested Reading:

1. Car Michael, L.   Manual of Child Psychology.

   (New York: John Wiley & Sons, 1957)

2. Crow and Crow   Mental Hygiene.

3. Hurlock, E.   Personality Development.

4. Shaffer & Shoben   Psychology of Adjustment

5. Sorenson   Psychology in Education.

6. Taneja, V. R.   Educational Thinkers.

7. Woody R. H.   Behavioural Problems of Children in the Schools.

   (New York: Applenton Century Crofts)

8. Rav & K. Islam   Early Childhood Care and Education.

MED15207GE   **Instructional Technology-I** (40 +10) 2 Credits

Unit I   **Teaching & Models of Effective Instructions**

  i)   Concept, Phase & Characteristics

  ii)   Models – Concept Attainment (J. Bruner) Quit Model (Quality Appropriateness, Incentive & Time)

  iii)   Meaning & Importance of Teaching devices (with special reference to Home Assignment, Discussion, Dramatization Illustration, Lecturing & narration.

Unit II   **Organizing for Instruction**

  i)   Meaning, Objectives & Types,

  ii)   Writing Objectives in behavioural terms.

  iii)   Bloom's Approach-Cognitive, Affective & Psychomotor

Suggested Readings:

1.   Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co.London

2.   Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London

3.   Barle Davide (1960) The Process of Communication, Holt & Rinehart New York.

4.   Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi

5.   Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda

6.   Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts

7.   Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.

8.   Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.

9.   Davis, Irork (1971) The Management of Learning, McGraw Hill London

10.   Jangira N.K. and Ajit Singh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi

11.   Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.

MED15308GE   **Measurement and Evaluation-I**   (40 +10) 2 Credits

Unit I   **Measurement and Evaluation**

    i)   Concept & levels of Measurement.

    ii)   Concept of Evaluation – Formative & Summative, Distinction between Educational Measurement and Evaluation.

    iii)   Taxonomy of Educational Objectives.

Unit II   **Characteristics of a Measurement Instrument**

    i)   Validity, Concept, Types, Methods of estimation.

    ii)   Reliability-Concept, Methods of estimation.

    iii)   Objectivity

Suggested Reading:

1.   Anastasi, A.   Psychological Testing.
                            New York : MacMillin, 1970.

2.   Bloom, B. S.   Taxonomy of Educational Objectives.
                            New York : Longmans, 1956.

3.   Concept of Evaluation New Delhi: NCERT, 1963.

4.   Examination Reforms   New Delhi, University Grants
                            Commission, 1976– A Palm of Action

5.   Greeman, F. S.   Theory & Practice in Psychological Testing,

6.   Pajna, D. H. &   Educational & Psychological Measurement.
      Horris, P. F   New Delhi: Oxford   University Press, 1972.

7.   Stanely & Hopkin   Measurement & Evaluation in Education &
                            Psychology.

8.   Thornike, R. L.   Measurement & Evaluation in Psychology
      Hagon, E.   & Education.

MED15408GE   **Creativity & Education-I**   **(40 +10) 2 Credits**

Unit I   **Concept of Creativity**

> i)   Meaning and process of Creativity.
>
> ii)   Approaches to Creativity – Psycho Analytic, Humanistic & Behavioural
>
> iii)   Theories of Creativity - Guilford, Torrance.
>
> iv)   Personality Profile of a creative Scientist & Artist.

Unit II   **Creativity, Intelligence & Achievement**

> i)   Concept of Intelligence Guilford's concept of Intellect
>
> ii)   Relationship of creativity with intelligence – studies carried out in India and Abroad.
>
> iii)   Relationship of creativity with academic achievement – Studies done in India & abroad.

