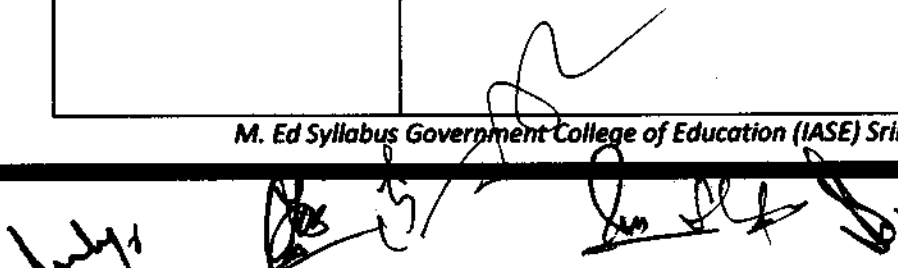


M. Ed I-Semester	
COURSECODE:	MEDCP-22101
COURSE TITLE:	PHILOSOPHICAL FOUNDATIONS OF EDUCATION
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week:	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>Develop an understanding about the concepts of philosophy and education, and their relationship.</i> ➤ <i>Develop an ability to employ functions of Functions of Philosophy.</i> ➤ <i>Demonstrate an understanding of the several different various Schools of Philosophy</i> ➤ <i>Recognize the eminent philosophers, their educational contributions of and implications for the present times.</i>
Prescribed Syllabus:	<p><u>Unit I: Philosophy of Education</u></p> <ul style="list-style-type: none"> i) Meaning & Scope of Philosophy ii) Meaning & Scope of Education iii) Relationship of Education & Philosophy iv) Functions of Philosophy: <ul style="list-style-type: none"> a) Normative b) Speculative c)Critical <p><u>Unit-II: Philosophical Issues:</u></p> <ul style="list-style-type: none"> i) Epistemological issues and theories of Knowledge ii) Ontological issues iii) Axiological issues <p><u>Unit III: Schools of Philosophy</u></p> <ul style="list-style-type: none"> i) Idealism ii) Pragmatism iii) Existentialism <p>Special reference to concepts of Knowledge, reality and values, their Educational Implications for Aims, Contents and Methods of Education</p> <p><u>Unit IV: Philosophy of Education As Reflected In</u></p> <ul style="list-style-type: none"> i) Plato's 'Republic' ii) Aristotle's 'Politics' iii) Dewey's 'Democracy and Education'
Mode of Transaction:	Lecture, Discussion, Observation, Problem solving, Critical Analysis
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Case history of a school/college/with respect to philosophical aspects of learning. 2. Critical appraisal of a book on philosophy 3. Observing the school practices and tracing the relevance of contributions of Indian philosophers and report writing. 4. Review of philosophical ideas of Plato/Aristotle/Dewey

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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 of
Education
6. Kabir, H. Indian Philosophy in Education
7. Kneller, G. Existentialism and Education
8. Park, Jee The Philosophy of Education
9. Rusk, R. The Doctrines of Great Educators,
10 Saiyidian, The Humanistic Tradition In Indian
K.G Educational Thought: Asia Publishing
House Bombay.
11. Mohanty, J. Teacher & Education in the Emerging
Indian Society
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: John Wiley
Inc.
15. Radakrishnan, History of Philosophy, Eastern and
S. Western London Allen and Ashram
16. Whitehead, The Aims of Education and other
A.N essays, London: William & Nowata



