SYLLABUS

FOR

M.Ed. PROGRAMME

(Distance Mode Students)

(For Academic Sessions 2011 and onwards)

DIRECTORATE OF DISTANCE EDUCATION

UNIVERSITY OF KASHMIR
Guidelines for Choosing Optional Paper/s in M.Ed Programme

- Candidate has to choose one optional paper of his/her choice in each semester but the Directorate will offer only those courses in optional papers, were the facilities in terms of resource persons and self-learning material will be available in the Directorate. At present the directorate offers flowing courses as optional papers.

Optional Papers for 1st semester: (Choose any one of the following)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Name of the Optional Paper</th>
</tr>
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<tbody>
<tr>
<td>02.</td>
<td>Edu. EP-05</td>
<td>Early Childhood Care &amp; Education (ECCE)</td>
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<td>03.</td>
<td>Edu. EP-06</td>
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<td>04.</td>
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Optional Papers for 2nd semester: (Choose any one of the following)

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<thead>
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<tr>
<td>01.</td>
<td>Edu. EP-13</td>
<td>Special Education</td>
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<tr>
<td>02.</td>
<td>Edu. EP-14</td>
<td>Curriculum Development</td>
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<tr>
<td>03.</td>
<td>Edu. EP-17</td>
<td>Instructional Technology</td>
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# Scheme of Courses for M.Ed. Programme under Semester Pattern

## Courses Offered

### 1st Semester

<table>
<thead>
<tr>
<th>Course No</th>
<th>Title of the Course</th>
<th>Marks Scheme</th>
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<tbody>
<tr>
<td>Edu-CP-13</td>
<td>Philosophical Foundations of Education – I</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<td>Edu-CP-14</td>
<td>Sociological Foundations of Education – I</td>
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<td>Edu-CP-15</td>
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<tr>
<td>Edu-CP-16</td>
<td>Problems &amp; Issues in Indian Education</td>
<td>80</td>
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<tr>
<td>Edu-EP-02</td>
<td>Value Education</td>
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<td>Edu-EP-04</td>
<td>Guidance &amp; Counselling</td>
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<tr>
<td>Edu-EP-05</td>
<td>Early Childhood Care &amp; Education (ECCE)</td>
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<td>Edu-EP-06</td>
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<td>Edu-EP-07</td>
<td>Mental Hygiene</td>
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<td>Edu-EP-10</td>
<td>Creativity &amp; Education</td>
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<td>Teacher Education</td>
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### 2nd Semester

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<tr>
<td>Edu-CP-17</td>
<td>Philosophical Foundations of Education – II</td>
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<tr>
<td>Edu-CP-18</td>
<td>Sociological Foundations of Education – II</td>
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<tr>
<td>Edu-CP-19</td>
<td>Psychological Foundations of Education – II</td>
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<tr>
<td>Edu-CP-20</td>
<td>Methodology of Educational Research</td>
<td>80</td>
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<tr>
<td>Edu-EP-11</td>
<td>Comparative Education</td>
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<td>Edu-EP-12</td>
<td>Measurement &amp; Evaluation</td>
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<tr>
<td>Edu-EP-18</td>
<td>Statistics in Education &amp; Psychology</td>
<td>80</td>
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<td>Edu-EP-19</td>
<td>Dissertation</td>
<td>80</td>
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1st Semester

Course No. Edu-CP-13 Philosophical Foundations of Education-I

Unit I Philosophy of Education
   i) Meaning & Scope of Philosophy
   ii) Meaning & Scope of Education
   iii) Relationship of Education & Philosophy

Unit II Function’s of Philosophy
   i) Normative
   ii) Speculative
   iii) Critical

Unit III Western Schools of Philosophy
   i) Idealism
   ii) Pragmatism
   iii) Existentialism

Special reference to concepts of Knowledge, reality and values, their Educational Implications for Aims, Contents and Methods of Education.