Suggested Readings:

1.   Getzels, S. W. &   Creativity and Intelligence
       Jack, P. L.   American Sociological Review.
2.   Gowan, J. C. Dewas   Creativity & its Educational Implication.
       G. D, Torrance, E. P.
3.   Kneller, G. E.   The Art and Science of Creativity
4.   Mehdi, B.   Creativity in Teaching and Learning.
                 (New Delhi: NCERT, 1981)
5.   Mehdi, B.   Towards Learning Society.
                 (Delhi: Northern Book Depot. Ansari Road)
6.   Rather, A. R.   Creativity: Its Recognition and Development
                 (Sarup & Sons; New Delhi)

MED15108GE   **Early Childhood Care & Education-II**

(40 +10) 2 Credits

Unit I   <u>**Contribution of the following Philosophers and Educationists with special reference to Child study**</u>

i)   Froeble

ii)   Montessori

iii)   Dewy

Unit II   <u>**Origin and Development of Pre-School Education in**</u>

i)   UK

ii)   USA

iii)   India

Suggested Reading:

1.   Car Michael, L.   Manual of Child Psychology.

(New York: John Wiley & Sons, 1957)

2.   Crow and Crow   Mental Hygiene.

3.   Hurlock, E.   Personality Development.

4.   Shaffer & Shoben   Psychology of Adjustment

5.   Sorenson   Psychology in Education.

6.   Taneja, V. R.   Educational Thinkers.

7.   Woody R. H.   Behavioural Problems of Children in the Schools.

(New York: Applenton Century Crofts)

8.   Rav & K. Islam   Early Childhood Care and Education.

MED15208GE   **Instructional Technology-II** (40 +10) 2 Credits

Unit I   **Communication Strategies**
           i)   Selection of appropriate audio visual aids (Interactive Television, Radio)

           ii)   History of Satellite-National and International Experiences.

           iii)   Research in Communication Technology

Unit II   **Communication and Teaching Learning**

           i)   Concept, Sources and Principles

           ii)   Classroom communication – Verbal and Non-verbal

           iii)   Barriers of communication.

Suggested Readings:

1.   Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House 'Ramdoot' Dr. Balerao Marg, Girgaon Mumbai.

2.   Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya, Ahmedabad.

3.   Robbins, Stephens, P., Organisational Behaviour VIIIth Edition, Prentice Hall of India New Delhi.

4.   Sharma, R.A. (1983) Technology of Teaching : International Publishing House

5.   Sachdeva, M.S. and Gupta U.K; Essentials of Instructional Technology: Vinod Publications.

6.   Sachdeva M.S.; A New approach to Educational Technology: Vinod Publications.

7.   Lal Pratap Singh; Interaction analysis and Micro Teaching: Amitabh Prakashan, Allahabad.

8.   Walia J. S.; Essentails of Instructional Technology; Paul Publishers Punjab.

9.   Bhatia & Arora, Methodology of Teaching; Parkash Brothers Ludhiana.

10.   Harry – Dhand, Techniques of Teaching; APH Publishing corporation, New Delhi.

MED15309GE   **Measurement & Evaluation – II**   (40 +10) 2 Credits

Unit I   **Evaluation Tools**

    i)   Essay – type test.

    ii)   Short answer type test

    iii)   Objective tests

    (Concept, Formation, Advantages and Limitations)

Unit II   **Appraisal of the present system of Examination**

    i)   Present system of Examination – Limitation

    ii)   Report of various committees & Commission on Examination reforms including UGC plan of Action (1973) NPE (1986).

    iii)   New trends in Examination Reforms.
    CCE, Grading System, Open Book Examination.

Suggested Reading:

1.   Anastasi, A.   Psychological Testing.
                              New York : MacMillin, 1970.

2.   Bloom, B. S.   Taxonomy of Educational Objectives.
                              New York : Longmans, 1956.

3.   Concept of Evaluation   New Delhi: NCERT, 1963.

4.   Examination Reforms   New Delhi, University Grants
                              Commission, 1976– A Palm of Action

5.   Greeman, F. S.   Theory & Practice in Psychological Testing,

6.   Pajna, D. H. &   Educational & Psychological Measurement.
      Horris, P. F   New Delhi: Oxford   University Press, 1972.

7.   Stanely & Hopkin   Measurement & Evaluation in Education &
                              Psychology.

8.   Thornike, R. L.   Measurement & Evaluation in Psychology
      Hagon, E.   & Education.

MED15409GE   **Creativity & Education-II**   **(40 +10) 2 Credits**

Unit I   <u>**Creativity and Personality**</u>

        i)   Understanding Creativity

        ii)   Stages of Creativity

        iii)   Personality Profile of a creativity Person.

