

University Centre for Distance Learning



**Syllabi & Scheme of Examination
MA Education-1st Year**

Chaudhary Devi Lal University Sirsa (Haryana)

Website:- www.cdlu.ac.in



DEPARTMENT OF EDUCATION
SCHEME OF EXMINATION MA (Previous)

Sr. No.	Course Code	Paper	Ext. Ass.	Inter. Ass.	Min. Pass Marks	Time
1.	ED01	Philosophical Foundation of Education	80	20	28	3 Hrs.
2.	ED02	Sociological Foundation of Education	80	20	28	3 Hrs.
3.	ED03	Psychological Foundation of Education	80	20	28	3 Hrs.
4.	ED04	Research Methods in Education	80	20	28	3 Hrs.
5.	ED05	Methods of Data Analysis of Education	80	20	28	3 Hrs.
Total			500			

Note: A student is required to score - 40 per cent marks in aggregate in order to pass the theory examination. Pass Marks in the individual course is 35 per cent as explained above.

Thus, there will be 500 marks for theory examination of which a candidate is required to score minimum of 200 marks in order to pass the theory examination.

M.A. (Education)

Course

The duration of the course leading to the degree of Master of Art M.A. in Education shall be of two academic years. In first year there shall be five courses, in the second year, there shall be five courses including a dissertation which will be compulsory for all students.

Theory papers will be of 80 marks each in each theory paper, the candidate will be required to attempt 5 questions, including one compulsory question of short notes, in three hours.

(A) FIRST YEAR

Course - 1 Philosophical Foundation of Education

Course - 2 Sociological Foundation of Education

Course - 3 Psychological Foundation of Education

Course - 4 Research Methods in Education

Course - 5 Methods of Data Analysis in Education.

M.A. (Previous Education)
PHILOSOPHICAL FOUNDATION OF EDUCATION

Max. Marks: 80 (Ext.) 20 (Int.)
Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

Unit-1

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

Units-2

- * Western Philosophies: Major Schools:-
Naturalism
Idealism
Pragmatism
Logical Positivism
Existentialism
Marxism
Their Educational implications with special reference to epistemology, axiology and the process of education.

Unit - 3

- * Contributions of following Indian Philosophers to Education Thought:
Vivekananda
Tagore
Gandhi
Aurobindo, and
J. Krishnananmurthy

Unit-4

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. Baskin, Wade: Class in Education, Vision press London, 1966.
2. Brubacher, John's: Modern Philosophies of Education, Tata McGraw, Hill, New Delhi, 1969.
3. Broudy, H.S: Building a Philosophy of Education, Krieger, New York, 1977
4. Butler, J.D.: "Idealism in Education" Harper and Row, New York, 1966
5. Dewey, John: "Democracy and Education", Macmillan, New York, 1966
6. Dupuis, A.M.: "Philosophy of Education in Historical perspective", Thomson Press, New Delhi, 1972.
7. Kneller, George F: "Foundations of Education" John Wiley and Sons, 1978.
8. Morris, Van C.: "Existentialism in Education what It means", Harper & Row, New York, 1966.
9. Pand y, RS.: "An Introduction to Major Philosophies of Education", Vinod Pustak Mandir, Agra. 1982.
10. Narvana, V.S.: "Modern Indian Thought", Orient Longmans Ltd., New York, 1978, 11.
Mukerjee, RK.: "Ancient Indian Education". Motilal Banarsidas, Varanasi, 1969.

Sociological Foundation of Education

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

Unit-1

- * Concept of Educational sociology of Education
Social organization and its concepts
Factors influencing social organization-folk ways, more: institution; vales.
Dynamic characteristics of Social organization and its educational implication.
- * 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.

