

Cluster University of Srinagar

Course Structure of 2-year PG programme in Education (Ist Semester)

Batch -2025

Department: Education

Faculty: Dean Teacher Education

Intake Capacity:

Semester I

Course Code	Course Title	Course Type	Credits	Examination Scheme		Total Marks	Fee Structure Skill
				Internal Assessment	External Assessment		
✓MEDUCTE125	Teacher Education	C	3 + 1	40 ✓	60 ✓	100	Yes
✓MEDUCME125	Measurement and Evaluation	C	3 + 1	40	60	100	Yes
✓MEDUCRE125	Methodology of Research in Education	C	3 + 1	40	60	100	Yes
✓MEDUDGC125	Guidance and Counselling	DSE	3 + 1	40	60	100	Yes
✓MEDUDPV125	Peace and Value Education	DSE	3 + 1	40	60	100	Yes
✓MEDUDSP125	Social Psychology	DSE	3 + 1	40	60	100	Yes
MEDUSCS125	Communication Skills	SEEC	2	20	30	50	Yes

Dean Teacher Education

Dean Academic Affairs



CLUSTER UNIVERSITY SRINAGAR

Core Course

Course Title: **TEACHER EDUCATION**

Credit Score: - 04 (03+01)

Course Code: **MEDUCTE125**

Max. Marks: - 100 (60+40)

Course Learning Outcomes (CLOs):

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

- Understand the historical development of teacher education in India and its impact on the current education system.
- Explore innovative approaches and models in teacher education, such as competency-based education and technology integration, and their potential to enhance teaching practices.
- Evaluate the factors that contribute to teacher effectiveness and recognize the role of Professional Organizations in supporting and empowering teachers.

UNIT-I INTRODUCTION TO TEACHER EDUCATION

- i) Meaning and significance of teacher education.
- ii) Historical development of teacher education in India.
- iii) Recommendations of the following commissions and committees on teacher education:
 - a. National Commission on teachers-(1983-85)
 - b. National Curriculum Framework for Teacher Education (2009) & (2023)
 - c. National Education Policy (2020)

UNIT-II TEACHING PROFESSION AND TEACHER

- i) Professional traits of a teacher- teacher as a manager, facilitator and counsellor
- ii) Team teaching- Meaning and definitions, categories, advantages and disadvantages
- iii) Flanders's Interaction Analysis Model

UNIT-III PROFESSIONAL ORGANIZATIONS Compositions and Functions.

- i) District Institutes of Education and Training (DIET's)
- ii) State Council of Educational Research and Training (SCERT)
- iii) National Council of Teacher Education (NCTE) (With special reference to composition and functions)

Unit IV: Tutorial Component

(01 Credit: 15 Hours)

i) Visit to DIET & SCERT

ii) PPT on NEP 2020

REFERENCE:

- Adaval, S. B. Quality of Teacher (Allabad)
- Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., the Indian Pub.)
- Ahiya, R. L. The Teacher of Teacher (New York)
- Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956). 21
- Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
- Nadeem N. A. Profile of the Effective Teacher (Srinagar: Full Bright Pub., 1989)
- Nadeem, N. A. & Development of Teacher Edu. in J & K Akhtar, P. (1900 – 1980 Monograph)
- Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane
- Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000) Teacher Education: Trends and Strategies. New Delhi: Radha Publishing.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.



CLUSTER UNIVERSITY OF SRINAGAR

Core Course

Title: MEASUREMENT & EVALUATION

Credit Score: 04 (03+01)

Course Code: MEDUCME125

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs)

After the completion of the course, the students will be:

- Having a comprehensive understanding of measurement, levels of measurement, evaluation and the purpose of evaluation.
- Having an understanding of how educational objectives are formulated in accordance with Cognitive, Affective and Psychomotor Domains.
- Aware of how to apply various evaluation tools, such as subjective and objective tests to effectively assess student learning.
- In a position to use various methods of determining reliability and validity.

