

M.A. (EDUCATION)

w.e.f. Session 2011-12

Modification / Revision of M.A Education Syllabus of Semester System

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five courses each. In the second and final year there will be two semesters consisting of four theory papers and one Dissertation/practicum cum Field work for all students.

Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for Dissertation and 25 marks for Viva Voce). Field work will be of 50 marks. External and internal examiners will evaluate Dissertation and Field work jointly.

Internal assessment will be based on one Class House test (10 Marks), one assignment (5 marks) and one Seminar (5 marks) in each paper.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

SEMESTER-I

Course I: Philosophical Foundations of Education (Part one)	80(External)+20(Internal)=100
Course II: Sociological Foundations of Education (Part One)	80(External)+20(Internal)=100
Course III: Psychological Foundations of Education (Part One)	80(External)+20(Internal)=100
Course IV: Research methods in Education (Part One)	80(External)+20(Internal)=100
Course V: Methods of data Analysis in Education (Part One)	80(External)+20(Internal)=100

SEMESTER-II

Course VI: Philosophical Foundations of Education (Part Two)	80(External)+20(Internal)=100
Course VII: Sociological Foundations of Education (Part Two)	80(External)+20(Internal)=100
Course VIII: Psychological Foundations of Education (Part Two)	80(External)+20(Internal)=100
Course IX: Research methods in Education (Part Two)	80(External)+20(Internal)=100
Course X: Methods of data Analysis in Education (Part Two)	80(External)+20(Internal)=100

SEMESTER-III

Course-XI: Comparative Education and Curriculum development (part-one)	80(External)+20(Internal)=100
Course- XII: Contemporary Issues in Indian Education (part-one)	80(External)+20(Internal)=100
Course-XIII (Opt. i): Any one of the following:	
i. Special Education (Part-One).	80(External)+20(Internal)=100
ii Educational Measurement and Evaluation(Part-One)	80(External)+20(Internal)=100
iii Teacher Education(Part-One)	80(External)+20(Internal)=100
iv Computer Education (Part-One)	80(External)+20(Internal)=100
v Adult and Continuing Education(Part-One)	80(External)+20(Internal)=100
COURSE XIV: Optional II: Any one of the following-	
i Management and Administration Of Education (Part one)	80(External)+20(Internal)=100
ii Educational Technology(Part-One)	80(External)+20(Internal)=100
iii Educational and vocational guidance: (Part one)	80(External)+20(Internal)=100
iv Mental Hygiene and Education(Part-One)	80(External)+20(Internal)=100
v Economics of Education (Part-One)	80(External)+20(Internal)=100

The students will be asked to select topic of their dissertation during IIIrd Semester and will submit their dissertation alongwith field work report during IVth semester.

SEMESTER-IV

Course XV: Dissertation (to be submitted at the end of IV Semester)	75(Dissertation)+25(Viva-Voce)
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Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the chairman/Principal of the Department/College. The students will submit three copies of Dissertation to the Department/ College by 30th June of the session. The viva-voce will be held on a date to be fixed by the University.

Course XVI: Comparative Education and Curriculum development (Part Two)	80(External)+20(Internal)=100
Course- XVII: Contemporary Issues In Indian Education (Part-Two)	80(External)+20(Internal)=100
COURSE-XVIII (Opt. I): Any one of the following	
(i) Special Education (Part-Two)	80(External)+20(Internal)=100
(ii) Educational Measurement and Evaluation (Part-Two)	80(External)+20(Internal)=100
(iii) Teacher Education (Part-Two)	80(External)+20(Internal)=100
(iv) Computer Education (Part-Two)	80(External)+20(Internal)=100
(v) Adult and Continuing Education (Part-Two)	80(External)+20(Internal)=100
COURSE XIX (Opt. i) Any one of the following:-	
i Management and Administration Of Education (Part-Two)	80(External)+20(Internal)=100
ii Educational Technology(Part-Two)	80(External)+20(Internal)=100
iii. Educational and Vocational Guidance (Part Two)	80(External)+20(Internal)=100
iv. Mental Hygiene and Education (Part-Two)	80(External)+20(Internal)=100
v. Economics Of Education (part two)	80(External)+20(Internal)=100

Course XX:	Field Work	50 Marks
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M. A. (PREVIOUS) EDUCATION
SEMESTER I
COURSE I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(PART ONE)

Time: 3 hours

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE OBJECTIVES:

The students will be able to-

1. define the concept of Education and Philosophy and explain the relationship between them.
2. write a critical note on contribution of Philosophy to the field of Education and Vice-Versa
3. describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education
4. illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education

