MASTER OF ARTS (M.A.)

(TWO YEAR DEGREE COURSE)

SUBJECT

EDUCATION

M.A. (EDUCATION)

COURSE STRUCTURE

PREVIOUS

PAPER – 1: Philosophical Foundations of Education   100 MARKS

PAPER – 2 : Psychological Foundations of Education   100 MARKS

PAPER – 3: Sociological Foundations of Education   100 MARKS

PAPER – 4: Methodology of Education Research and Education

    Statistics   100 MARKS

FINAL

PAPER – 5: Educational Technology   100 MARKS

PAPER – 6: Teacher Education

        100 MARKS

Special Papers (Any Two)   200 MARKS

(A) Intelligence, Creativity and Education

(B) Economics of Education

(C) Environmental Education

(D) Special Education

(E) Population Education

(F) Distance Education

(G) Comparative Education

(H) Value Education and Human Rights

(I) Education for Empowerment of Women

(J) Education For Leisure

(K) Yoga Education

(L) Measurement and Evaluation in Education

(M) Dissertation

Viva Voce   100 MARKS

M.A. (EDUCATION)

PAPER – 1

Philosophical Foundations of Education

Course Objectives –

To enable the students to develop an understanding about:

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 I - Relationship between Education and Philosophy.

Unit II - Indian School of Philosophy : Sankhya, Vedanta, Nyaya, Buddhism, Jainism, Islamic Tradition – with special reference to their educational implications.

Unit III - Western Philosophies : Major School –

　　(i) Naturalism

　　(ii) Idealism

　　(iii) Pragmatism

　　(iv) Realism

(v)   Marxism. Their education implications with special reference to epistemology, axiology and the process of education

Unit IV   -   Contributions of Vevekananda, Tagore, Gandhi, Aurobind and J. Krishnamurty to educational thought.

Unit V -   Education, National Values Freedom, Equality, Democracy and responsibility.

REFERENCE BOOKS :

1. Chaubey, S.P., शिक्षा के दार्शनिक–समाजशास्त्रीय आधर.

2. Henderson, Introduction to Philosophy of Education, University Press, Chicago.

3. Kneller, G.F., Introduction to Philosophy of Education, John Witty & Sons, New York.

4. Luther, M.N., Values and Ethics in School Education, Tata Mcgraw Hill, New Delhi.

5. Mathur, S.S., शिक्षा सितंत, विनोद पुस्तक मन्दिर, आगरा.

6. O'Connor, J., An Introduction to the Philosophy of Education, Vinod Pustak Mandir, Agra.

7. ओड, एल.के., शिक्षा की दार्शनिक पृष्ठभूमि, राज. हिन्दी ग्रंथ अकादमी, जयपुर

8. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra.

9. तिवारी, केदारनाथ, तत्व मीमांसा एवं ज्ञान मीमांसा, मोतीलाल बनारसीदास, नई दिल्ली

M.A. (EDUCATION)

PAPER – 2

Psychological Foundations of Education

Course Objectives –

To make the students understand about :

1. The contribution of different schools of psychology of 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. Gagne's 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 I- :

Unit I - Contrubution of the following schools of Psychology towards education : Behavirourism, Gestalt, Hormic, Psychoanalytical.

Unit II - Learning and Motivation : Theories of Learning – Thorndike's conditioning; Pavlov's classical and Skinner's operant conditioning. Learning by insight. Hull's reinforcement theory and Tolman's theory of learning –

   (i)   Gagne's Hierarchy of learning.

   (ii)   Factors influencing learning.

      (iii)   Transfer of learning and its theories.

      (iv)   Brunner's Theory of teaching.

Unit III - Thinking, Problem solving and Creativity. The meaning and nature of creativity. Measurement of creativity. Development of creative thinking abilities.

Unit IV - Psychology of Personality : Personality – Type and trait theories – measurement of personality, Mental Health and Adjustment : conflicts, frustration, anxiety and complexes, defence mechanism, stress management.

Unit V - Psychological and Education of children with exceptional needs to :

      (i)   Intellectual impairments

      (ii)   Sensory Impairments – Visual and Auditory

      (iii)   Locomotor and Neurological impairments

      (iv)   Learning disabilities

      (v)   Emotional disturbance

      (vi)   High intellectual capacities (Giftedness).

