M.A. 1ST 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
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, interview, 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-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.3RD 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 El
• Components of ET - Hardware and Software
• System Approach in ET

Unit II - Learning Technology
• Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathetics, 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