

SYLLABUS
FOR
M.Ed. PROGRAMME
(Distance Mode Students)

(For Academic Sessions 2011 and on wards)



DIRECTORATE OF DISTANCE EDUCATION
UNIVERSITY OF KASHMIR

Hazratbal Srinagar – 190006

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, 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-04	Guidance & Counseling
02.	Edu. EP-05	Early Childhood Care & Education (ECCE)
03.	Edu. EP-06	Adult Education
04.	Edu. EP-20	Teacher Education

Optional Papers for 2nd 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	Instructional Technology
04.	Edu. EP-18	Statistics in Education & Psychology

Scheme of Courses for M.Ed. Programme under Semester Pattern

Courses Offered

1st Semester				
Core Papers				
Course.No	Title of the Course	Marks Scheme		
		External	Internal	Total
Edu-CP-13	Philosophical Foundations of Education – I	80	20	100
Edu-CP-14	Sociological Foundations of Education – I	80	20	100
Edu-CP-15	Psychological Foundations of Education – I	80	20	100
Edu-CP-16	Problems & Issues in Indian Education	80	20	100
	Optional Papers (Any one of the following)			
Edu-EP-02	Value Education	80	20	100
Edu-EP-04	Guidance & Counselling.	80	20	100
Edu-EP-05	Early Childhood Care & Education (ECCE)	80	20	100
Edu-EP-06	Adult Education	80	20	100
Edu-EP-07	Mental Hygiene	80	20	100
Edu-EP-10	Creativity & Education	80	20	100
Edu-EP-20	Teacher Education	80	20	100
2nd Semester				
Core Papers				
Edu-CP-17	Philosophical Foundations of Education – II	80	20	100
Edu-CP-18	Sociological Foundations of Education – II	80	20	100
Edu-CP-19	Psychological Foundations of Education – II	80	20	100
Edu-CP-20	Methodology of Educational Research	80	20	100
	Optional Papers (Any one of the following)			
Edu-EP-11	Comparative Education	80	20	100
Edu-EP-12	Measurement & Evaluation	80	20	100
Edu-EP-13	Special Education	80	20	100
Edu-EP-14	Curriculum Development	80	20	100
Edu-EP-17	Instructional Technology	80	20	100
Edu-EP-18	Statistics in Education & Psychology	80	20	100
Edu-EP-19	Dissertation	80	20	100

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) 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

- 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) Kohlberg's Theory of Moral Development

Course No. Edu-CP-16

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)
- 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
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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

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

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



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 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

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 & 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

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

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 – Kotheri Commission (1964-66) – Chattopadhyay 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

Models of Teaching

- i) Concept Attainment Model by J. Bruner
- ii) Synectics Model by William Gordon
- 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 4226

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

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

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.

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

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

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

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

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
- iv) National Curriculum frame work (2005) – Salient features

Unit IV

Evaluation and trends in Curriculum

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

Unit I Teaching & Models of Effective Instructions

- i) Concept, Phase & Characteristics
- ii) Models – Concept Attainment (J. Bruner) Quiet 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

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)

