

First Year

Semester 1 (Part A)

Core Courses - Theory - 100 x 3 = 300 marks

Co - 1 Philosophical foundation of Education I 4+0= 4

Co- 2 Sociological foundation of Education I

Co- 3 Advanced Educational Psychology I

(Part - B)

Sessional and Practical work 100 x 2 = 200 marks 2+2 = 4

Pr - 1 Psychological Testing

Pr- 2 Assignments/ Field Work

Semester 2 (Part A)

Core courses - Theory - 100 x 3 = 300 marks

Co-4 Philosophical foundation of Education II

Co-5 Sociological foundations pf Education II

Co-6 Advanced Educational Psychology II

Part B

Sessional and Practical work 100 x 2 = 200 marks

Second Year

Semester 3 (Part A)

Core courses - Theory - 100 x 2 = 200 marks

Co-7 Methodology of Educational Research I

Co-8 Great Educators

Specialized Courses Theory 100 x 200 = 200 marks

Any two of the following :

Sp - 1 Education for empowerment of women

Sp - 2 Value Education

Sp - 3 Distance Education

Part B

Sessional and Practical work 100 marks

Pr - 5 Community and welfare programmes

Semester 4 (Part A)

Core courses - Theory - 100 marks

Co-9 Methodology of Educational Research II

Specialized Courses Theory 100 x2 = 200 marks

Any two of the following:

Sp- 4 Educational Technology

Sp-5 Intelligence, Creativity and Education

Sp-6 Environmental Education

Part B

Dissertation - 100 x 2 = 200 marks

1. The Dissertation may be written in Hindi or English and should be submitted to the department in four copies by the date prescribed.
2. The candidate shall under the supervision of a teacher in the department as selected by the HoD shall prepare dissertation on the basis to Research done by her discovery of facts or by fresh approach towards the interpretation of established facts capable in the either case, to advance knowledge in the subject.
3. The dissertation shall be evaluated by the Internal Examiners on the basis of continues assessments.

Comprehensive Viva - Voce Examination 100 marks

The Candidate will be required to satisfy the panel of examiners that she has completed the prescribed courses of study and dissertation.

Syllabus M.A. Education

First Year Semester I Part A

Core Course- Compulsory Papers

Paper I Philosophical Foundations of Education I

Course Objectives

To enable the students to develop an understanding about the

1. Contribution of Philosophy to the field of education.
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education
4. Contribution of a few of the Great Indian Thinkers
5. Dependency theory in Education, values and Indian contribution.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

Course Contents

- Unit 1:** The nature, meaning and scope of philosophy relationship between education and philosophy
Aims, meaning, scope, functions, significance and value of educational philosophy.
- Unit 2:** Indian Schools of Philosophy
A brief history of philosophical thoughts as advocated in Vedas, Samkhya, Vedanta, Nyana, Upanishads, Gita, Buddhism and Jainism with special reference to their educational implications.
- Unit 3:** Education, National Values and Constitution of India
- Unit 4:** Social Philosophy of Education _ freedom, Equality Democracy and Responsibility.

Paper II Sociological Foundation of Education I

Course Objectives

To enable the students to understand about

1. Meaning and nature of educational sociology, sociology of education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernisation, westernization and socialisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to 'Swadeshi'.

Course Contents

- Unit 1:** Concept of sociology of Education and Social organization. Factors influencing social organizations_ Folkway, mores, instructions, values and dynamic characteristics of social organization and its educational implications.
- Unit 2:** Social Interactions and their educational implications. Social group inter group relationships, group dynamics, social stratifications, concepts of social stratifications according to functionalist and marxist concept and their educational implications.
- Unit 3:** Culture – meaning and nature of culture, role of education in cultural context , cultural determinants of education , education and cultural change
- Unit 4:** Social change and its meaning and concept with special reference to India.

