

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)

S. No.	Course No.	Name of the Optional paper
01.	Edu. EP-03	Population Education
02.	Edu. EP-04	Guidance and Counselling

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

S. No.	Course No.	Name of the Optional paper
01.	Edu. EP-05	Early Childhood Care and Education (ECCE)
02.	Edu. EP-07	Mental Hygiene
03.	Edu. EP-08	Instructional Technology

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

S. No.	Course No.	Name of the Optional paper
01.	Edu. EP-09	Educational Administration and Supervision
02.	Edu. EP-10	Creativity and Education
03.	Edu. EP-11	Comparative Education
04.	Edu. EP-12	Measurement and Evaluation

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

S. No.	Course No.	Name of the Optional paper
01.	Edu. EP-13	Special Education
02.	Edu. EP-14	Curriculum Development
03.	Edu. EP-17	History and Problems of Education in J&K
04.	Edu. EP-18	Distance Learning

Scheme of Courses for M.A Education under Semester Pattern

Courses Offered

1st Semester				
Core papers				
Course No.	Title of the Course	Marks Scheme		
		External	Internal	Total
Edu-CP-01	Philosophical Foundations of Education-I	80	20	100
Edu-CP-02	Sociological Foundations of Education-I	80	20	100
Edu-CP-03	Educational Technology	80	20	100
Optional Papers (Any one of the following)				
EDU-EP-01	Education Planning and Financing	80	20	100
EDU-EP-02	Value Education	80	20	100
EDU-EP-03	Population Education	80	20	100
EDU-EP-04	Guidance and Counselling	80	20	100
2nd Semester				
Core papers				
Edu-CP-04	Sociological Foundations of Education-II	80	20	100
Edu-CP-05	Psychological Foundations of Education-I	80	20	100
Edu-CP-06	Methodology of Educational Research-I	80	20	100
Optional Papers (Any one of the following)				
Edu. EP-05	Early Childhood Care and Education (ECCE)	80	20	100
Edu. EP-06	Adult Education	80	20	100
Edu. EP-07	Mental Hygiene	80	20	100
Edu. EP-08	Instructional Technology	80	20	100

Scheme of Courses for M.A Education under Semester Pattern

Courses Offered

3rd Semester				
Core papers				
Course No.	Title of the Course	Marks Scheme		
		External	Internal	Total
Edu-CP-07	Philosophical Foundations of Education-II	80	20	100
Edu-CP-08	Psychological Foundations of Education-II	80	20	100
Edu-CP-09	Statistics in Education and Psychology	80	20	100
Optional Papers (Any one of the following)				
Edu. EP-09	Educational Administration and Supervision	80	20	100
Edu. EP-10	Creativity and Education	80	20	100
Edu. EP-11	Comparative Education	80	20	100
Edu. EP-12	Measurement and Evaluation	80	20	100
4th Semester				
Core papers				
Edu-CP-10	Methodology of Educational Research-II	80	20	100
Edu-CP-11	History and Problems of Indian Education	80	20	100
Edu-CP-12	Teacher Education	80	20	100
Optional Papers (Any one of the following)				
Edu. EP-13	Special Education	80	20	100
Edu. EP-14	Curriculum Development	80	20	100
Edu. EP-15	Environmental Education	80	20	100
Edu. EP-16	Social Psychology	80	20	100
Edu. EP-17	History and Problems of Education in J&K	80	20	100
Edu. EP-18	Distance Learning	80	20	100

Course No. Edu-CP-01 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
- 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) Palto'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

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
- ii) Contribution of Skinner, Mager, Gilbert.
- iii) Development of Programmed – steps preparation, writing the programme, try-out and revision)
- iv) 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.

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
- ii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- 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
- iii) Recommendations of NPE (1986), POA (1992) & NCF (2005), NCTF (2009)
- 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) Froeble
- 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
- 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

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

- i) Concept, Phases & Characteristics
- ii) Models – Concept Attainment Model (J. Bruner) QAIT 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)
- ii) History of Satellite-National and International Experiences
- 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-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) Immanuel 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)

Course No. Edu-EP-09 Education Administration & Supervision

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 Supervisor
- ii) Duties of a Supervisor
- 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

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 (1983)
- 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
- iii) 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
- i) 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.
- ii) Formulation of Research Report – purpose, steps & style.

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 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)
- iii) Secondary Education Commission (1952-53), Indian Education Commission (1964-66) & National Policy on Education (1986)

Unit IV **Current Trends in Indian Education**

- i) Life Long Learning & Open Learning
- ii) Population Education & Women’s Education
- iii) Value Education & Environmental Education.

Unit I

Teacher Education – A retrospect

- i) Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) – Chattopadhyay Commission (1983-85), National Policy on Education (1986-1992) & NCTE (2009).
- ii) Historical development of teacher education in Jammu and Kashmir State.

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

- i) Nature and Meaning, Scope.
- 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

Course No. Edu-EP-19 History and Problems of Education in J & K

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.