Choice Based Credit System (CBCS)

Syllabus for
M.A. Education (Semester System)

(For Academic Sessions 2018 and onwards)

Directorate of Distance Education
University of Kashmir
Hazratbal, Srinagar (J & K)- 190006
Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System

GUIDELINES:

96 credits programme having 04 semesters:

Semester First

1. Candidate has to obtain 12 credits from core papers, 08 credits from Discipline centric & 02 credits from open electives in 1st Semester. (Open electives are mandatory to choose from P.G Programmes other than Education offered by Directorate of Distance Education.

Total credits from 1st semester:
12 credits (CR) + 8 credits (DCE) + 02 credits (OE) = Total 22 credits

Semester Second:

1. Candidate has to obtain 16 credits from core papers, 08 credits from Discipline centric & 02 credits from open electives in 2nd Semester. (Open electives are mandatory to choose from P.G Programmes other than Education offered by Directorate of Distance Education.

Total credits from 2nd semester:
16 credits (CR) + 8 credits (DCE) + 02 credits (OE) = Total 26 credits

Semester Third:

1. Candidate has to obtain 12 credits from core papers, 08 credits from Discipline centric & 02 credits from open electives in 3rd Semester. (Open electives are mandatory to choose from P.G Programmes other than Education offered by Directorate of Distance Education.

Total credits from 3rd semester:
12 credits (CR) + 8 credits (DCE) + 02 credits (OE) = Total 22 credits

Semester Fourth:

1. Candidate has to obtain 16 credits from core papers, 08 credits from Discipline centric & 02 credits from open electives in 4th Semester. (Open electives are mandatory to choose from P.G Programmes other than Education offered by Directorate of Distance Education.

Total credits from 4th semester:
16 credits (CR) + 8 credits (DCE) + 02 credits (OE) = Total 26 credits

Total credits 1st Sem. 22+ 2nd sem. 26 + 3rd sem. 22+ 4th Sem. 26= (96 credits).
Semester 1*th

Core Papers

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Marks</th>
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<tr>
<td>EDU18101CR</td>
<td>Philosophical Foundations of Education – I</td>
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<td>EDU18102CR</td>
<td>Sociological Foundations of Education – I</td>
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<tr>
<td>EDU18103CR</td>
<td>Educational Technology</td>
<td>100</td>
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(4x3=12 Credits)

Department Centric Elective (DCE)

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<th>Code</th>
<th>Course Title</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>EDU18104DCE</td>
<td>Population Education</td>
<td>100</td>
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<tr>
<td>EDU18105DCE</td>
<td>Value Education</td>
<td>100</td>
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<tr>
<td>EDU18106DCE</td>
<td>Guidance &amp; Counseling</td>
<td>100</td>
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(4x2=8 Credits)

Open Elective (OE)

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Marks</th>
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<tbody>
<tr>
<td>EDU18001OE</td>
<td>History and Problems of Education in J &amp; K.</td>
<td>50</td>
</tr>
</tbody>
</table>

(2x1=2 Credits)

Total 24 Credits
Course No. EDU18101CR  Philosophical Foundations of Education-I  
(80+20) 4 Credits

Unit I  Philosophy of Education & its Functions
i) Meaning & Scope of Philosophy
ii) Meaning & Scope of Education
iii) Relationship of Education & Philosophy
iv) Functions of Philosophy of Education – Speculative, Normative & Critical

Unit II  Western Schools of Philosophy
i) Idealism
ii) Pragmatism
iii) Existentialism
iv) Realism

a) With special reference to concepts of Knowledge, reality and values,
b) Their Educational Implications for Aims, Contents, Methods of Education and Role of teacher.

Unit III  Philosophy of Education as Reflected in
i) Plato ‘Republic’
ii) Aristotle’s ‘Politics’
iii) Dewey’s ‘Democracy and Education’

Salient features & contribution in terms of Education Implication.

Unit IV  Educational thought in India :

i) Swami Vivekenanda
ii) R. N. Tagore

iii) Maulan Abul Kalam Azad
iv) Aurobindo Ghosh

Suggested Readings:

1. Brubacher, J. S.  Modern Philosophies of Education  

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

Directorate of Distance Education University of Kashmir
(School of Open Learning)
<table>
<thead>
<tr>
<th></th>
<th>Author</th>
<th>Title</th>
<th>Publisher/Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Henderson</td>
<td>Introduction to Philosophy in Education.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Kneller, G.</td>
<td>Existentialism and Education</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Park, Jee</td>
<td>The Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Rusk, R.</td>
<td>The Doctrines of Great Educators,</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Radakrishnan, S.</td>
<td>History of Philosophy, Eastern and Western</td>
<td>London Allen and Unwin</td>
</tr>
<tr>
<td>17.</td>
<td>Vivekananda</td>
<td>India Contribution to world thought and Culture,</td>
<td>Madras, Vivekananda Rock Memorial Committee.</td>
</tr>
<tr>
<td>22.</td>
<td>UNESCO</td>
<td>Humanism &amp; Education in East and West.</td>
<td></td>
</tr>
</tbody>
</table>
Course No. EDU18102CR  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.  
2. Education for our People Compiled by citizens for democracy, Penguin Education, 1973
   (Harmond – Worth, Penguin Education, 1973)
7. Michtchell Duncan Sociology: The Study of Social System
8. Salamatullah Education in Social Context,  
   (New Delhi: NCERT, 1978)
10. Srinavas, M.N. Social Change in Modern India.  
    (Bombay: Allied Publication, 1967)
12. NCERT Papers in the Sociology of Education.
Course No. EDU18103CR  Educational Technology  (80+20) 4 Credits

Unit I  **Understanding Educational Technology**

i) Meaning, Objectives, Types & Scope.

ii) Forms-

   a) Teaching technology b) Instructional technology c) Behavioral Technology d) Instructional Design system.

iii) Major institutions of Education technology in India- CIET, EMMRC, IGNOU, UGC their role in education.

Unit II  **Innovations in Teaching**

i) Microteaching – Meaning, Characteristics, procedure, major skills and role of supervisor

ii) Simulated teaching – Meaning, types, steps, procedure, training group, role play simulation in teacher education programme.

iii) Flanders Interaction Analysis Category System-Description, assumption, procedure, behaviour ratios.

Unit III  **Programmed Instruction/Learning**

i) Origin, Meaning, principles & Types

   Contribution of Skinner, Mager, Gilbert.

ii) Development of Programmed – steps

   (preparation, writing the programme, try-out and revision)

iii) Review of Research trends in programmed learning-national and International context.

Unit IV  **Information and Communication Technologies – an Introduction**

i) Nature and Scope of a communication system sender, receiver, message and the medium; one to one, one to many, many to many communication.

ii) Types of communication in classroom –verbal, non-verbal. Effective communication in classroom.

iii) Use of ICT in Research, including on-line research. Use of ICT for reporting in the form of theses, Journal articles, and presentations in Seminars and conferences. Downloading of international standards for writing a research report Downloading of references, and biography new books/journals from internet.
Suggested Readings:

1. Allen, D. W. & Ryan, K.  
   Micro – Teaching

2. Bishop, L. K.  
   Individualizing Educational System.

3. Bloom, B. S.  
   Taxonomy of Educational Objectives.

4. Charlin, A. A.  
   Developing Questioning Techniques.

5. Dosajh, N. L.  
   Modification of Teacher Behaviour Through Micro-Teaching.

6. Flanders, N. A.  
   Analyzing Teaching Behaviour.

7. Shaplin, J. T.  
   Team Teaching.
Course No. EDU18104DCE  Population Education  (80+20) 4 Credits

Unit I  Population Education:
   i)   Meaning, Need and Importance
   ii)  Objectives
   iii) Emergence of Population Education in India
   iv)  Recommendation of NPE (1986) and UNESCO

Unit II  Population Composition:
   i)   Age structure/sex Rural and Urban composition
   ii)  Family welfare programmes
   iii) Fertility – concept, determinants & Measurement of fertility:
   iv)  Mortality, concept, determinants & Measurement of mortality:

Unit III  Population Growth and Quality of Life:
   i)   Concept of Quality of Life
   ii)  Quality of Life with reference to health, nutrition, education,
        employment, housing and Communication.
   iii) Population growth – its consequences and effects.

Unit IV  Population theories and Methods
   i)   Social theory(K. Marx)
   ii)  Demographic theory (Malthus)
   iii) Observation method
   iv)  Discussion method

Suggested Readings:

29. Wangoo M.L; Population Education: Tandon-Publications-Ludhiana
31. Gupta V. K; Population Education: Vinod-Publications-Ludhiana
Course No. EDU18105DCE  Value Education  (80+20) 4 Credits

Unit I  Value Education:
   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  Nature and concept of Morality and Moral Education.
   i) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
   ii) Language of moral education-its form and context, characteristics of a morally educated persons.
   iii) Justice and care- the two dimensions; perspectives in morality; dichotomy between reason and passion. Moral judgment and moral action.

Unit III  Moral Development of the Child
   i) Concept of Moral Education & Sources of Values
   ii) Moral developmental approach – Jean Piaget
   iii) Stages of moral development - Kohlberg

Unit IV  Models of Moral Education
   i) Rationale Building Model
   ii) Value Classification Model
   iii) Social Action Model

Suggested Readings:

15. Rajput, J. S. Symphony of Human Values in Education, New Delhi; NCERT.
Course No. EDU18106DCE  Guidance & Counseling  (80+20) 4 Credits

Unit I  Guidance & Counselling

i) Meaning and Basic Principles of Guidance.
ii) Meaning & Purposes of Counselling
iii) Elements & Steps in Counselling
iv) Distinction between 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

Unit IV  Counselling:

i) Personnel Qualities of the Counsellor
ii) Stages in the counseling process
iv) Problems in Counselling process
v) How to overcome the problems of counseling

Suggested Readings:

1. Bordin, E. S.  Psychological Counselling (3rd edition)  
   (New York: Applietan Century, 1968)
   (Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M.  Guidance Services in the modern Schools.  
   (New Delhi, NCERT, 1978)
5. Patterson, C. Counselling and Psychotherapy (New York: Harpe, 1954)
9. Hoppock, W. Occupational Information.
10. Donal, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
Course No. EDU18001OE  History and Problems of Education in J & K

(40+10) 2 Credits

Unit I  Development of Education in J & K

Main recommendations of:-

a) Sharp Committee Report– 1916
b) K. G. Saiyidain Committee Report (1939)
c) Education Reorganization Committee Report (Kazemi Committee Report) (1950)
d) Bhagwan Sahaya Committee Report (1972)

Unit II  Issues & Problems:-

i. Universalisation of Elementary Education
ii. Vocational Education
iii. Distance Education
iv. Women Education

With special reference to J & K.

Suggested Readings:

### 2nd semester

**M.A Education 2nd Semester (Choice Basis Credit System)**

<table>
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<tr>
<th>Core Papers</th>
<th>Marks</th>
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<tbody>
<tr>
<td>EDU18201CR  Sociological Foundations of Education – II</td>
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<td>EDU18202CR  Psychological Foundations of Education – I</td>
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<td>EDU18203CR  Methodology of Educational Research – I</td>
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<td>EDU18204CR  Educational Administration &amp; Supervision</td>
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#### Department Centric Elective (DCE)

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<td>EDU18205DCE  Special Education</td>
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<td>EDU18205DCE  Adult Education</td>
<td>100</td>
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<tr>
<td>EDU18206DCE  Mental Hygiene</td>
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#### Open Elective (OE)

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<th>OE Course</th>
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<td>EDU18002OE  Early Childhood Care and Education</td>
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<tr>
<td>(2x1=2 Credits)</td>
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</tbody>
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EDU18201CR Sociological Foundations of Education – II

Unit I **Education and Culture**

i) Concept & Characteristics
ii) Elements of Culture – Language, Values, Norms, Beliefs & Laws
iii) Role of Education vis-a-vis Culture

Unit II **Education and Social Change**

i) Social Change – Concept & Theories – Evolutionary & Cyclical (two theories each).
ii) Education and Social Change
iii) Constraints on social change in India (Caste, Language, Class, Religion, Region).

Unit III **Education and Social Processes**

i) Education & Modernization
ii) Education & Urbanization
iii) Education & Globalization

Unit IV **Group Dynamics and Education**

i) Group Dynamics – Meaning & Origin
ii) Group Cohesiveness & Group Division – Concept & factors.
iii) Educational implications of group Dynamics.

**Suggested Readings:**

2. Education for our People Compiled by citizens for democracy, Penguin Education, 1973
7. Michtchell Duncan Sociology: The Study of Social System
<table>
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<tr>
<th></th>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>9</td>
<td>Snow, C. P.</td>
<td>The two cultures and the Scientific Revolution.</td>
<td>Cambridge, University Press, 1961</td>
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<tr>
<td>12</td>
<td>NCERT</td>
<td>Papers in the Sociology of Education.</td>
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Course No. EDU18202CR Psychological Foundations of Education-I

Unit I **Schools of Psychology**

i) Behaviourism.

ii) Psychoanalysis.

iii) Gestalt Psychology.

- Their basic tenets & educational implications.

Unit II **Theories of Learning**

i) Pavlov’s Classical conditioning theory

ii) Skinner’s operant conditioning theory.

iii) Gagn’s learning theory.

Unit III **Intelligence & Motivation**

i) Concept of intelligence

ii) Guilford’s structure of intellect

iii) Concept of motivation & Maslow’s Theory.

iv) Attributional theory of motivation.

Unit IV **Growth & Development**

i) Infancy

ii) Childhood

iii) Adolescence

- Physical, social, emotional and intellectual development of all the above three stages with educational implications.

**Suggested Reading:**


5. Lehner & Kube  The Dynamics of Personal Adjustment.  
   (England: Cliffs Prentice Hall, 1964)
6. Shaffer and Shoben  The Psychology of Adjustment  
   (New York: Hought Mifflin., 1956)
7. Skinner, C. E. (Ed.)  Educational Psychology  
   (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. Murphy, G.  An Introduction to Psychology  
11. Murray, H. A.  Exploration in Personality  
    New York: Oxford University Press.
12. Mischel, W.  Personality and Assessment,  
    New York: Wiley.
    New York; Harcourt Brace.
15. Dandapani, S.  Simplify Psychology, Mysore, Radhika Publications.
    A variety of Personality pictures.  
    New York: Grune & Stratton.
17. Chauhans. S  Advanced Educational Psychology Vikas Publishing  
    House, Pvt. Ltd.
18. Cattell, R. B.  Description and Measurement of Personality  
    New York: World Book Co.
    New York: Appleton Century Crofts.
20. Ewen, R. B.  An Introduction of Theories of Personality  
Course No. EDU18203CR  Methodology of Educational Research-I

Unit I: **Educational Research**

i) Meaning, Need & Importance

ii) Levels – Theoretical, Applied and Action

iii) Qualitative research – Meaning & Characteristic & difference between Qualitative & Quantitative research.

Unit II: **Problems identification & Hypothesis formulation**

i) Research Problem and its Identification

ii) Delineating and Operationalisation of Variables

iii) Hypothesis – Formulation, Characteristics & Types.

iv) Preparation of Research proposal – purpose & steps.

Unit III **Sampling**

i) Population and Sample


iii) Non-probability Sampling: Quota, Judgment and Purposive

Unit IV **Techniques of data collection**

i) Observation

ii) Questionnaire

iii) Interview

- Their Characteristics, Merits & Limitations.

**Suggested Reading:**


4. Good, C. V.  
   Introduction to Education Research  
   (New York: Appleton Country Grafts, 1958)

5. Guilford, J. P.  
   Psychometric Methods.  

6. Guilford, J. P.  
   Fundamental Statistics in Psychology and Education.  

7. Kerlinger, E. N.  
   Foundations of Behavioural Research.  
   (New York: Holt Rinechart & Winston, Inc.)

8. Koul, L.  
   Methodology of Educational Research.  
   (New Delhi: Sterling Publishers, 10)

9. Van Delon, D. B.  
   Understanding Educational Research – An Introduction  
   (New York: McGraw Hill Book Company, 10)

10. Verma, M.  
    Introduction to Educational and Psychological Research.  
    (Bombay: Asia Publishing House)

11. Mangal, S. K.  
    Statistics in Psychology and Education  
    Prentice Hall of India Pvt. Ltd.

12. Aggarwal, Y. P  
    Better Sampling, Concepts, Techniques & Evaluation  
    Sterling Publishers, Pvt. Ltd.

13. Aggarwal, Y. P  
    Research in Emerging Field of Education.  
    Sterling Publishers, Pvt. Ltd.

14. Murthy, M. N.  
    Sampling Theory and Methods  
Course No. EDU18204CR   Educational Administration & Supervision

Unit I   Educational Administration and Supervision

i) Meaning & Objectives, Principles.
ii) Qualities of good Educational Administrator.
iii) Management as a System Taylorism, SWOT analysis.
iv) Human relations Approach to Administration.
v) Organisational Compliance, Oraganisation Development and Organisational Climate.

Unit II   Decision Making Style of Educational Administrator

i) Meaning and types of decision making- (Routine, Compromising and Heuristic)
ii) Meaning, Need and Importance of Supervision.
iii) Objectives of Supervision; Types of Supervision.
v) Construction of Standardized Decision making scales for Educational Administration (at least two)

Unit III   Leadership in Educational Administration

i) Meaning and nature of Leadership in Educational Administration.
ii) Approaches to Leadership: Trait, Transformation, Transactional, Value based, Cultural, Psychodynamic and Charismatic.
iii) Model of Leadership (Blake and Mouton’s Managerial Grid, Hersey and Blanchard’s Model, Tri-dimensional model).
iv) Leader-Member Exchange Theory.

Unit IV   Change Management

i) Meaning and Need for Planned Change
ii) Three-Step Model of Change (Unfreezing, Moving, Refreezing)
iv) Indian and International Quality Assurance Agencies: Objectives, Functions, Role and Initiatives (NAAC, Quality Council of India).
Suggested Readings:


3. Campbell, Corbally, School Administration and Supervision.


Course No. EDU18205DCE   Special Education  (80+20) 4 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

v) Issues and Trends in Special Education

Unit II  
**Mental Retardation (MR)**

i) Concept, Definitions & Classification

ii) Measurement of Mental Retardation

iii) Characteristics (Psychological, Behavioural & Physiological)

iv) Needs and Problems of Mentally Retarded

v) Educational Consideration for Mental Retarded Children

Unit III  
**Visual Impairment and Hearing Impairment**

i) Definition, Classification and Prevalence

ii) Causes and Characteristics

iii) Identification & Early Intervention

iv) Educational measures and methods.

Unit IV  
**Inclusive Education**

i) Meaning & Importance

ii) Aims, Objectives and Principles of Inclusive Education

iii) Role of Teacher and Teaching Strategies for Inclusive Education

iv) Inclusive Education & Special Education

v) Barriers in Inclusive Education & the strategies to improve

**Suggested Readings:**

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

3. Ysseldyke, J. Ed.
   Critical Issues in Special & Remedial Education.

4. Woody, R. H.
   Behavioural Problem Children in the School

5. Westman, J. C.
   Individual difference in Children.

6. Walshmer, M.
   Introducing the young child to the special world.

7. Thompson, George, G.
   Child Psychology.
   Boston Houghton, Mifflin Co. 1952.

8. Sorenson, Herbert
   Psychology in Education

9. Jangiram, N. K.
   Special Education Scenario in Britain & India.

10. Jangiram, N. K.
Course No. EDU18206DCE Adult Education (80+20) 4 Credits

Unit I Adult Education in India
i) Concept and Importance of Adult Education
ii) Objectives and Scope of Adult Education
iii) Approaches to Adult Education, with reference to:
   a) NPE (1986) and Review of NPE (1992)
   b) NLM,
   c) JSN.

Unit II Motivation of Adult.
   i) Psychology of Adult Learners.
   ii) Adult Learning
   iii) Methods of Motivating Adults for Learning

Unit III Methods of Teaching Adult
   i) Methods of Teaching Adults – Lecture, Workshop, Symposium, demonstration, dramatization
   ii) Methods of Teaching Literacy – Analytical, Synthetic and Electric
   iii) Role of Mass Media (Electronic & Print)

Unit IV 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 (Criterion Publication, New Delhi)
8. Malik, G. M. Understanding Adult Education.
Course No. EDU18207DCE          Mental Hygiene          (80+20) 4 Credits

Unit I          Mental Hygiene:
    i) Concept of Mental Health & Role of teacher in fostering mental health.
    ii) Nature, Principles of Mental Hygiene
    iii) Importance of Mental Hygiene

Unit II          Adjustment & Mal-adjustment.
    i) Concept of Adjustment
    ii) Concept & Factors of Mal-adjustment and remedial measures
    iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)

Unit III          Adjustment Mechanism
    i) Fantasy, Compensation, Identification & Projection
    ii) Rationalization, withdrawal & Selective forgetting
    iii) Negativism, Sublimation, Displacement & Regression.

Unit IV          Treatment/Methods for the Preservation and Enhancement of Mental Health.
    i) Psychotherapy
    ii) Hypnosis & Catharsis
    iii) Hydrotherapy.

Suggested Readings:

Syllabus for M.A. Education- Two Year Programme (CBCS) 2018

Course No. EDU18002OE Early Childhood Care & Education
(40+10) 2 Credits

Unit I Concept, Scope & Methods.
i) Meaning & objectives of Early Childhood Care & Education.
ii) Need and Scope of Early Childhood Care & Education
iii) 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.

Suggested Readings:

   (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.
   (New York: Appleton Century Crofts)
8. Rav & K. Islam  Early Childhood Care and Education.
# 3rd semester

**M.A Education 3rd Semester (Choice Basis Credit System)**

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<thead>
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<th>Core Papers</th>
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**Department Centric Elective (DCE)**

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Course No. EDU18301CR  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 Thought in Education**

i) Radicalism – Concept & Meaning

ii) Paulo Freire – Conscientization

iii) Ivan Illich – De-schooling Society

Unit III  **Indian Schools of Philosophy.**

i) Hinduism, Jainism, Vedanta.

ii) Buddhism

iii) Islamic Traditions

- With special reference to their educational implications

Unit IV  **Western Thinkers**

i) John Dewey

ii) Bestrand Russel

iii) Immanual Kant

Their contribution to Educational thought & practice of education.

Suggested Readings:


5. Henderson Introduction to Philosophy in Education.
7. Kneller, G. Existentialism and Education
8. Park, Jee The Philosophy of Education
9. Rusk, R. The Doctrines of Great Educators,
15. Radakrishnan, S. History of Philosophy, Eastern and Western London Allen and Unwin
18. Vivekananda India Contribution to world thought and Culture, Madras, Vivekananda Rock Memorial Committee.
22. UNESCO Humanism & Education in East and West.
23. Speeches of Maulana Azad; Publication Division Ministry of Information & Broadcasting, GOI.
Course No. EDU18302CR  Psychological Foundations of Education-II  
(80+20) 4 Credits

Unit I  Personality
i) Concept Biological & Environmental Determinants.
ii) Trait Factor Theory of Cattell.
iii) Psychoanalytic Theory of Freud.

Unit II  Personality Assessment
i) Subjective Method – Case study & Interview.
ii) Objective Method – 16PF & MMPI.

Unit III  Theories of Development
i) Piaget’s Theory of Cognitive Development
ii) Erickson’s Theory of Psycho-social Development
iii) Kholberg’s theory of moral Development

Unit IV  Exceptional Children
i) Gifted
ii) Delinquents.
iii) Mentally Retarded.

Suggested Reading:

1. Anastasi, A.  Psychological Testing (2nd Ed.)  
   (New York: Macmillan Co., 1976)
2. Allport, G. W.  Pattern and Growth in Personality  
3. Ferguson  Personality Measurement  
5. Lehner & Kube  The Dynamics of Personal Adjustment.  
   (England: Cliffs Prentice Hall, 1964)
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<th>Author(s)</th>
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<tr>
<td>18.</td>
<td>Dandapani, S.</td>
<td>Simplify Psychology, Mysore, Radhika Publications.</td>
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Course No. EDU18303CR  Statistics in Education and Psychology
(80+20) 4 Credits

Unit I:  Measure of Central Tendency & Variability
i) Concept of descriptive & inferential statistics.
ii) Concept of computation of measures of Central tendency.
iii) Concept of competitive & application of variability – Q.D & S.D.
iv) Graphic method and percentiles – computations of percentiles and percentiles ranks; graphic methods – line graphie bar daigram, pie chart, ogive their application & use.

Unit II:  The Normal Distribution Curve
i) The meaning and importance properties of the normal distribution
ii) Measuring divergence from normality – skewness and kurtosis
iii) Applications of the normal probability curve.
   a) Raw scores into standard scales  b) Cases falling above & below method  c) % of cases between given %age

Unit III  Parametric and Non-parametric Statistics
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 IV  Correlation
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
   b) Product moment coefficient of correlation (including scattergram)
Suggested Readings:

5. Rasool, G. & Application of Statistics in Education & Lal & N. K. Psychology (Paca Dunga: Kapoor Brothers)
Course No. EDU18304DCE  Creativity & Education  (80+20) 4 Credits

Unit I  **Concept of Creativity**
   i)  Nature, Meaning and process of Creativity.
   ii) Theories of Creativity - Guilford, Torrance.
   iii) 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) Creativity and its Barriers
   iii) Creativity and its Nourishment
   iv) Creative Teaching
   v)  Creativity and Society

Unit IV  **Techniques and Measurement**
   vi)  Development of Creativity
   vii) Techniques:
      a)  Brainstorming
      b)  Creative problem solving
      c)  Synectic Model
   viii) Measurement of Creativity Talent

**Suggested Readings:**

1. Getzels, S. W. & Jack, P. L.  Creativity and Intelligence
   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.
9. Torrance, E. P.
   Guiding Creative Talent.
   Free Press of Glance, University of Chicago.
10. Vernon, E. P. (Ed)
    Creativity.
    Methuen & Co. Ltd. II, New Felter Lane London.
11. Vygotsky, L. S.
    Mind in Society
    Cambridge, M. A: Harvard 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.
Course No. EDU18305DCE  Curriculum Development (80+20) 4 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  Conceptions of Curriculum
i) The Humanistic Curriculum
ii) The Social Reconstructionist Curriculum.
iii) The Technological Curriculum

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.

Unit-IV  Curriculum Evaluation
i) Concept and Importance of Curriculum Evaluation.
ii) Formative and Summative Evaluation
iii) Interpretation of Evaluation results

Suggested Readings:

1. Bloom, B. S.  Taxonomy of Educational Objectives

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

   New Delhi: Haroer & Brothers, 1950.

4. Mehdi, B.  Effective Use of School Curriculum – An introduction
   (New Delhi: NCERT, 1978.)
Course No. EDU18306DCE  Comparative Education (80+20) 4 Credits

Unit I:  Comparative Education; Meaning and Method
i)  Historical background of Comparative Education
i)  Meaning and Scope of Comparative Education
ii)  Objectives of Comparative Education.

Unit II:  Factors Influencing Educational System
ii)  Economic Factor
iii)  Geographical Factor
iii)  Linguistic Factor

Unit III:  A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to:

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

Unit IV:  Comparative Methods of Education
i)  Scientific Method of Comparative Education
   a)  Description, b) Interpretation, c) Juxtaposition and d) Comparasion
ii)  Survey Techniques of data Collection

Suggested Reading:
1. Altabach  Comparative Education
Course No. EDU18105OE   Value Education   (40+10) 2 Credits

Unit I  **Value Education:**

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  **Nature and concept of Morality and Moral Education.**

i) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.

ii) Language of moral education-its form and context, characteristics of a morally educated persons.

iii) Justice and care- the two dimensions; perspectives in morality; dichotomy between reason and passion. Moral judgment and moral action.

**Suggested Readings:**


# 4th semester

M.A Education 4th Semester (Choice Basis Credit System)

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<td>EDU18406DCE Education Planning &amp; Financing</td>
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Directorate of Distance Education University of Kashmir  
(School of Open Learning)
Course No. EDU18401CR  Methodology of Educational Research-II
(80+20) 4 Credits

Unit I:  Techniques of Data Collection
i) Rating Scale
ii) Psychological Tests – Personality, Intelligence & Adjustment Test.

Unit II:  Methods of Educational Research – I
i) Historical
   • Nature
   • Identification of Sources
   • Historical Criticism
ii) Philosophical
   • Nature
   • Procedure

Unit III  Methods of Education Research – II
i) Descriptive, Ex-Postfacto
   • Nature
   • Various Techniques
ii) Experimental
   • Nature
   • Variable & its types
   • Exptt. Designs (three only)

Unit IV  Quantitative Analysis
i) Correlation: Concept and Uses
ii) Concept of Null Hypothesis, its testing and understanding of: Levels of Confidence, tests of significance (one tailed and two tailed), Type-I & type-II errors.
iii) Formulation of Research Report – purpose, steps & style.

Suggested Reading:

   (Printice Hall of India, 1977)
   (New York: Longman, 1979)
3. Garret, H. E.  Statistics in Psychology and Education
   (Hyderabad: International Book Bureau)
4. Good, C. V.  Introduction to Education Research
   (New York: Appletion Country Grafts, 1958)
5. Guilford, J. P.  
   Psychometric Methods.  

6. Guilford, J. P.  
   Fundamental Statistics in Psychology and Education.  

7. Kerlinger, E. N.  
   Foundations of Behavioural Research.  
   (New York: Holt Rinechart & Winston, Inc.)

8. Koul, L.  
   Methodology of Educational Research.  

9. Van Delon, D. B.  
   Understanding Educational Research – An Introduction  

10. Verma, M.  
    Introduction to Educational and Psychological Research.  
    (Bombay: Asia Publishing House)

11. Mangal, S. K.  
    Statistics in Psychology and Education  
    Prentice Hall of India Pvt. Ltd.

12. Aggarwal, Y. P  
    Better Sampling, Concepts, Techniques & Evaluation  
    Sterling Publishers, Pvt. Ltd.

13. Aggarwal, Y. P  
    Research in Emerging Field of Education.  
    Sterling Publishers, Pvt. Ltd.

14. Murthy, M. N.  
    Sampling Theory and Methods  
Course No. EDU18402CR  History & Problems of Indian Education
(80+20) 4 Credits

Unit I  Education in Ancient & Medieval India
i) Vedic Education.
ii) Brahmanc Education.
iii) Buddhist & Muslim Education.

(Detailed description of the basic tenets, aims curriculum methods of teaching concept of discipline and role of teacher. Important educational centres of Vedic, Brahmanc, Buddhist & Muslim Education).

Unit II  Development of Indian National System of Education:
i) Basic Education (1937-38) & Vishwa Bharti Experiment
iii) Dar –ul-ullum (Deoband) & Aligarh Muslim University

Unit III  Development of Education In Modern India
Elementary Education, Secondary Education, Higher Education.

Reference be made to the following reports
i) Macaulay’s Minute (1835) & Wood’s Despatch (1854).
ii) Sargent Report (1944) & University Education Commission (1948-49)

Unit IV  Current Trends in Indian Education
i) Life Long Learning & Open Learning
ii) Population Education & Women’s Education
iii) Value Education & Environmental Education.

Suggested Readings:

   (Ambla Cant; International Book Agency, 1979)

2. Garg, B. R.  Educational Crises in India.
   (Ambla Cant; International Book Agency, 1977)
10. Sawak, N. S. Current Problems in India Education. (Punjab: Kitab Ghar Jullinder)
Course No. EDU18403CR  Teacher Education  (80+20) 4 Credits

Unit I  Development of Teacher Education in India
i) Teacher Education in Pre-independence India
ii) Teacher Education in Post Independence India
iv) Historical Development of Teacher Education in Jammu & Kashmir.

Unit II  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.
 v) Teacher Education through Distance Mode (Kashmir University & IGNOU)

Unit III  Innovations & Model in Teacher Education
 i) Micro-teaching – (Concept Process & Skills)
 ii) Flander’s Interaction Analysis System
 iii) Concept Attainment Model of Teaching (Bruner)
 iv) Self Control Model of Teaching (Skinner)

Unit IV  Teacher effectiveness & Role of Professional Organization in Teacher Education
 i) Concept & Characteristics of teacher effectiveness
 ii) Cognitive and Affective Correlates of an Effective Teacher (Intelligence, Personality, Values and attitude).
 iii) Role of the NCERT, NCTE & UGC - (composition and functions)
 iv) Role of ASC, NUEPA, NAAC - (composition and functions)

Suggested Readings:

1. Adaval, S. B.  Quality of Teacher  (Allabad)
<table>
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<th></th>
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<td>Ahiya, R. L.</td>
<td>The Problems of Teacher in India</td>
<td>Ambala Cantt., The Indian Pub.</td>
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<td>Mukherji, S. N.</td>
<td>Education of Teachers in India</td>
<td>Delhi: S. Chand &amp; Co., 1968</td>
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<td>Chrimali, K. L.</td>
<td>Better Teacher Education</td>
<td>Ministry of Education, New Delhi</td>
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</table>
Course No. EDU18406CR  Measurement & Evaluation
(80+20) 4 Credits

Unit I  **Measurement and Evaluation**

i) Concept & levels of Measurement.


iii) Taxonomy of Educational Objectives.

Unit II  **Characteristics of a Measurement Instrument**

i) Validity, Concept, Factors, Types & Methods of estimate

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

iii) Objectivity

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

i) Limitations of the present system of Examination


iii) New trends in Examination Reforms.


Unit IV  **Evaluation Tools**

i) Essay – type test.

ii) Short answer type test

iii) Objective tests

(Concept, Formation, Advantages and Limitations)

**Suggested Readings:**


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

5. Greeman, F. S.  Theory & Practice in Psychological Testing.
Course No. EDU18405DCE  Social Psychology  (80+20) 4 Credits

Unit I  Introducing Social Psychology
ii) Methods
iii) Focus: a) Attitudes, b) Prejudices and c) Values

Unit II  Personality and Self
i) Concept of Personality
ii) Personality types: Basic – National Character
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 and c) Conflict and peace making
ii) Attraction – causes; measurement
iii) Aggression – approaches; control of aggression

Unit IV  Social Influence
i) Cultural Influence
   a) Culture and Social diversity, b) Norms, c) Roles, d) Conformity
ii) Social facilitation and De-individualization
iii) Group polarization, Group Thinking

Suggested Readings:

2. Bales, R. F.  Interaction Process Analysis  (Combridge Addison-Wesley Press, Inc. 1950)
Course No. EDU18406DCE  Educational Planning & Financing

(80+20) 4 Credits

Unit I  **Educational Planning**

i) Concept, definition and Scope of Educational Planning

ii) Objectives and Need for Educational Planning

iii) Problems of Educational Planning

iv) Principles of Education Planning

v) Perspective & Institutional Planning

Unit II  **Approaches and Methods of Educational Planning**

i) Social Demand Approach

ii) Manpower Approach

iii) Rate of Return Approach or Cost Benefit Analysis

iv) Centralization & De-centralization Approach

Unit III  **Constraints in Education Planning**

i) Economic

ii) Cultural

iii) Political

iv) Current Trends, Policies & Strategic

Unit IV  **Educational Finance**

i) Financing Education – Meaning & Scope

ii) Principles and Problems

iii) Sources of Educational Finance and grant-in-aid system

iv) Educational Finance of Right to Education.

**Suggested Readings:**

1. Azad, J. L.  Financing of Higher Education in India
   (New Delhi: Sterling Publisher, 1975)

2. Dhar, T. N.  Politics of Man Power Planning
   (Calcutta: Mederva Assciaes 1974)

3. Mishra, A  Financing of Education in Indian
   (Delhi: Asia Publications, 1964)
4. Naik, J. P.  
   Educational Planning in India  
   (Allied Publication, 1965)

5. Rao, V. K. R. V  
   Education and Human Resource Development  
   (Allied Publication, 1965)

6. UNESCO  
   Fundamentals Education Planning

   Educational Institute  
   Planning & Administration,  
   New Delhi  
   Journal of Educational Planning & Administration Vol. 12, 1 & 2 Jan. and April, 1988

8. National Nos. 3  
   Institute of Education  

9. Agarwal, J. C.  
   Education Administration Inspection  
   Planning and Financing in India  
   (New Delhi, Arybooks Depot., 1983)

10. Rasool, G & Chopra, M.  
    Educational and National Development in free India (Jallendhar Sunshine Publications, 1990)

11. Kumar, A.  
    Current Trends in Indian Education.  
    (New Delhi, Ashish Publication House 1991)
EDU18407DCE  Nai Taleem (Experiential Learning)  (80+20) 4 Credits

Unit I  M. K. Gandhi
   i) General Background
   ii) Gandhian Educational Thought - relevance to contemporary India
   iii) Gandhi’s Experiments in Education
   iv) Aspects of Educational Idealism

Unit II  Gandhian Educational Thought
   i) Meaning, aims, importance and objectives
   ii) Gandhiji’s Nai Talim or Basic Education
   iii) Gandhian Philosophy and Aims of Education
   iv) Curriculum and methods of Teaching

Unit III  Experiential Learning - Gandian Approach
   i) Wardha Education Conference,
   ii) Experiential Learning and Work Education
   iii) Education through Craft and Development of Crafts
   iv) Rural reconstruction

Unit IV  Field Based Activities
   i) The students are required to visit the Craft based centres in
   ii) the local areas and prepare five case studies on each craft.

Suggested Readings:

Course No. EDU18004OE  Education Technology and ICT  (40+10) 2 Credits

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

i) Concept, Phase & Characteristics

ii) Models – Concept Attainment (J.Bruner)

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

Unit II  **ICT and Instructional Objectives**

i) Information and Communication Technology
   a) Meaning and Importance
   b) ICT and Education

ii) Bloom’s Approach-Cognitive, Affective & Psychomotor

**Suggested Readings:**