

SYALLABUS
FOR

M.Ed. PROGRAMME

(For Academic Session : 2009)

DIRECTORATE OF DISTANCE EDUCATION
University of Kashmir.
Hazratbal, Srinagar-190006

Course Structure

M.Ed Programme

<u>Course No.</u>	<u>Title of the Course</u>	<u>Marks</u>		
		External	Internal	Total
Edu-CP-10	Philosophical Foundational of Education	80	20	100
Edu-CP-11	Sociological Foundation of Education	80	20	100
Edu-CP-12	Physiological Foundation of Education	80	20	100
Edu-CP-13	Methodology of Educational Research	80	20	100
Edu-CP-14	(Any one of the following)			
<u>Group 'A'</u>				
14-A	Adult Education	80	20	100
14-B	Curriculum Development	80	20	100
14-C	Early Childhood Care and Education	80	20	100
14-D	Educational Technology	80	20	100
14-E	Guidance and Counseling	80	20	100
<u>Group 'A'</u>				
14-F	Measurement And Evaluation	80	20	100
14-G	Problems and Issues in India Education	80	20	100
14-H	Special and Education	80	20	100
14-I	Statistics and Education	80	20	100
14-J	Teacher Education	80	20	100
Edu-CP-15	Dissertation (Optional)			100

Note: They Study Material for 14-A and 14-F courses is not available in the Centre of Distance Education at Present.

Course No.Edu-CP-10 Philosophical Foundations of Education

M. Marks 80

Objectives of the Course:

1. To expose the students to philosophical inquiry as a basis of all educational endeavors
2. To enable the students to identify the metaphysical epistemological and ontological issues underlying human existence.
3. To enable the students to understand the role of Philosophy in education.
4. To enable the students to compare the principles underlying different Schools of Philosophy thought.
5. To help the students to understand the contribution of some famous thinkers towards educational theory and Practice.
6. To familiarize the students with the Philosophical thoughts of Plato, Aristotle . Ivan Illich and Paulo Frier.

Contents of the Course:

Unit-I: Philosophy of Education and its functions.

- i) Meaning of Philosophy and its major problems with reference to ontology, epistemology and axiology.
- ii) Relationship between Education and Philosophy.
Functions of Philosophy : Speculative . Normative and Critical

Unit-II Major Philosophical Schools and their impact on Education

- i) Idealism.
- ii) Pragmatism
- iii) Existentialism
- iv) Realism
- v) Logical Positivism

Unit-III: Educational thought in Modern India with a special reference to :

- i) Zakir Hussain – Basic Education
- ii) Rabindernath Tagore –Art Education
- iii) Shri Aurobindo

Unit-IV: Educational Principles in .

- i) Plato's Republic.

- ii) Aristotle's Politics
- iii) Ivan Illich's Deschooling Society.
- iv) Paulo Frier's Pedagogy of the Oppressed.

Course No. Edu-CP-11

Sociological Foundations of Education

M. Marks 80

Objectives of the Course:

1. To enable the students to understand the development of Sociology in its historical perspective.
2. To acquaint the students with the historical back ground of Sociology of Education.
3. To acquaint the students with the nature of relationship between education and other sub-systems viz, Kinship and Religion.
4. To help the students to understand the nature of interactions within the system of Education.
5. To familiarize the students with the concept of Culture and its implications for education.
6. To enable the students to understand the concept of Social Change and Reciprocity of influence between Education and Social Change.
7. To familiarize the students with Social frame of reference for Indian Education.

Contents of the Course :

Unit –I: Sociology and Education

- i) Concept of Sociology
- ii) Relationship with Education.
- iii) Contribution of : Comte. Spencer. Durkhiem . Max weber and Marx.

Unit-II: Education, Social System & Culture.

- i) Important components of Social System: (Religion- Kinship. Education. Polity , Economy-A brief description of their inter-relationship).
- ii) Meaning and dimensions of culture
- iii) Creative and Conservative role of Education Vis-à-vis culture.