Paper III Psychological Foundation of Education I

Course Objectives

- To make the students understand about
1. The contribution of different schools of psychology to education.
 2. Definition, nature and factors influencing learning.
 3. The meaning and nature of Higher mental processes.
 4. The meaning measurement and adjustment of personality.
 5. Concept of motivation and its relationship to learning.
 6. Different theories of learning - behaviouristic, cognitive and insight.
 7. Gagnes and Bruners theories of teaching - learning.
 8. Meaning and nature of creativity and its development.
 9. Specific needs and traits of exceptional children.

Course Contents

- Unit 1:** - Contribution of the various schools of psychology to education.
- Individual differences due to heredity, types of differences and their educational implications.
- Unit 2:** Cognitive Development of the learner, Cognitive abilities their nature and measurement, Piagets developmental approach and its implications.
- Unit 3:** Learning and Motivation -Theories of learning - Thorndike's connectionism, Pavlove's Classical and skinner's Operant Conditioning , Learning by Insight, Hull's Reinforcement Theory, Lewins Field Theory and Tolmans Sign -Gestalt Theory of learning.
- Unit 4:** Gayne's Hierarchy of learning, factors influencing learning, Transfer of learning, Bruner's view on learning and their educational implications.

Syllabus M.A. Education

First Year Semester 1 Part A

Core Course- Compulsory Papers

Paper I Philosophical Foundations of Education I

Course Objectives

To enable the students to develop an understanding about the

1. Contribution of Philosophy to the field of education
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education.
4. Contribution of a few of the Great Indian Thinkers.
5. Dependency theory in Education, values and Indian contribution.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

Course Contents

- Unit 1:** The nature, meaning and scope of philosophy relationship between education and philosophy.
Aims, meaning, scope, functions, significance and value of educational philosophy.
- Unit 2:** Indian Schools of Philosophy
A brief history of philosophical thoughts as advocated in Vedas, Samkhya, Vedanta, Nyana, Upanishads, Gita, Buddhism and Jainism with special reference to their educational implications.
- Unit 3:** Education, National Values and Constitution of India
- Unit 4:** Social Philosophy of Education - freedom, Equality Democracy and Responsibility.

Paper II Sociological Foundation of Education I

Course Objectives

To enable the students to understand about :

1. Meaning and nature of educational sociology, sociology of education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernisation, westernisation and socialisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to "Swadeshi".

Course Contents

- Unit 1:** Concept of sociology of Education and Social organization. Factors influencing social organizations_ Folkway, mores, instructions, values and dynamic characteristics of social organization and its educational implications.
- Unit 2:** Social Interactions and their educational implications. Social group inter group relationships, group dynamics, social stratifications, concepts of social stratifications according to functionalist and marxist concept and their educational implications.
- Unit 3:** Culture – meaning and nature of culture, role of education in cultural context , cultural determinants of education , education and cultural change.
- Unit 4:** Social change and its meaning and concept with special reference to India.

Paper III Psychological Foundation of Education I

Course Objectives

To make the students understand about :

- 1.The contribution of different schools of psychology to education.
- 2.Definition, nature and factors influencing learning.
- 3.The meaning and nature of Higher mental processes.
- 4.The meaning measurement and adjustment of personality.
- 5.Concept of motivation and its relationship to learning.
- 6.Different theories of learning behaviouristic, cognitive and insight.
- 7.Gagnes and Bruners theories of teaching learning.
- 8.Meaning and nature of creativity and its development.
- 9.Specific needs and traits of exceptional children.

Course Contents

- Unit 1:** - Contribution of the various schools of psychology to education.
- Individual differences due to heredity, types of differences and their educational implications.
- Unit 2:** Cognitive Development of the learner, Cognitive abilities their nature and measurement, Piagets developmental approach and its implications.
- Unit 3:** Learning and Motivation -Theories of learning _ Thorndike's connectionism, Pavlove's Classical and skinner's Operant Conditioning , Learning by Insight, Hull's Reinforcement Theory, Lewins Field Theory and Tolmans Sign -Gestalt Theory of learning.
- Unit 4** Gayne's Hierarchy of learning, factors influencing learning, Transfer of learning, Bruner's view on learning and their educational implications.