M. Ed I-Semester	
COURSECODE:	MEDCP-22102
COURSE TITLE:	SOCIOLOGICAL FOUNDATIONS OF EDUCATION
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ To understand the concept of educational sociology ➤ To understand the concept of social organization and factors affecting it ➤ To learn social interaction and their educational implications ➤ To justify social and economic relevance of education ➤ To develop an Understand about the Sociological Perspective of Education ➤ Developing an understanding of Education and Social System. ➤ Acquire the knowledge about the Education and Social Stratification
Prescribed Syllabus:	<p><u>Unit-I: Educational sociology and Sociology of Education</u></p> <ul style="list-style-type: none"> i) Educational Sociology, sociology of education, social foundations of education ii) concepts of social organization iii) Factors influencing social organization – folk ways, mores; institutions; values iv) Dynamic characteristics of social organization and its educational implications <p><u>Unit-II: Sociological Perspective of Education</u></p> <ul style="list-style-type: none"> i) Functionalist Perspective: with special reference to theories of E. Durkheim: <ul style="list-style-type: none"> a) Division of Labour b) Suicide ii) Conflict Perspective: with special reference to theories of Karl Marx: <ul style="list-style-type: none"> a) Class Conflict b) Alienation iii) Integrationist Perspective: with special reference to theories of Blumer & C. H. Cooley <ul style="list-style-type: none"> a) Symbolic Interactionism. b) Looking Glass Self <p>(Their Implications for Education)</p> <p><u>Unit-III: Education and Social System</u></p> <ul style="list-style-type: none"> 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. <p><u>Unit-IV: Social Stratification and Social Mobility</u></p> <ul style="list-style-type: none"> i) Concept of Social Stratification and Social Mobility ii) Education in relation to Social Stratification and Social Mobility iii) Social Equity and Equality of Educational Opportunity iv) Education of the Socially and Economically disadvantaged sections: Scheduled Castes, Scheduled Tribes, Minorities and OBC'

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Mode of Transaction:	Lecture, Discussion, Case history, Observation, Problem solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Review of a book written on Educational Sociology.2. Critical appraisal of a social thinker/thought for its educational implications.3. Analysis of a school as a Social Institution. A case history of 6 economically under developed student of your area.
Suggested Readings:	<ol style="list-style-type: none">1. Ahangar, S. D. Sociology Principles and Perspectives2. Durkhiem, B. Study of Education. (London: Routledge and Kegan Paul, 1966)3. Harlombose Sociology Principles and Perspectives4. Shepherd Siciology- An Introduction5. Helsey, A.H. Education Economy and society. A Read in the & Others Sociology of Education (New York: The Free Press, 1961)6. Mannhiem, Karl & Education Stewart, W.A.C. (London: Routledge and Kegan Paul, 1962)7. Michtchell Duncan Sociology: The Study of Social System8. 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 Publications, 1967)11. Tibbler, J.W. Study of Education (London: Routledge and Kegan Paul, 1966)

M. Ed I-Semester	
COURSECODE:	MEDCP-22103
COURSE TITLE:	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>Understand the concept and principles of growth & development.</i> ➤ <i>Comprehend the cognitive, psycho-social & moral theories of development.</i> ➤ <i>Develop an understanding about differential learning needs of learners with regard to learning style, cognitive style, socio-cultural differences, language etc.</i> ➤ <i>Understanding perspectives on learning: Behaviouristic, Humanistic & social-constructivist.</i> ➤ <i>Understand the concept and theories of personality</i> ➤ <i>Develop an understanding about different assessment techniques of personality.</i> ➤ <i>Develop an understanding about the concept and theories of intelligence.</i> ➤ <i>Understand the mechanism of adjustment.</i> ➤ <i>Develop an insight into factors determining mental health.</i>
Prescribed Syllabus:	<p><u>Unit-I: Learning & its Theories</u></p> <ul style="list-style-type: none"> i) Meaning & Concept of Learning ii) Operant Conditioning theory iii) Gagne's Hierarchy theory <p><u>Unit-II: Personality & Theories</u></p> <ul style="list-style-type: none"> i) Meaning & Concept of Personality ii) Allport's Theory of Personality iii) Cattell & Eysenk's Theories of Personality <p><u>Unit-III: Approaches of Personality Assessment</u></p> <ul style="list-style-type: none"> i) Subjective Approach: <ul style="list-style-type: none"> a) Interview b) Case History ii) Objective Approach: <ul style="list-style-type: none"> a) MMPI b) 16PF iii) Projective Approach: <ul style="list-style-type: none"> a) Thematic Apperception Test b) TAT Rorschach Ink Blot <p><u>Unit-IV: Theories of Development</u></p> <ul style="list-style-type: none"> i) Piaget's & Vygotsky's Theory of Cognitive Development ii) Erickson's Theory of Psycho-social Development iii) Kohlberg's Theory of Moral Development
Mode of Transaction:	Lecture, Discussion, Case identification, Observation, Problem Solving. PPP

Suggested Practicum:

(Any one of the following activities)

1. Identifying of 5 students with learning difficulties.
2. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
3. Collection of data through Administration of 16 PF.
4. Power Point Presentation of any Development theory.