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

Unit I  Sociological Perspectives

i)  Functionalism

ii)  Conflict Theory

iii) Interactionism

(with special reference to Durkheim, Karl Marx and C. H. Cooley)

Unit II  Education and Sociology

i)  Sociology – Meaning & Concept

ii)  Relationship of Sociology with Education

iii) Educational Sociology & Sociology of Education – Concept & Distinction

Unit III  Education and Social System

i)  Social System Concept

ii)  Characteristics

iii) Education as a Subsystem – Relationship of Education with Kinship, Polity and Religion

Unit IV  Education and Social Stratification and Mobility

i)  Social Stratification and Social Mobility

ii)  Social Equity and Equality of Educational Opportunity

iii) Education of the Socially and Economically disadvantaged
Course No. Edu-CP-15 Psychological Foundations of Education - I

Unit I Learning & its Theories
   i)  Meaning & Concept of Learning
   ii) Operant Conditioning theory
   iii) Gagne’s Hierarchy theory

Unit II Personality & Theories
   i)  Meaning & Concept of Personality
   ii) Allport’s Theory of Personality
   iii) Cattell & Eysenk’s Theories of Personality

Unit III Personality Assessment
   i)  Subjective – Interview & Case History
   ii) Objective – MMPI, 16PF
   iii) Projective – Thematic Apperception Test, TAT Rorschah Ink Blot

Unit IV Development Theories
   i)  Piaget’s & Vygotsky’s Theory of Cognitive Development
   ii) Erickson’s Theory of Psycho-social Development
   iii) Kholberg’s Theory of Moral Development
Problems & Issue in Indian Education

Unit I

Education in Ancient & Medieval India

i) Vedic Education

ii) Brahmanic Education.

iii) Buddhist & Muslim Education

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

Unit II Development of Indian National System of Education:

i) Basic Education (1937-38) & Vishwa Bharti Experiment

ii) Jamia Milla Islamia & Nudwat-ul-ullema Lucknow

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 Minutes (1835) & Wood’s Despatch (1854)

ii) Sargent Report (1944) & University Education Commission (1948-49)

Unit IV

Current Trends in Indian Education

i) Adult and Continuing Education & Non-formal Education; SSA

ii) Population Education & Women’s Education

iii) Value Education & Environmental Education
Course No. Edu-EP-02

Value Education

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)

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 dimensional perspectives in morality; dichotomy between reason and passion.

Moral judgment and moral action

Unit III Moral Development of the Child

i) Concept of Development and moral development

ii) Cognitive developmental approach – Piaget

iii) Stages of moral development and their characteristic features (Kohlberg)

Unit IV Models of Moral Education

i) Rationale Building Model

ii) Value Classification Model

iii) Social Action Model
Course No. Edu-EP-04  

Guidance & Counselling

Unit I  Guidance:

i) Historical Background – India and USA
ii) Meaning and Basic Principles
iii) Appraisal of Students;
   a) Philosophy underlying appraisal
   b) Principles of appraisal

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  Counseling:

i) Meaning & Purposes
ii) Elements & Steps in Counselling
iii) Distinction between Counselling & Psychotherapy

Unit IV  Theories of Counselling:

i) Directive/Non-directive
ii) Psycho-analytical
iii) Behavioural
Early Childhood Care & Education

Unit I  Concept, Scope & Methods

i) Meaning & objectives of Early Childhood Care & Education

ii) Need and Scope of Early Childhood Care & Education


iv) Methods of studying child behaviour and development
   a) Observation
   b) Experimental
   c) Case study

Unit II The Development of Childhood

i) Social and Personal Development

ii) Emotional development & Motor skills and their development

iii) Development of Creativity

Unit III  Contribution of the following Philosophers and Educationists with special reference to Child study

i) Froebel

ii) Montessori

iii) Dewy
Unit IV  
Origin and Development of Pre-School Education in:

i) UK  
ii) USA  
iii) India
Course No. Edu-EP-06  

**Adult Education**

**Unit I Adult Education in India**

i) Concept, importance & objectives  
iii) Education for all with special reference to Adult Education  

**Unit II Motivation of Adult.**

i) Psychology of adult learners.  
ii) Adult learning – factors facilitating adult learning  
iii) Methods of motivating adult for learning  

