

**M. A. (PREVIOUS) EDUCATION**  
**SEMESTER II**  
**COURSE VI: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**  
**(PART-TWO)**

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) write a critical note on the contribution of Indian Philosophers to contemporary Indian Education
- (2) justify the Impact of Value Education in our life
- (3) explain in detail the constitutional provisions for Education in India
- (4) write a critical note on the nature of knowledge & the knowledge getting process.
- (5) illustrate meaning, function of democracy & responsibility & their relevance in Education

**COURSE CONTENTS**

**UNIT-I**

1. Western Philosophies: Major Schools.
  - (a) Realism
  - (b) Logical positivism
  - (c) Existentialism
  - (d) Marxism
  - (e) Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education

**UNIT-II**

2. Contributions of following Indian Philosophers to Educational Thought:
  - (a) Vivekananda,
  - (b) Tagore,
  - (c) Gandhi
  - (d) Aurobindo, and
  - (e) J. Krishnamurty

### UNIT-III

3. Philosophical analysis of basic concepts of Education: Teaching, Instruction, Training and Indoctrination
  - Types and agencies of Education.
4. National Values as enshrined in the Indian Constitution and their Educational implication.
5. Constitutional provisions for Education.

### UNIT-IV

6. Nature of knowledge, Types & sources of knowledge, and methods of acquiring knowledge.
7. Social Philosophy of Education – Democracy and Responsibility.

### **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: Thomson 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 Wiley 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 II  
COURSE VII: SOCIOLOGICAL FOUNDATION OF EDUCATION  
(PART TWO)**

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) justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population
- (2) understand the relationship of Education with democracy , freedom, National integration and international understanding
- (3) illustrate Education as a process of social system , socialization & social progress
- (4) explain Education as related to social equity and equality of Educational opportunity
- (5) describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change

**COURSE CONTENTS**

**UNIT-I**

- (1) Social principles in education – social and economic relevance to education:
  - (a) Socio-economic factors and their impact on education.
  - (b) Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and rural population

**UNIT-II**

- (2) Education in relation to-
  - (a) Democracy
  - (b) Freedom,
  - (c) Nationalism-national integration
  - (d) International understanding.

**UNIT-III**

- (3) Education and Society:
  - (a) As a process in social system
  - (b) As a process of socialization, and
  - (c) As a process of social progress.
  - (d) Education and politics
  - (e) Education and religion

#### **UNIT-IV**

- (4) Educational opportunity and Equality and Equity:
- (a) Education as related to social equity, and equality of educational opportunities
  - (b) Inequality of educational opportunities and their impact on social growth and development
  - (c) Social theories (with special reference to social change)
    - (i) Marxism,
    - (ii) Integral Humanism (based on 'Swadeshi') and
    - (iii) Functionalist- Emile Durkheim and Talcott Parsons

#### **SELECTED READINGS**

1. Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) Society and Education, Allyn and Bacon, Boston
3. Kamat, A.R. (1985) Education and Social Change in India. Samaiya Publishing Co., Bombay
4. Maubnhein K. ET. Al. (1962) An Introduction to sociology of Education Rutledge 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: introduction. George Lalen and Unwin, London
7. Pandey, K.P.(1983) Perspective in Social Foundations of Education, Amitash 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 Educatio, Patiala: Bawa Publication.

**M. A. (PREVIOUS) EDUCATION**  
**SEMESTER - II**  
**Course VIII: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**  
**(PART-TWO)**

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 students to-

- (1) understand nature & concept of intelligence
- (2) write a critical note of theories of intelligence
- (3) explain the measurement of intelligence
- (4) define the meaning and determinants of personality
- (5) describe the theories of personality
- (6) define the meaning and the theories of learning
- (7) illustrate the concept of motivation
- (8) explain the concept of mental health and mental hygiene, adjustment process

**COURSE CONTENTS**

**UNIT-I**

1. Intelligence
  - (a) Definition and nature of intelligence
  - (b) Theories:
    - (i) Two factor theory (Spearman)
    - (ii) Multifactor theory
    - (iii) Group factor theory
    - (iv) Guilford model of intellect
    - (v) Hierarchical
  - (c) Measurement of intelligence (two verbal and two non-verbal tests).