REFERENCE BOOKS :

1. Bhatnagar, S, Advanced Psychology, Bhargava Book House, Agra.
2. Dhir, R.N., Educational Psychology, Abhishek Publication, Chandigarh.
3. Donall, W. Felker, Building positive Self Concept. B. Vurgees Publishing Company, USA.
4. Jaiswal, S.R., शिक्षा मनोविज्ञान परिचय.
5. Mathur, S.S., शिक्षा मनोविज्ञान
6. Pandey, R.S., शिक्षा मनोविज्ञान
7. Ross J.S., Ground Work of Educational Psychology.

M.A. (EDUCATION)

PAPER – 3

Sociological Foundations of Education

Course Objective : To enable the students to understand about :

1 Meaning and nature of educational sociology, sociology of education and social organization.

2 Group dynamics, social instruction, social change and the contribution of education aspects.

3 Meaning of culture and concepts of modernization, westernization and socialization.

4 Various social factors and their impact on education.

5 Social theories with special reference to 'Swadeshi'.

Course Content :

Unit I - Concept of educational sociology and sociology of education; social organization and its concepts, factors influencing social organization.

Culture : Meaning and nature of culture, role of education in cultural context; cultural determinants of education; education and cultural change.

Unit II - 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

its education implications.

Unit III - Education and Society – Education :

(i) As a process in social system

(ii) As a process of socialization and

(iii) As a process of social progress

Unit IV - Social change and its meaning and concept with special reference to India.

Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.

Unit V - Education in relation to democracy, reedom, nationalism – national integration, international understanding.

Educational opportunity and inequality – Inequality of educational opportunities and their impact on social growth and development.

REFERENCE BOOKS :

1. Adisheshiah W.T.V. and Pavanasam R., Socialogy in Theory and Practice, Santhi Publishers, New Delhi.
2. Barry H and Johnsur, L.V., Classroom Group Behaviour : Group Dynamics in Education, John Wiley and Sons, New York.
3. Chandra, S.S. & Sharma, R.K., Sociology of Education, Atlantic Publishers, New Delhi.
4. Dube, S.C., Modernization and it's Adaptive Demands on Indian Society, NCERT, New Delhi.

M.A. (EDUCATION)
PAPER – 4

Methodology of Educational Research and Educational Statistics

Objective Objectives – To enable the students to understand about :

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 of obtaining the data, analyzing 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 I   - Methods of acquiring scientific knowledge : Tradition, Experience, Reasoning : Inductive and deductive, empiricism and rationalism.
Major approaches to Research : Research design, descriptive research, exposto-facto research, Historical research.

Unit II   - Nature and scope of educational research :
(i)   Meaning, nature and limitations.
(ii)   Need and purpose.
(iii)   Scientific enquiry and theory development.
(iv)   Fundamental, applied and action research.
(v)   Quantities and Qualitative Research.

Unit III   - Formulation of Research Problem :
(i)   Criteria of identifying the problem.
(ii)   Variables
(iii) Hypotheses.
Collection of data- types of data, quantitative and qualitative, techniques and tools sampling- Population and sample, methods; probability representative and random sampling. Random stratified sampling etc.

Unit IV   - Analysis of data : Descriptive and inferential statistics, the null hypotheses, Research hypotheses, test of significance, types of errors, one tailed and two tailed tests, the t-test, the t-test (anova). Non parametric test (chi-square).

Unit V   - Writing Research report and evaluation of research report.

Definition of Educational Philosophy.

REFERENCE BOOKS :
1. Best J.W. & Kahn J.V., Research in Education Prentice Hall, New Delhi.
2. Buch, M.B., A Survey of Research in Education, CASE, Baroda.
3. Fox D.J., The Research Process in Education, Holt, Winston, New York.
4. Koul, L., Methodology of Educational Research. Vikas Pub., New Delhi.
5. S.P. Sukhia, Elements of Educational Research, Allied Publishers, Bombay.

M.A. (EDUCATION)

PAPER – 5

Educational Technology

Course Objectives :

1- To enable the students 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 to distinguish between communication and instruction so that they can develop and design a sound instructional system.

3- To acquaint students 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 with emerging trends in ET along with the resource centres of ET.

UNIT- 1 : Concept of Education Technology Meaning, Nature, Scope and significance of ET. Components of ET : Software, Hard ware. Educational technology and instructional technology.

UNIT- 2 : Communication and Instruction. Theory, Concept Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology. Designing instructional system. Formulation of instructional objectives. Task analysis. Designing of instructional strategies such as lecture. Team teaching discussion, seminar and tutorials.

