Academic Year: 2023-2024

Master of Art Education

School of Arts, Humanities & Social Science

GYANVEER UNIVERSITY, SAGAR (M.P.)

Scheme of Examination M.A. (Education) I Semester

School of Art, Humanities & Social Science (Academic Session 2023-24)

Subject wise distribution of marks and corresponding credits

S. No.	PaperType	Subject	Subject Code	Paper Name	Maximum Marks Allotted									Total Marks	Contact Periods Per week			Total Credits
					Theory Slot				Practical Slot									
					End Term Exam	Internal Assesment Class test (Descriptive & Objective)/Assignment/Seminar			Internal Assesment			External Assesment			L	T	P	
					FINAL EXAM	Internal Assesment I	Internal Assesment II	Internal Assesment III	Class Interaction	Attendance	Practical/ Presentation/Lab Record	Viva Voce	Lab Work					
1	Core Course	MA Education	MAEDU211T	Philosophy of Education	60	20	20	20	–	–	–	–	–	100	6	0	0	6
2	Core Course		MAEDU212T	Psychology of Education	60	20	20	20	–	–	–	–	–	100	6	0	0	6
3	Core Course		MAEDU213T	Methodology Educational Research	60	20	20	20	–	–	–	–	–	100	6	0	0	6
4	Core Course		MAEDU214T	Curriculum Studies	60	20	20	20	–	–	–	–	–	100	6	0	0	6
5	Elective		MAEDU215T	Teacher Education	60	20	20	20	–	–	–	–	–	100	4	0	0	4

Total of Creditd is 6+6+6+6+4 = 28

Note*: Allotment of Marks for Internal Assesment for theory portion is Best of Two / either of two and addition of them.

M. A. Education

Semester-I

MAEDU211T - PHILOSOPHY OF EDUCATION

Objectives:

- To recognized and define the concept of Philosophy.
- To enable the student to understand the Philosophical origins of educational theories and Practices.
- To enable the student to develop a philosophical outlook towards educational problems.
- To understand nature and functions of education and philosophy and their relationship.
- To analyze the concept and process of getting knowledge and its related phenomena.
- To Recognized and define the concept of Philosophy.
- To Interpret the contribution of various Indian and western schools ofPhilosophy in the field of Education.

Course Content:

UNIT-I : **(Lecture- 12)**

Education and Philosophy

- Concept and definition of Education and Philosophy
- Relationship between Education and Philosophy
- Educational Philosophy and Philosophy of Educational
- Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

UNIT-II: **(Lecture- 12)**

Educational Thinkers and their Contribution in Education

- Swami Vivekananda
- Ravindra Nath Tagore
- Mahatma Gandhi
- Froebel,
- Herbert Spencer,
- John Dewey

UNIT-III: **(Lecture- 12)**

Indian Schools Of Philosophy

- Vedanta
- Buddhism
- Samkhya
- Jainism
- With Special reference to Concepts of Knowledge, Reality and Values Their implications for Aims, Content, Methods of teaching and Role of Teacher

UNIT-IV: **(Lecture- 12)**

Western Schools of Philosophy

Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

UNIT-V: **(Lecture- 12)**

Modern Concept of Philosophy

- Analysis- Logical analysis
- Logical empiricism
- Positive relativism

Learning Outcomes

After completion of the course students will be able to understand the concept of Philosophy educational theories and Practices, will develop Philosophical outlook towards educational problems, will be able to understand nature and function of education and Philosophy and their relationship

References:

- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: SuryaPublications.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education,Patiala: Bawa Publication.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Mathur, S.S. Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
- Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital

Gyanveer University Sagar (M.P.)

Publishers.

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. VikasPublishing House, New Delhi.
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: VinodPustak Mandir.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education,Ludhiyana: Tondon Publications.
- Dewey, John (1966) Democracy and Education, New York: Mc Millan.
- Agrawal , J.C. (2020) Philosophical Foundation Education , Shri Vinod Pustak Mandir, Agra.
- Noddings , N (2018), Philosophy of Education (4th ed.) Routledge.

