SYLLABUS

For

M.A EDUCATION

Semester System

(Distance Mode Students)

(For Academic Sessions 2013 and on wards)

DIRECTORATE OF DISTANCE EDUCATION
UNIVERSITY OF KASHMIR
Hazratbal, Srinagar -190006
**Guidelines for Choosing Optional Papers in M.A Education**

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 where the facilities in terms of resource persons and self-learning material will be available in the Directorate. At present the Directorate offers following 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>
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</thead>
<tbody>
<tr>
<td>01.</td>
<td>Edu. EP-03</td>
<td>Population Education</td>
</tr>
<tr>
<td>02.</td>
<td>Edu. EP-04</td>
<td>Guidance and Counselling</td>
</tr>
</tbody>
</table>

**Optional Papers for 2nd Semester (Choose any one of the following)**

<table>
<thead>
<tr>
<th>S. No.</th>
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<tbody>
<tr>
<td>01.</td>
<td>Edu. EP-05</td>
<td>Early Childhood Care and Education (ECCE)</td>
</tr>
<tr>
<td>02.</td>
<td>Edu. EP-07</td>
<td>Mental Hygiene</td>
</tr>
<tr>
<td>03.</td>
<td>Edu. EP-08</td>
<td>Instructional Technology</td>
</tr>
</tbody>
</table>

**Optional Papers for 3rd Semester (Choose any one of the following)**

<table>
<thead>
<tr>
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<th>Name of the Optional paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Edu. EP-09</td>
<td>Educational Administration and Supervision</td>
</tr>
<tr>
<td>02.</td>
<td>Edu. EP-10</td>
<td>Creativity and Education</td>
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<tr>
<td>03.</td>
<td>Edu. EP-11</td>
<td>Comparative Education</td>
</tr>
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</table>

**Optional Papers for 4th Semester (Choose any one of the following)**

<table>
<thead>
<tr>
<th>S. No.</th>
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<tbody>
<tr>
<td>01.</td>
<td>Edu. EP-13</td>
<td>Special Education</td>
</tr>
<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>History and Problems of Education in J&amp;K</td>
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<tr>
<td>04.</td>
<td>Edu. EP-18</td>
<td>Distance Learning</td>
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</tbody>
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## Scheme of Courses for M.A Education under Semester Pattern

### Courses Offered

#### 1\textsuperscript{st} 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-01</td>
<td>Philosophical Foundations of Education-I</td>
<td>80 20 100</td>
</tr>
<tr>
<td>Edu-CP-02</td>
<td>Sociological Foundations of Education-I</td>
<td>80 20 100</td>
</tr>
<tr>
<td>Edu-CP-03</td>
<td>Educational Technology</td>
<td>80 20 100</td>
</tr>
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**Optional Papers (Any one of the following)**

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<tr>
<td>EDU-EP-01</td>
<td>Education Planning and Financing</td>
<td>80 20 100</td>
</tr>
<tr>
<td>EDU-EP-02</td>
<td>Value Education</td>
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<tr>
<td>EDU-EP-03</td>
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#### 2\textsuperscript{nd} Semester

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<tbody>
<tr>
<td>Edu-CP-04</td>
<td>Sociological Foundations of Education-II</td>
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<tr>
<td>Edu-CP-05</td>
<td>Psychological Foundations of Education-I</td>
<td>80 20 100</td>
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<tr>
<td>Edu-CP-06</td>
<td>Methodology of Educational Research-I</td>
<td>80 20 100</td>
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## Scheme of Courses for M.A Education under Semester Pattern

### Courses Offered

<table>
<thead>
<tr>
<th>Core papers</th>
<th>3\textsuperscript{rd} Semester</th>
<th>Optional Papers (Any one of the following)</th>
<th>4\textsuperscript{th} Semester</th>
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<tr>
<td>Edu-CP-07</td>
<td>Philosophical Foundations of Education-II</td>
<td>80 20 100</td>
<td>Edu. EP-09 Educational Administration and Supervision</td>
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<td>Psychological Foundations of Education-II</td>
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<td>Edu. EP-10 Creativity and Education</td>
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<td>Statistics in Education and Psychology</td>
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<td>Edu. EP-11 Comparative Education</td>
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<td>Edu-CP-10 Methodology of Educational Research-II</td>
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<tr>
<td>Edu. EP-11</td>
<td>Comparative Education</td>
<td>80 20 100</td>
<td>Edu-CP-11 History and Problems of Indian Education</td>
<td>80 20 100</td>
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<tr>
<td>Edu. EP-12</td>
<td>Measurement and Evaluation</td>
<td>80 20 100</td>
<td>Edu-CP-12 Teacher Education</td>
<td>80 20 100</td>
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<tr>
<td>Edu. EP-13</td>
<td>Special Education</td>
<td>80 20 100</td>
<td>Edu. EP-13 Special Education</td>
<td>80 20 100</td>
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<td>Distance Learning</td>
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Course No. Edu-CP-01  Philosopheral Foundations of Education-I