UNIT- 3 : Teaching levels, Strategies and Models. Memory, Understanding and Reflective levels of teaching. Teaching strategies : Meaning , Nature, Functions and Types. Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching). Modification of teaching behavior. Micro teaching, Flanders's Interaction Analysis, Simulation.

UNIT- 4 : Programmed instruction (linear/branching model) – Origin and types- Linear and branching. Development of the programmed instruction material. Teaching machines. Computer Assisted Instruction. Researches in Educational Technology. Future priorities in Educational Technology.

UNIT-5 : Educational technology in formal, non-formal and Informal Education, Distance Education Open Learning Systems and Educational Technology. Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing. CCTV, CAI, INSAT – Problems of New Technologies. Evaluation and Educational Technology. Resource Centers for Educational Technology, CIET, UGC, IGNOU, NOS State ET Cells, AVRC, NIST etc. their activity for the improvement of teaching-learning.

REFERENCE BOOKS :

1- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.

2- Alberto, P.A. & Tontman, A.C. Applied Behaviour Analysis for Teachers.

3- London: Merrill Publishing Co, 1986.

4- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.

5- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.

6- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.

7- Das, R.C. Educational Technology: A Basic Text. New Delhi: Sterling, 1992.

8- Dececco. J.P. Educational Technology, New York: HRW, 1964.

9- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.

10- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.

11- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.

12- Mohanty, J.: Educational Broadcasting, Sterling Publishers, New Delhi, 1984

13- Rao. V. Educational Technology. Delhi: Himalayan Publishing House, 1991.

14- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.

15-	¬ Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.

16-	¬ Sharma, A.R.: Programmed Learning, Loyal Book Depot, Meerut, 1982.¬

M.A. (EDUCATION)

PAPER – 6

Teacher Education

Course Objectives :

- To enable the students to understand the meaning scope objectives of teacher education and its development in India.

- To develop an understanding in the students about various modalities used

  for teachers, teacher educators and educational administrators for different

  levels of education.

- To acquaint the students with the various aspects of student-teaching programmers, prevailing in trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

Course Contents :

UNIT- 1 : Meaning and scope of teacher education. Objectives to teacher education at different levels. Development of teacher education in India.

UNIT - II : Preparation of Teachers for Pre-Primary, Primary and Secondary stages. Professional preparation of teacher education and educational administrators. Preparation of teachers for the teaching of a particular subject (Language, Mathematics, Science). In-service training program me. Training of guidance Personal, evaluators, lesson writers and and educational administrators. Post graduate courses in education, research and innovation In teacher education.

UNIT- III : Student teaching programmes. Pattern of student teaching (intership, block

teaching, teaching practice, off-campus teaching practice). Techniques of

teacher training, core teaching, micro-teaching, interaction analysis.

UNIT- IV : Evaluation of student teaching. Taxonomy of teacher behavior.

Trends in teacher education. Innovation In teacher education. Interpreted teacher education programme. Comprehensive college of education. SIE/SCERT/DITE. NCERT. National Council for Teacher Education. Teacher Education and Community. Teacher Education and other institutions. Implementation of curricula of Teacher Education. Evaluation of Teacher Education Programme in India.

UNIT- V : Research activities in the field of teacher education and their implications with respect to : Teaching effectiveness. Criteria of admission. Approaches to teaching.

M.A. (EDUCATION)
SPECIAL PAPER (Any Two)

Note:-   Regular student who has obtained 55% or above in M.A. Previous examination can offer dissertation along with one special paper from the following :

Intelligence, Creativity And Education

Course Objectives - To enable the Students to understand about -

- The nature, meaning and concept of intelligence.

- The meaning and concept of creativity along with the educational procedures for fostering 'creativity' among individuals.

- The stage of development of intellectual development, creativity development and compatibility between them at various levels of school education.

- Facing and managing the creative children and at the same time northing their creative talent.

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

Unit I -   The structure of Intelligence: An Examination of Various Theories of Intelligence , A review of some Intelligence Tests.

Unit II -   Nature and Theories of Creativity : The major aspects of Creativity – The Creativity process, The situation (press situation) Relationship between Creativity and Intelligence . Need to foster creative thinking process, discovering creative and potentialities teaching for creativity, goals for guiding creative talent, problem solving and creativity, goals for guiding creative

talent,

problem solving and creativity.

Unit III - Intellectual and Creative Development: The stage of intellectual, stages of creative development during the Pre-school, elementary school years. Creativity development after high school . Impact of heredity and environment in the development of intelligence and creativity.