Suggested Readings:

- 1 Anastasi, A. Psychological Testing (2nd Ed.)
(New York: Macmillan Co. 1976)
- 2 Allport, G.W. Pattern and Growth in Personality
(New York: Holt Oxford and IBH Publishing Co
1961)
- 3 Ferguson Personality Measurement
(New York: McGraw Hill Company, 1952)
- 4 Freeman, F.S. The Dynamics of Personal Adjustment
(England: Cliffs Prentice Hall, 1964)
- 5 Lehner & Kube Theory and Practice in Psychological Testing.
(New York: Holt Oxford and IBH Publishing Co
1961)
- 6 Shaffer and Shoben The Psychology of Adjustment
(New York: HoughtMifflin, 1956)
- 7 Skinner, C.E. Educational Psychology
(Ed.)
(New Delhi: Prentice Hall of India, 1972)
- 8 Vernon, P.E. The Structure of Human Abilities
(London: Methuen and Co. 1964)
- 9 Woodworth, R.S. Contemporary Schools of Psychology
(London: Methuen and Co., 1961)
- ¹⁰ Dandopani, S. A Text book of Advanced Educational Psychology
Anmol Publications, New Delhi
- ¹¹ Hilgard, E.R. Theories of Learning
& Bower,
G.H. Prentice Hall of India
- ¹² Mowrer, O.H. Learning Theory to psychology
New York: Harper
- ¹³ Murphy, G. An Introduction to Psychology
New York: Harper
- ¹⁴ Murray, H.A. Exploration in Personality
New York: Oxford University Press

M. Ed I-Semester	
COURSECODE:	MEDCE-22104
COURSE TITLE:	EDUCATIONAL MEASUREMENT AND EVALUATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>Enabling the students to have a complete concept of assessment and evaluation.</i> ➤ <i>The students should be able to distinguish measurement, assessment and evaluation.</i> ➤ <i>To make student aware about the characteristics of a good measuring instrument.</i> ➤ <i>To enable the students to have a clear concept of validity, reliability, objectivity and usability.</i> ➤ <i>To acquaint the students about different tools of evaluation.</i> ➤ <i>Enabling the students to construct a test.</i> ➤ <i>To make students evaluate critically the present system of examination.</i> ➤ <i>To enable the students about the new trends in examination.</i>
Prescribed Syllabus:	<p><u>Unit-I: Measurement and Evaluation</u></p> <ul style="list-style-type: none"> i) Concept & levels of Educational Measurement& Evaluation ii) Types of Evaluation: <ul style="list-style-type: none"> a) Formative b) Summative iii) Distinction between Educational Measurement and Evaluation. iv) Taxonomy of Education Objectives. <p><u>Unit-II: Characteristics of a Measuring Instrument</u></p> <ul style="list-style-type: none"> i) Objectivity. ii) Reliability-Concept, Types, Factors and Methods of estimation iii) Validity, Concept, Types, Factors and Methods of estimation. iv) Norms- concept and formulation <p><u>Unit-III: Current Techniques of Evaluation</u></p> <ul style="list-style-type: none"> i) Continuous and Comprehensive evaluation (CCE). ii) Question Bank, Continuous Internal Assessment system (CIAS) and Grading iii) Computerized and Online Evaluation iv) Open Book Examination
Mode of Transaction:	Lecture, Discussion, Critical thinking, Observation, Problem solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Setting up of Term papers using Revised Blooms Taxonomy of Educational Objectives. 2. Prepare a blue print for the construction of a test. 3. Administration of a Test and analysis of results. 4. A critical review of evaluation technique adopted by school Board/university

Suggested Readings:

- 1 Anastasi, A. Psychological Testing (New York: Macmillin)
- 2 Bloom, B.S Taxonomy of Educational Objectives
New York: Longmans, 1956
- 3 Concept of Evaluation
New Delhi: NCERT, 1963
- 4 Examinatio n Reforms
New Delhi, University Grants Commission, 1976.
A Palm of Action
- 5 Greeman, Theory & Practice in Psychological Testing,
F.S
- 6 Pajna, D.H. Educational & psychological Measurement.
&Horris, New Delhi: Oxford University Press, 1972.
P.F.
- 7 Stanley & Hopkin Measurement & Evaluation In Education &
Psychology
- 8 Thornike, Measurement & Evaluation in psychology &
R.L. Hagon, Education
E.

