Syllabus

For

M.Ed. Programme (Semester System)
For Regular, Evening & Distance Mode Students

(For Academic Sessions 2011 and on wards)

FACULTY OF EDUCATION

University of Kashmir

(NAAC Accredited 'A' Grade University)
Hazratbal, Srinagar (Jammu & Kashmir)-190006

Scheme of Courses for M.Ed. Programmes Under Semester System

Courses Offered

Ist Semester

Core Papers

Edu. CP-13	Philosophical Foundations of Education – I
Edu. CP-14	Sociological Foundations of Education – I
Edu. CP-15	Psychological Foundations of Education – I
Edu. CP-16	Problems & Issues in Indian Education

Optional Papers (Any one of the following)

Edu. EP-02	Value Education.
Edu. EP-04	Guidance & Counselling.
Edu. EP-05	Early Childhood Care & Education (ECCE)
Edu. EP-06	Adult Education
Edu. EP-07	Mental Hygiene
Edu. EP-10	Creativity & Education
Edu. EP-20	Teacher Education

Ist 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)   Palto's 'Republic'

    ii)   Aristotle's 'Politics'

    iii)   Dewey's 'Democracy and Education'

Course No. Edu-CP-14   **Sociological Foundations of Education-I**

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**

      iii) Social System Concept

      iv) 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) Erick Son's Theory of Psycho-social Development.

    iii) Kholberg's Theory of Moral Development.

Course No. Edu-CP-16   Problems & Issue in Indian Education

Unit I   **Education in Ancient & Medival 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)   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   <u>**Value Education:**</u>

    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   <u>**Nature and concept of Morality and Moral Education.**</u>

    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   <u>**Moral Development of the Child**</u>

    i)   Concept of Development and moral development

    ii)   Cognitive developmental approach – Piaget.

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

Unit IV   <u>**Models of Moral Education**</u>

    i)   Rationale Building Model

    ii)   Value Classification Model

    iii)   Social Action Model

Course No. Edu-EP-04   Guidance & Counselling

Unit I   **<u>Guidance</u>:**

     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   **<u>Models for Guidance:</u>**

     i)   Parsonian   :   Vocational Guidance

     ii)   Brewarian   :   Guidance as identical with Education

     iii)   Hoyts   :   Guidance as constellation of Service.

Unit III   **<u>Counselling:</u>**

     i)   Meaning & Purposes

     ii)   Elements & Steps in Counselling

     iii)   Distinction between Counselling & Psychotherapy.

Unit IV   **<u>Theories of Counselling:</u>**

     i)   Directive/Non-directive

     ii)   Psycho-analytical

     iii)   Behavioural

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) NCFTE (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   **<u>Adult Education in India</u>**

              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   **<u>Motivation of Adult.</u>**

              i)   Psychology of adult learners.

              ii)   Adult learning – factors facilitating adult learning.

              iii)   Methods of motivating adult for learning

Unit III   **<u>Methods of Teaching Adult</u>**

              i)   Methods of adult education – lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play.

              ii)   Methods of teaching literacy – analytic, synthetic and electic

              iii)   Role of Mass Media (Electronic & Print)

Unit IV   **<u>Evaluation of Adult Education Programmes</u>**

              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 helath.

   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**

    i)   Historical backgroud of teacher education in India with special reference to the recommendations made by various committees and commissions – Kotheri Commission (1964-66) – Chattopadhayay Commission (1983-85), National Policy on Education (1986-1992) & NCFTE (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)   Inservice and pre-service orientation courses and refresher courses.

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

Unit III   **Model 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.