DEPARTMENT OF EDUCATION  
C.C.S. UNIVERSITY, MEERUT  
M.A. (Education)  
SYLLABUS

The two year programme spread over four semesters shall consist of 20 papers of 100 marks each. Thus maximum marks for MA (Education) will be 2000 (two thousand). Out of max. 100 marks in each paper, 50 marks will be for external examination and 50 marks for internal assessment. Internal assessment shall be based upon the following—

Two written tests - 15 x 2 = 30 Marks  
(on UGC NET Pattern)  
1 Seminar Presentation = 10 Marks  
1 Term Paper = 10 Marks  
Total = 50 Marks

**Semester I**

PG 101 Philosophical Foundation of Education  
PG 102 Sociological Foundation of Education  
PG 103 Psychological Foundation of Education  
PG 104 Methodology of Educational Research: Theoretical Perspectives  
PG 105 Practicum

**Semester II**

PG 201 Schools of Educational Philosophy  
PG 202 Education in Emerging Indian Society  
PG 203 Learner and Learning Process  
PG 204 Analysis of data and Interpretation of results in Educational Research  
PG 205 Practicum

Note: Assignments for PG 105 and PG 205, should be submitted before the commencement of I & II Semester external examination respectively, These will be examined by external examiner.
Semester I
PG 101 :  Philosophical Foundation of Education

Objectives :

To enable students-

1. to develop an understanding that education and philosophy have a strong bond.
2. to understand the nature of philosophic inquiry and its applications in education.
3. to critically analyse the effect of philosophical issues on education i.e. metaphysical, epistemological and axiological.

Course Outline :

Unit I  :  Philosophy and Education
A. Meaning, nature and scope of philosophy and education.
B. Relationship between philosophy and education.
C. Nature and functions of philosophy of education.

Unit II  :  Metaphysical and epistemological issues
A. Concept of reality regarding man and nature : their educational implications.
B. Nature, sources of knowledge and its educational implications.

Unit III  :  Axiological issues
A. Values : Meaning, nature and kinds.
B. Values as enshrined in Indian constitution and their educational implications.
REFERENCE BOOKS:

1. Chaubey, S.P., शिक्षा के दार्शनिक—समाजशास्त्रीय आधर
5. Mathur, S.S., शिक्षा सितंत्र, विनोद पुस्तक मंडिर, आगरा
7. ओड, एल.के., शिक्षा की दार्शनिक पृष्ठभूमि, राज. हिन्दी ग्रंथ अकादमी, जयपुर.
9. तिवारी, केदारनाथ, तत्त् मीमांसा एवं ज्ञान मीमांसा, मोतिलाल बनारसीदास, नई दिल्ली

PG 102 : Sociological Foundation of Education

Objectives:

It is expected that after studying this paper the student will be able-

1. to understand the essential sociological background of education.
2. to understand certain current educational issues in social context.
Course Outline:

Unit I : Concept of educational sociology
A. Meaning, scope and application of sociology of education.
B. Sociological approaches to education and their limitations.
C. Theories of Social learning.

Unit II : Social system and education
A. Social structure and Education.
B. Interaction of culture, polity and economy with education.
C. Social development : modernisation, urbanisation, industrialisation and role of education.

Unit III : School as a sub-social system
A. Characteristics of school as a sub-social system.
B. Teachers as facilitator of learning opportunities.
C. Group dynamics : learner as a social entity.

REFERENCE BOOKS:

6. Gautam, Satyapal, समाज दर्शन, हरियाणा साहित्य अकादमी, पंचकूला.


8. Kumar, Krishna, राज, समाज और शिक्षा, राजकमल प्रकाशन, नई दिल्ली.

9. Oad, L.K., शिक्षा की समाजशास्त्रीय पीठिका, राज. हिन्दी अकादमी, जयपुर.

10. Ram Murti, Acharya, शिक्षा संस्कृति और समाज, श्रम भारती, खादी ग्राम, बिहार.

11. Ruhela, Satyaprakash, शिक्षा का समाजशास्त्र,

**PG 103 : Psychological Foundation of Education**

**Objectives :**

To enable the students-

1. to understand concept and principles of Educational psychology.

2. to understand the significance of individual differences in education.

3. to familiarise them with the role of mental health & adjustment process in education.
Course Outline:

Unit I: Concept of educational psychology.
   A. Relationship between Education and psychology.
   B. Development of Learner: genetic and non genetic.
   C. Problems of dealing with learners: emotional, social, physical, mental.

Unit II: Individual differences.
   A. Concept of Individual differences: Inter & intra.
   B. Bases of Individual differences: personality, intelligence, creativity.

Unit III: Mental health and adjustment.
   A. Concept & need of studying mental health.
   B. Adjustment: Meaning and process.
   C. Self Concept.

REFERENCE BOOKS:
6. Pandey, R.S., शिक्षा मनोविज्ञान.
7. Ross J.S., Ground Work of Educational Psychology.
PG 104 : Methodology of Educational Research :
Theoretical Perspectives

Objectives :
To enable students-

1. to understand the concept of research and educational research.
2. to develop an understanding and appreciation for the process of educational research.
3. to develop an insight into various kinds of research methods.

Course Outline :

Unit I : Concept of educational research
A. Methods of acquiring knowledge : tradition, experience, authority, reasoning (deductive and inductive) and scientific method.
B. Educational research-meaning, characteristics, need, scope and limitations.

Unit II : Identifying research problem and formulation of hypothesis.
A. Criteria and sources of identifying the problem, survey of related literature for evolving conceptual framework.
B. Concept of variables.
C. Developing assumptions and hypothesis, and characteristics and types of hypothesis.

Unit III : Research tool and sample.
A. Concept of population and sample : Types and procedure of sampling.
B. Research tools & techniques : Types & characteristics
C. Methods of educational research-historical, descriptive, experimental, ex-post facto.