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M. Ed I-Semester	
COURSECODE:	MEDDCE-22105
COURSE TITLE:	EDUCATIONAL MANAGEMENT AND SUPERVISION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To understand the Concept, Importance of Educational Management,</i> ➤ <i>To understand the levels of Management</i> ➤ <i>To imbibe Educational Management from 1900's</i> ➤ <i>To know the Decision Making in EM</i> ➤ <i>To know about the Educational Supervision and Basic Principles of Effective Supervision</i> ➤ <i>To understand the School Management and structure of School Education System.</i>
Prescribed Syllabus:	<p><u>Unit I: Educational Management& its Trends</u></p> <ul style="list-style-type: none"> i) Management-Concept, Need & Importance of Educational Management ii) Management at different levels - Elementary, High, & Higher Secondary Education. iii) Decision Making-Nature, Centralization and Decentralization, their merits and demerits. iv) Programme Evaluation Review Technique (PERT) v) Present trends in Educational Management. <p><u>Unit II: Educational Supervision And Inspection</u></p> <ul style="list-style-type: none"> i) Concept and Nature of Educational Supervision ii) Basic Principles of Effective Supervision iii) Modern Supervision, New trends techniques and planning. iv) Inspection Need Importance and Types <p><u>Unit III: School Management</u></p> <ul style="list-style-type: none"> i) School Management – Concept and Need. ii) Working and structure of School Education System. iii) Management of School discipline and Role of Teacher iv) School Records- Preparation, Need & importance
Mode of Transaction:	Lecture, Discussion, Critical thinking, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Visit to any institution and prepare a report on Institutional management. 2. Visit to any Higher Secondary Schools/ Teacher Education Institute (Prepare a report). 3. Formulation of a school mapping exercise for location of schools in an identified area. 4. Review of School Records(Group work/Presentation). Preparation of an institutional plan

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Suggested Readings:

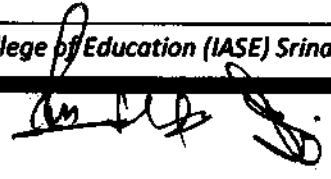
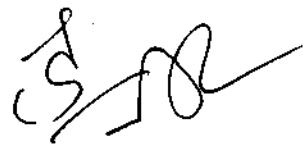
1. School Organization and Administration- M.S. Sachdeva
2. Management in Education-Namita Roy Chaudhary A. P.H. Publishing Corporation, New Delhi.
3. Educational Planning and Management PremilaChandrasekaran, Sterling Publication Pvt. Ltd.
4. Educational Administration and Management – S.S. Mathur.
5. Theory of Educational Administration- S.R. Vashost.
6. Efficient School Management and Role of Principals- Alka Karla.
7. Administrative Strategy and Decision making- Hardwick Landuyt.
8. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House.
9. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house.
10. School Organisation and Administration- U.S. Sidhu.
11. Administration of Education in India- S.N. Mukharji.