COURSE CONTENTS

UNIT-I

1. Education & Philosophy
 - (a) Concept and definition
 - (b) Nature
 - (c) Relationship
2. Indian Schools of Philosophy:
 - (a) Samkhya,
 - (b) Vedanta
 - (c) Nyaya,
 - (d) Buddhism
 - (e) Jainism
 - (f) Islamic Traditionswith special reference to Concept, Reality and Values and their educational implications

UNIT-II

3. Modern Concept of Philosophy
 - (a) Analysis- Logical analysis
 - (b) Logical empiricism
 - (c) Positive relativism

UNIT-III

4. Western Philosophies: Major Schools.
 - (a) Naturalism
 - (b) Idealism
 - (c) Pragmatismwith special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of education

UNIT-IV

5. Social Philosophy of Education
 - (a) Freedom
 - (b) Equality

SELECTED READINGS

1. Broudy, H.S.(1977) *Building a Philosophy of Education*, New York: Krieger.
2. Brubacher, John S. (1969) *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
4. Dewey, John (1966) *Democracy and Education*, New York: McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomason Press.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy*, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Willey and Sons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient Longmans Ltd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd.
10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir
11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
12. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillan Company.
14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.
15. Sodhi, T.S. & Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.
16. Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
17. Taneja, V.R. (2002) *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

M. A. (PREVIOUS) EDUCATION
SEMESTER -I
Course II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(PART-ONE)

Time: 3 hours

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE OBJECTIVES:

The students will be able to-

- (1) define meaning and concepts of Educational Sociology
- (2) explain the concept of social organization and factors effecting it
- (3) describe social interaction and their Educational implications
- (4) Write a critical note on meaning, nature & determinants of culture and role of education in cultural context
- (5) Illustrate the meaning and concept of social change with special reference to India
- (6) Justify social and economic relevance of Education

COURSE CONTENTS

UNIT-I

1. Concept of educational sociology and sociology of education
 - (a) Social organization and its concepts
 - (b) Factors influencing social organization – folk ways, mores; institutions; values
 - (c) Dynamic characteristics of social organization and its educational implications.

UNIT-II

2. Social interactions and their educational implications
 - (a) Social group inter-group relationship – group dynamic
 - (b) Social stratifications – concepts of social stratification and its educational implications.

UNIT-III

3. Culture:
 - Meaning and nature
 - (a) Role of education in cultural context
 - (b) Cultural determinants of education
 - (c) Education and cultural change.

UNIT-IV

4. Social change: its meaning and concept with special reference to India.
Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educational implications.
 - Social Mobility : Meaning, Kinds, Importance

SELECTED READINGS

1. Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) *Society and Education*, Boston: Allyn and Bacon.
3. Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.,
4. Maubnhein K.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
5. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education , new Delhi
6. Mossish, Loor (1972), *Sociology of Education:An introduction*. George Lalen and Unwin, London
7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad
8. Saxena, S.(2001) *Philosophical and Sociological Foundations of Education*. Meerut: Surya publications.
9. Singh, B.N.(2005) *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
10. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

M. A. (PREVIOUS) EDUCATION
SEMESTER-I
Course III: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(PART-ONE)

Time: 3 hours

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE OBJECTIVES:

To enable the student to-

1. understand concepts and principles of educational Psychology as an applied science.
2. outline the scope of educational psychology.
3. describe the process of growth and development.
4. understand the meaning and concepts of individual differences
5. explain meaning and concepts of gifted and mentally retarded children
6. understand the concept and characteristics of creativity & importance of creativity in education

COURSE CONTENTS

UNIT-I

1. (i) Meaning of Education and Psychology:
 - (a) Relationship of education and psychology
 - (b) Scope of Educational Psychology
- (ii) Methods of Educational Psychology:
 - (a) Experimental
 - (b) Clinical
 - (c) Differential

UNIT-II

2. Growth and Development during childhood and adolescence
 - (a) Physical
 - (b) Social
 - (c) Emotional
 - (d) Mental

3. Individual Differences:
 - (a) Concept and areas.
 - (b) Determinants: Role of heredity and environment in developing individual differences.
 - (c) Implications of individual difference for organizing educational programmes.

UNIT-III

4. Gifted and Mentally Retarded Children:
 - (a) Meaning and Characteristics.
 - (b) Needs and Problems

UNIT-IV

5. Creativity:
 - (a) Concept
 - (b) Characteristics
 - (c) Development of creativity
 - (d) Importance of creativity in education

SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1954), personality , New York, Holt, 1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons, Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston
6. Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge University Press
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B. Tarapoewwala Sons & Co.
8. Dicapro, N.S. (1974)Personality Theories, New York, Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
12. Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
14. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
15. Shanker Udey, (1965)Development of personality
16. Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
17. Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon

M. A. (PREVIOUS) EDUCATION
SEMESTER-I
Course IV: RESEARCH METHODS IN EDUCATION
(PART-ONE)

Time: 3 hours

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE OBJECTIVES:

The students will be able to-

- (1) Explain the methods of acquiring scientific knowledge through experience and reasoning
- (2) Define meaning, nature, scope and purposes of Educational Research
- (3) Describe the emerging trends in Educational Research
- (4) Illustrate meaning, criteria and sources for identifying the research problems
- (5) Describe the importune and various sources of review of related literature and hypothesis
- (6) Explain the types, tools and techniques of collection of data
- (7) Define concept of sample and population and steps and types of sampling

COURSE CONTENTS

UNIT-I

1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive and deductive.
2. Nature and scope of educational research:
 - (a) Meaning, nature and limitations.
 - (b) Need and purpose of Educational Research
 - (c) Scientific enquiry and theory development.
 - (d) Fundamental, applied and action research.
 - (e) Quantitative and qualitative research.

UNIT-II

3. Some emerging trends in educational research.
4. Formulation of research problem
 - (a) Criteria and sources for identifying the problem.
 - (b) Delineating and operationalizing variables.
 - (c) Review of related literature: Importance and various sources including internet.
 - (d) Developing hypothesis in various types of research.

UNIT-III

5. Collection of Data
 - (a) Types of data: Quantitative and qualitative
 - (b) Tools, techniques and Characteristics of a good research tool;
 - (c) Questionnaire,
 - (d) Interview,
 - (e) Observation,
 - (f) Projective, and
 - (g) Socio-metric techniques.

UNIT-IV

6. Sampling: Concept of population and sample
 - (a) Steps and Characteristics of a good sample.
 - (b) Various methods of sampling: Probability and Non-probability.
 - (c) Sampling errors and how to reduce them.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book*, Nirmal , Kurukshetra
2. Best, John W. and Kahn James V (1995), *Research in Education*, prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, New Delhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. S. (1954), *methods in Social Research* , Mc Graw Hill, new York
6. Kerlinger, F.N. (1973), *foundation of Behavioral Research*, Holt, Rinehart and Winston, new York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), *research on Education: A conceptual Introduction* , Harper and Collins, New York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
10. Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
12. Van Dalen, D.B.(1962), *understanding Educational research* , Mc Graw Hill , new York
13. Young, P.V. (1960), *Scientific Social Surveys and research*, prentice hall, new Delhi
14. Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London
15. Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
16. Van Dalen D.B. (1962), *Understanding Educational Research* Mc Graw Hill, new York

M. A. (PREVIOUS) EDUCATION
SEMESTER-I
Course V: METHODS OF DATA ANALYSIS IN EDUCATION
(PART-ONE)

Time: 3 hours

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE OBJECTIVES:

The students will be able to-

- (1) Compute different types of Statistical measures.
- (2) Develop practical orientation involving selection of appropriate data analysis techniques.
- (3) explain and illustrate the concept & application of measures of central tendency dispersion & relative positions
- (4) Describe the meaning, assumptions, computation & uses of Non-Parametric tests i.e. Chi-square Test & Sign Test.
- (5) illustrate the meaning & significance of normal probability curve.

COURSE CONTENTS

UNIT-I

1. Nature of Educational Data
 - (a) Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics
 - (b) Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequency polygon.
 - (c) Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode.

UNIT-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

UNIT-III

4. Non-parametric Tests: Meaning, assumptions, computation and uses of:
 - (a) Chi-square tests of equality and independence, setting up cross breaks for contingency table.
 - (b) Sign test: - Concept, Assumptions & Computation & uses.

UNIT-IV

5. Normal Probability Curve: Meaning, significance,
 - (a) Characteristics and applications
 - (b) Skewness and Kurtosis.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinehart and Winston, New York
3. Ferguson, George A (1976). Statistical Analysis in psychology and Education , Mc Graw Hill, New York
4. Garrett, H.E. (1973), Statistics in psychology and Education , Vakils, Feffer and Simon, Bombay
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , Mc Graw hill , New York
6. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, new Delhi
7. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi
8. Neuman, W.L. (1977), Social Research methods: Qualitative and Quantative Approaches, Allyn and Bacon, Boston
9. Siegel, S. (1986) Non-Parametric Statistics, Mc Graw Hill, New York
10. Van Dalen D.B. (1962), Understanding Educational Research, Mc Graw Hill, New York
11. Glass , Genev & Hopkins, Kenneth D.(1996), Statistical Methods in Education and Psychology, A Simon & Schuster Company Needham Heights
12. Minium, E.W. King B.M. & Bear Gorden (1995), Statistical Reasoning in psychology & Education , John Willy & Sons Canada
13. Aron, Arthur & Avon. Elaine. No. Statistical for Psychology, A Simoin & Schuster Company , USA
14. Best, John W and Kahn James V,(2003)(, research in Education Prentice Hall, New Delhi