Unit IV - Fostering creativity. Adopting techniques for the improvement of memory, adaptability. Self discipline, Introversion, divergent thinking ability, creating supporting climate, among the children. Problems of creative children: problems in maintaining creativity. Problems when creativity is repressed.

Unit IV- Research in creativity : In India and abroad.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(B)

ECONOMICS OF EDUCATION

Course Objectives

To make the students aware about:

- The make meaning, importance and scope and scope of economics of education.
- Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development.
- The concept and relationship between input output of education.
- The source and resources of finances for education.
- The financial resource management.

Course Contents :

Economics of Education : Concept, Scope and Significance. Recent trends in economics of education. Education as a consumption : Concept, Significance and Strategies. Education as Investment : Concept Significance and Strategies. Education and Economics Development : Human capital formation and Manpower planning. Cost benefit analysis of education : Taxonomy of cost of education, taxonomy of benefits of education. Inputs and outputs – concepts and relationships between the two. Resources for Education : Role of the Centre, States and Institutions for financing education. Financing education : Theoretical considerations, problems of financing, Grant–in-aid scheme.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(C)

ENVIRONMENTAL EDUCATION

Course Objectives

To make the student's to :

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

Course Contents:

Nature, Meaning and importance of environmental education. Relationship between man and environment : Ecological and psychological perspectives. Programmers of environmental education for Primary, Secondary and Higher institutions. Education for environmental awareness and attitude change. Environmental stressors – Natural and manmade disasters : education for coping with the environmental projects from various countries.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(D)

SPECIAL EDUCATION

Course Objectives

To make the students to :

- Know about the meaning and scope of special education in India.

- Understand the various suggestions given by different recent commissions on education of children with special needs for realizing the concept of Universalisation of education.

- Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.

- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Course Contents :

Meaning and scope of special Education. A brief History of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types of special children. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment : recommendations given in NPE 1986. POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation Council of India. Exceptional learners-learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted-the meaning and salient

characteristics of learners of each category in a manner that paves way for early and easy identification. Meaning of an educational intervention – nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resource room, resource teacher, counselor etc. concept of remedial teaching (specially for learning disabled children); role of other (poor) members of the school (children as well as teachers); family of the 'concerned child' and the community in education the child who is an exceptional one.

Characteristics, prevention, educational programmes and placement of the following types of special children :

Mentally Retarted (MR), With Learning Disabilities, Emotional disturbed, With Speech and Language Disorders, Visually impaired, With Hearing Impairment, Creative, Gifted (Definition, types, causes, psychological and behavioural characteristic and education).

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(E)

POPULATION EDUCATION

Course Objectives :

To enable the students to :

- Understand the nature, scope and need of population education.

- Know about the factors affection population growth and understand the need   for balancing the composition through distribution.

- Gain knowledge about the various techniques of maintenance of 'status' of population.

- Understand the concept of prosperous family.

- Learn about the latest policies of population education and agencies working towards their achievement.

Course Contents :

Nature and Scope of Population Education: Meaning, Concept, Need and Importance of population education, objectives of Population Education. Population Situation and Dynamics : Distribution and density; Population composition-age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications. Population and Quality of Life : Population in relation to socio-economic development; health status, health service, nutrition, environment, resource educational provision. Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs. Population related policies and programs : Population policy in relation to health-environment education policies; programs related to employment social

movements; voluntary and international agencies, UNFPA, WHO, UNSECO, etc.

References:-

1. Mehata : "National Conformal of population on Education", N.C.E.R.T., New Delhi

2. S.P.Jain : "Indian Population Situation", N.C.E.R.T., New Delhi

3. Mehta and Choudhary : "Population of Education" N.C.E.R.T., New Delhi

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)
(F)
DISTANCE EDUCATION

Course Objectives :

- To orient students with the nature and need of Distance Education in the present day Indian Society.

- To expose students to difference kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.

- To enable students to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmers through Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmers.

Course Contents:

Unit I   -   Distance Education and its development:

(a)   Meaning of Distance Education.

    (b)   Need and characteristic features of Distance education.

    (c)   Growth and Distance Education.

    (d)   Distance Teaching-Learning systems in India.

Unit II   -   Intervention strategies at a distance:

    (a)   Information and Communication Technologies and their application in Distance Education.

    (b)   Designing and preparing self0instructional material.

    (c)   Electronic media for Education.

Unit III   -   Learning at a distance:

    (a)   Student-support-services in Distance Education and their management.

    (b)   Technical and vocational programs through Distance Education.