Unit II   <u>**Creativity in Teaching and Learning**</u>

        i)   Development of Creativity

        ii)   Techniques:

                d)   Brainstorming

                e)   Creative problem solving

                f)   Synectics Model

        iii)   Measurement of Creativity Talent

Suggested Readings:

1.   Sharma, K. N.   Dynamics of Creativity.

2.   Stein, Morris &   Creativity and the Individual.
       Heinze.   Free Press of Glance, University of Chicago.

3.   Torrance, E. P.   Guiding Creative Talent.
                                        N. J. Prentice Hall, Englewood, Cliffs.

4.   Vernon, E. P. (Ed)   Creativity.
                                        Methuen & Co. Ltd. II, New Felter Lane London.

5.   Vygotsky, L. S.   Mind in Society
                                        Cambridge, M. A: Harward University Press.

6.   Kusuma, A.   Creativity and Cognitive Styles in Children
                                        Discovery Publishing House, New Delhi.

7.   Taylor, C. W.   Creativity: New York; McGraw – Hill.

Course No. MED15310OE   History of Education in India - I

Unit I   **Education in Ancient & Medival India**

    i)   Vedic Education.

    ii)   Buddhist Education.

    iii)   Muslim Education.

(Detailed description of the salient feature, aims methods of teaching concept of discipline and role of teacher.

Unit II   **Development of Indian National System of Education :**

    i)   Basic Education (1937-38)

    ii)   Jamia Milla Islamia

    ii)   Dar –ul-ullum (Deoband)

    iii)   Aligarh Muslim University

Suggested Reading:

1.   Garg, B. R.   Educational for Tomorrow.
                           (Ambla Cant; International Book Agency, 1979)

2.   Garg, B. R.   Educational Crises in India.
                           (Ambla Cant; International Book Agency, 1977)

4.   Hughes, A. G.   Education: Some fundamental Problems.
      Hughes, C   (Longman, 1966)

5.   Ivina, W. H.   Work Experience in High School,
      Runge, W.   (New York: Ronal Press, 1957)

6.   Joshi, K. L.   Problems of Higher Education in India
                           (Bombay: Popular Prshashma, Pvt., Ltd., 1977)

7.   M. Yousuf &   Development of Education System in India
      B. Shabir   Dilpreet publication, New Delhi

8.   Ramanathan, G.   Problems of Educational Planning & National
                           Integration.

9.   Ruhell, S. P.   Social Determinants of Educability in India-Papers in.
                           the Sociological Context, Context of India Education.
                           (Delhi: Jain Brothers., 1969).

10.   Salamatullah   Education in the Social Context.
                           (New Delhi: NCERT, 1979)

11.   Naik, J. P.   The Education Commission and After.
                           (New Delhi: Allied Publishers Pvt., Ltd., 1982)

Course No. MED15410OE   History of Education in India - II

Unit I   <u>**Development of Education In Modern India Pre-Independence Period**</u>

Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports

i)   Macaulay's Minutes (1835)

ii)   Wood's Despatch (1854).

iii)   Saddler Commission (1917-19)

iv)   Sargent Report (1944)

Unit II   <u>**Development of Education in Modern India Post-Independence Period**</u>

i)   University Education Commission (1948-49)

ii)   Secondary Education Commission (1952-53)

iii)   Indian Education Commission (1964-66)

iv)   National Policy on Education (1986)

Suggested Reading:

1.   Ruhell, S. P.   Social Determinants of Educability in India-Papers in.
                            the Sociological Context, Context of India Education.
                            (Delhi: Jain Brothers., 1969).

2.   M. Yousuf &   Development of Education System in India
      B. Shabir   Dilpreet publication, New Delhi

3.   Sawak, N. S.   Current Problems in India Education.
                            (Punjab: Kitab Ghar Jullinder)

4.   Shah, A. R. &   Non-formal Education & the NAEP.
      Bhan, S.   (Bombay: D. V. P., 1980)

5.   Shuklam, P. D.   Towards the New Pattern of Education in India.
                            (New Delhi Sterling Publishers Pvt., Ltd., 1979)

6.   Salamatullah   Education in the Social Context.
                            (New Delhi: NCERT, 1979)

7.   Sharma, R. N.   History and Problems of Education in India
                            Surjeet Publications.

8.   Jayapalan, N.   History of Education in India
                            Atlantic Publishers, New Delhi.

MED15303CR   **Comparative Education**   **(80 +20) 4 Credits**

Unit I: <u>**Comparative Education**</u>

    i)   Historical background of Comparative Education with special reference to Marc Antonie, J. D. Paris, Heun Tsung, Michal Sadlar, George Barady & Nicholas Hans

    i)   Meaning and Scope of Comparative Education

    ii)   Objectives of Comparative Education.