M. Ed I-Semester	
COURSECODE:	MEDCE-22106
COURSE TITLE:	EARLY CHILDHOOD CARE AND EDUCATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none">➤ <i>The students will be able to understand the concept and scope of early childhood care and education.</i>➤ <i>To acquaint the learner's with the recommendations of National Curriculum Framework (NCF 2005) and National curriculum frame work for teacher education (NCFTE 2009).</i>➤ <i>The students will understand different methods of child study.</i>➤ <i>To acquaint the learners with the areas and patterns of child development i.e.</i>➤ <i>Understand the physical and motor skills.</i>➤ <i>Understand the language and social development.</i>➤ <i>Understand the emotional and cognitive development.</i>➤ <i>Understand the contribution of leading educationist</i>➤ <i>To compare ECCE programmes in India with those of USA & UK</i>➤ <i>To acquaint the learners about the ECCE programmes at national level.</i>
Prescribed Syllabus:	<p><u>Unit-I: Conceptual Framework</u></p> <ul style="list-style-type: none">i) Meaning & Objectives of Early Childhood Care and Education.ii) Need and Scope of Early Childhood Care and Education.iii) Methods of studying child behaviour and development:<ul style="list-style-type: none">a) Observationb) Experimentalc) Case Studyiv) Origin with special reference to UK, USA & India <p><u>Unit-II: The Development of Childhood</u></p> <ul style="list-style-type: none">i) Social and Personal developmentii) Emotional Development & Motor Skills and their developmentiii) Development of Creativity <p><u>Unit-III: Contribution of the following Philosophers and Educationists with special reference to Child Study</u></p> <ul style="list-style-type: none">i) Froebelii) Montessoriiii) Dewy <p style="text-align: center;"></p>



Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	(Any one of the following activities) 1. Development of low cost and no cost play learning material. 2. Prepare a profile of a child of your locality. 3. Prepare a report on the functioning of KG/ Anganwadi Centre. 4. Compare and contrast development of ECCE programmes in India with those of USA and UK.
Suggested Readings:	1 Car Micheal, 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: Appletton Century Crofts) 8 Rav & K. Islam Early Childhood Care and Education





M. Ed I-Semester	
COURSECODE:	MEDDCE-22107
COURSE TITLE:	CREATIVITY & EDUCATION
Marks:	75 (External= 60 & Internal =15)
No of Credits:	3
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To develop understanding among students about basic concept of creativity.</i> ➤ <i>To acquaint students with various stages and components of creativity.</i> ➤ <i>To make the vision of students clear about the methods of creativity.</i> ➤ <i>To help students in identification of a creative person.</i> ➤ <i>To assist students in knowing the nature and tests of intelligence.</i> ➤ <i>To develop understanding about development of creativity.</i> ➤ <i>To develop understanding among students about various tests of intelligence.</i>
Prescribed Syllabus:	<p><u>Unit I: Conceptual Frame Work & Development of Creativity</u></p> <ul style="list-style-type: none"> i) Nature and concept of Creativity ii) Features of creativity iii) Stages of creativity iv) Components of creativity v) Methods of developing creativity <ul style="list-style-type: none"> a) Problems Solving b) Brain storming c) Synectic Model William Gorden <p><u>Unit II: Identification of Creative Talent</u></p> <ul style="list-style-type: none"> i) Identification of creativity: Torrance test of Creative thinking ii) Baqer Mehdi's Verbal Non Verbal Tests of Creativity iii) Personality Characteristics of a Creative child iv) Personality Characteristics of a Creative adult. <p><u>Unit III: Creativity and Intelligence</u></p> <ul style="list-style-type: none"> i) Concept and nature of intelligence ii) Tests of Intelligence (Verbal: Individual Test, Non Verbal: Army Beta Test and performance tests: Koh's Block Design Test) iii) Torrance Theory of Creativity iv) Contribution of J. P. Guilford
Mode of Transaction:	Lecture, Discussion, Field work, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Conducting tests on Intelligence,(Verbal: Individual Test, Non Verbal. 2. Conducting test using Torrance test of creativity. 3. Review of any research study on creativity and intelligence

<p>Suggested Readings:</p>	<ol style="list-style-type: none">1. Ahangar, S. D. Understanding Creativity Pearl Books, New Delhi2. Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication3. Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review.4. Heinze. Free Press of Glance, University of Chicago.5. Kneller, G. E. The Art and Science of Creativity6. Mangal S.K. Advanced Educational Psychology PHI learning Private limited Delhi 20167. Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)8. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)9. Rather, A. R. Creativity: Its Recognition and Development (Sarup& Sons; New Delhi)10. Stein, Morris & Creativity and the Individual.11. Sharma, K. N. Dynamics of Creativity.12. Torrance, E. P. Guiding Creative Talent. N. J. Prentice Hall, Englewood, Cliffs.13. Vernon, E. P. (Ed) Creativity. Methuen & Co. Ltd. II, New Felter Lane London.14. Vygotsky, L. S. Mind in Society Cambridge, M. A: Harward University Press.15. Kusuma, A. Creativity and Cognitive Styles in Children Discovery Publishing House, New Delhi.16. Taylor, C. W. Creativity: New York; McGraw – Hill
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INTERNSHIP-I