Unit I  Philosophy of Education

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) 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’s ‘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 Vivekananda

ii) R. N. Tagore

iii) Maulana Abul Kalam Azad

iv) Aurobindo Ghosh
Course No. Edu-CP-02 Sociological Foundations of Education-I

Unit I Sociological Perspectives of Education
i) Functionalism ii) Conflict Theory iii) Interactionism
   a) with special reference to Durkheim, Karl Marx C. H. Cooley and Mead
   b) The Implications for Education

Unit II Education and Sociology
i) Sociology – Meaning – Concept Relationship of Sociology & Education
ii) Concept of Educational Sociology
iii) Concept of Education of Sociology

Unit III Education and Social System
v) Social System Concept
vi) 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 sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population
Course No. Edu-CP-03  Educational Technology

Unit I  Education Technology
i) Meaning, Objectives, Types & Scope.

ii) Forms

a) Teaching Technology  b) Instructional Technology  c) Behavioural 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


iii) Development of Programmed – steps preparation, writing the programme, try-out and revision)


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.
Course No. Edu-EP-01          Educational Planning and Financing

Unit I    **Educational Planning**

i) Concept, Types – Micro and Macro types; Short term and Long term
ii) Need for educational planning and objectives
iii) Historical background of Educational Planning in India
     (with special reference to 5 – year plans)

Unit II   **Approaches to Educational Planning**

i) Manpower Requirement Approach
ii) Social Demand Approach
iii) Rate of Return Approach

Unit III  **Constraints/Trends in Educational Planning**

i) Economic and Cultural Constraints
ii) Political Constraints
iii) Modern trends in Educational Planning in India
     (with special reference to 5 – year plans)

Unit IV   **Educational Finance**

i) Sources of Educational Finance
ii) Principles of Educational Finance
iii) Internal & External
iv) Economic of Education (as investment & as consumption)


**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)

   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 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-03  Population Education

Unit I  Population Education
i) Meaning, Need and Importance of Population Education
ii) Objectives
iii) Emergence of Population Education in India with special reference to NPE (1986)
iv) Recommendations of UNESCO & UNDHP

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 small family norm and its merits
ii) Indices of quality of life, health, nutrition, education, employment, housing and communication.
iii) Population growth-its consequences and effects

Unit IV  Population Theories
i) Social Theory (K. Marx)
ii) Demographic Theory (Malthus)
iii) Implications for Educational Planning
Course No. Edu-EP-04  
Guidance & Counselling

Unit I  
**Guidance**

i) Historical Background – India and USA.

ii) Meaning and Basic Principles.

iii) Appraisal – Principles & of appraisal (Intelligence, Personality & Aptitude)

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  
**Counselling:**

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
Course No. Edu-CP-04     Sociological Foundations of Education-II

Unit I     
**Education and Culture**

i) Culture: Meaning & Concept

ii) Characteristics & Dimensions of Culture

iii) Role of Education in 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.
Course No. Edu-CP-05    Psychological Foundations of Education - I

Unit I   Learning & its Theories

   iii) Meaning & Concept
   iv) Operant Conditioning
   iii) Gagne’s Hierarchy

   Their basic tenets & educational Implications

Unit II  Theories of Learning

   i) Pavlov’s Classical Conditioning Theory
   ii) Skinner’s Operant Conditioning Theory
   iii) Gagne’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.
Course No. Edu-CP-06       Methodology of Educational Research-I

Unit I:   Educational Research
i)       Meaning, Need & Importance
ii)      Levels – Theoretical, Applied and Action
iii)     Qualitative Research – Meaning & Characteristics & difference between Qualitative and Quantitative Research

Unit II:  Problems identification & Hypothesis formulation
i)       Research Problem and its Identification
ii)      Delineating and Operationalisation of Variables
iv)      Hypothesis – Formulation, Characteristics & Types
v)       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.
Course No. Edu-EP-05   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) Dewey