Unit-III Social Change and modernization

- i) Concept of social change
- ii) Theories of Social Change
- iii) Modernization- Concept and attributes

- iv) Role of Education in social change and Modernization

Unit-IV: Social Frame of reference for education in India.

- i) Democracy and Education
- ii) Socialism and Education
- iii) Secularism and Education

A Critical assessment of the achievements and failures in realizing the goals of Democracy. Socialism and Secularism in India.

Course No. Edu-CP-12

Psychological Foundation of Education

M. Marks 80

Objectives of the Course:

Unit –I: Learning : Models and theories Educational Implications .

- i) Classical conditioning (Pavlov)
- ii) Operant Conditioning (Skinner) .
- iii) Drive Reduction theory (Hull).
- iv) Insightful learning (Gestalts).

Unit-II: Intelligence and Human Motivation.

- i) Concept of Intelligence and IQ
- ii) Two Factor, Group Factor and Guilford's SI model of intelligence
- iii) Concept of Motivation .
- iv) Maslow's Views on Motivation.
- v) Education implication f the above mentioned theories of intelligence and motivation

Unit-III: Personality of personality

- i) Concept of personality
- ii) Trait and factor theory of personality
- iii) Psychoanalytic theory of personality
- iv) Assessment of personality
 - a. Interviews
 - b. Rating Scales
 - c. Personality inventories
- V) Psychology of special categories
 - a. Mentally Retarded Children.

- b. Gifted children
- c. Slow learners

Unit-IV: Theories of Development

- i) Jean Piaget;s Cognitive developmental theory
- ii) Erik Erickson's Personal developmental theory
- iii) Kholberg's Moral Developmental theory
- iv) Freud's Psycho-Sexual development theory .

Course Bi.Edu.-CP-13 : Methodology of Educational Research

M.Marks

Objectives of the Course :

1. To help the students develop an understanding of Educational its characteristics and Levels.
2. To acquaint the students with the Major areas of Education.
3. To acquaint the students with the criteria for identification and selection of he problem.
4. To enable the students develop an understanding of probability and non probability sampling techniques.
5. To familiarize the students with the techniques and tools of data collection.
6. To acquaint the students with the methods employed in conducting Educational Research .
7. To familiarize the students with the qualitative and quantitative analysis of data.
8. To help the students develop an understanding of interpretation generalization of results and preparation of research documents.

Course Contents:

Unit-1 Educational Research :

- i) Meaning
- ii) Need and Importance
- iii) Characteristics
- iv) Levels: Theoretical . Applied and Action.
- v) Criteria for selection of Research Problem
- vi) Hypothesis Formulation and types

Unit-II Sampling and Data Collection Techniques.

- i) Population and Sample.
- ii) Probability Sampling

- iii) Simple random, Cluster, Stratified and Multi Stage.
Non- Probability sampling :
Quota. Judgment and Purposive.
- iv) Techniques of data collection .
 - a) Observation
 - b) Questionnaire
 - c) Interview
 - d) Rating Scales
 - e) Psychological tests And Inventories –An Over View

Unit-III Methods of Educational Research

- i) Historical
- ii) Experimental
- iii) Descriptive Ex-Postfacto
- iv) Philosophical

Unit-IV : Analysis and Interpretation of Data:

- i) External-Internal Criticism of Qualitative Research
- ii) Content Analysis of Qualitative Research .
- iii) Quantitative Analysis
 - a) Concept of Central Tendency and Variability
 - b) Correlation : Concept and uses.
 - c) Concept of Null hypothesis, its testing and understanding of levels of Confidence, test of significance (One tailed and two tailed), type –I & type –II errors.
- iv) Conclusions, Generalization and Research Reporting.

Course No. Edu.EP-14A

Objectives of the Course:

1. to acquaint the students with the important concepts in Adult Education.
2. To familiarize the students with the Psychology of Adult learners .
3. To Acquaint the students with the Principles and Methods of Teaching.
4. To enable the students to know the various Evaluation techniques involved in Adult Education porgramme.