Units-2

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

Unit - 3

- * 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-4

- * Education opportunity and inequality:
Inequality of education opportunities and their impact on social growth and Development
- * Social theories:
Functionalist-Emile Durkheim, Talcott Parsons, and R.K. Metron.
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 Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et Al: "Society and Education", Allyn and Boston, 1995.
3. Gore, M.S.: "Education and Modernization in India", Rawat Publishers, Jaipur, 1984
4. Kamat, A.R: "Education and Social Change in India", Samaiya Publishing Co., Bombay 1985.
5. Maunheim, K. Et. Al: "An Introduction to Sociology of Education", Routledge and Kegan Paul, London, 1962.
6. M.H.R.D.: "Towards an Enlightened and Human Society", Department of Education, New Delhi 1990.
7. Inkeles, Alix: What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed): "New Knowledge in Human Values", Harpe and Row New York, 1959.
9. Mossish. Loor: "Sociology of Education: An Introduction" George Allen and Unwin, London 1972.

Psychological Foundation of Education

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

Unit-1

- * 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.

Units-2

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

Unit - 3

- * Intelligence:
Definition and nature of intelligence;
Theories: Two factors theory (Spearman) Multifactor theory
Group factor theory, Guilford model of intellect
Hierarchical of intelligence (Two verbal and two non-verbal tests).
- * Personality: Meaning and Determinants, Type and Trait Theories
Assessment of personality by subjective and projective methods.

Unit-4

- * Learning:
Meaning
Theories and their educational implications Pavlov's classical conditions
Skinner's operant conditioning
Learning by insight
- * Hull's reinforcement theory
Lewin'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
Psycho-analytical Theory
Maslow's theory of hierarchy of needs
Factors affecting motivation

Selected Readings:

1. Abramson, Paul, R.: "Personality", New York: Holt Rinehart and Wiston, 1980.
2. Allport G.W.: "Personality", New York: Holt, 1954
3. Allport, G.W.: "Pattern and Growth in Personality", New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): "Methods in Psychology", New York John Wiley and Sons, Inc: 1961.
5. Baller, Warren, R. Charles, Don and C.: "The Psychology of Human Growth and Development", New York: Holt, Rinehm 1 and Winston, Inc.1962.
6. Baum, A, Newman, S., West, R. & McManus, C.Cambridge: Handbook of Psychology, Health and Medicine, Cambridge University Press, 1997.
7. Coleman, C.: "Abnomtal Psychology and Modern Life", Bombay D.B. Taraporewala sons & co. 1976.
8. Dicapro, N.S.: "Personality Theories", New York, Harper, 1974.
9. Douglas, O.B., Holl, and B.P.: "Foundations of Education Psychology", New York; The Macmillan Co., 1948
10. Gangne, R.M.: "The Conditions of Learning", New York, Chicago: Holt, Rinehart and Winston. 1977.
11. Gates. AT. ET. AI: "Educational Psychology", New York Macmillan, 1963.
12. Hillgard, E.R.: "Theories of Learning", New York: Appleton Century Crafts.
13. Kundu, c.L.: "Educational Psychology", Delhi, Sterling Publisher, 1984.
14. Kundu, c.L.: "Personality Development", A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, c.L. & Tutoo, D.N.: "Educational Psychology", New Delhi: Sterling Publisher, Private Limited: 1988.
16. Shanker Udey Development: "Development of Personality", 1965.
17. Talbott, LA., Hales, R.E. & Yodofsky, S.G.: Textbook Publishers (P) Ltd. 1994.
18. Thorpe, G.L. & Olson, S.L.: "Behvaiours Therapy, Concepts Producedures and Applications", London: Allyn And Bacon, 1999.

Research Methods in Education

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. 1 shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

UNIT-1

- * 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. Development hypothesis in various types of research.

UNITS-2

- * 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.