REFERENCE BOOKS:


PG 105 : Practicum
Preparation and presentation of critical analysis of any of two educational issues given below— (Hand Written and Approx. 2500 words)

1. Peace Education.
2. Girl Education.
3. Vocational Education.
4. Environmental Education.

Semester II
PG 201 : Schools of Educational Philosophy

Objectives:

To enable students—

1. to understand the ancient Indian Philosophical background of education.
2. to understand the western philosophical aspects of education.
3. to critically analyse the educational contribution of prominent Indian and Western thinkers.

Course Outline:

Unit I: Ancient Indian Philosophical line of thought.
A. Sankhya.
B. Vedant.
C. Buddhism.
D. Jainism.

Unit II: Modern Indian thinkers.
A. Mahatma Gandhi.
B. Shri Aurobindo.
C. Rabindra Nath Tagore.
D. Swami Vivekanand.

Unit III: Western Schools.
A. Idealism.
B. Naturalism.
C. Pragmatism.
D. Existentialism.

Unit IV: Western thinkers.
A. Plato
B. Rousseau
C. Dewey
REFERENCE BOOKS:

1. Brameld, Theodore, शिक्षा की दार्शनिक प्रणालियां सांस्कृतिक परिस्थित्य में, राज. हिन्दी ग्रन्थ अकादमी, जयपुर.
4. Dasgupta, S.N., भारतीय दर्शन का इतिहास, राज. हिन्दी ग्रन्थ अकादमी, जयपुर.
7. Jaiswal. Sitaram, भारतीय मनोविज्ञान और शिक्षा, आर्य बुक डिपो, नई दिल्ली.
8. Kabir, Humaun, भारतीय शिक्षा दर्शन, राजकमल प्रकाशन, नई दिल्ली.
11. Saiydin K.G., शिक्षाशास्त्र, राजकमल प्रकाशन, नई दिल्ली.

PG 202 : Education in Emerging Indian Society

Objectives:

To enable students-

1. to understand the social context of education.
2. to understand the constitutional provisions related to education.
3. to understand the concept of equality, excellence and educational opportunities.

Course Outline:

Unit I : Social and national development and education.

A. Concept and process of social development.
B. National development and education- Kothari Commission, NPE 86, 92 and National Knowledge Commission.

Unit II : Constitutional provisions for education.

A. Main Articles related to education.
B. RTE-2009 and related issues.

Unit III : Educational opportunities.

A. Concept of educational opportunities.
B. Education : disadvantaged groups-socially & economically disadvantaged and women.
C. Educational access : govt. and pvt. initiatives.

REFERENCE BOOKS:

1. Dagar, B.S., शिक्षा तथा मानव मूल्य, हरियाणा साहित्य अकादमी, चंडीगढ़.
3. Raza, Munis, शिक्षा और विकास के सामाजिक आयाम, ग्रंथ शिल्पी, नई दिल्ली.
4. Vyas, Harishchandra, शिक्षा एवं भारतीय समाज, राज. हिन्दी ग्रंथ अकादमी, जयपुर.
5. Sadgopal, Anil, शिक्षा में बदलाव, ग्रंथ शिल्पी, नई दिल्ली.
6. Sen, Amartya, भारत विकास की दशाएं, विषमता, विकास व स्वतन्त्रय, राजपाल एण्ड सन्स, नई दिल्ली

7. UNESCO : Inequalities and Educational Development ANIIEP, UNESCO.


PG 203  :  Learner and Learning Process.

Objectives :

To enable the students-

1. to acquaint the psychological theories and their educational implications.
2. To understand the psycho-social behaviour of learner.
3. to acquaint the concept of motivation.

Course Outline :

Unit I  :  Understanding the learner.

A. Kinds of learner : Mental, physical, Academic.
B. Learner as a unique individual.
C. Guidance for learner - personal, educational and vocational.

Unit II  :  Learning and it's process.

A. Meaning and Characteristics of learning.
B. Approaches of Learning :
   Behaviouristic : Thorndike, Skineer, Pavlov
   Cognitive : Kohler, Piaget
   Humanistic : Maslow, Karl Rogers, Kelly.

Unit III  :  Motivation and Learning.

A. Concept of motivation.
B. Ways of motivating learner.
REFERENCE BOOKS:


PG 204 : Analysis of data and interpretation of results in Educational Reserach

Objectives:

Unit I : Nature and types of data in educational research.
   A. Quantitative data - Scale of measurement: Nominal, Ordinal, interval and ratio.
   B. Qualitative data - descriptive data from records, observation, interview and projective techniques etc.
   C. Parametric and non parametric data.

Unit II : Techniques of qualitative data analysis.
   A. Content analysis, frequency and percentage analysis and trend analysis.
B. Utilization of secondary data.

**Unit III : Techniques of quantitative analysis.**

A. Descriptive techniques:
   a. Tabulation and graphical representation of data; Histogram, frequency polygon, ogive.
   b. Measures of central tendency (Mean, Median, Mode) and measures of variability (SD).
   c. Normal probability curve: concept, characteristics & application.
   d. Correlation: rank difference, product moment method.
   e. Inferential statistics: non-parametric chi-square, parametric t-test.

C. Interpretation of results and preparation of research report.

**REFERENCE BOOKS :**

5. Lal, J.N., मनोविज्ञान और शिक्षा में सांख्यिकी, राधा पब्लिकेशन, दिल्ली.
PG 205 : Practicum

Students have to select any two of the following:

1. RTE 2009.
2. Preparation & presentation of research proposal.
3. Critical examination of the analysis procedure adopted in a research study with respect to its design and objectives.
4. Case study of a child.
   (This should be hand written and at least 2500 words)