Unit- I MEASUREMENT AND EVALUATION

- i) Concept and Nature of Measurement, Assessment and Evaluation
- ii) Levels of measurements: Nominal, Ordinal, Interval and Ratio
- iii) Purpose of Evaluation: a) Placement b) Diagnostic c) Prognostic

Unit-II APPROACHES TO EVALUATION

- i) B.S.Bloom's Taxonomy of Educational Objectives (Cognitive, Affective, Psychomotor)
- ii) Formative and Summative Evaluation, Internal and External Evaluation
- iii) Continuous and Comprehensive Evaluation (CCE)

Unit-III EVALUATION TOOLS AND THEIR CHARACTERISTICS

- i) Essay Types: Formation, Merits and Demerits
- ii) Short Answer Types: Formation, Merits and Demerits
- iii) Objectives Type: Formation, Merits and Demerits
- iv) Reliability: Meaning and methods of estimating reliability of a test- Test-Retest Method and Split-half Method
- v) Validity: Meaning, Types and Factors affecting the validity

Unit-IV Tutorial Component

(01 Credit: 15 Hours)

- i) Administration and interpretation of any psychological test related to intelligence or personality.
- ii) Preparation of question paper based on Essay type questions.
- iii) Preparation of question paper based on Objective type questions.

Suggested Readings:

- Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London: Sage Publications.
- Cizek, G. J. (2016) Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests. Sage Publications.
- Griffin, P., McGaw, B., & Care, E. (2012). (Eds.) Assessment and teaching of 21st Century Skills. New York: Springer
- Hughes, G. Wood, E. & Okumoto, K. (2009) Use of positive Assessment in Distance Learning Centre for Distance Education Report. University of London.
- Linn, R. L. & Gronlund, N. E. (2003) Measurement and Assessment in Teaching. New Delhi Pearson Education Pvt. Ltd. Camberwell: ACER.
- G.N. (2013) Reforming Educational Assessment: Imperatives, principles and challenges
- Mike Gershon (2015) How to use Bloom's Taxonomy in Classroom: The Complete Guide
- Mohan, R. (2016) Measurement Evaluation and Assessment in Education. Delhi: PHI Learning Pvt. Ltd.
- Nitko, A. J., & Brookhart, S. M. (2018) Educational Assessment of Students (7th ed.). Pearson.
- Stella, A. (2001) Quality Assessment in Indian Higher Education: Issues of Future Perspectives. Bangalore: Allied Publishers Ltd.



CLUSTER UNIVERSITY OF SRINAGAR

Core Course

Course Title: METHODOLOGY OF RESEARCH IN EDUCATION Credit Score: 04 (03+01)

Course Code: MEDUCRE125 Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

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

- Understand the basic terms of research methodology.
- Develop understanding of concept of research in general and educational research in particular.
- Develop understanding of distinctive features of qualitative and quantitative research paradigms. Acquaint the Students with respect to different techniques of research.
- Understand sampling and the different techniques of research.
- Understand the different techniques of Data Collection.

UNIT I: FUNDAMENTALS OF RESEARCH

- i) Educational Research: Meaning, Need & Importance
- ii) Levels of Educational Research: Basic, Applied and Action Research
- iii) Approaches to Educational Research: Qualitative and Quantitative research– Meaning & Characteristics

UNIT II: IDENTIFICATION OF RESEARCH PROBLEM & HYPOTHESIS

FORMULATION

- i) Research Problem and its Identification
- ii) Steps for preparation of a Research Proposal
- iii) Hypothesis – Formulation, Characteristics & Types

UNIT III: SAMPLING AND TECHNIQUES OF DATA COLLECTION

a) Sampling

- i) Population and Sampling
- ii) Probability Sampling: Simple Random & Stratified Random, Multistage Technique.
- iii) Non-probability Sampling: Quota & Judgment.

b) Techniques of Data Collection

- i) Observation
- ii) Questionnaire
- iii) Interview
(Characteristics, Types, Merits & Limitations)

Unit IV: - Tutorial Component

01 Credit: 15 Hours)

- i) Preparation of a Research Proposal.
- ii) Development of Questionnaire.
- iii) Presentation on any topic from Unit 1st to 3rd.

Suggested Readings:

- Best, J. W. Research in Education (5th Edition) (Printice Hall of India, 1977) Borg, W. R. &
- Educational Research – An introduction. Gall, M.D. (New York: Longman, 1979)
- Garret, H. E. Statistics in Psychology and Education (Hyderabad: International Book Bureau)
- Good, C. V. Introduction to Education Research (New York: Appleton Country Grafts, 1958)
- Guilford, J. P. Psychometric Methods. (New Delhi: McGraw Hill Publishing Company, 1971)
- Guilford, J. P. Fundamental Statistics in Psychology and Education. (New York: McGraw Hill Book Company, 1965)
- Kerlinger, E. N. Foundations of Behavioural Research. (New York: Holt Rinechart & Winston, Ic.)
- Mangal, S. K. Statistics in Psychology and Education Prentice Hall of India Pvt. Ltd
- Aggarwal, Y. P Better Sampling, Concepts, Techniques & Evaluation Sterling Publishers, Pvt.
- Murthy, M. N. Sampling Theory and Methods Calcutta, Statistical Publishing Society.