UNIT - 3

- * Major Approaches to Research
Descriptive Research
Ex-post facto Research
Laboratory Experiments
Field studies
Historical Research
- * Research Designs

UNIT-4

- * 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. (1988): "The Science Educational Research": A Sourcebook, Nirmal and Kurukshetra.
2. Bets, John W. and Kahn James V (1995): "Research in Education", Prentice Hall, New Delhi.
3. Bums, R.B. (1991): "Introduction to Research in Education", Prentice Hall, New Delhi.

4. Edward, AllenL (1968): "Experimental Designs in Psychological Research", Holt, Rinehar and Wiston, New York.
5. Good; C.V. and Douglas, E. Scates (1954): "Methods in Social Research", McGraw Hill, New York.
6. Koul, Lokesh (1988): "Methodology of Educational Research", Vikas, New Delhi.
7. McMillan, James H. and Schumacher's (1989): "Research in Education": A Conceptual Introduction, Harper and Collins, New York's.
8. Mouly, A.J. (1963): "The Science of Educational Research", Eurasia, New Delhi.
9. Neuman, W.L. (1997): "Social Research Methods Qualitative and Quantitative Approaches", Allyn and Bacon, Boston.
10. Kerliner, F.V. (1973): "Foundation of Behavioural Research", Holt, Rinehan and Winston, New York.
11. Travers, R.M.W. (1978): "An Introduction to Educational Research", Macmillan, New York.
12. Van Dalen, D.B. (1962): "Understanding Educational Research", McGraw Hill, New York.
13. Young, P.V. (1960): "Scientific Social Surveys and Research", Prentice Hall, New York.

METHODS OF DATA ANALYSIS IN EDUCATION

Max. Marks: 80 (Ext.) 20 (Int.)

Time Allowed: 3 Hrs.

Note: There will be nine questions in the question paper.

Students are required to attempt five questions in all. All questions shall carry equal marks.

Question no. I shall be compulsory which will comprise of eight short answer type questions parts and students are expected to answer any five parts.

There will be eight other questions comprising of two questions from each of the four units. Students are expected to attempt one question from each unit.

Course Contents:

UNIT-1

- * Nature of educational Data
Quantitative and qualitative
Scales of measurement
Descriptive and inferential statistics.
Organization and graphical representative 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: Concept, characteristics computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
- * Measure of relative position: Percentiles and percentile ranks.

UNITS-2

- * 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 - 3

- * 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-4

- * None Parametric Tests: Meaning assumptions and use of:
Chi-square tests of equality and independence, setting up cross bread for contingency table.
Sign test.

Selected Readings:

1. Aggarwal, YP. (1988): "Statistical Methods", Sterling, New Delhi.
2. Edward, Allen L (1968): "Experimental Designs in Psychological Research", Holt, Rinehart and Winston, New York.
3. Ferguson, George A. (1976): "Statistical Analysis in Psychology and Education", McGraw Hill, New York.
4. Garrett, H.E. (1973): "Static's in Psychology and Education", Vakils Feffer and simon, Bomboy.
5. Guilford, J.P and Benjamin Fruchter (1973): "Fundamental Statistics in Psychology and Education", " McGraw Hill, New York.
6. Kaul, Lokesh (1988): "Methodology of Educational Research", Viaks, New York ,
7. Kurds, A.K. And Mayo, S.T. (1980): Statistical Methods: "In Education and Psychology" Narola, New Delhi.
8. Newman, W.L. (1997): Social Research Methods: "Qualitative and Quantitative Approaches", Allyn and Bacon, Boston.
9. Siegel's (1986): "Non-Parametric Statistic", McGraw Hill, New York, to Van Dalen, Trang Web nay coi cung hay, vao coi thu di
[http://nhatquanglan.xlphp.net/TrangWeb nay coi cung hay, vao coi thu di](http://nhatquanglan.xlphp.net/TrangWeb_nay_coi_cung_hay_vao_coi_thu_di)
<http://nhatquanglan..xlphp.net/>
FC:/WINDOWS\hinhem.scrD.B.(1962): "Understanding Educational Research", McGraw Hill, New York.