Course Content:

Unit –I: Adult Education in India

- i) Concept, need, importance & Objectives.
- ii) NPE (1986) –Approaches to adult education, porgramem of action, Review of NPE (1992).
- iii) Adult illiteracy –A social problem, relationship between literacy and development.

Unit-II: iv) Adult education and democracy.
Motivation of Adults:

- i) Analysis of basic social motives their development, influence on adults behaviour. Methods of motivating adults for learning.
- ii) Psychology of adult learners
- iii) Adult learning –factors facilitating adult learning.

Unit-III: Principles and Methods of teaching adults:

- i) Methods of adult education- Lecture, workshop, Seminar, symposium, discussion, demonstration, dramatization, role –play.
- ii) Methods of Teaching Literacy- analytic, synthetic and eclectic .
- 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, discussion, observation, questionnaire, checklist, inventories, achievement tests preference to informal and indirect methods.

Course No. Edu-EP-14B

Curriculum Development

M.Marks 80

Objectives of the Course.

1. To enable the students to understand the aims. Objectives and determinants of Curriculum.
2. To enable the students to understand the conceptions of Curriculum.
3. To familiarize the students with the principles of curriculum.
4. To develop an understanding among the students with the evaluation and trends in Curriculum.

Contents of the Course:

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) Principles 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) Directions in Curriculum Research.

Course No. Edu. EP-14C

Early Childhood Care and Education

M.Marks 80

Objective of the Course :

1. To familiarize the students with the need and scope of early childhood care and Education
2. To acquaint the students with the different facts of child development.
3. To enable the students to understand the sociology of child rearing practices.
4. To develop and understanding of the nature, symptoms and certain behavioral problems .
5. To familiarize the students with the contribution of prominent philosophers and educationists to child study.
6. to enable the students understand the origin and development of pre-school education in UK. USA and India.

Contents of the Course

Unit-I ECCE- Concept and Methods

- i) Need and Scope of early childhood care and Education.
- ii) Methods of Studying child behavior and development .
 - a) Observation
 - b) Experimental
 - C) Case study

Unit-II: The Development of Childhood.

- i) Social And Personal Development
- ii) Emotional Development
- iii) Motor skills and their development
- iv) Development of Creativity.

Unit-III: Contributions of the following Philosophers and Educationists with special reference to Child study.

- i) Froeble .
- ii) Pestalozzi
- iii) Montessori
- iv) Dewy

Unit-IV Original and Development of Pre-School Education in.

- i) UK
- ii) USA
- iii) India
- iv) Germany

Course No. E:P-14D

Educational Technology

M. Marks 80

Objectives of the Course.

1. To Understand the concept of Educational Technology and its application.
2. To get familiarized with some innovative Techniques in Education.
3. To Understand ways in which Educational Technology can be used in formal and non-formal situations.
4. To familiarize the students with the concept. Type and uses of Communication.

Contents of the Course:

Unit-I: Educational Technology

- i) Meaning Objectives & Scope.
- ii) Hardware & Software Aspects of Educational Technology.
- iii) Evaluation of Educational Technology.
 - a) Audio- Visual Phase

- b) Cybernetic Phase
- c) Psychology- based phase

Unit-II: Taxonomy & Teaching –Learning Aids.

- i) Taxonomy of Education objectives-Cognitive affective & Psychomotor domains, translation of Objectives into behavioural terms.
- ii) Teaching Learning aids :-
 - a) Meaning & Significance
 - b) Types- Projected & Non-Projected.
 - Types –Projected & Non- Projected
 - Radio & TV- Educational use.

Unit-III: Innovations

- i) Programmed Learning
- ii) Micro-Teaching .
- iii) Simulated Teaching
- iv) Flanders Interaction Model.

Unit-IV: Communication

- i) Concept & Functions
- ii) Process of Communication
- iii) Types of Communication
 - a) Interpersonal Communication
 - b) Mass Communication
- iv) Uses of Communication
 - a) Reading
 - b) Teaching

Course No. Edu-EP-14E: Guidance and Counseling

M. Marks 80

Objective of the Course.