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: Guidance & Counselling
Course Code: MEDUDGC125

Credit Score: 4 (3+1)
Max. Marks: - 100 (60+40)

Course learning Outcomes (CLOs):

After successful completion of the course students will be able to: -

- Develop self-awareness, self-reflection, and self-care practices to maintain their own well-being and prevent burnout.
- Understand what they are as an individual and their relevance with the environment they belong.
- explore the different ways and means to understand oneself so that better placement could be done (educational, occupational)
- Explore the role & requirements of a counsellor to provide counseling.
- Demonstrate an understanding of the key concepts and principles of major counseling approaches and the skills necessary to apply them effectively in their future counseling practices.
- Understand the fundamentals of counselling and the steps to be followed while counseling.
- Explore the new trends in guidance.

Unit I Guidance and Models of Guidance

a) Understanding Guidance within the context of education.

i) Bases of Guidance.

ii) Basic Principles of Guidance

iii) Areas of Guidance-Personal, Educational and Vocational

b) Models for Guidance

i) Parsonian: Vocational Guidance

ii) Brewarian: Guidance as Identical with Education

iii) Hoyts: Guidance as Constellation of Services.

Unit II Guidance Services

- i) Information service- Educational, Occupational & Personal
- ii) Appraisal Services- Interview, Case Study, Cumulative Record Card, Observation
- iii) Placement Services- Educational & Vocational
- iv) New trends and Demands in Guidance

Unit III Counselling and Its Approaches

- Concept, nature & scope of Counselling
- Role and Requirements of a Counsellor
- Problems in Counselling Process
- Major Approaches to Counselling: Psychoanalytic Approach, Cognitive-Behavioural Approaches & Humanistic Approach

Unit IV: Tutorial Component (Any Two)

(01 Credit: 15 Hours)

1. Provide short **case studies** (e.g., a student struggling academically, a child facing peer pressure, a student with career confusion). Ask groups to **identify which guidance service** (information, appraisal, placement) would be most appropriate and justify why.
2. Organize a debate or panel discussion on topics such as:
 - i) “Should AI and online tools replace human guidance counsellors?”
 - ii) “Is career guidance more important than personal guidance in today’s education system?”
3. Assign students to small groups. Each group researches one approach (Psychoanalytic, Cognitive-Behavioral, & Humanistic). They create a **comparative chart or poster** highlighting:
 - i. Key features
 - ii. Techniques used
 - iii. Strengths & weaknesses
 - iv. Example scenario of its use

Suggested Readings:

- Bernard, H. W., & Fullmer, D. W. (1977). *Principles of guidance* (3rd ed.). New York, NY: Harper & Row.
- Crow, L. D., & Crow, A. (1962). *An introduction to guidance: Basic principles and practices*. New York, NY: American Book Company.
- Jones, A. J. (1970). *Principles of guidance*. New York, NY: McGraw-Hill.
- Mathewson, R. H. (1962). *Guidance policy and practice*. New York, NY: Harper & Row.
- Rao, S. N. (2004). *Counselling and guidance* (2nd ed.). New Delhi, India: Tata McGraw-Hill.
- Sharma, R. N. (2009). *Educational and vocational guidance and counselling*. New Delhi, India: Surjeet Publications.
- Kochhar, S. K. (2008). *Educational and vocational guidance in secondary schools*. New Delhi, India: Sterling Publishers.
- Shertzer, B., & Stone, S. C. (1980). *Fundamentals of guidance* (5th ed.). Boston, MA: Houghton Mifflin.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Pearson.
- Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Belmont, CA: Thomson Brooks/Cole



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: Peace and Value Education

Credit Score: 4 (3+1)

Course No. MEDUDPV125

Max. Marks: - 100 (60+40)

Course Learning Outcomes:

By the end of the course, the students will be able to:

- **Explain** the concepts of peace education, value education, and moral education, along with their need and importance in the contemporary world.
- **Analyze** the aims and objectives of peace education.
- **Evaluate** the role of social agencies such as family, religion, media, community, and school in promoting peace and values.
- **Identify and discuss** major challenges to peace including stress, crime, terrorism, war, and geopolitics.
- **Critically examine** the contributions of various education commissions and policies (Indian Education Commission 1964-66, NPE 1986, NEP 2020) towards value education
- **Interpret** national values enshrined in the Indian Constitution—socialism, secularism, justice, liberty, democracy, equality, and freedom—and relate them to educational practice.
- **Describe** theories of moral development such as Louis E. Raths' process of valuing and Kohlberg's stages of moral development.
- **Demonstrate** an understanding of the role of education in promoting human rights, sustainable development, peace, and moral values in society.
- **Develop** reflective attitudes and skills necessary for practicing peace and value education in personal and professional life.

Unit I Peace Education

- i) Meaning, Concept and Need, Importance of Peace in contemporary world.
- ii) Meaning, Aims and Objectives of Peace Education, NCFTE 2009 on Peace Education.
- iii) Role of social agencies: Family, Religion, Mass Media, Community, School, in promoting Peace Education.
- iv) Challenges to peace- Stress, Crimes, Terrorism, War and Geopolitics.

Unit II Value Education:

- i) Meaning, Need and Importance of Value Education
- ii) Education for Human rights and Sustainable Development.
- iii) Recommendations of various committees/commissions:
 - a) Indian Education Commission (1964-66)
 - b) NPE (1986)
 - c) NEP 2020
- iv) National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

Unit III Moral Development

- i) Concept of Moral Education and Sources of Values,
- ii) Role of Education in inculcating values.
- iii) Process of Valuing– Louis E. Raths
- iv) Stages of Moral Development- Kohlberg

Unit IV: - Tutorial Component

(01 Credit: 15 Hours)

- i) **Focused Group Discussion** on the significance of Peace and Value Education.
- ii) **Seminar / PPT Presentation** on themes such as Global Challenges to Peace (terrorism, climate change, human rights violations, geopolitics) and Theories of Moral Development.

Suggested Readings:

- Aggarwal K.G Comprehensives values scale, Agra, National Psychological Corporation
- Devadas, Rajamal P. & N Jaya (1984) A Textbook on Child Development. Delhi: McMillan India Ltd.
- Elkind, D. & Weiner, I. B. (1978) Development of the Child. New York: John Wiley & Sons, Inc. Cognitive, Social, Emotional and Moral Development Development During Early School Years (6-11 Years)
- Gayathri Ganesh,A : Values: Attitudes and Practices: Delhi: Discovery Publishing House, 2012
- Gupta N.L: Value Education: Theory and Practice: Krishna Brothers, Ajmer 1986.

- Harris, C. A. (1993) Child Development. 2nd Edition. Minneapolis/St.paul: West Publishing Co.
- Hurlock, E. B. (1978) Child Development. 6th Ed. 7th printing 1985. McGraw Hill Book Co.
- Lefrancois, G. R. (2001) Of Children: An Introduction to Child and Adolescent Development. 9th Edition.
- Gayathri Ganesh,A: Values: Attitudes and Practices: Delhi: Discovery Publishing House, 2012
- Wadsworth Morgan, C.T, King, R. A. Weisz, J. R. & Schopler (1997) Introduction to Psychology, 7th ed. Seventh reprint. Tata McGraw-Hill India.
- Crain, W.C. (1985). Theories of Development. Prentice-Hall,
- Dhankar, Neerja. (2010). Value Education. New Delhi: APH Publishing Corporation.
- Singh, Yogesh Kumar & Rachika Nat. (2010). Value Education. New Delhi: APH Publishing Corporation.
- Dr. S.Packiam(2018), Education for Sustainable Development, Neelkamal Pvt. Ltd.
- Charles.K and Selvi.A.V (2018) ,Peace and Value Education, Neelkamal Publication.
- Mohan.V (2018), Indian Ethics, Neelkamal Publisher.
- Huckle .J and Sterling. S(2001), Education for sustainability, Earthscan Publishing.
- .Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
- Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
- Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
- Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
- Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays Delhi Konark.
- Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Publication.
- Singh, Samporn (1979) Human Values, Jodhpur: Faith Publication.
- National Human Right Commission (2005). Human rights education for beginners. New Delhi.



