

## **M.A. 1<sup>ST</sup> SEM**

### **EDU 501**

#### **PHILOSOPHICAL FOUNDATIONS OF EDUCATION - WESTERN**

##### **Unit I**

- Meaning and nature of philosophy
- Scope of philosophy of Education
- Relationship between philosophy and Education
- Need and functions of philosophy of Education
- Approaches to philosophy of education: great minds approach, school of philosophy approach and analytical approach.

##### **Unit II**

- Naturalistic approach to education
- Idealistic approach to education
- With special reference to metaphysics, epistemology, axiology and their educational implications.

##### **Unit III**

- Realism in Education
- Pragmatism in Education
- With special reference to metaphysics, epistemology, axiology and their educational implications

##### **Unit IV**

- Marxism in Education : Characteristics and educational implications
- Humanism in Education: Characteristics and educational implications.

##### **Unit V**

- Existentialism: Characteristic and educational implications
- Logical positivism : Characteristic and educational implications

## **M.A. 1<sup>ST</sup> SEM.**

### **EDU 502**

#### **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

##### **Unit -1 Sociology of Education**

- Origin and development of sociology of education
- Nature and scope of sociology of education
- Methods of study in sociology of education

##### **Unit II Education and social system**

- Social system-concept and elements of social system
- Education as a social subsystem
- Role of family, community, economy, political system and religion as a social sub system

##### **Unit III Education and culture**

- Culture: functional characteristic, cross culture transmission
- Characteristic of Indian culture
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern

##### **Unit-4 Education, Social Control, Social Change and Modernization**

- Social control: nature, agencies and role of education in social control
- Social change: concept of social change and modernization, factors promoting social change and modernization in India, constraints on social change and Modernization in India.
- Social mobility and education

##### **Unit - 5 Important concerns and Issues in Education**

- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, women and rural population
- Youth Movement in India, De-schooling and Futurology

## **EDU 503**

### **DEVELOPMENT OF LEARNER**

#### **UNIT-I**

- Development- Stages, Principles, Nature- Nurture-balance
- Language Development- Factors influencing it, Theories

#### **Unit-2**

- Cognitive Development- Stages, Theories of Piaget and Bruner and then educational implications
- Moral Development- Factors influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour

#### **Unit-3**

- Development of Social Competence- Concept, Factors influencing it.

#### **Unit-4**

- Intelligence- Concept, Theories, Measurement of intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of personality

#### **Unit-5**

- Stress- Concept, Factors influencing Stress among learners
- Mental Health- Concept, Process of adjustment, Conflict, Defence mechanism

## **EDU 504**

### **Methods and Procedures of Research in Education**

#### **Unit-I**

- Educational Research: meaning, nature, need, purpose and scope
- Types of Educational Research: fundamental, applied and action research.
- Quantitative and qualitative research
- Mixed methodological approach

- Steps of conducting educational research: identification of problem, writing research proposal

### **Unit- 2**

- Review of related literature: needs and procedures
- Research hypothesis: types, sources and functions.
- Population and sample: types of sampling- probabilistic and non-probabilistic sampling
- Sampling design

### **Unit-3**

- Tools and techniques of data collection: - observation, inter- view, questionnaire, tests, rating scale, attitude scale, sociometry

### **Unit - 4**

- Experimental research, experimental designs, true experiment, quasi experiment and ex-post facto research.
- Survey research: types, cross sectional and longitudinal, evaluation research, correlation studies

### **Unit-5**

- Historical research and philosophical research
- Qualitative research approaches: phenomenology, ethnography, grounded theory, case study
- Writing research report, references and bibliography, assignment, review of literature, writing proposal

## **EDU 505**

### **Philosophical Foundations of Education-Indian**

#### **UNIT 1**

- Introduction of Indian Philosophy
- Main characteristics of Indian Philosophy
- Historical review of Indian Philosophy
- Classification of Indian Philosophical System.

#### **UNIT 2**

Indian Schools of Philosophy ; Orthodox-

- Sankhya,
- Yoga,
- Vedant
- Geeta

with special reference to the concept of knowledge, reality, values & their educational Implications.

### **UNIT 3**

Indian Schools of Philosophy ;Hetrodox

- Jainism,
- Buddhism,
- Islamic traditions

with special reference to the concept of knowledge, reality, values & their educational Implications.

### **UNIT 4**

Contributions of Indian Thinkers

- Vivekananda
- Mahatma Gandhi
- Aurobindo
- Tagore

### **Unit 5**

- Democratic Ideas and their implications for education.
- National values enshrined in Indian constitution

## **EDU 506**

### **Qualitative and Quantitative Analysis of Data**

#### **Unit-I**

- Descriptive Statistics
- Quantitative classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.
- Measure of Central Tendency and Variability: Mean, Median, Mode, Standard Deviation and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks.

## **Unit-2**

- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and its Application in educational research.
- Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of correlation
- Regression and Prediction

## **Unit -3**

- Parametric and Non-Parametric Data: Meaning and Difference
- Parametric Test
- Test of Statistical Significance
- Sampling Distribution
- Significance of Mean, Percentages and Correlation.

## **Unit- 3**

- Significance of Difference Between two Mean (t-test)
- Testing Null Hypothesis, level of Significance, Degree of Freedom
- One tailed and Two Tailed Test
- Type-I and Type-TI Error in Decision Making
- One Way Analysis of Variance (ANOVA)-F test.

## **Unit-4**

- Non Parametric Tests- Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test

## **Unit- 5**

- Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.
- Criteria of Qualitative Research: Authenticity, Community, Voice, Critical Subjectivity and Reflexivity, Sacredness Assignment : Analysis of data gathered from primary sources and secondary sources using parametric and non-parametric tests.

## **EDU 507**

### **Psychology of Learning**

#### **Unit-I**

- Learning- Concept, Theories of learning - Thorndike; Pavlov, Skinner, Hull, Lewin, Tolman, Insight theory, Social learning theory.
- Factors influencing learning
- Constructivism

#### **Unit-2 .**

- Transfer of Learning- Concept Factor influencing transfer of learning, Theories
- Motivation- Concept, Role of motivation in learning, Theories, Strategies for developing motivation

#### **Unit-3**

- Learning of concept and principles - Nature, Concept formation, Concept mapping, Factor influencing learning of concepts and principles
- Mastery learning
- Gagne\*s view on learning
- Role of Advance Organizer in learning

#### **Unit-4**

- Creativity- Nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving

#### **Unit-5**

- Learning styles
- Group dynamics and learning

## **M.A.3<sup>RD</sup> SEM**

### **EDU 601**

#### **Comparative Education**

##### **Unit - 1 Meaning, nature and scope of comparative education**

- Meaning nature and scope of comparative education, objectives of comparative education
- Approaches: regional, national and international, intra and inter educational analysis

##### **Unit - 2 Methods and factors of comparative education**

- Methods of comparative education- Descriptive, socio-cultural, scientific and statistical
- Factors influencing national system of education: Geographical, economic, linguistic, regional, democracy, socialism, humanism

##### **Unit - 3 Comparative education structures with reference to school education**

- Primary education: USA, UK, Japan and India
- Secondary and vocational education: USA, UK, France, Japan and India

##### **Unit - 4 comparative educational structures with reference to higher education, teacher education and distance education**

- Higher education, teacher education and professional education: USA, UK, India
- Distance education: USA, UK, India

##### **Unit - 5 International perspective of education**

- Educated unemployment in USA, UK and India
- Various official organizations of UNO and their role in educational development Recommendations of Delor's commission report.

## **EDU 602**

### **Educational Measurement and Evaluation**

#### **Unit-I**

- Concept, need and importance of educational measurement and evaluation
- Taxonomies of Educational Objectives in cognitive, affective and psychomotor domains
- Scales of measurement, norm referenced and criterion referenced, formative and Summative evaluation.

#### **Unit - 2**

- Test reliability - various types, factors affecting it, improving reliability
- Test validity - various types, factors affecting it
- Test norms - various types and their uses

#### **Unit-3**

- Development and standardization of test - steps of test development with an emphasis on item analysis. Improving test quality through item analysis

#### **Unit-4**

- Construction of Likert and Thurstone type Attitude scales, Study of some tools for measuring intelligence, personality, aptitude, interest, creativity

#### **Unit- 5**

- Evaluation programme, institutional programme, methods of feedback to students
- New trends in evaluation- examination reforms, grading system, scaling, continuous internal assessment, semester system, question bank, use of computer in examination. CBCS, CCE, Open book examination, examination on demand, online examination
- T -score, Z-score, C-score and Normalized score

## **EDU 603**

### **Contemporary Issues in Education**

#### **Unit - 1 Elementary Education**

- Universalization of Elementary Education (UEE)
- Role of Sarva Shiksha Abhiyan (SSA) in enrolment, retention and quality of elementary education
- Different schemes adopted by government and non-government organization of UEE
- Decentralized management in elementary education
- Teacher empowerment programmes organized by DIETs and other agencies

#### **Unit - 2 Secondary Education**

- The linkage between secondary education and higher education and the world of work
- Quality parameters in secondary education
- Vocationalization of secondary education: need, possibilities and constraints
- Empowerment of secondary teachers by NCERT, IASEs and CETs

#### **Unit - 3 Higher Education**

- Quality parameters in higher education
- Role of national bodies like UGC, ATCTE, NCTE and NAAC in promotion of general and professional education
- Priorities in higher education as envisaged by National Knowledge Commission Report
- Empowerment of university and college teachers by Human Resource Development Centre (HRDC)

#### **Unit -4 Globalization and Education**

- Globalization: Concept and its impact on education
- The role of public and private sector in development of higher education in India

- The scope of private universities and foreign universities in India as well as the scope of Indian Universities abroad

### **Unit - 5 Human Rights Education**

- Concept, need and relevance of human rights education
- Methods and techniques of human rights education
- Rights of child: provision in international and national documents
- Rights of women provision in international and national documents, women empowerment

## **EDU 604**

### **Environmental Education**

#### **Unit 1**

- Environmental and Ecology: Meaning and Definition
- Relationship between man and environment
- Impact of population growth on environment.

#### **UNIT 2**

- Meaning and types of environment pollution (air, water, noise, soil)
- Causes of pollution and its effect on living environment

#### **UNIT 3**

- Environment education: Meaning, aims, needs and scope
- Approaches of environmental education- interdisciplinary model and multidisciplinary model
- Features of curriculum for environmental education

#### **UNIT 4**

- Need for teachers training in environmental education
- Methods of teaching environmental education, co curricular activities etc.
- Role of universities, media, NGOs in environmental education

#### **Unit-5**

Programmes for environmental protection and improvement

- Environment and laws
- Environmental management

## **EDU605**

### **Educational Technology**

#### **Unit 1- Fundamentals of Educational Technology**

- Meaning, Nature and Scope and Theoretical bases of Educational Technology
- Trend and development of ET
- Components of ET - Hardware and Software
- System Approach in ET

#### **Unit II - Learning -Technology**

- Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathematics, Steps of development of TLM, Mastery learning: Concept and types
- Instructional Materials: Modules, Computer Assisted Instructional Materials

#### **Unit III - Teaching Technology**

- Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- Stages of Teaching: Pre-active, Interactive and Post-active;
- Teaching at different Levels: Memory, Understanding and Reflective.
- Modifications of Teaching Behaviour: Micro teaching, Flander's Interaction Analysis, category system, Simulation and Gaming.
- Nature and characteristics of Models of Teaching
- Modes of Teaching: Lecture, Team Teaching, Seminars, Panel Discussion, Tutorial, Group Discussion, Cooperative Learning

#### **Unit IV - Information and Communication Technology in Education**

- Communication Process: Concept of communication, Principles, modes and barriers of communication, verbal and non-verbal communication

- Educational Radio and Educational Television, Interactive Radio and interactive television, types of teleconferencing, e-Pathshala, ePG Pathshala, MOOC, OER
- Information and communication technology ICT in Education  
Concept, uses, interactivity networking - LAN, WAN, WWW, Virtual classrooms.
- Multi media approach to instruction - concept, uses, development of multimedia package, criterion of selection of media and technology in multimedia package

**Unit - 5 Management of ET and Open and Distance Learning System (ODES)**

- Systems approach: Meaning and scope, open versus closed system, education as open system, systems approach to education, steps in designing a system
- ODLS - Concept, definitions and characteristics, criterion of openness, different stages of distance education, media, materials and ICT in distance education, student support services, evaluation strategies in ODLS

**EDU 606**

**Educational Administration and Management**

**Unit-I Educational Administration and Management:**

- Meaning, Nature and Scope
- Function
- Theories
- System Approach

**Unit-2 Educational Planning and Finance in education:**

- Meaning, Nature and Need of Educational Planning.
- Approaches to Educational Planning.
- Kinds of Educational Planning- Long Term, Short Term, Institutional, Strategic, Operational

- Educational Finance: Meaning and Nature, Sources of Income, Items of Expenditure, Budgeting

**Unit-3 Supervision in Education:**

- Meaning and nature of Educational Supervision
- Functions of Educational Supervision
- Planning and organizing supervisory programme
- Implementing supervisory programme: technique of educational Supervision

**Unit-4 Leadership in Education:**

- Meaning and Nature of Educational Leadership
- Leadership Styles.
- Theories of Leadership- Trait, Behaviour, Contingency, Transactional and Transformational.

**Unit - 5 Specific Trends in Educational Administration:**

- Decision Making: meaning, types and Steps
- Organizational development
- Programme Evaluation and Review Technique (PERT)
- Total quality Management in education: Concept, Nature and Indicators

**EDU -631**

Field Work And Viva Voice

**Unit-651**

Project/Dissertation