

ADMISSION-CALL- 0761-4007445/6541666 / 09425068494

E-MAIL:- mpedu@rediffmail.com

WEBSITE:- www.maanarmadaedu.org

EIILM University

**DIRECTORATE OF DISTANCE
LEARNING**

SYLLABUS BOOKLET

Year - I TO II

**MASTER OF ARTS - EDUCATION (M.A
- ED)**

JAN 2010 ONWARDS

**SYLLABUS
MASTER OF ARTS – EDUCATION
YEAR – I**

PHILOSOPHICAL FOUNDATION OF EDUCATION

Sub. Code: MAED/Y/110

Credits: 02

Total Marks: 100

Minimum Pass Marks: 40%

Internal Assessment: 40 Marks

University Examination: 60 Marks

UNIT-I

- **Relationship between Education and Philosophy**
- **Indian Schools of Philosophy:-**
Samkhya, Vedanta, Nyaya
Buddhism and Jainism with special reference to their educational implications.

UNIT-II

- **Western Philosophies: Major Schools:-**
Naturalism
Idealism
Pragmatism
Logical Positive Vision
Existentialism
Marxism
Their educational Implications with special reference to epistemology, axiology and process of education.

UNIT-III

- **Contributions of following Indians Philosophers to Education Thought:**
Vivekananda
Tagore
Gandhi
Aurobindo, and

J. Krishnamurthy

UNIT-IV

- Education, national values and the constitution of India
- Nature of knowledge and the knowledge getting process
- Social Philosophy of Education-Freedom, equality, Democracy and Responsibility.

Selected Readings:

1. Dewey, John. "Idealism in Education", Harper and Row, New York, ! 1996
2. Pand y, RS: "An Introduction to Major Philosophies of Education" Vinod Pustak Mandir, Agra. 1982. 10. Narvana, V.S.: "Modern Indian Thought", Orient Longmas Ltd, New York, 1978. 11. Mukerjee, RK.: "Ancient Indian Edu", Motilal Banarsidas, Varanasi, 1969
3. Saxena, N.R. (2003) Philosophical and Sociological Foundations of Edu, R. Lall Book Depot, Meerut.
4. Sharma, AP (1997), an Approach to Philosophy of Edu, The Indian Publication, Ambala Cantt.

**SYLLABUS
MASTER OF ARTS – EDUCATION
YEAR – I**

SOCIOLOGICAL FOUNDATION OF EDUCATION

Sub. Code: MAED/Y/120

Credits: 02

Total Marks: 100

Minimum Pass Marks: 40%

Internal Assessment: 40 Marks

University Examination: 60 Marks

UNIT-I

- **Concept of Educational Sociology of Education**
organization and its educational implications.
- **Social interactions and their education implication**
Social group inter-group relationship-group dynamic.
Social stratification-concepts of social stratification and its education implication.
- **Culture: Meaning and nature of culture.**
Role of education in cultural context.
Cultural determinants of education.
Education and cultural change.

UNIT-II

- Social change: its meaning and concept with special reference of India. Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
- Social principles in education-social and economic relevance to education;
- Socio-economic factors and their impact on education.

UNIT-III

- Education in relation to democracy, freedom, nationalism, national integration, international understanding.
- Education and society

Education:

As a process in social system

As a process in socialization, and

As a process of social progress

UNIT-IV

- **Education opportunity and inequality:**

Inequality of education opportunities and their impact on social growth and Development.

- **Social Theories**

Functionalist-Emile Durkheim, Talcott Parsons, and RK. Merton.

Marxism Integral Humanism (based on 'Swadeshi') with special reference to social change.

Selected Readings:-

1. Pandey, K.P.: "Perspectives in Social Foundations of Education", Amitash Prakshan, Ghaziabad, 1983.
2. Talesra, Hemlata (2007): "Sociological Foundation of Education, Kanishka Publishers, Distributors, New Delhi.
3. Sharma K.Yogendra, (2007): Sociological Philosophy of Education, Kanishka Publishers, New Delhi.
4. Pandey, V.C., (2005) "Sociology and Education in the Indian Context", Isha Books, Delhi.
5. N.R. Swaroop Saxena (R. Lall Book Depot, Meerut), Philosophical & Sociological Foundation of Education.

**SYLLABUS
MASTER OF ARTS – EDUCATION
YEAR – I**

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Sub. Code: MAED/Y/130

Credits: 02

Total Marks: 100

Minimum Pass Marks: 40%

Internal Assessment: 40 Marks

University Examination: 60 Marks

UNIT-I

- **Meaning of Education and Psychology:**
Relationship of education and psychology
Scope of educational psychology
- **Methods of Educational Psychology:**
Experimental
Clinical
Differential
- **Growth and Development**
Physical development during childhood and adolescence.
Social development during childhood and adolescence.
Emotional development during childhood and adolescence.
Mental development during childhood and adolescence.

UNIT-II

- **Individual Differences**
Concepts and areas
Determinates: Roles of heredity and environment in developing individual differences
Implications of individual difference for organizing educational programme
- **Gifted and Mentally Retarded Children**
Meaning and Characteristics
Needs and Problems
- **Creativity:**
Concept
Characteristics

Development of Creativity
Importance of creativity in education

UNIT-III

- **Intelligence:**

Definition and nature of intelligence;

Theories:-

Two factors theory (Spearman)

Multifactor theory

Group factor theory

Guildford model of intellect

UNIT-III

- **Major Approaches to Research**

Descriptive Research

Ex-post facto Research

Laboratory Experiments

Field Studies

Historical Research

- Research Designs

UNIT-IV

- Qualitative Research; Ethnographic, Development, documentary analysis.
- Validity and limitations of findings, factors influencing Validity of research findings.
- Research Report:-
 - Developing a research proposal (synopsis).
 - Writing research report and evaluation of research report.