    (c)   Programmes for women through Distance Education.

    (d)   Distance Education and Rural Development.

Unit IV   -   Quality Enhancement and Programme Evaluation:

    (a)   Quality Assurance of Distance Education.

    (b)   Mechanisms for maintenance of standards in Distance Education.

    (c)   Programme evaluation.

    (d)   Cost analysis in D.E. – concept, need and process.

    (e)   New Dimensions in Distance Education- promises for the future.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(G)

COMPARATIVE EDUCATION

Course Objectives :

- To help the student to understand comparative education as an emerging discipline (with its scope and major concepts) of education.

- To acquaint the students with educational systems in terms of factors and approaches of comparative education.

- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

- To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.

- To create a perspective in the students about the implication of education for solving the prevailing problems of education in India.

Unit I - Comparative education – Meaning in terms of looking at it as a new discipline. Scope and major concepts of comparative education. Methods. Democracy and Nationalism. Juxtaposition. Area Study. Intra and Inter educational analysis.

Unit II - Comparative education – factors and approaches, geographical, economic, cultural, philosophical sociological, linguistic, scientific, historical, ecological, structural and functional factors- Cross disciplinary approach used in comparative education.

Unit III - Modern trends in world education- national and global. Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

Unit IV - A comparative study of the education systems of countries with special reference to :

Primary Education   -   USA, UK, Russia, Japan, India.

Secondary Education   -   USA, UK, Russia, Japan, Germany, India.

Higher Education   -   USA, Russia, UK, France, India.

Teacher Education   -   USA, Russia, Germany, India.

Adult Education   -   USA, Russia, Germany, India.

Unit V - Problems prevailing in developing countries with special reference to India, their causes and solution through education. Poverty. Unemployment. Population explosion. Hunger. Terrorism. Casteism and communalism. Illiteracy. Beggary. Political instability. Economic under-development.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(H)

VALUE EDUCATIONAL AND HUMAN RIGHTS

Course Objectives :

- To enable students to understand the need and importance of Value-Education and education for Human Rights.

- To enable them in understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training of moral indoctrination.

- To orient the students with the basic of morality and with the place of reason and emotions in moral development of the child.

- To enable them to understand the process of moral development vis-a-vis their cognitive and social development.

- To orient the student with various intervention strategies for moral education and conversion of moral learning into moral education.

Unit I -   **The Socio-moral and cultural context:**

(a)   Need and importance of Value Education and Education for Human Rights in the existing social scenario.

(b)   Valuation of culture: Indian Culture and Human Values.

Unit II -   **Nature and Concept of Morality and Moral Education:**

(a)   Moral Education vis-à-vis religious education; moral instruction, moral training and moral indoctrination.

(b)   Language of moral education – its form and context characteristics of a

morally education persons.

(c) Justice and Care – the two dimensions perspectives in Morality: Dichotomy between reason and passion.

(d) Moral Judgment and Moral action.

Unit III - **Moral Development of the child:**

(a) Concept of Development and Concept of Moral development.

(b) Psycho-analytic approach.

(c) Learning theory approach, especially social learning theory approach.

(d) Cognitive development approach – Piaget and Kohlberg. Stages of moral dev element and their characteristic features.

Unit IV - **Moral Learning to Moral Education:**

(a) Moral Learning outside the school – child rearing practices and moral Learning, Moral Learning via limitation. Nature of Society and moral learning. Media and moral learning.

(b) Moral Learning Inside the school : Providing 'form' and 'Content to form education' .

(c) Moral Education and the curriculum : Can moral education be Imparted taking it as a subject of curriculum.

Unit V - **Intervention Strategies for Moral Education and Assessment of Moral Maturity:**

(a) Model of Moral Education :

(i) Rationale Building Model,

(ii) The consideration Model,

(iii) Value classification Model,

(iv) Social Action Model,

(v) Just Community Intervention Model,

(b)   Assessment of ,moral maturity via moral dilemma resolution.

(c)   Examples of some select moral dilemmas.

References :

1- Dilip jakhad Manavadhikaar

2- ¬ Dr. Pushpalata taneja Manavadhikaar aur bal soshan

3- ¬ Manchand Khandela Human rights and Social relations

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(I)

EDUCATIONAL FOR EMPOWERMENT OF WOMEN

Course Objectives :

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

Course Contents :

Unit I   -   Problems of women face in developing countries including India – high rate of population growth – literacy percentage of women inadequate nutrition and technology existing prejudging India.