M. A. Education

Semester-I

MAEDU212T -PSYCHOLOGY OF EDUCATION

Objectives:

- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand individual differences among learners.
- Understand adolescent's growth, development and their problems.
- Get acquainted with concept of learning and motivation
- Analyze the learning process based on theoretical approaches of learning
- To develop critical appreciation and insight into Constructivist, Social Constructivist and Humanistic Approaches to Learning.
- To develop insight into mental Health Education and a positive attitude towards mentally ill people.

Course Content:

UNIT-I: **(Lecture- 12)**

Nature of Educational Psychology

- Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.
- Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.
- Recent Trends in Educational Psychology.

UNIT-II: **(Lecture- 12)**

Dynamics of Individual Development

- Growth and Development: Concept, Difference, Principles of Development.
- Infancy, childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications.
- Problems of Adolescents, Educational support required for adolescents.

UNIT-III: **(Lecture- 12)**

Learning & Motivation

- Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning
- Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and Humanistic Approach.

- Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation.

UNIT-IV: **(Lecture- 12)**

Individual Differences

- Meaning and Types or verities of individual Differences
- Causes and distribution of Individual Differences
- Educational Implications of Individual Differences
- Individual Differences in schools and Classrooms

UNIT- V: **(Lecture- 12)**

Mental Health

- Concept, factors, function and Importance of Mental Health Issues concerning the youth: Identity crises. Self-awareness, positive attitude, self- discipline, self-motivation
- Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic etc.
- Concept of Adjustment & Mal Adjustment
- Coping Strategies and Building Resilience

Learning Outcomes:

After completion of the course students will have knowledge and understand the education Psychology methods , concept & theories of Learning and motivation will develop insight into constructivist social constructive to learning , mental health Approaches to learning.

References:

- Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
- Sreevani, R. (2010). A Guide to Mental Health and Psychiatric Nursing (3rd. ed.). JaypeeBrothers Medical Publishers.
- Reber, S. A., & Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.
- Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P)Ltd.
- Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.
- Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education.
- Santrock, J . W. (2018) : Educational Psychology: Theory and Applications to fitness and performance.(6th ed.) New York: A/C Graw hill Education.
- Schunk D . (2020) : Learning Theories: An Educational perspectives (8th ed.) Pearson.

Sagar (M.P.)

M. A. Education

Semester-I

MAEDU213T - METHODOLOGY OF EDUCATIONAL RESEARCH

Objectives:

- Understand the meaning & Nature of Educational Research.
- To provide insight of types of Educational Research.
- Understand the foundations of educational research.
- Develop insight of the types and methods of educational research.
- Understand the necessity of review of literature.
- Construct and use different kinds of Tools & techniques of Collecting Data.
- Formulate and test Hypothesis.
- Understand about the fundamentals of Sampling theory and technique.
- Familiarize about various measurement and scaling techniques.

Course Content:

UNIT-I: **(Lecture- 12)**

Introduction to Educational Research

- Meaning and nature, need and importance and scope ofeducational research:
- Types of Educational Research
  - Fundamental Research,
  - Applied Research
  - Action Research

UNIT-II: **(Lecture- 12)**

Methods of Educational Research

- Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretationof data;
- Descriptive Research- surveys, case study, content analysis, developmental and correlation studies – nature and use, steps and interpretation,
- Ex- Post Facto Research;
- Experimental Research – need and significance, nature andsteps-validity; internal and external, use and limitations of different types of experimental designs; Qualitative Research.

UNIT-III: **(Lecture- 12)**

Review of Literature, Variables And Hypothesis

- Review of related literature- purpose and need;
- Research problem - Source, selection and criteria, scope anddelimitations,

Sagar (M.P.)

- Organizing the Related Literature; Variables - Concept, nature, characteristics and types;
- Hypothesis - Concept, importance, characteristics and forms; formulation and testing.

UNIT-IV: **(Lecture- 12)**

Sampling Techniques

- Population- Concept,
- Sampling- Concept and need, characteristics of good sample;
- Sampling Methods - Probability sampling & non-probability sampling techniques; Errors in Sampling and sample size.

UNIT-V: **(Lecture- 12)**

Data Collection, Research Tools and Research Proposal

- Techniques & Tools of Data Collection- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists;
- Standardization procedure of tools.