**UNIT-II**

2. Personality
  - (a) Meaning and determinants
  - (b) Type and Trait theories
  - (c) Assessment of personality by subjective and projective methods.

### **UNIT-III**

3. Learning
  - (a) Meaning
  - (b) Theories and their educational implications:
    - (i) Pavlov's classical conditioning
    - (ii) Skinner's operant conditioning
    - (iii) Learning by insight
4. Hull's reinforcement theory
  - (a) Lewin's field theory
  - (b) Gagne's hierarchy of learning theory
  - (c) Factors influencing learning

### **UNIT-IV**

5. Motivation
  - (a) Concept of motivation
  - (b) Theories of motivation:
    - (i) Physiological Theory
    - (ii) Murray's Need Theory
    - (iii) Psycho-analytical Theory
    - (iv) Maslow's theory of hierarchy of needs
    - (v) Factors affecting motivation
6. Mental health & mental hygiene
  - (a) Adjustment and process of adjustment
  - (b) Defence mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation

## 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-II  
COURSE IX: RESEARCH METHODS IN EDUCATION  
(PART-TWO)**

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 students to-

- (1) write a critical note on major approaches to research
- (2) explain the research design
- (3) describe ethnographic, developmental and documentary analysis
- (4) illustrate the preparation of research synopsis
- (5) describe the writing of research report and evaluation of research report

**COURSE CONTENTS**

**UNIT-I**

1. Major Approaches to Research
  - (a) Descriptive Research
  - (b) Ex-post facto Research
  - (c) Laboratory Experiments
  - (d) Field studies
  - (e) Historical Research

**UNIT-II**

2. Research Designs: Concept, Scope, Nature
  - (a) Survey Method
  - (b) Experimental Method
  - (c) Field Studies.

**UNIT-III**

3. Qualitative Research:
  - (a) Ethnographic, Developmental, Documentary analysis
  - (b) Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings

**UNIT-IV**

4. Research Report:
  - (a) Developing a research proposal (synopsis).
  - (b) Writing research report and evaluation of research report.



## 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. Scates (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

**M. A. (PREVIOUS) EDUCATION**  
**SEMESTER-II**  
**COURSE X: METHODS OF DATA ANALYSIS IN EDUCATION**  
**(PART-TWO)**

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 meaning, characteristics, assumptions, computation and uses of Product moment & Rank difference correlation
- (2) differentiate between Rank difference and product moment and partial & multiple correlation
- (3) illustrate the concept, assumptions and computation of regression & prediction.
- (4) explain & illustrate the concept & application of some tests of significance.
- (5) differentiate between the T-Test and ANOVA

**COURSE CONTENTS**

**UNIT-I**

1. Correlations: Meaning, Characteristics, assumptions, computation and uses of:
  - (a) Product moment correlation
  - (b) Rank difference correlation
  - (c) Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

**UNIT-II**

2. Null hypothesis
3. Standard error, confidence limits
4. Type I and type II errors
5. One tailed and two tailed tests
7. Tests of significance:
  - (a) Difference between means
  - (b) Difference between percentage and proportions
  - (c) Difference between correlations

**UNIT-III**

8. Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.

## UNIT-IV

- 9 The F-test
10. One way ANOVA:
  - (a) Meaning
  - (b) Assumptions
  - (c) Computation and uses

## SELECTED READINGS

1. Aggarwal, Y.P. (1998) Statistical Methods, New Delhi, Sterling Publishers.
2. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education, New York, McGraw Hill.
3. Garrett, H.E. (1973) Statistic in Psychology and Education, Bombay, Vakils, Feffer and Simon.
4. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
5. Koul, L. (1988) Methodology of Education Research, New Delhi, Vikas Publications.
6. Kurtz, A.K. & Mayo, S.T. (1980) Statistical Method in Education and Psychology, New Delhi.
7. Neuman, W.L. (1977) Social Research Methods: Qualitative and Quantative Approaches, Boston: Allyn and Bacon.
8. Siegel, S. (1986) Non-Parametric Statistics, New York: McGraw Hill.
9. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company.
10. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Cananda : John Willy & Sons.
11. Best, J.W. & Kahn J.V. (2003) Research in Education New Delhi, Prentice Hall.