Unit II: <u>**Impact of Following Factors on Education**</u>

    i)   Economic & Geographical Factor

    ii)   Political Factor

    iii)   Linguistic Factor

Unit III: <u>**Comparative Methods of Computer Educationn**</u>

    i)   Scientific Method of Comparative Analysis:

        a)   Description   b)   Interpretation

        c)   Juxtaposition   d)   Comparison

    ii)   Survey Technique of Data Collection

Unit IV   <u>**A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:**</u>

    i)   Pre-Primary & Primary Education – Objectives & Programme

    ii)   Secondary Education – Objectives & Programme

    iii)   Higher Education – Organization, Financing & Programme

    iv)   Technical Education/Vocational Education .

Suggested Reading:

1.   Altabach   Comparative Education

2.   Deyound, C. A. &   American Education.
      Wom, R.   (New York: McGraw Hill Company, 1978)

3.   Grant, Migol   Society School and Progress in Education-Europe
                               (London: Pergama Press, 1960)

4.	Hans, N.	The Russian Tradition in Education (London: Rout Ledge and Kegan Paul, 1963)
5.	Hans, N.	Comparative Education.
6.	King, I. J.	Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc.1979)
7.	Naik, J. P	The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd. 1982)
8.	Salamatullah	Education in the Social Context. (New Delhi: NCERT, 1979)
9.	Singh, R. P. &	Non-formal Education – An Alternative to Formal

MED15406DCE   **Special Education**   **(60 +15) 3 Credits**

Unit I   **Special Education**

        i)   **Exceptionality**

           a)   Concept of Positive and Negative deviations

           b)   Needs and problems of exceptional children.

        ii)   Special Education: Concept, scope and objectives

        iii)   Basic principles of special education

        iv)   Disability Act & Role of RCI

Unit II   **Mental Retardation (MR)**

        i)   Concept Levels and Categories

        ii)   Characteristics, Needs and Problems of MR

        iii)   Education of MR Children

Unit III   **Visual Impairment and Hearing Impairment**

        i)   Classification and Causes

        ii)   Levels of Impairment; Early identification and intervention

        iii)   Education of Visually and Hearing Impaired.

Suggested Readings:

1.   P. L. Sharma   Source Book Training Teacher of Hearing Impaired. (Central Resource Centre [PIED] NCERT Sri Aurobingo Marg, New Delhi.1987)

2.   Sudesh Mukhopadiyay   Source Book Training Teacher of Hearing
       N. K. Jangira   Impaired. (Central Resource Centre [PIED]
       M. G. Mani   NCERT Sri Aurobingo Marg, New Delhi.1987)
       M. Ray Chowdhary.

3.   Ysseldyke, J. Ed.   Critical Issues in Special & Remedial Education. Boston: Houghton Mifflin, 1982.

4.   Woody, R. H.   Behavioural Problem Children in the School New York: Appleton Century Crafts. 1969.

5.   Westman, J. C.   Individual difference in Children. New York: Wiley 1973.

6.	Walshm Merber, M.	Introducing the young child to the special world. New York: Macillah Co. Inc. 1980.
7.	Thompson, George, G.	Child Psychology. Boston Houghton, Mifflin Co. 1952.
8.	Sorenson, Herbert	Psychology in Education London: Mcgraw-Hall Book Co. Inc. 1954.
9.	Jangiram, N. K.	Special Education Scenario in Britain & India. Gurgaon Academic Press, 1986.
10.	Jangiram, N. K.	Responsive Teaching – New Delhi; NCERT, 1995.