Learning Outcomes

After completion of the course, the students will be able to have knowledge and understanding of Educational Research, types and methods of Educational Research, types and methods of Educational Research, Review of Literature, Formulation of Hypothesis, Tools and Techniques of collecting Data, understanding about various measurement and scaling techniques.

REFERENCES:

- Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt. Ltd.
- Best, J.W., & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.
- Best, J.W. (1963). Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd.
- Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT.
- Campbell, D.T. (1966). Experimental and Quasi-Experimental Designs for Research.Chicago: McNally. Crofts,
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay:
- Vakil, Fiffer & Simons Good, C.V. (1963). Introduction to Educational Research. New York:Applenton Century
- Guilford, J.P., & Truchter, B. (1978). Fundamental Statistics in Psychology and Education.New York: McGraw Hill.
- Gupta, S. P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.

Gyanveer University Sagar (M.P.)

- Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.
- Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi.
- Koul L. (2008) – Methodology of Educational Research, New Delhi, Vikas Publishing House Pvt. Ltd.
- Mc. Millan J. H. (2016) – Fundamentals of Educational Research

M. A. Education

Semester-I

MAEDU214T - CURRICULUM STUDIES

Objectives:

- To develop an understanding of fundamentals of Curriculum development.
- To understand the role of Philosophy, Psychology, Sociology in shaping Curriculum.
- To develop understanding of System analysis in Curriculum.
- To develop the process of Curriculum Development.
- To gain Knowledge and Understanding of various Models of curriculum design.
- To understand the Evaluation process in Curriculum.

Course Content:

UNIT-I: **(Lecture- 12)**

Curriculum Development

- Meaning and concept of Curriculum
- Aims and objectives curriculum Development
- Basic elements curriculum Development
- Types of Curriculum : Activity Centered, Experience Centered, Work Experience, Subject Centered and Core Curriculum

UNIT-II: **(Lecture- 12)**

Foundations of Curriculum Development AndSystem Analysis

- Philosophical, Sociological and Psychological bases of Curriculum.
- System concept, Need and Importance.
- System analysis in Education.
- Curriculum as a system.
- Characteristics of System Analysis, Steps.
- Interaction among different systems and environment.

UNIT-III: **(Lecture- 12)**

Principles of Curriculum Development

- Conceptual framework for Curriculum design
- Difficulties in Curriculum design
- Elements of the Curriculum, Relation among the elements
- Procedural Criteria, Referring to The Comprehensive Plan for Curriculum Development.
- Factors of curriculum development

- Content Analysis
-

UNIT-IV : **(Lecture- 12)**

Models for Curriculum Design

- Technical models: Tyler Model, Taba Model. Alexander model.
- Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model.
- Eisener model, Schebertian Model.
- Non-Technical Models: Open Classroom Model, W R Model and Interpersonal model.

UNIT-V: **(Lecture- 12)**

Evaluation of Curriculum

- Nature and scope of Evaluation.
- Focus, Need and Purpose of Evaluation.
- Curriculum Evaluation Design.
- Techniques in curriculum Evaluation.

Learning outcomes:

- After completion of the course students will have understanding of fundamentals of curriculum development, role of philosophy, will understand system analysis in curriculum process of curriculum development will have knowledge of models of curriculum design, evaluation process in curriculum.

References:

- Bloom, B. S., Hastings, J. T. & Madaus, G. F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
- Bruner, J. S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
- Cropper, G. L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
- Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
- Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
- Forsyth, I., Jolliffee, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
- Gagne, R. M. & Briggs, L. J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.

Sagar (M.P.)

- National Curriculum Framework (2005): New Delhi: NCERT.
- Ornstein, A. C. and Hunkins, F. P. (1988): Curriculum: Foundations, Principles and Issues.London: Prentice Hall International Ltd.
- Popham, J. M. & Baker, E. L. (1970): Systematic Instruction. New Jersey: Prentice Hall,Inc. Englewood Cliffs.
- Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
- Romiszowski, A. J. (1986): Designing Instructional Systems. London: Kogan Page.
- Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace andWorld Inc.
- Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.
- Bhalla N. (2007) – