

## **M.A., EDUCATION**

### **FIRST YEAR**

<b>PAPERS</b>	<b>Subject</b>	<b>Max. Marks</b>	<b>Exam Hrs</b>
<b>1</b>	<b>Philosophical Foundations of Education</b>	<b>100</b>	<b>3</b>
<b>2</b>	<b>Sociological Foundations of Education</b>	<b>100</b>	<b>3</b>
<b>3</b>	<b>Psychological Foundations of Education</b>	<b>100</b>	<b>3</b>
<b>4</b>	<b>Research Methods in Education</b>	<b>100</b>	<b>3</b>
<b>5</b>	<b>Methods of Data Analysis in Education</b>	<b>100</b>	<b>3</b>

### **SECOND YEAR**

<b>PAPERS</b>	<b>Subject</b>	<b>Max. Marks</b>	<b>Exam Hrs</b>
<b>1</b>	<b>Contemporary issues in Indian Education</b>	<b>100</b>	<b>3</b>
<b>2</b>	<b>Curriculum Development &amp; Comparative Education</b>	<b>100</b>	<b>3</b>
<b>3</b>	<b>Education Measurement and Evaluation</b>	<b>100</b>	<b>3</b>
<b>4</b>	<b>Educational Technology</b>	<b>100</b>	<b>3</b>
<b>5</b>	<b>Dissertation of Field work</b>	<b>100</b>	<b>3</b>

# **FIRST YEAR**

## **Paper – 1**

### **PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

#### **UNIT – I**

Education Management – Meaning – Need – Importance – Characteristics – Scope – Objectives – Art or Science or Profession – Function – Management – Operative – Education administration Vs education management – Principles of education administration.

#### **UNIT – II**

Education Planning – Meaning – Rationale – Types of education plans – Approaches to education planning – Education planning process – Steps in education planning process – MBO in education – Decision-making – Types – Process.

#### **UNIT- III**

Organization – Meaning – Structures – Organization Chart – Organization for education administration: Central and State Government bodies – Delegation Vs Decentralization – Organizational competence – Strategic alliances.

#### **UNIT – IV**

Direction – Meaning and significance – Principles of effective direction – Supervision – Education Leadership – Meaning – Scope – Importance – Styles – Qualities of successful education leader.

#### **UNIT – V**

Motivation – Meaning – Types – Motivational theories – Their impact on educational management – Motivating the employees of education institutions.

#### **UNIT – VI**

Education Communications – Types – Barriers – Methods to overcome barriers – Principles of effective communication – Coordination – Importance of coordination in educational institutions.

## **UNIT – VII**

Control – Meaning – Need – Control process – Techniques – Evaluation – Quality assurance – Total Quality Management (TQM) – ISO Certification for education institutions – Academic audit.

### **References:**

1. Essential of Management : Koontz and O'Donnel
2. Management : Griffin
3. Education Administration – Theory and Practice : John I Nwankwo

## **Paper – 2**

### **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

#### **UNIT – I**

Environment of education – Managing environmental factors – Impact of environmental factors on education system, institutions, streams, thrust courses, spatial spread and methods of teaching–cum–learning - Trend in Education environment with respect to Government and private participation – Community spending for education – Linkage between education and business institutions.

#### **UNIT – II**

Philosophical and Social Environment: Value and ethics in education management – Socio-cultural environment and education – Demographic and cultural factors and their impact on education.

#### **UNIT – III**

Economic Environment: economic system and their implication for Education sector – Macro economic factors and their impact on education – Linkage between economy and education – Investment in education at various levels – Cost of State Policy – Common University Act.

#### **UNIT – IV**

Political Environment: Political environmental factors such as political system, ideologies, parties and culture of political bodies and their impact on education – Constitution provisions: Fundamental Right – Directive Principles of State Policy – Common University Act.

#### **UNIT – V**

Technological in Education Management – Technological impact on Education system, streams, thrust course, teaching and learning – Managing Technological – obsolescence in Education system.

#### **UNIT – VI**

Global Education Environment: WTO and education – Globalization of education market  
– Challenges – Opportunities – Trades in services – GATS: Articles of WTO.

## **UNIT – VII**

International Environmental: Campus tranquility and dynamism – Relations management  
among different stake-holders in education system.

### **References:**

1. Business and Environment : Adhikary
2. International Business : Cherunilum
3. Constitution of India :
4. WTO : Academic of Business Studies.

## **Paper – 3**

### **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

#### **UNIT – I**

Contribution of the following schools of Psychology towards education: Behaviourism, Gestalt, Hormic, Psychoanalytical.

#### **UNIT – II**

Learning and Motivation : Theories of learning : Thorndik's conditioning – Pavolv' classical and Skinner's operant conditioning – Learning by insight. Hull's reinforcement theory and Tolman's theory of learning.

#### **UNIT – III**

Gagne's Hierarchy of learning – Factors influencing learning – Transfer of learning and its theories – Brunner's Theory of teaching. Thinking, problem solving and creativity. The meaning and nature of creativity, Measurement of creativity, Development of creative thinking abilities – Psychology of Personality.

#### **UNIT – IV**

Personality – Type ad trait theories – measurement of personality – Mental – Health and Adjustment : Conflicts – frustration – anxiety and complexes – defenses mechanism – stress management

#### **UNIT – V**

Psychological and Education of children with exceptional needs to : Intellectual impairments – Sensory Impairments – Visual & Auditory – Locomotors and Neurological impairments – Learning disabilities – Emotional disturbances – High intellectual capacities (Giftedness).

## **Paper – 4**

### **RESEARCH METHODS IN EDUCATION**

#### **UNIT – I**

Research paradigms – positivist (quantitative) and interpretivist (qualitative) approach – Research Assumption about reality, knowledge and human nature – Types of research: Basic applied, Action researches. Research in physical and social and science – specification distinctions – quantitative versus qualitative approach.

#### **UNIT – II**

Main stream (traditional) research model: problem selection, review of literature and previous studies – hypothesis formulation and testing – sampling techniques – process of hypothesis testing.

#### **UNIT - III**

Qualitative ( humanistic ) research methods –Role of research and the researched - Hermeneutics – Data collection techniques: observation, interview, oral(life) histories, case study – content analysis – Triangulation – Analysis – Description and theory generation – grounded theory.

#### **UNIT – IV**

Basic statistical techniques: measures of central tendency, variability and association ('r' 'rho' and 'chi' square) Applications and interpretation only (not computation skills) – Inferential statistics – normal distribution – standard error-Estimating parameters from statistics.

#### **UNIT – V**

Testing significance of statistics mean, proportion correction and regression and difference between means and proportions – Non-parametric tests: Mann – Whitney and Kruskal – Wallis Tests – Logical of hypothesis testing – Errors in hypothesis testing.

## **UNIT – VI**

Action research – Significance, process for solving: personal and institutional problems – participative research involving stakeholders groups.

## **UNIT – VII**

Research Report – general format – conventions to follow in style in citations (references) bibliography – Reports for different groups: Researches, policy makers, public and journals.

### **References:**

1. Blaikie, Norman (2000) Designing Social Research, Cambridge Polity Press.
2. Hussey J and Hussly R (1997) Business Research London, Macmillan
3. Keeves J.P (1988) Educational Research, Methodology and Measurement, New York, Progamon Press.
4. Silverman D(2000) Doing Qualitative Research: A practical Hand book, London, Stage.
5. Stringer E.T(1999) Action Research, London, Sage.



## **Paper – 5**

### **METHODS OF DATA ANALYSIS IN EDUCATION**

#### **UNIT – I**

Nature of educational data: Quantitative and Qualitative.

#### **UNIT – II**

Qualitative data: Its analysis with emphasis on content analysis – analysis of interview based data and observation based data.

#### **UNIT – III**

Quantitative data: Scales of measurement: Nominal, ordinal, internal , Ratio.

#### **UNIT – IV**

Organization and representation: Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

#### **UNIT – V**

Concept, calculation and uses of : Measures of central tendencies:

- a) Measures of variability.
- b) Percentiles and Percentile Ranks.
- c) Correlation, Regression equations.

#### **UNIT – VI**

Properties and uses of normal distribution.

#### **UNIT – VII**

Inferential statistical methods :

- a) Standard errors, confidence limits.
- b) Hypothesis testing Difference between means, correlations.
- c) Cross breaks (Chi-square).

## **SECOND YEAR**

### **Paper – 6**

#### **CONTEMPORARY ISSUES IN INDIAN EDUCATION**

##### **UNIT – I**

Multiplicity of Courses: Tradition and off-shoot specification courses – Distance and e-learning courses, full-time and own-time courses, Interdisciplinary, hybrid and interface courses: Issues and significance.

##### **UNIT – II**

Growth Dimensions: Growth in institutions at all levels – Growth in student strength – Heterogeneity of student population – Quality issues.

##### **UNIT – III**

Autonomy and Accountability: Issues relating to autonomy, accountability and accreditation of individual, departmental and institutional levels – Impact on stake – holders and the societal system – Autonomy as an instrument of transformational leadership – Leadership in education management – Change Management: issues – Innovators – Adapters – Legends.

##### **UNIT – IV**

Resources and facilities: Govt. funding: size, trend and need for higher support – Private capital in educational investment – Community recourses: Financial, intellectual and motivation recourses: harnessing and commitment thereof.

##### **UNIT – V**

Quality Management: Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and Bottom-up approaches – SWOT analysis of every constituent – ISO standards.

##### **UNIT – VI**

Relations Management: Internal and external relations – Campus tranquility management – Stakeholders participation in management – Extracurricular activities for institution and social bounding extension services and outreach programmes for societal development initiatives.