1. To acquaint the students with the historical background of Guidance Movement with special reference to USA and India.
2. To enable the students to understand the theoretical background of guidance models.
3. To make the students to realize the applications of guidance and counseling in Educational situations.
4. To familiarize the students with the various Purposes and theories of counseling.
5. To familiarize the students with the appraisal and information service Guidance.

Course Contents:

Unit-I Guidance.

- i) Historical background – India, and USA.
- ii) Meaning and basic Principles Guidance's.
- iii) Appraisal of Students.
 - a) Philosophy underlying appraisal.
 - b) Principles of appraisal .
- iv) Non- Test Techniques of appraisal- interview, case study and cumulative record card.

Unit-II: Models for Guidance .

- i) Parsonian Vocational guidance.
- ii) Brewarian Guidance as identical with Education.
- iii) Proctorian Guidance as constellation of Service.
- iv) Hoyts Guidance as constellation of service.

Unit-III: Information Service

- i) Need and Uses .
- ii) Principles.
- iii) Types- occupational, Educational and Personal.
- iv) Information Material and its evaluation.

Unit-IV: Counselling –Concept & Theories.

- i) Meaning & Purposes.
- ii) Elements & Steps in Counselling
- iii) Directive theory of counseling
- iv) Non- Directive theory of counseling
- v) Psycho-analytical theory of counseling
- vi) Behavioral theory of counselling

Course No. Edu-EP-14F : Measurement & Evaluation

M.Marks 80

Objectives of the Course:

1. To acquaint the students with the concept of Measurement and Evaluation.
2. To enable the students to get familiarized with various evaluation tools and their merits and limitations.

Contents of the Course:

Unit-I: Measurement and Evaluation.

- i) Concept of measurement .
- ii) Measurement in Science and Behavioral Science
- iii) Concept of Evaluation Distinction between Educational Measurement and Evaluation.
- iv) Taxonomy of Educational Objectives.

Unit-II: Characteristics of a measurement Instrument.

- i) Objectivity .
- ii) Reliability, Concept, Factors & Methods
- iii) Validity, Concept, Factors & Forms.

Unit-III: Evaluation tools.

- i) Essay – type test.
- ii) Short answer type test.
- iii) Objective tests.
- iv) Rating Scales.

Unit-IV: Appraisal of the present system of Examination.

- i) Report of various committees & Commissions on examination reforms .
- ii) Limitations of the present system of Examinations.
- iii) Reforms in the system-some practical guidance.

Course No. Edu-EP-14G:

Problems & Issues in India Education

M. Marks 80

Objectives of the course.

1. To enable the students to grasp the various aspects of Universalization of Elementary Education in India.
2. To enable the students to identify the major problems of Secondary and Higher Education and suggest remedial measures.
3. To develop and understanding about current issues in India Education.

Contents of the Course:

Unit-I Problems of Elementary Education

- i) Universalization
- ii) Wastage and Stagnation
- iii) Equality of Educational opportunity.
- iv) Non- formal Programme as an alternative strategy.

Unit-II The Problems of Secondary Education in following context.

- i) Objectives
- ii) Curriculum
- iii) Vocationalisation

Unit-III Problems of Higher Education with regard to

- i) Objectives
- ii) Finance
- iii) Enrollment

Unit-IV Some Issue:

- i) Medium of Instruction .
- ii) National and emotional integration integration
- iii) Examination reforms
- iv) Women Education
- v) Education of Weaker Sections.

Course No. Edu-EP-14 H : Special Education M.Marks 80

Objectives of the Course:

1. To familiarize the students with the concept of positive and negative deviations of exceptionality .
2. To help the students understand the concept . scope and objectives of Special Education.
3. To acquaint the students with the characteristics, needs and problems of mentally retarded children.
4. To enable the students understand the nature, incidence and causes of visual and bearing implements.
5. To enable tile students understand the nature characteristics & problems of the gifted & the delinquents.