TO BE CARRIED IN SECONDARY/HIGHER SECONDARY SCHOOLS

COURSE CODE: MED-INT-22108

Marks 50

(External= 30 & Internal =20)

Credits=2

Learning Outcomes:

- 02. To provide the opportunities to students to observe the lessons delivered by the experienced teacher in schools.
- 03. To develop mastery among the students to prepare criticism lessons on each subject.
- 04. To orient the students to organise the seminars.
- 05. To enable the students to write /prepare activity report.

COURSE CONTENTS/ACTIVITY

Systematically planned Internship/ Field Attachment in Secondary/Higher Secondary education institution shall be organized during the programme for the durations of 8 days. Close mentorship of faculty or/and a member from the host institution (field mentor) together guide groups of students shall be provided for in the programme. The student's participation in the institutional tasks shall converge in an Internship/ Field Attachment report on the basis of which a part of assessment shall be done. A student's regularity, engagement in the field sites and discussions with mentors (during pre-planning and during and after the internship) shall also be included in the assessment.

The Internship will be carried as per the following schedule:

First Semester INT-I					
INT-I	Activity	Duration	Credits	Marks 50	
	Visit-cum-observation& Seminar/Workshop	12 Days		External	Internal
	a) Observation of 04 lessons in High School,	3 Days	2	30	20
	b) Observation of 04 lessons in Higher Secondary School	3 Days			
	c) 2 Criticism lessons on each subject by the students	3 Days			
	d) Seminar on issues in education organized by trainees/interns in High/Higher Secondary Schools and preparation of report.	3Days			

Note:- Activities to be recorded in the Reflective Journal (RJ)

The components of internship work evaluation shall be as under:

- a. Involvement & performance in the field work - 25 marks
- b. Quality of Internship Report - 20 marks
- c. Regularity and commitment -05 marks

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M. Ed I-Semester	
COURSECODE:	MEDGE-22109
COURSE TITLE:	ENVIRONMENTAL SCIENCE
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none">➤ <i>To understand environment and its importance in our daily life.</i>➤ <i>To develop awareness understanding and concern about environment and associated problems.</i>➤ <i>To enable students to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.</i>➤ <i>To encourage inquiry into the role that students can play in dealing with curricular areas that focus on environment.</i>➤ <i>To understand the need for remedial ways to protect the environment in daily life and its application.</i>
Prescribed Syllabus:	<p><u>Unit-I. Introduction to Environment and Environmental Science.</u></p> <ul style="list-style-type: none">i) Meaning and importance of Environment.ii) Components of Environment.iii) Environment and human health.iv) Definition, principles, and scope of Environmental Science. <p><u>Unit-II. Environmental Concerns</u></p> <ul style="list-style-type: none">i) Environmental degradation. Its causes and consequences.ii) Environmental problems and their consequences with Special reference to Air pollution, Water Pollution, Ozone depletion.iii) Urbanizations and its causes and consequences.iv) Deforestation and its impact on environment.
Mode of Transaction:	Lecture, Discussion, Critical thinking, Observation, Problem solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Visit to a local polluted site to observe and understand the problem and suggest remedial measures.2. Visit to an in-situ or ex-situ conservation centre and preparation of report thereof.3. Study of effects of human interaction with natural environment.4. Describe the environmental problem of your locality and suggest a remedy for it.
Suggested Readings:	<ol style="list-style-type: none">1. Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication.2. Teaching of environmental science by Singh, Y. K. New Delhi: APH Publishing.3. Environmental Concerns & Strategies by Kaur, T.N New Delhi: Ashish Publication.4. Fundamental of ecology by E.P. Odum.5. Ecology and environment by P D Sharma.6. Perspectives of environmental studies by Kaushik and Kaushik.7. Environmental science by Botkin and Keller.