Selected Readings:

1. Aggarwal, YP. (1998): "The Science of Educational Research". A Source book, Nirmal, and Kurukshetra.
2. Best, John W. and Kahn James V (1995): "Research in Education", Prentice Hall, New Delhi.
3. Good; C.V. and Douglas, E. Scates (1954): "Methods in Social Research", McGraw Hill, New York.
4. Koul, Lokesh (1988): "Methodology of Educational Research", Vikas, New Delhi.
5. Quereshi Muniruddin (2005), Educational Research Anmol Publications Pvt. Ltd, New Delhi.

**SYLLABUS
MASTER OF ARTS – EDUCATION
YEAR – I**

RESEARCH METHODS IN EDUCATION

Sub. Code: MAED/Y/140

Credits: 02

Total Marks: 100

Minimum Pass Marks: 40%

Internal Assessment: 40 Marks

University Examination: 60 Marks

UNIT-I

- Methods of acquiring scientific knowledge: Tradition, experience, reasoning-inductive and deductive.
- Nature and scope of educational research:
Meaning, Nature and Limitation
Need and Purpose
Scientific enquiry and theory development
Fundamental, applied and action research
Quantitative and Qualitative research
- Some emerging trends in educational research
- Formulation of research problem:
Criteria and sources for identifying the problem.
Delineating and operationlizing variables
Review of related literature: Importance and various sources including internet.
Developing hypothesis in various type of research.

UNIT-II

- **Collection of Data:**
Types of data: Quantity and qualitative
Tools and techniques: Characteristics of a good research tool:
Questionnaire
Observation
Projective, and
Sociometric techniques.
- **Sampling: Concept of population and sample:**

Steps and characteristics of a good sample: various methods of sampling:

Probability and non-probability

Sampling errors and how to reduce them

- **Personality:**

Meaning and Determinants

Type and train theories

Assessment of personality by subjective and projective methods.

UNIT-IV

- **Learning:**

Meaning

Theories and their educational implications Pavlov's classical conditioning

Skinner's operant conditioning

Learning by insight

- **Hull's reinforcement theory**

Lawin's field theory

Gagne's hierarchy of learning theory factors influencing learning

- **Motivation**

Concept of motivation

Theories of motivation

Physiological theory

Murray's Need theory

Pcho-analytical theory

Maslow's theory of hierarchy of needs

Factors affecting motivation

Suggested Readings:

1. Dandapani, S (2005), A text book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd, New Delhi.
2. Bhatnagar & Saxena (2005), Advanced Educational Psychology, R. Lall Book Depot, Meerut.
3. Kundu, c.L., "Educational Psychology", Delhi. Sterling Publisher, 1984.
4. Kundu, c.L., "Educational Development", A Critique of Indian Studies, Vishal Publishers, 1976.
5. Chauhan, S.S. (2006) Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi.

**SYLLABUS
MASTER OF ARTS – EDUCATION
YEAR – I**

METHODS OF DATA ANALYSIS IN EDUCATION

Sub. Code: MAED/Y/150

Credits: 02

Total Marks: 100

Minimum Pass Marks: 40%

Internal Assessment: 40 Marks

University Examination: 60 Marks

UNIT-I

- **Nature of educational Data**
 - Quantitative and qualitative
 - Scales of measurement
 - Descriptive and inferential statistics
 - Organization and graphical representation of data frequency distribution
 - Frequency polygon histogram, ogive, smoothed, frequency polygon.
- Measures of central tendency: Concept, characteristics computation and uses of mean, median, mode.
- Measures of dispersion: Concepts, characteristics computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
- Measures of relative position: Percentiles and percentile ranks

UNIT-II

- Correlations: Meaning, characteristics, assumptions, computation and uses of:
 - Product moment correlation
 - Rank difference correlation
- Partial and Multiple Correlations: Meaning, assumptions, computation and uses.
- Regression and prediction : Concept, assumptions and computation of linear Regression equations, standard error of measurement

UNIT-III

- **Tests of Significance:**
 - Null hypothesis
 - Standard error, confidence limits

Type I and type II errors

One tailed and two tailed tests.

- **The t-Test:**

Difference between means

Difference between percentages and proportions

Difference between correlations

- **The F-Test:**

One way ANOVA: Meaning, assumptions, computation and uses.

UNIT-IV

- **Non-Parametric Tests: Meaning, Assumptions and use of:**

Chi-square tests of equality and independence, setting up cross breaks for contingency table.

Suggested Readings:

1. Aggarwal, Y.P. (1988): "Statistical Methods", Sterling, New Delhi.
2. Garrett, H.E. (1973): "Statistics in Psychology and Education", Vakils Feffer and Simon, Bombay.
3. Kaul, Lokesh (1998): "Methodology of Educational Research", Vikas, New Delhi.
4. Sharma, RA (2007), Essentials of Measurement in Education & Psychology, R. Lall Book Depot, Meerut.
5. Smith, D. (2005), Measurement and Evaluation in Elementary School, Common Wealth Publishers, New Delhi.