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
ii)  Approaches to Adult Education with reference to NPE (1986), Review of NPE (1992), NLM, TLC JSN, UNESCO
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 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 – 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-Adjustment

i) Concept & Factors of Adjustment 
ii) Concept & Factors of Mal-adjustment 
iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias) 
iv) Role of Parents and Society

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-08  Instructional Technology

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<tr>
<th>Unit</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Unit I</td>
<td><strong>Teaching &amp; Modes of Effective Instructions</strong></td>
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<tr>
<td></td>
<td>i) Concept, Phases &amp; Characteristics</td>
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<td>ii) Models – Concept Attainment Model (J. Bruner) QAIT Model (Quality,</td>
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<td>Appropriateness, Incentive &amp; Time)</td>
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<td>iii) Meaning &amp; Importance of Teaching devices (with special reference</td>
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<td>to Home Assignment, Discussion, Dramatization Illustration, Lecturing</td>
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<td>&amp; narration &amp; Multimedia Approach).</td>
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<td>Unit II</td>
<td><strong>Organizing for Instruction</strong></td>
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<td>i) Objectives-Meaning, Types, Writing Objectives in behavioural terms</td>
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<td>ii) Bloom’s Approach-Cognitive, Affective &amp; psychomotor</td>
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<td>iii) Research on Instructional Objectives</td>
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<td>Unit III</td>
<td><strong>Communication Strategies</strong></td>
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<td>i) Selection of Appropriate audio visual aids (Interactive Television,</td>
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<td>Radio)</td>
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<td>ii) History of Satellite-National and International Experiences</td>
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<td>iii) Research in Communication Technology</td>
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<td>Unit IV</td>
<td><strong>Course Design</strong></td>
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<td>i) Course Planning, Development and Production</td>
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<td>ii) Text preparation, editing &amp; printing</td>
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<td>iii) Maintaining quality and revision</td>
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Course No. Edu-CP-07    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    Western Thinkers
i) John Dewey
ii) Bertrand Russel
iii) Immunal Kant
Their contribution to Educational thought & practice of education
Course No. Edu – CP-08 Psychological Foundations of Education-II

Unit I **Personality**

i) Concept Biological & Environmental Determinants

ii) Trait Factor Theory of Cattell

iii) Psychoanalytic Theory of Freud

Their basic tenets & educational implications

Unit II **Personality Assessment**

i) Subjective Method – Case study & Interview

ii) Objective Method – 16PF & MMPI

iii) Projective Method – Rorschach Ink Blot Test (RIB), Thematic Apperception Test (TAT)

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
Course No. Edu-EP-09    Statistics in Education

Unit I: Measure of Central Tendency & Variability
i) Concept of descriptive and inferential statistics.
ii) Concept & Computation of measures of central tendency.
ii) Computation and 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 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 Scores
   b) Case falling above & below mean
   c) % of cases between given percentage

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) Uses of Correlation
iii) Calculation of co-efficient of correlation
   a) Rank order and Tetrachoric
   b) Product movement coefficient of correlation (including scattergram)
Unit I  

**Educational Administration**

i) Meaning & Objectives.

ii) Principles.

iii) Qualities of good Educational Administrator

Unit II  

**Supervision & Inspection**

i) Meaning; Need & Importance

ii) Objectives of Supervision; Types of Supervision.

iii) New trends in Supervision.

Unit III  

**Development Supervisor & His Qualities**

i) Qualities of a Supervision

ii) Duties of a Supervision

iii) Principles of Good Supervision.

Unit IV  

**School Plant**

i) Headmaster, time table

ii) School Discipline; Co-curricular Activities

iii) School Records; Evaluation System
Course No. Edu-EP-10 Creativity & Education

Unit I Concept of Creativity
i) Nature Meaning and process of Creativity.
ii) Theories of Creativity–Guilford and 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 carried out in India and 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) Creativity problem solving
   c) Synectics Model.
iii) Measurement of Creativity Talent
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 II:    Comparative Methods in Education
i) Scientific Method of Comparative Analysis:
   a) Description   b) Interpretation
   c) Juxtaposition d) Comparison
iii) 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 and testing

Unit I  Measurement and Evaluation
i) Concept & levels of Measurement.
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
ii) Limitation of the present system of Examination
iii) New trends in Examination Reforms
     CCE, Grading system, open book examination
Course No. Edu-CP-10  Methodology of Educational Research -II

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
   • Procedure
   • Experimental 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.