M. Ed I-Semester	
COURSECODE:	MEDGE-22110
COURSE TITLE:	FLORA AND FAUNA OF J&K
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none">➤ <i>To develop understanding, description, identification and classification of flora and fauna of JK.</i>➤ <i>To develop understanding about basic plants grown in JK.</i>➤ <i>To make students understand the threats to flora and fauna of JK.</i>
Prescribed Syllabus:	<p><u>Unit I: Flora of J And K.</u></p> <ul style="list-style-type: none">i) Flora of JK: An Introduction.ii) Major plants grown in JK: Uses and Cultivation.iii) Economic and Medicinal plants grown in JK.iv) Threatened plants of JK. <p><u>UNIT II: Fauna of J and K.</u></p> <ul style="list-style-type: none">i) Fauna of JK: An Introduction.ii) National Parks, Sanctuaries and Biosphere Reserves.iii) Wild life of J&K with special reference to Hangul, Musk Deer, Black bear and Wild Yak.iv) Threatened and Endangered animal species of J&K.
Mode of Transaction:	Lecture, Discussion, survey, Observation, Problem solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Flora and Fauna-Preparation of a report.2. Preparation of use list of one Medicinal Plant found in J & K3. Visit to any sanctuary and preparation of report.4. Survey of Hangul in J & K
Suggested Readings:	<ol style="list-style-type: none">1. Flora and Fauna of Jammu and Kashmir by Shafi Ahmad Qadri.2. Exotic Ornamental flora of Kashmir, A field guide by Abdul Qudus Jan, Gh. Hassan Dar and Shabana 2013.3. Weed Flora of Kashmir Valley by M.K Kaul.4. Medicinal Plants of Kashmir and Ladakh by M.K Kaul.5. A handbook on Economic Zoology.6. Economic Botany by B.P Pandey.7. Flora and Fauna of J and K by H.S Pandey.8. Ecology and Environment by P. D Sharma.9. Environmental Biology by H.R Singh.

M. Ed I-Semester	
COURSECODE:	MEDOE-22111
COURSE TITLE:	STRESS MANAGEMENT
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>Understand the concept and nature of stress.</i> ➤ <i>Understand the types and sources of stress.</i> ➤ <i>Comprehend the psychological and physiological effects of stress.</i> ➤ <i>Develop an understanding about individual and cultural differences in stress reaction.</i> ➤ <i>Understand and learn about the various techniques for managing stress.</i>
Prescribed Syllabus:	<p><u>Unit I: Introduction to Stress and Causes of Stress</u></p> <ul style="list-style-type: none"> i) Concept and nature of stress. ii) Types and sources of stress. iii) Effects of stress: physiological and psychological. iv) Individual and cultural differences in stress reactions. <p><u>Unit II: Stress Management Strategies and Prevention Techniques</u></p> <ul style="list-style-type: none"> i) Psychological techniques for stress management: Reframing, Planning, forgiveness. ii) Spiritual techniques for stress management: Mindfulness, Relaxation, Meditation. iii) Prevention techniques: Self-care, Life style modification, behavioural /attitudinal change. iv) Challenging Stressful Thinking: Problem Solving and Time Management.
Mode of Transaction:	Lecture, Discussion, workshop, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Identifying of adolescent learners with deviant behavior. 2. Observe and list out the developmental issues of a sample of 5 students at the secondary level. 3. Workshop on spiritual techniques of stress management 4. Workshop on challenges of stressful thinking
Suggested Readings:	<ol style="list-style-type: none"> 1. Folkman, S. (2010). The Oxford handbook of stress, health, and coping. Oxford University: Oxford. 2. Hanson, R. (2013); Hard-wiring happiness: the new Brain science of contentment, calm, and confidence. 3. Kottler, J.A. & Chen, D.D (2011). Stress management and prevention: Applications to daily life (2nd Ed) London and New york: Routledge. 4. Lazarus, R. and Folkman, S. (1984). <i>Stress, appraisal, and coping</i>. 1st Ed. New York: Springer. 5. Olpin, M &Hesson, M. (2015). Stress management for life: A research- based experiential Approach. 4th Edition.

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