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: SOCIAL PSYCHOLOGY

Credit Score: 04 (03 +01)

Course Code:-MEDUDSP125

Max. Marks: - 100 (60+40)

Course Learning Outcomes (CLOs):

After the completion of the course, student will be able to:

- Understand social psychology and application of this knowledge to various social situations.
- Recognize individual's Self-perception and Impression Management.
- Understand the various Research methods to study social psychology.
- Understand and recognize major theories of social psychology related to cognitive and behavioral phenomenon.

UNIT I: - Introduction to Social Psychology

- i. Social Psychology : Meaning and scope
- ii. Methods of Research : Experiment & correlation
- iii. Self – Definition & Nature
- iv. Theories of self-development – Looking glass theory (C H Cooley)
- v. The I and the me theory (Mead's Theory) & self-theory (Carl Rogers)

UNIT II: - Social Thinking

- i. Attributions : Perceiving the causes of behavior
- ii. personal versus situational attributions ;Attribution biases
- iii. Attitudes and Attitude change
- iv. Attitudes influences behavior (Theory of Planned Behavior)
- v. Behavior influences attitudes (Festinger's theory of cognitive dissonance)
- vi. Persuasion and routes to persuasion
- vii. Persuasion and attitude change

UNIT III:- Social Relation

- i. Attraction : Proximity, exposure and similarity
- ii. Attraction and relationship (Social change theory)
- iii. Prejudice, cognitive and motivational roots of prejudice; reducing prejudice
- iv. Prosocial behavior; evolution and prosocial behavior
- v. Social learning and cultural influences, increasing prosocial behavior
- vi. Aggression; biological and psychological factors in aggression

Unit 4:- Tutorial component**(01 Credit: 15 Hours)**

- i. Discussion, presentation, Group assignment ,
- ii. Visit to fields which are related to your syllabus.
- iii. Book Review , Glossary ,

REFERENCES:

- Baron, R.A.; Byrne, D. and Branscombe, N.R. (2006). Social psychology. 11th ed. N.D.: Pearson.
- Taylor, S.E.; Peplau, L.A. and Sears, D.O. (2006). Social psychology.12th ed. N.D.: Pearson.
- Baron, R.A.; Byrne, D. (1998). Social psychology. 10th ed. N.D.: Prentice-Hall of India Pvt. Ltd.
- Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.). Boston: Prentice Hall.
- Myers, D. G., & Twenge, J. M. (2017). Social Psychology (12th ed.). McGraw-Hill Education.
- Sharan, A. D. (2005). Understanding Social Behaviour: An Indian Perspective. Sage Publications India Pvt Ltd.
- Srivastava, A. K., & Singh, A. P. (2013). Understanding Social Psychology, PHI Learning Pvt. Ltd.



CLUSTER UNIVERSITY OF SRINAGAR

Skill Enhancement and Employability Course

Course Title: Communication Skills

Credit Score: 02

Course Code. MEDUSCS125

Max Marks = 50 (30+20)

Course Learning Outcomes (CLOs):

By the end of the course, the learners will be able to:

- Explain the process, types, and principles of effective communication with special reference to classroom contexts.
- Apply the 7Cs of communication and appropriate techniques to enhance classroom interaction and overcome communication barriers.
- Demonstrate effective communication skills—both verbal and non-verbal—for engaging learners and fostering participation.
- Compose academic and professional writings such as letters, CVs, reports, notices, and speeches with clarity and accuracy.
- Use digital and written communication formats (emails, messages, memoranda) effectively in academic and professional settings.

UNIT-I Classroom Communication

- i. Concept & Process of Communication
- ii. Types of Communication: Formal and Informal, Verbal and Non-Verbal
- iii. 7Cs for Effective Communication (Considerate, Concrete, Concise, Clear, Complete, Correct and Courteous)
- iv. Barriers to Communication and their remedial measures
- v. Concept of Classroom Communication
- vi. Art of Effective Classroom Communication: Concept and Techniques
- vii. Developing Communication Skills in Learners.

Unit II Academic Writing

- i. Letter Writing – Formal and Informal
- ii. Curriculum Vitae (CV), Emails, and Messages
- iii. Minutes of Meeting and Report Writing
- iv. Notice and Memoranda
- v. Short Speech Writing.

Suggested Readings

- Adler, R. B., Rodman, G., & DuPré, A. (2022). *Understanding human communication* (15th ed.). Oxford University Press.
- Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.
- Raman, M., & Sharma, S. (2012). *Technical communication: Principles and practice* (2nd ed.). Oxford University Press.
- Carnegie, D. (2006). *The quick and easy way to effective speaking*. Pocket Books.