- Unit 4:** Gayne's Hierarchy of learning, factors influencing learning, Transfer of learning, Burner's view on learning and their educational implications

Part B

Psychological Testing

Semester 2 Part A

Core Course – Compulsory Papers

Paper I – Philosophical Foundation of Education II

- Unit 1:** Western schools of Philosophy
Naturalism, its educational implications with special reference to metaphysics, epistemology, axiology and the process of education.
- Unit 2:** Idealism _ its educational implications with special reference to metaphysics, epistemology, axiology and process of education.
- Unit 3:** Pragmatism and Existential is its educational implications with special reference to metaphysics epistemology, axiology and process of education.
- Unit 4:** Realism, Humanism, Marxism _ its educational implications with special reference to metaphysics, epistemology, axiology and process of education.

Paper II – Sociological Foundation of Education II

- Unit 1:** Education and society, education _ as a process of social system, as a process of socialization, as a process of Social progress.
- Unit 2:** Education in relation to democracy, freedom nationalism, national integration, International understanding.
- Unit 3:** Education as a social sub system and its inter- action with other social subsystem _ family, community, state and religion.
- Unit 4:** Social principles in Education, social and economic relevance to education socio – economic factors and their impact on education.

Paper II- Psychological Foundation of Education II

- Unit 1:** Psychology of personality _ type and trait theories, measurement of personality.
- Unit 2:** Mental Health and Adjustment _ conflicts frustration, anxiety, complexes, defense mechanism, stress management.
- Unit 3:** Creativity- meaning and nature of creativity measurement of creativity, development of creative thinking abilities.

Unit 4: Theories of Intelligence, Thinking and problem solving- nature and strategies.

Part B
Computer Application

SECOND YEAR
Semester 3 Part A
Core Course- Compulsory Papers

Paper I – Methodology of Educational Research and Statistics - I

Course Objectives

To enable the students to understand about the

- 1.Sources from where knowledge could be obtained.
- 2.Nature, scope and limitation of educational research.
- 3.Modalities necessary for formulating research problem.
- 4.Sources for obtaining the data, analysing and drawing for solving an educational problem.
- 5.Major approaches that are available for conducting the educational research and preparing and communication of result the research report.

Course Contents:

- Unit 1:** Methods of acquiring scientific knowledge: Tradition, Experiences, Reasoning: Indicative and Deductive, Empiricism and Rationalism.
Meaning, need, types to educational research in India and abroad (Parametric and non – parametric).
- Unit 2:** Nature and scope of educational research:
Meaning , nature and limitations, need and purpose scientific enquiry and theory development, fundamental, applied and action research, quantitative and qualitative research.
- Unit 3:** Formulation of research problems: criteria of identifying the problem, formulating objectives, variables, hypothesis review of related literature, preparation of research proposal.
- Unit 4:** Collection of data, types of data techniques and tools, sampling – types of sampling.

Paper II Educational Thinkers

Course Objectives:

1. To enable the students to develop an understanding of educational ideas of Indian and western educators.
2. To obtain an understanding of pedagogical concepts given by Indian and western educational thinkers.
3. To orient the students to scientific study of some educational problem.

Course Contents:

Unit 1:	Critical study of the educational thoughts and practices to the following thinkers and their implication to Indian education.
Unit 2:	M.K. Gandhi Vivekananda
Unit 3:	Rabindranath Radhakrishnan
Unit 4:	Plato Rousseau Dewey Froebel

Specialized Course – Select any two from the following

Paper III

(A) Education for empowerment of women

Course Objectives

To know the expected roles (political, social and economic) of Indian Women in developing countries including India.
To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the Constitutional directives.
To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organisations like ILO.

Course Contents:

- Unit 1:** Problems faced by women in developing countries with special references to India – high growth, literacy percentage of women, inadequate nutrition and technology, existing prejudices against women.
- Unit 2:** A retrospection profile in a tradition bound society and a prospective profile in the changing Indian Society, major areas to be tapped. Need of girl education – focus on teacher preparation on gender sensitivity.
- Unit 3:** Aspiration of Indian society for sustainable development of girls, planned governmental efforts, achieving quality of life, equality of opportunities, equity, social justice and empowerment.
- Unit 4:** Needed direction in educational research: access to education and retention, apathy of home, child labor, early child marriage, continuance of out dated laws, positive attitudes towards girls education.