MED15109OE   **Comparative Education**   **(40 +10) 2 Credits**

Unit I: <u>**Comparative Education and Factors Influencing Educational System**</u>

    i)   Meaning and Objectives of Comparative Education

    ii)   Economic Factor

    iii)   Geographical Factor

    iv)   Linguistic Factor

Unit II: <u>**A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:**</u>

    i)   Pre-Primary Education – System of Education

    ii)   Primary Education – System of Education

    iii)   Secondary Education – System of Education

    iv)   Higher Education – System of Education

Suggested Reading:

1.   Altabach   Comparative Education

2.   Deyound, C. A. & Wom, R.   American Education. (New York: McGraw Hill Company, 1978)

3.   Grant, Migol   Society School and Progress in Education-Europe (London: Pergama Press, 1960)

4.   Hans, N.   The Russian Tradition in Education (London: Rout Ledge and Kegan Paul, 1963)

5.   Hans, N.   Comparative Education.

6.   King, I. J.   Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc.1979)

7.   Naik, J. P   The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd. 1982)

8.   Salamatullah   Education in the Social Context. (New Delhi: NCERT, 1979)

9.   Singh, R. P. &   Non-formal Education – An Alternative to Formal

MED15402CR **Teacher Education** **(80 +20) 4 Credits**

Unit I **Introduction to Teacher Education**

    i) Concept of Teacher Education

    ii) Need & Importance of Teacher Education

    iii) ICT enabled Teacher Education

Unit II **Development of Teacher Education in India**

    i) Teacher Education in Pre-independence India

    ii) Teacher Education in Post Independence India

    iii) Recommendation of Teacher Education by National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE (2009)

    iv) Historical Development of Teacher Education in Jammu & Kashmir.

Unit III **Present Position and Types of Teacher Education.**

    i) Objectives of Teacher Education at different levels recommended by NCTE:

        a) Elementary   b) Secondary   c) Higher

    ii) Problems of Teacher Education in India, Remedial Measures to Overcome these problems

    iii) Integrated Teacher Education courses run by RIEs.

    iv) In-service Teacher Education – Importance & Role of DIETs.

Unit IV **Teacher effectiveness & Role of Professional Organization in Teacher Education**

    i) Concept & Characteristics of teacher effectiveness

    ii) Role of the NCERT, NCTE & UGC - (composition and functions)

    iii) Role of HRDC, NUEPA, NAAC - (composition and functions)

Suggested Reading:

1. Adaval, S. B.   Quality of Teacher (Allabad)

2. Ahiya, R. L.   The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)

3. Ahiya, R. L.   The Teacher of Teacher
                            (New York)

4. Mathur, V. S.   Teacher Education Some Thoughts
                            (Ambala: Aggarwal Prakashn, 1956).

5. Mukherji, S. N.   Education of Teachers in India
                            (Delhi: S. Chand & Co., 1968)

6. Nadeem N. A.   Profile of the Effective Teacher
                            (Srinagar: Full Bright Pub., 1989)

7. Nadeem, N. A. &   Development of Teacher Edu. in J & K
    Akhtar, P.   (1900 – 1980 Monograph)

8. Srivastava, R. C.   Theory & Practice in Teacher Edu.
                            (Chugh Publication, 1975)

9. Chrimali, K. L.   Better Teacher Education
                            (Ministry of Education, New Delhi)

MED15102CR   **Sociological Foundations of Education-I**

(80 +20) 4 Credits

Unit I   **Education and Sociology**

      i)   Meaning & Concept of Education & Sociology

      ii)   Nature and Scope of Sociology

      iii)   Educational Sociology & Sociology of Education – Reciprocal Influence

Unit II   **Sociological Perspectives of Education**

      i)   Functionalist Perspective :- with special reference to theories of E.Durkheim:

           a)   Division of Labour
           b)   Suicide

      ii)   Conflict Perspective:- with special reference to theories of Karl Marx:

           a)   Class Conflict
           b)   Alienation

      iii)   Interactionist Perspective:- with special reference to theories of:

           a)   Blumer's Symbolic Interactionism.
           b)   Looking Glass Self – C.H. Cooley

      iv)   The Implications for Education

Unit III   **Education and Social System**

      i)   Concept and Characteristics of Social System

      ii)   Education as a Social Sub-system

      iii)   Education and Kinship

      iv)   Education and Polity

      v)   Education and Religion.