## **UNIT – VII**

System Orientation: Education as an integral part of every individual, family and society – Open Vs closed systems approach – Concepts of management, digital management, and virtual management – System issues: Bench marking, MOUs, Franchising, Downsizing, Emotional intelligence and Techno-ethics.

### **References:**

1. Hanna DE and Associates, Higher Education in the era of digital Competition – Choice and challenges, Modison, WI, Atwood Publishing, 2000.
2. Catherine M and David M, Educational Issues in the Learning Age, London,
3. Ann FL and Associates. Leading Academic Change: Essential Roles for Departmental Chairs, San Fransisco, Jossey-Bass Publishers, 2000.

## **Paper – 7**

### **CURRICULUM DEVELOPMENT & COMPARATIVE EDUCATION**

#### **UNIT – I**

Introduction of Curriculum – concept and meaning curriculum – Curriculum development, theories and procedures – History of curriculum development. Bases of Determinants of curriculum

#### **UNIT – II**

Curriculum Design and organization – Components and source of design – Principles – Approaches – Categories and types – Curriculum Construction : Deduction of curriculum from aims and objectives of education – Administrative Consideration – Grass-root level planning – system – analysis – curriculum Implementation Strategies : Role of Curriculum support materials – Types of materials and aids – Models of implementation.

#### **UNIT – III**

Curriculum Evaluation : Importance of evaluation of curriculum – Models of curriculum evaluation – Interpretation of evaluation results and method – Issues and trends in curriculum development, curriculum research in India – suggestions and recommendation in curriculum development as per the following commissions : University Education Commission, 1948 – Secondary Education Commission, 1952 – Education Commission, 1966.

#### **UNIT – IV**

Comparative education – Meaning in terms of looking at it as a new discipline Scope and major concepts of comparative education – Methods – Democracy and Nationalism – comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

## **UNIT – V**

Modern trends in world education – national and global – Role of U.N.O. in improving educational opportunities – various official organs of the U.N.O. and their educational activities.

A comparative study of the education systems of countries with special reference to :

- Primary Education - USA, UK, Russia, Japan, India.
- Secondary Education - USA, UK, Russia, Japan, India, Germany.
- Higher Education - USA, UK, Russia, France, India.
- Teacher Education - USA, UK, Russia, India, Germany.
- Audit Education - Australia, Cuba, Brazil, India.

## **Paper – 8**

### **EDUCATION MEASUREMENT AND EVALUATION**

#### **UNIT – I**

The Measurement and evaluation process : Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement.

Evaluation : Functions of evaluation, and the basic principles of evaluation.

#### **UNIT – II**

Models in Educational Evaluation : 3D Model, Total Reflection Model & Individual Judgment Model. Evaluation and Curriculum. Interrelationship between measurement and evaluation in education.

#### **UNIT – III**

Tools of Measurement and Evaluation. Subjective and objective tools essay test, objectives test, scales, questionnaires, Schedules, inventories, performance tests.

#### **UNIT – VI**

Test Construction : General principles of test construction and its standardization. Writing test items – objectives type, essay type and interpretive type. Item analysis procedures for norm-referenced and criterion referenced mastery tests. Basics characteristics of good measuring instruments : Validity, Objectivity, Reliability, Usability and Norms : Types, Ways of determination, importance and application. Standardization of measuring instruments. Item analysis. Test Standardization. Norm referenced and criterion referenced tests, scaling – standard scores, T-scores & C-scores. Steps involved in standardizing a Test.

#### **UNIT – V**

Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills. Interpretation of the above test-scores and methods of feed back to students. New trends in evaluation viz. : Grading. Semester system. Continuous Internal Assessment. Question Bank. Use of Computers in Evaluation.

## **Paper – 9**

### **EDUCATIONAL TECHNOLOGY**

#### **UNIT – I**

Concept of Educational Technology – Meaning, Nature, Scope and Significance of ET – Components of ET ; Software, Hardware. – Educational technology and instructional technology.

#### **UNIT – II**

Communication and Instruction : Theory, concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology. Designing Instructional System : Formulation of instructional objectives – task analysis. Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

#### **UNIT – III**

Teaching levels, Strategies & Models : Memory, Understanding and Reflective levels of teaching – Teaching Strategies : Meaning, Nature, Functions and Types – Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching). Modification of teaching behavior : Micro teaching, flander’s Interaction Analysis, Simulation.

#### **UNIT – IV**

Programmed instruction – origin and types – linear and branching – Development of the programmed instruction material – teaching machines – Computer assisted Instruction – Research in Educational Technology – Future priorities in Educational Technology.

#### **UNIT – V**

Educational technology in formal, non-formal and Informal Educational, Distance Education, Open Learning Systems and Educational Technology. Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV,. CAI, INSAT – Problems of New Technologies. Evaluation and Educational Technology. Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, ACRC. ERMRC, NIST etc. – Their activity for the improvement of teaching – learning.

## **DISSERTATION & FIELD WORKS**