Unit II   -   Sub – culture of men and women in all countries including India.

Unit III   -   A retrospective profile in a tradition bound society and a prospective profile in the change Indian society for sustainable development of girls, planned governmental efforts. Achieving quality of opportunities, equity, social justice and empowerment.

Unit IV   -   Needs of girls education, poverty, prejudice and population explosion minimum level of learning in scientific literacy and computer literacy – focus on teacher preparation in gender sensitivity.

Unit V   -   Needs direction in education research : access to education, and retention, apathy at home, child labor, early child marriage continuance

of out – dated laws, positive attitude towards girls, education.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(J)

EDUCATION FOR LEISURE

Course Objectives :

To make the student about:

- Leisure is a resistant of science and technology if needs to be used in a meaning of way.

- To learn to organize leisure time activities at all levels of education in school.

- To help develop leisure time activities as a seemed vocation.

- To encourage community agencies to utilize this aspect to make to a learning society.

Course Contents:

Leisure: Concept in historical perspective leisure in the age of feudalism, in a democracy and in the age of science and technology a changing society – early and present attitude towards leisure.

Leisure: Its necessity and it is clear also as a problem-leisure related to increased production, to increased consumption to crime and delinquency, to human development.

Types of leisure time, activities : as entertainment; as recreation; as personal development.

Leisure: Looked as a second vocation- responsibility of the social organization - pie groups family, school and other community agencies, governmental and non-governmental ones.

Student – heterogeneity first generation learning diverse

ambition, no tradition of education in family, present of foreign students, problems of women students, the role of student unions.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

(K)

YOGA EDUCATION

Course Objectives :

To make the students to:

- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.

- Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.

- Understand different types of Yoga. The Ashtang yoga, the Jnana yoga, Bhakti yoga, and other modern off-shoots.

- Understand the socio-psychological basis leading to a dynamic transformation of personality.

- Understand the scientific basis and therapeutic values of yoga.

Unit I - **Metaphysical basis of yoga :**

Concept of Purusha (pure consciousness) and prakriti as basic components of cosmic reality. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the indicidual. Further supervisions of Ahamkar Mana (the mind), karmendris, Jnanendris and Tammatras and Suksham Share. Nature of knowledge and knowledge getting process the Promanas.

Unit II - The philosophy of yoga and its relationship to individual and social upliftment: The meaning and definitions of Yoga. Yoga as a way of

healthy and integrated living. Yoga as a way to socio-moral upliftment of man. Yoga as a way to spiritual enlightenment- Atmanubhuti Pratykshanubhuti.

Unit III - Different types of yoga systems and characteristics of yoga practitioner. Ashtanga yoga of Patanjali. Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita. Integral yoga of Aurobindo and modern off shoots of yoga. Characteristics of a practitioner of yoga.

Unit IV - The instruments of yoga (Sadhana pad). The Five yamas (observances). The Five Niyamas (abstinences). Asans- The right postures. Pranayam- controlling the breadth.

Pratyahara- controlling the senses. Dharana (concentration) and its methods. Dhyana (meditation) and its kinds. Samadhi-its various types.

Unit V - Scientific basis of yoga-yoga and mental health. Yoga and Bio-feedback. Therapeutic values of yoga. Different Asans and their effects to promote a sound physical and mental health. Dhyana, and its therapeutic value.

M.A. (EDUCATION)

SPECIAL PAPER (Any Two)

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MEASUREMENT AND EVALUATION IN EDUCATION

Course Objectives :

- To develop understanding of concepts of measurement and evaluation in the field of education.

- To acquaint with different types of measuring instruments and their uses.

- To acquaint with the principles of test construction- both educational and psychological. To develop understanding of the concepts of validity and reliability and their importance in education measurement.

- To develop the ability to organize relevant educational data. To develop the ability to use various statistical measures in analysis and interpretation of educational data. To develop the ability to interpret test data results.

- To develop the ability to represent educational data through graphs. To develop skill in analyzing different descriptive measures.

Course Contents:

Unit I   -   Meaning and nature of educational measurement- need for measurement in education-concept of evaluation in education-relation between measurement and evaluation, norm referenced and criterion referenced tests.

Unit II   -   Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of a good

measuring instrument-validity, reliability and objectivity-methods of determination. Measurement of interest, attitude and personality-different tools.

Unit III - General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results-cumulative record card.

Unit IV - Meaning, nature and scope of education statistics Sources of educational data and use of educational statistics Different between statistic and parameter, Significance of statistic.