Unit IV   **Education and Social Stratification**

      i)   Education as related to Social Stratification

      ii)   Education as related to Social Mobility.

      iii)   Education as related to Social Equity and Equality of Educational Opportunity.

iv) Education of the Socially and Economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

Suggested Readings:

1. Durkheim, B.   Study of Education.
   (London: Routledge and Kegan Paul, 1966)

2. Education for our People Compiled by citizens for democracy, Penguin Education, 1973

3. Field Studies in Sociology of Education, New Delhi, NCERT, 1972.

4. Freire, P   Pedagogy of the oppressed.
   (Harmond – Worth, Penguin Education, 1973)

5. Halsey, A. H. & others   Education Economy land Society: A Reader in the Sociology of Education(New York: The Free Press, 1961)

6. Mannhiem, Karl & Stewart, W. A. C.   An Introduction to Sociology of Education. (London: Routledge and Kegan Paul, 1962).

7. Michtchell Duncan   Sociology: The Study of Social System

8. Salamatullah   Education in Social Context,
   (New Delhi: NCERT, 1978)

9. Snow, C. P.   The two cultures and the Scientific Revolution.
   (Cambridge, University Press, 1961).

10. Srinavas, M.N.   Social Change in Modern India.
    (Bombay: Allied Publication, 1967)

11. Tibbler, J. W. (Ed)   Study of Education.
    (London: Routledge and Kegan Paul, 1966)

12. NCERT   Papers in the Sociology of Education.

2nd Semester

MED15201CR   **Philosophical Foundations of Education-II**

                                          (80 +20) 4 Credits

Unit I   **Fundamental Philosophical Issues**

          i)   Epistemological Issues.

          ii)   Ontological Issues.

          iii)   Axiological Issues.

Unit II   **Radical and Education thought**

          i)   Radicalism – Concept & Meaning

          ii)   Paulo Freire – Conscientization

          iii)   Ivan Illich – De-schooling Society

Unit III   **Indian Schools of Philosophy.**

          i)   Hinduism

          ii)   Buddhism

          iii)   Islamic Traditions

          With special reference to their educational implications

Unit IV   **Educational Thought:**

          i)   Ibni Khauldun

          ii)   Al-Gazali

          iii)   Iqbal

          iv)   Maulana Roomi

Suggested Readings:

    1.   Brubacher, J. S.   Modern Philosophies of Education
                                  McGraw Hill, New Delhi.

    2.   Broudy, H. S.   Building of Philosophy of Education
                                  Englewood, Cliffs Prentice Hall, Inc.

    3.   Butler, D.   Four Philosophies of Education
                                  New York: Harper & Row.

4.   Dewey, J.   Democracy and Education.
                            New York: Free Press.

5.   Henderson   Introduction to Philosophy in Education.

6.   Kabir, H.   Indian Philosophy of Education
                            New York: Macmillan

7.   Kneller, G.   Existentialism and Education

8.   Park, Jee   The Philosophy of Education

9.   Rusk, R.   The Doctrines of Great Educators,

10.   Saiyidian, K. G.   The Humanistic Tradition in Indian Educational
                            Thought: Asia Publishing House Bombay.

11.   Dash, B. N.   Teacher & Education in the Emerging Indian Society
                            (Vol I & II) Neel Kamal Publications.

12.   Cantor, N. F.   Ancient Thought, Plato and Aristotle,
                            Waltham Mass, Blaisdell Publishing Co.

13.   Lodge, R. C.   Plato Theory of Education
                            London Routledge and Regan Paul.

14.   Phenix, P.   Philosophies of Education
                            New York: John Wiley Inc.

15.   Radakrishnan, S.   History of Philosophy, Eastern and Western
                            London Allen and Unwin

16.   Vive Kananda   The Yuga of love and Devotion Calcutta,
                            Advaita Ashram.

17.   Vivekananda   India Contribution to world thought and Culture,
                            Madras, Vivekananda Rock Memorial Committee.

18.   Whitehead, A. N.   The Aims of Education and other essays,
                            London: William & Newqate.

19.   Taneja   Educational Thinkers: Atlantic Publishers, New Delhi.

20.   Biswas & Aggarwal   Seven Indian Educationists
                            Arya Book Depot, New Delhi.

21.   Abduhu, G. R.   The Educational Ideas of Maulana Abdul
                            Kalam Azad; Sterling Publishers, New Delhi.

22.   UNESCO   Humanism & Education in East and West.

23.   Speeches of Maulana Azad; Publication Division Ministry of Information &
      Broadcasting, GOI.

MED15204DCE   **Guidance & Counselling**   **(60 +15) 3 Credits**

Unit I   **Guidance & Counselling**

        i)   Meaning and Basic Principles of Guidance.

        ii)   Purposes and Process of Counselling

        iii)   Elements & Steps in Counselling

        iv)   Distinction between Guidance, Counselling & Psychotherapy.

