

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 2ND SEMESTER SYLLABUS as per CBCS Pattern (2016-18)

SEMESTER-II

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M.A.(EDUCATION) 2ND SEMESTER SYLLABUS as per CBCS Pattern (2016-18)

SEMESTER-II

(Foundation Course)

16EDF06 PHILOSOPHICAL PERSPECTIVES OF EDUCATION-II

Time: 3 hours
Credits-5

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.

1. 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.
2. 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. All questions carry equal marks.

COURSE OBJECTIVES:

The students will be able to-

1. differentiate among different concepts of Education
2. explain the role of various agencies like home, family, school, society in education of education
3. write a critical note on Constitutional provisions for Education
4. explain the concept of knowledge and methods of acquiring knowledge
5. describe the contribution of various Indian and Western Philosophers to the fields of Education

COURSE CONTENTS

UNIT-I

- ❖ Philosophical analysis of basic concepts of Education: Teaching, Instruction, Training and Indoctrination
- ❖ Types and agencies of Education- Family, School, Society
- ❖ Constitutional provisions for Education

UNIT-II

- ❖ Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- ❖ Dialectical Materialism
- ❖ Social Philosophy of Education – Freedom, Equality, Democracy and Responsibility.

UNIT-III

❖ **Contributions of following Indian Philosophers to Education:**

- Vivekananda
- Tagore
- Gandhi
- Aurobindo
- J. Krishnamurty

UNIT-IV

❖ **Contributions of following Western Philosophers to Education:**

- Plato
- Rousseau
- Dewey
- Montessori
- Froebel

SUGGESTED READINGS

- The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia2. Groundwork of Theory of Education – by Ross
- Modern Philosophy of Education – by Brubacher
- Foundations of Education – V.P. Bokil
- Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.
- Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
- Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
- Chakravorty M. : Gandhian Dimension in Education Daya Publishing House New Delhi.
- Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Ministry of Human Resource Development: National Policy on Education, 1996, New Delhi.
- Mohanty Jagannath : Indian Education in Emerging Society, Sterling Publication, New Delhi.
- Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriya Purshat Bcomi Vinod Pustak Mandir, Agra.
- Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra.
- Pathak, RD. and Tyagi, I.S.D. Shiksha ke Samariya Siddhant. Vinod Pust8tk Mandir, Agra.
- Saxena, N:R. Swaroop Shksha Re Samanya Siddhant, Lyall Book Depot, Meerut.
- Singh B.P. : Alms of Education in India, Ajanta Publication New, Delhi.
- Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.

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- Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.
- Bhatnagar. R.R & Agarwal, Vidya Shaikshlk Prashasan, Eagle Books.
- Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
- Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.
- Manav Sansadhan Vikas mantralaya: Rashtriya Shiksha Niti 1986. New Delhi.
- Safaya. Raghunath,. School Sangathan, Dhanpat Ram & Sons, Delhi.
- Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
- Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddatiyan. Lyall Book Depot, Meerut.
- Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir, Agra.

(Core Course)

16EDC07 SOCIOLOGICAL PERSPECTIVES OF EDUCATION-II

Time: 3 hours
Credits-5

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.

1. 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.
2. 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. All questions carry equal marks.

COURSE OBJECTIVES:

The students will be able to-

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

UNIT-I

- Education for Emotional and National Integration
- Education for International Understanding
- Education and religion
- Education and politics
- Education and Democracy

UNIT-II

- ❖ Education & Society-Nature of Indian society, Relation between education and society, Impact of society on education, Impact of education on society, Duties of society towards education, Impact of education on society
- ❖ Socialization-Concept, Factors affecting socialization, role of education for socialization
- ❖ Education as a process of Social Progress

UNIT-III

- ❖ Social principles in education – social and economic relevance to education, Socio-economic factors and their impact on education.
- ❖ Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and rural population.
- ❖ Education as a process for National Development
- ❖ Education for Economic Growth

UNIT-IV

- ❖ **Equality of Educational Opportunity**
 - Means and measures taken for equality of opportunities in terms of caste and Tribes
 - Means and measures taken for equality of opportunities of Gender
 - Means and measures taken for equality of opportunities of Minorities
- ❖ **Inequality of educational opportunities and their impact on social growth and development**
- ❖ **Social theories (with special reference to social change)**
 - Marxism,
 - Integral Humanism
 - Functionalist- Emile Durkheim and Talcott Parsons

SUGGESTED READINGS

- Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur
- Hanighurst, Robert et al. (1995) Society and Education , Allyn and Bacon, Boston

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- Kamat, A.R. (1985) Education and Social Change in India. Samaiya Publishing Co., Bombay
- Maubnhein K. ET. Al. (1962)An Introduction to sociology of Education Rutledge and Kegan Paul, London
- M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , new Delhi
- Mossish, Loor (1972), Sociology of Education: introduction. George Lalen and Unwin, London
- Pandey, K.P.(1983) Perspective in Social Foundations of Education, Amitash Prakashan, Gaziabad
- Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
- Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of Educatio, Patiala: Bawa Publication.

(Core Course)

16EDC08 PSYCHOLOGICAL PERSPECTIVES OF EDUCATION-II

Time: 3 hours
Credits-5

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. All questions carry equal marks.

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

- ❖ **Intelligence-** Definition and nature of intelligence, Theories:(i) Two factor theory (Spearman), (ii) Multifactor theory, (iii) Group factor theory, (iv) Guilford model of intellect, (v) Hierarchical
- ❖ Measurement of intelligence (two verbal and two non-verbal tests)
- ❖ Emotional Intelligence-Meaning & Definition, Theories, Importance of knowing about one's emotional intelligence, Proper development of emotional intelligence, Measurement of Emotional Intelligence

UNIT-II

- ❖ **Personality-**Meaning and determinants, Type Theories and Trait theories, Assessment of personality by subjective and projective methods.
- ❖ **Attitude-**Concept, Theories of Attitude Change and Assessment of Attitude

UNIT-III

- ❖ **Learning-** Meaning & Factors influencing learning
- ❖ **Theories of Learning and their educational implications-** Pavlov's classical conditioning, Skinner's operant conditioning, Learning by insight, Hull's reinforcement theory, Lewin's field theory, Gagne's hierarchy of learning theory, Tolman's Sign Learning

UNIT-IV

- ❖ **Motivation-** Concept of motivation & Factors affecting motivation
- ❖ **Theories of motivation:** Physiological Theory, Murray's Need Theory, Psycho-analytical Theory, Maslow's theory of hierarchy of needs
- ❖ **Adjustment** – Concept, Areas of Adjustment, Process of Adjustment, Theories of Adjustment and Methods of Adjustment (Projection, substitution, sublimation, withdrawal, reaction formation and fixation etc.)

SELECTED READINGS

- Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
- Allport, G.W. (1954), personality , New York, Holt, 1954
- Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
- Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiley and Sons, Inc

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- Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston
- Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook on Psychology , health & Medicine, Cambridge: Cambridge University Press
- Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B. Tarapoewwala Sons & Co.
- Dicapro, N.S. (1974)Personality Theories, New York, Harper
- Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.
- Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
- Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
- Shanker Udey, (1965)Development of personality
- Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
- Talbott; J.A. Hales, R.E. & Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
- Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon

(Core Course)

16EDC09 RESEARCH METHODS IN EDUCATION-II

Time: 3 hours
Credits-5

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. All questions carry equal marks.

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

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- (4) illustrate the preparation of research synopsis
(5) describe the writing of research report and evaluation of research report

COURSE CONTENTS

UNIT-I

- ❖ Major Approaches to Research
 - Descriptive Research
 - Ex-post facto Research
 - Experimental Research
 - Field studies
 - Historical Research

UNIT-II

- ❖ Research Designs: Concept & Characteristics of a good research design
- ❖ Types of Research Design
 - Exploratory Research Design
 - Descriptive Research Design
 - Causal Research Design
 - Experimental Research Design

UNIT-III

- ❖ Qualitative Research: Concept, characteristics and steps in qualitative research
- ❖ Types of Qualitative Research- Ethnographic, Developmental, Documentary analysis
- ❖ Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings

UNIT-IV

- Developing a research proposal (synopsis)
- Writing research report
- Evaluation of research report

SELECTED READINGS

- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book*, Nirmal , Kurukshetra
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi

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- Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, New Delhi
- Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
- Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , Mc Graw Hill, new York
- Kerlinger, F.N. (1973), *foundation of Behavioral Research*, Holt, Rinehart and Winston, new York
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
- McMillan, James H. and Schumarcher, S. (1989), *research on Education: A conceptual Introduction* , Harper and Collins, New York
- Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
- Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston
- Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York.
- Van Dalen, D.B.(1962), *understanding Educational research* , Mc Graw Hill , new York.
- Young, P.V. (1960), *Scientific Social Surveys and research*, prentice hall, new Delhi.
- Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London

(Core Course)

16EDC10 METHODS OF DATA ANALYSIS IN EDUCATION-II

Time: 3 hours
Credits-5

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. All questions carry equal marks.

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

- ❖ Correlations: Meaning, Characteristics, assumptions, computation and uses of:
 - Product moment correlation
 - Rank difference correlation
 - Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

UNIT-II

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

UNIT-III

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

UNIT-IV

- One way ANOVA:
 - Meaning
 - Assumptions
 - Computation and uses

SELECTED READINGS

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

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