B. Value Education

Course Objectives

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Course Contents

- Unit 1:** Need and importance of Value – Education, education for Human – Rights in the existing scenario, Indian Culture and Human Values, nature and source of values, determinants of values their bearing on education in varying degrees.

- Unit 2:** Classification of values – material, social, moral and spiritual values, status of values how they be realized through education.
- Unit 3:** Erosion of values – role of education. Teaching strategies of value education, models of value education.
- Unit 4:** Discovery of self
Techniques of measurement of values , assessment of moral maturity via moral dilemion resolution.

C. Distance Education

Course Objectives

- 1.To orient students with the nature and need of Distance Education in the present day Indian Society.
- 2.To expose students to different kinds of information and communication Technologies ((ICT) and apprise them with their use in teaching-learning process.
- 3.To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
- 4.To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

Course Contents:

- Unit 1:** Meaning, definitions of characteristic features of Distance Education. Growth and development of Distance Education and distance teaching learning system in Indian.
- Unit 2:** Information and Communication technologies and their application in Distance Education, Desiring and preparing self instructional material – electronic media etc.
- Unit 3:** Student support- services in distance Education, Technical and Vocational programmes through distance mode specifically for woman.
- Unit 4:** Distance Education and rural development, new dimensions in Distance Education – promises for the future.

D. Guidance and Counselling

Course Objectives:

To help in understanding the meaning and importance of guidance and counselling.

2.To develop the ability to interpret various records for assessing the students strengths

and weaknesses.

3.To develop the ability to identify gifted children who need enrichment and to channelise their unique potentialities in a positive way through proper guidance.

4.To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.

5.To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.

6.To understand the qualities of an ideal counsellor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling. To develop interest in ones own personal and professional growth.

Course Contents:

- Unit 1:** Meaning, Nature, Importance, Objectives and Scope of Guidance. Types of Guidance need and importance of educational guidance services in school – minimum guidance programme for a secondary school.
- Unit 2:** Purpose and functions of vocational guidance. Organization of career talks, Career conference, field trips etc setting up occupational information centre, job analysis.
- Unit 3:** Basic data necessary for educational guidance – pupil abilities , aptitude , interest, attitude , educational attainments and personality traits. Construction, administration and interpretation – communicative records, individual inventories.
- Unit 4:** Meaning, nature, scope and types of counselling necessary, qualities (personal and professional) of good counsellor , role of a counsellor , Career Master, Teacher in a School Guidance Programme. relationship between guidance, counseling and teaching.

Part - B
Sessional and Practical work
Community and welfare programmes

Semester 4 Part A
Core Course – Compulsory Papers
Paper I – Methodology of Educational Research and Statistics II

Course Objectives

To enable the students to understand about the

1. Sources from where knowledge could be obtained.
2. Nature, scope and limitation of educational research.
3. Modalities necessary for formulating research problem.
4. Sources for obtaining the data, analysing and drawing for solving an educational problem.
5. Major approaches that are available for conducting the educational research and preparing and communication of result the research report.

Course Contents:

- Unit 1:** Analysis of data descriptive and inferential statistics , Normal Probability curve test of significance. Types of errors.
- Unit 2:** One tailed and two tailed tests, t test and F- test (anova) Chi – square, testing of Null hypothesis testing of significance difference between two means.
- Unit 3:** Major approaches to Research – Research design, descriptive research, ex – post facto research, Historical research.
- Unit 4:** Writing and evaluation of Research Report

Specialized Course – Select any two of the following
Paper II

(A) Educational Technology

Course Objectives

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.

- 2.To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- 3.To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- 4.To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
- 5.To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

Course Contents:

- Unit 1:** Meaning, nature, concept, definition and scope of Educational Technology, Educational Technology and Instructional Technology, Educational Technology as a system approach to education , Components of Educational Technology – software, hardware.
- Unit 2:** Communication and Instruction.
Nature, Concept, process, types, components class room communication
Designing instructional system – formulation of educational objectives, traditional vs modern approach, Task analysis.
- Unit 3:** Teaching and Instruction
Teaching strategies – meaning, nature, function and types.
Models of teaching – meaning, nature functions and types- psychological and modern models of teaching.
Flanders Interaction Analysis, Simulation
- Unit 4:** Programmed Instruction – linear and branching model.
Development of programmed instruction material Teaching machines, computer assisted instruction.
Emerging trends in Educational Technology – Video tape, Radio – vision, Tale – conferencing, CCTV, CAI, INSAT, problems of new technologies.

B. Intelligence, Creativity and Education

Course Objectives

To enable the students understand about :

- 1.The nature, meaning and concept of intelligence.
- 2.The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
- 3.The stages of development of intellectual development, creativity development and compatibility between them at various levels of school education.
- 4.Facing and managing the creative children and at the same time nurturing their creative talent.

5. The research studies conducted in the field of creative education in the world and in our country, so far.

Course Contents:

- Unit 1:** Structure of Intelligence, various theories of intelligence, a review of some intelligence Tests.
- Unit 2:** Nature and Theories of creativity, major aspects of creativity, The creativity process and creative products, relationship between Creativity and Intelligence.
- Unit 3:** Need to foster creative thinking process, discovering creative potentialities, teaching for creativity, problems solving and creativity, impact of heredity and environment in the development of intelligence and creativity.
- Unit 4:** Fostering Creativity – techniques for the improvement of memory, adaptability, Self discipline, introversion, divergent thinking ability, creating supporting climate.
Researches in creativity _ in India and abroad.

C. Environmental Education

Course Objectives

To make the students to

1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

Course Contents:

- Unit 1:** Nature, meaning concept, need importance scope aims and objectives of Environmental Education.
- Unit 2:** Relationship between man and environment:
Ecological and psychological perspective.
Factors influencing environment _ poverty. Education, population, attitudes and values.
- Unit 3:** Programmes of environmental education for primary, Secondary and Higher educational level. Education for environmental awareness and attitudes change.

- Unit 4:** Environmental pollution - air, water, sound, soil and their effects on human beings.
Environmental stressors - natural and man made disasters, education for coping up with the environmental stressors
Comparative study of environmental projects from various countries.

D. Population Education

Course Objectives

To enable the students

- 1.To understand the nature scope and need of population education;
- 2.To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
- 3.To gain knowledge about the various techniques of maintenance of status of population.
- 4.To understand the concept of prosperous family.
- 5.To learn about the latest policies of population education and agencies working towards their achievement.

Course Contents:

- Unit 1:** Nature, meaning, concept, need, importance aims and objectives of Population Education.
Population situation and dynamics, distribution and density.
- Unit 2:** Population growth, factors affecting population growth, its impact on human life _ health, nutrition, education, employment, material resources.
- Unit 3:** Family life – concept of family, roles and responsibilities, family need and resources, responsible parenthood, values and belief strategies for importing population education.
- Unit 4:** Population related policies and programmes in relation to health, environmental, education employment, social movement.
Voluntary and international agencies _ UNEPA, WHO, UNESCO etc.

Part B

Dissertation

1. The dissertation may be written in Hindi/ English it will be submitted to the department in four copies by the date prescribed.
2. A candidate shall under the supervision of a teacher in the department

as selected by the HoD shall prepare dissertation on the basis of Research/ Project work done by him/ her which must be characterized either by the discovery of facts or by fresh approach towards the interpretation of established facts capable in the either case, to advance knowledge in the subject.

3. The dissertation shall be evaluated by the Internal and External examiners.

Viva Voce Examination

The candidate will be required to satisfy the panel of Internal and External examiners that he/she has completed the prescribed course of study and dissertation.

Fee Structure

M.A. Part I -

M.A Part II -