Courses Contents:

Unit-I Special Education

- i) Exceptionality .
 - a) Concept of positive and negative deviations.
 - b) Needs and problems of exceptional children
- ii) Special Education
 - a) Concept . Objective & Scope
 - b) Basic principles of Special Education

Unit –II Mental Retardation (MR).

- i) Concept
- ii) Criterion for Identification
- iii) Levels and categories
- iv) Characteristics. Needs and Problem of MR.
- v) Education of MR Children

Unit-III: Physically Handicapped and learning disabled:

- i) Education of the Orthopaedically Handicapped:
 - a) Types of handicap
 - b) Characteristics
 - c) Educational Programmes
- ii) Learning disabled children
 - a) Characteristic
 - b) Identification
 - c) Educational Programme

Unit-IV: Education of Gifted and Delinquent:

- i) Education of the gifted and creative children
 - a) Characteristics
 - b) Identification process
 - c) Educational programems for the gifted & creative
- ii) Education of Delinquents:
 - a) Characteristics
 - b) Programmes for Education and rehabilitation.

Course No. Edu EP-14 I Statistics in Education and Psychology

M. Marks

Objective of the Course:

1. To develop computational skills with reference to control tendencies and percentiles.
2. To develop proficiency in drawing graphs and polygons concerning statistical data.
3. To understand measures of association and regression (computation as well as application).
4. To develop skills for choosing sample size for research project.
5. To develop basic understanding of various tests of testing hypothesis.
6. To learn the application of normal probability curve.

Contents of the Course;

Unit-I: Measures of Central Tendency & Variability.

- i) Computational and Applications of measures of Central Tendency.
- ii) Computation and applications of variability .
- iii) Graphic methods and percentiles –Computations of percentile and percentiles ranks; graphic methods- line graphic bar diagram .Pie chart. Ogive their application & use.

Unit-II: Correlation and Regression.

- 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)
- iv) Regression
 - a. Regression equation
 - b. Predicting a particular of y for a given value of x
 - c. Drawing a regression curve.

Unit-III: Parametric and Non Parametric Statistics

- i) Parametric
 - a) Meaning and advantages
 - b) Critical ratio & T- Test (for correlated and un-correlated measures)

- c) ANOVA-one way and two way
- ii) Non Parametric
 - a) Meaning and advantages
 - b) Sign Test and Manu-whitny-U-Test
 - c) Chi-Square & contingency tables
 - d) Wilcoxon's matched Pairs test.

Unit-IV: The Normal Distribution Curve.

- i) The meaning and importance of the normal distribution.
- ii) Properties of the normal probability curve.
- iii) Measuring divergence from normality –skewness, and kurtosis
- iv) Applications of the normal Probability Curve.

Course NO. Edu-EP-14G

Teacher Education

M.Marks 80

Objectives of the Course:

1. To acquaint the students with the historical background of teacher education and its present position in India.
2. To familiarize the students with the objectives of teacher education at different levels.
3. To make the students realize the value and importance of innovations in the methodology of teacher education.
4. To familiarize the students with the concept of teacher effectiveness.

Course Contents

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.
- ii) Historical development of teacher education in Jammu and Kashmir State.

Course Contents

Unit-II: Present position and types of Teacher Education

- i) Objectives of teacher Education at different levels.
- ii) Status and problems of teacher education in India.
- iii) Remedial measures to overcome the problems of teacher education.
- iv) Role of national council of teach education (NCTE).

- v) Role of academic staff College in higher Education:
 - a) Programmes and their implementation
 - b) Problems and short comings.
- vi) Integrated teacher education course.
- vii) Conventional B.Ed progarmmes
- viii) In-Service and pre-service orientation courses and refresher courses
- ix) Correspondence courses.

Unit-III: Innovations in teacher preparation

- i) Micro Teaching
- ii) Simulated Teaching
- iii) Flanders interaction category system.
- iv) Programmed Learning

Unit-IV: Teacher effectiveness

- i) Concept
- ii) Identification
- iii) Characteristics
- iv) Cognitive and affective correlates of effective teacher ; intelligence,
- v) Cognitive and affective correlates of effective teacher; intelligence, skill, personality values and attitudes.