**Unit III Methods of Teaching Adult**

i) Methods of adult education – lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play  
ii) Methods of teaching literacy – analytic, synthetic and electric  
iii) Role of Mass Media (Electronic & Print)  

**Unit IV Evaluation of Adult Education Programmes**

i) Basic principles, informal built-in evaluation and formal evaluation  
ii) Formative and Summative evaluation  
iii) Techniques of assessment with special reference to interview, observation & questionnaire
Course No. Edu-EP-07

Mental Hygiene

Unit I Mental Hygiene:

i) Concept of Mental Health & Role of teacher in fostering mental health.

ii) Nature, Scope and Principles of Mental Hygiene

iii) Importance & Functions of Mental Hygiene

Unit II Adjustment & Mal-adjustdment.

i) Concept & Factors of Adjustment

ii) Concept & Factors of Mal-adjustment

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) Hypnosis & Catharsis

ii) Hydrotherapy & Shocktherapy

iii) Psychotherapy
Course No. Edu-EP-10  

Creativity & Education

Unit I  Concept of Creativity

i) Nature Meaning and process of Creativity.
ii) Theories of Creativity - Guilford, Torrance.

Unit II Creativity, Intelligence & Achievement

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

Unit III  Creativity and Personality

i) Personality Profile of a creative person
ii) Personality Profile of a creativity Scientist
iii) Personality Profile of a creativity Artist

Unit IV  Creativity in Teaching and Learning

i) Development of Creativity
ii) Techniques:
   a) Brainstorming
   b) Creative problem solving
   c) Synectics Model
iii) Measurement of Creativity Talent
Course No. Edu-EP-20

Teacher Education

Unit I Teacher Education – A Retrospect


Unit II Present Position and Types of Teacher Education

i) Objectives of teacher education at different levels
   a) Elementary  b) Secondary
   c) Higher

ii) a) Integrated teacher education courses
    b) conventional B.Ed. Programme
    c) Inservice and pre-service orientation courses and refresher courses.

iii) Teacher Training through Distance Mode (Kashmir University & IGNOU & MANU)

Unit III Models of Teaching

i) Concept Attainment Model by J. Bruner

ii) Synectics Model by William Gorden

iii) Self-control Model by B. F. Skinner

Unit IV Teacher Effectiveness
i) Concept of teacher effectiveness & teaching competence

ii) Characteristics of an effective teacher – Intelligence, Personality, Values, Attitudes, Interests etc

iii) Role of the following Institutions:
   a) NCERT
   b) NCTE
   c) NUEPA
   d) UGC/ASC
   e) NAAC.

With special reference to composition & functions
2nd Semester

Course No. Edu-CP-17

Philosophical Foundations of Education-II

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
ii) Buddhism
iii) Islamic Traditions
With special reference to their educational implications

Unit IV Educational thought in India:

i) Swami Vivekenanda
ii) R. N. Tagore
iii) Maulan Azad
Course No. Edu-CP-18  Sociology Foundations of Education-II

Unit I  Education and Culture

i)  Culture: Meaning & Concept
ii) Characteristics & Dimensions of Culture
iii) Roles of Education vis-a-vis Culture

Unit II  Education and Social Change

i)  Social Change – Concept & Theories
   (Evolutionary, Stage & Cyclical two theories each)
ii) Education and Social Change
iii) Constraints on social change in India (Caste, Ethnicity, Class, Language, 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
Psychological Foundations of Education-II

Unit I  Schools of Psychology

i)  Behaviourism
ii)  Psychoanalysis
iii)  Gestalt Psychology

Their basic tenets & educational implications

Unit II Theories of Learning

i)  Gag’s hierarchy of learning
ii)  Skinner’s operant conditioning.
iii)  Hull’s Theory

Unit III  Intelligence & Motivation

i)  Concept of intelligence
ii)  Guilford’s structure of intellect
iii)  Concept of motivation & Maslow’s Theory

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.
Course No. Edu-CP-20  
Methodology of Educational Research

Unit I  Educational Research

i) Meaning, Need & Importance  
ii) Levels – Theoretical, Applied and Action  
iii) Major Steps of Educational Research

Unit II  Problems identification & Hypothesis formulation

i) Research Problem and its Identification  
ii) Delineating and Operationalisation of Variables  
iii) Hypothesis – Formulation, Characteristics & Types

Unit III  Sampling

i) Population and Sample  
ii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage  
iii) Non-probability Sampling: Quota, Judgment and Purposive

Unit IV  Methods of Education Research

i) Historical  
   • Nature  
   • Identification of Sources  
   • Historical Criticism  

ii) Experimental  
   • Nature  
   • Variable & its types  
   • Procedure
Course No. Edu-EP-11

Comparative Education

Unit I: Comparative Education; Meaning and Method

i) Historical background of Comparative Education
ii) Meaning and Scope of Comparative Education
iii) Objectives of Comparative Education

Unit II:

Impact of Following Factors on Education

i) Economic & Geographical Factor
ii) Sociological Factor
iii) Linguistic Factor

Unit III:

Comparative Methods of Computer Education

i) Scientific Method of Comparative Analysis:
   a) Description
   b) Interpretation
   c) Juxtaposition
   d) Comparison

ii) Survey Technique of Data Collection

Unit IV

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

i) Primary Education & Secondary Education
ii) Higher Education & Distance Education
iii) Teacher Education

With special reference to teaching, learning & testing
Course No. Edu-EP-12  
**Measurement & Evaluation**

**Unit I  Measurement and Evaluation**

i) Concept & levels of Measurement  
ii) Concept of Evaluation – Formative & Summative,  
       Distinction between Educational Measurement and  
       Evaluation  
iii) Taxonomy of Educational Objectives

**Unit II Characteristics of a Measurement Instrument**

i) Objectivity  
ii) Reliability-Concept, Types, Methods of estimate  
iii) Validity, Concept, Types, Methods of estimate

**Unit III Evaluation Tools**

i) Essay – type test.  
ii) Short answer type test  
iii) Objective tests

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

i) Report of various committees & Commission on  
       Examination reforms including UGC plan of  
       Action (1973) NPE (1986)  
ii) Limitations of the present system of Examination  
iii) New trends in Examination Reforms  
iv) CCE, Grading System, Open book examination

Special Education

Unit I Special Education

i) Exceptionality
   a) Concept of Positive and Negative deviations
   b) Needs and problems of exceptional children
ii) Special Education: Concept, scope and objectives
iii) Basic principles of special education
iv) Disability Act & Role of RCI

Unit II Mental Retardation (MR)

i) Concept Levels and Categories
ii) Characteristics, Needs and Problems of MR
iii) Education of MR Children

Unit III Visual Impairment

i) Nature, definitions and classification
ii) Incidence, Cause
iii) Approaches to Education: Different models and methods

Unit IV Hearing Impairment

i) Important of hearing sense & Effects of hearing impairment of Educational process
ii) Levels of hearing loss; Early identification and intervention
iii) Education of the Deaf
Course No. Edu-EP-14  

Curriculum Development

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  Evaluation and trends in Curriculum

i) Models for Evaluation consensus – Pluralistic  
ii) Future directions in curriculum Theory  
iii) Trends in Curriculum Research
Instructional Technology

Unit I  Teaching & Models of Effective Instructions

i) Concept, Phase & Characteristics

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

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

Unit II Organizing for Instruction

i) Objectives-Meaning, Types, Writing Objectives in behavioural terms

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

iii) Research on Instructional Objectives

Unit III  Communication Strategies

i) Selection of appropriate audio visual aids (Interactive Television, Radio)


iii) Research in Communication Technology

Unit IV  Course Design

i) Course Planning, Development and Production

ii) Text preparation, editing & printing

iii) Maintaining quality and revision
Course No. Edu-EP-18  

Statistics in Education and Psychology

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
  i) Graphic method and percentiles – computations of percentiles and percentiles ranks; graphic methods – line graphic bar diagram, 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)