

Curriculum Vitea (C.V):

Manzoor Ahmad Rather

Assistant Professor

Department of Education

University of Kashmir

Teaching Specialization: 1) Psychology

2) Creativity and Education

3) Mental Hygiene (at MA, MED, BED Levels)

Teaching Experience: 7yrs at University Level

Supervision

Monitoring and supervision of Microteaching Sessions , Practice of Teaching (POT) and Internship of Teacher trainees

External Examiner of (POT) Bed Programme

Research

M.Phil: Personality Profile and Locus of Control of High and Low Achievers

PhD: Personality, Emotional intelligence, value orientation and Self-Actualization of Sahitya Academy Awardees and None Awardees (Pursuing)

Research Papers:

- 1) A study on Personality profiles and Academic Achievement of high and low achievers (*International Journal of Multidisciplinary Educational Research, 2015 Vol.4.no.9(3)110-130 ISSN no.2277-7881*)

2) Locus of Control of High and Low Achievers (*Journal of Applied Research in Education (JARE) Department of Education, vol.18 No.195-103 ISBN0975-066*)5

3) A comparative study on Self- Concept of Male and Female College Students of District Ganderbal (*International Journal of Multidisciplinary Educational Research, 2015 Vol.4.no.9 (3)9-18 ISSN no.2277-7881*)

4) A Comparative Study on Job Satisfaction of High and Low Qualified Rehbari-Taleem Teachers of District Bandipora (*Scholarly Research Journal for Interdisciplinary Studies (2015, Vol 3/20 866-877 ISSN NO. (2278-8808)*)

5) Towards making Education more Relevant (*Journal of Applied Research in Education (JARE) Department of Education, 2011vol.16 No1 .173-174 ISBN0975-0665*)

6) Towards making teaching more effective (*Journal of Applied Research in Education (JARE) Department of Education, 2012vol.17 No1 .223-22s6 ISBN (0975-0665*)

E-Content

- 01) Nature, meaning and factors of learning
- 02) Operant Conditioning, basic Phenomena and Educational implications
- 03) Trial and Error Learning, Phenomena, Educational implications
- 04) Motivation, types and theories, techniques to enhance motivation
- 05) Classical Conditioning, basic phenomena and educational phenomena
- 06) Attention and factors leading to attention
- 07) Perception, laws of perception and subjective/objective factors of perception
- 08) Lecture Method, and advantages/disadvantages
- 09) Demonstration Method
- 10) Programmed Instruction, characteristics, educational implications
- 11) John Dewey as an Educational Thinker
- 12) Gopal Krishna Gokhle Philosophy, Political and Educational Contribution
- 13) Story Telling, advantages/disadvantages

- 14) Learning and Maturation
- 15) Attitude, factors affecting attitude
- 16) Insightful learning, Educational Implications
- 17) Attention, subjective/Objective factors

Invited Lectures (IGNOU)

- 1) Learning, how behaviorists view it
- 2) Motivation, techniques to enhance motivation
- 3) Theories of learning, A comparative perspective
- 4) Constructive approach to learning
- 5) Factors of Learning personal and Environmental
- 6) Stimulus variation as a skill of teaching
- 7) Reinforcement as a skill of teaching
- 8) Cognitive and Behavioral approach to learning
- 9) Factors of learning personal and environmental
- 10) Changing concept of teaching and learning

Workshops attended

Seven days workshop on research methodology organized by directorate of Distance Education

General orientation course

Organized by Academic Staff College University of Kashmir

Special Winter School Refresher Course (ID)

Organized by Academic Staff College University of Kashmir

Refresher Course in Behavioral Sciences (ID)

Organized by Academic Staff College University of Kashmir

Papers presented

Relevance of Education in the twenty1st Century,

Organized by Faculty of Education University of Kashmir

Teacher and the holistic Student development

Organized by Faculty of Education University of Kashmir

Chapters in books

(Course Material (Bed) Directorate of Distance Education University of Kashmir)

Philosophical and Sociological foundations of Guidance

Psychological foundations of Guidance

Relevance of Psychological and Personality tests in Guidance