Unit II   **Models for Guidance:**

        i)   Parsonian   : Vocational Guidance

        ii)   Brewarian   : Guidance as identical with Education

        iii)   Hoyts   : Guidance as constellation of Service.

Unit III   **Theories of Counselling:**

        i)   Directive

        ii)   Non-directive

        iii)   Psycho-analytical

        iv)   Behavioural

Suggested Readings:

1.   Bordin, E. S.   Psychological Counselling (3rd edition)
                            (New York: Applietan Century, 1968)
2.   Gazda, G.   Group Counselling: A Development Approach.
                            (Allyon and Bacon, Boston, 1970)
3.   Oblsen, M. M.   Guidance Services in the modern Schools.
                            (New York: Hercout grace, Inc., 1974)
4.   Mehdi, B.   Guidance in Shools.
                            (New Delhi, NCERT, 1978)
5.   Patterson,   Counselling and Psychotherapy
                            (New York: Harpe, 1954)
6.   Shertzer, B &   Fundamental of Guidance.
      Stone, S. C.   Boston: Houghton Miffin Co., 1976)

7.	Chauhann, S. S.	Principles & Techniques of Guidance.
		(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8.	Donald, E. Super	Psychology of Careers.
9.	Hoppock, W,	Occupational Information.
10.	Donal, E. Super	Apparising Vocational Fitness.
11.	Traxler, E.	Techniques of Guidance
12.	Prem Pasricha	Introduction to Counselling.
		(NCERT Publication).

MED15205CR   **History and Problems of Education in J & K**

<div align="right">(80 +20) 4 Credits</div>

Unit I   <u>Main recommendations of:-</u>

    a) Sharp Committee Report– 1916

    b) Glancy Commission Report (1932)

    c) K. G. Saiyidain Committee Report (1939)

Unit II   <u>Commissions, Committees and Reports in Post-Independence era.</u>

    a) Education Reorganization Committee Report (Kazemi Committee Report) (1950)

    b) Bhagwan Sahaya Committee Report (1972)

    c) Round Table conference (1975)

    d) Tayabji Committee Report (1978)

Unit III   <u>Issues & Problems:-</u>

    a) Distance Education & Women Education

    b) Universalisation of Elementary Education) SSA implementation

    c) Professional Education.

With special reference to J & K.

Suggested Readings:

1.   Garg, B. R.   Educational for Tomorrow.
    (Ambla Cant; International Book Agency, 1979)

2.   Garg, B. R.   Educational Crises in India.
    (Ambla Cant; International Book Agency, 1977)

3.   Hughes, A. G.   Education: Some fundamental Problems.
    Hughes, C   (Longman, 1966)

4.   Ivina, W. H.   Work Experience in High School,
    Runge, W.   (New York: Ronal Press, 1957)

5.   Joshi, K. L.   Problems of Higher Education in India
    (Bombay: Popular Prshashma, Pvt., Ltd., 1977)

6.   Naik, J. P.   The Education Commission and After.
    (New Delhi: Allied Publishers Pvt., Ltd., 1982)

7.	Ramanathan, G.	Problems of Educational Planning & National Integration.
8.	Ruhell, S. P.	Social Determinants of Educability in India-Papers in. the Sociological Context, Context of India Education. (Delhi: Jain Brothers., 1969).
9.	Salamatullah	Education in the Social Context. (New Delhi: NCERT, 1979)
10.	Sawak, N. S.	Current Problems in India Education. (Punjab: Kitab Ghar Jullinder)
11.	Shah, A. R. & Bhan, S.	Non-formal Education & the NAEP. (Bombay: D. V. P., 1980)
12.	Shuklam, P. D.	Towards the New Pattern of Education in India. (New Delhi Sterling Publishers Pvt., Ltd., 1979)
13.	Singh, R.P.	Non-formal Education-An Alternative to Format System. (New Delhi: Bihari Publication Pvt., Ltd., 1979)
14.	Sharma, R. N.	History and Problems of Education in India Surjeet Publications.
15.	Jayapalan, N.	History of Education in India Atlantic Publishers, New Delhi.