Course No. Edu-CP-11  History & Problems of 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 the teacher. Important educational centres of Vedic, Brahmanic, Buddhist, and 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-ulmea Lucknow

iii) Dar-ul-Ulum (Deoband) & Aligarh Muslim University

Unit III  Development of Education in Modern India
Elementary Education, Secondary Education, Higher Education

Reference to 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) Life Long Learning & Open Learning

ii) Population Education & Women’s Education

iii) Value Education & Environmental Education.
Course No. Edu-CP-12  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) In-service and pre-service orientation courses and refresher courses

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

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

ii) Identification Cognitive and affective correlates of effective teacher intelligence, skill, personality values and attitudes.

iii) Role of the following Institution

a) NCERT  b) NCTE  c) NIEPA  d) UGC/ASC  e) NAAC

With special reference to composition & function
Course No. Edu-EP-13      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)      Importance 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
Course No. Edu-EP-15  Environmental Education

Unit I  Environmental Education and its Status

i) Meaning, Scope and Importance of Environmental Education.

ii) Objectives of Environmental Education

iii) Approaches of Environmental Education, Role of Environmental, Natural resources in sustainable development.

iv) Recommendation of NPE (1986)

Unit II  Methodology of Environmental Education

i) Discovery, Survey, Role play,

ii) Simulation, field visits, project, value clarification.

iii) Demonstration and Discussion method of teaching Environmental Education.

Unit III  Man and Environment

i) Man as a creator and destroyer.

ii) Effect of human activities on Environment, values and ethics related to environment.

iii) Impact of urbanization, on human population growth.

Unit IV  Sustainable Development

i) Sustainable development, Environmental Education for development, conservation of soil, water, forests, wild life, movement to save environment, eco-friendly technology.

ii) National Parks, Sanctuaries and Zoos, plan and projects of Environment like Ganga Action, Save tiger Project Chipko movement.

Unit I  Introducing Social Psychology
ii) Methods
iii) Focus
   a) Attitudes
   b) Prejudices
   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
   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 & De-individualization
iii) Group polarization, Group thinking & Group Mind

Unit I Development of Education in J & K

Education system in Ancient & Medieval eras in J & K with special reference to Primary Education, Secondary Education, Higher Education and Teacher Education

Unit II Main recommendations of:

a) Sharp Committee Report – 1916
b) Glancy Commission Report (1932)
c) K. G. Saiyidain Committee Report (1939)

Unit III Commissions, Committees and Reports in Post-Independence era

a) Education Reorganization Committee Report (Kazemi Committee Report) (1950)
b) Education Policy Statement (1955)
c) Bhagwan Sahaya Committee Report (1972)
d) Round Table conference (1975)
e) Tayaji Committee Report (1978)

Unit IV Issues & Problems:-

a) Distance Education & Women Education
b) Universalisation of Elementary Education) SSA implementation
c) Professional and Vocational Education.

With special reference to J & K
Course No. Edu-EP-20  Distance Learning

Unit I  Philosophical & Historical perspective

i) Philosophical foundations of distance education
ii) Historical Perspectives
iii) Growth of Distance learning System
iv) Historical Development of Distance Education in J & K state

Unit II  Distance Education

i) Distance Education: Meaning and Significance
ii) Goals and Objectives of Distance Education
iii) Distance Education: An academic discipline. Its need and importance

Unit III  Self Learning Material (SLM) in Distance Education

i) Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
ii) Self learning material: Meaning, Scope, Importance and Characteristics.
iii) Types of SLM in distance education (print and non print). Course design-need assessment, planning of SLM
   ✓ Setting objectives-global, behavioural, evolving and expressive
   ✓ Deciding learning experiences
   ✓ Criteria for content selection-selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback.
   ✓ Organizing the content-presentation style and format, text and visuals, attractiveness and accessibility
   ✓ Deciding evaluation scheme

Unit IV  Evaluation Procedure in Distance Education

i) Meaning, Concept, and Need of evaluation in DE.
ii) Difference between evaluation in traditional learning and distance learning.
iii) Comprehensive and continuous evaluation in DE.
iv) Formative evaluation in DE.
v) Role of tutor comments in motivation of distance learners
vi) Summative evaluation
vii) Techniques of evaluation in Distance Education. Dropout in distance learning and factors carrying distance learning.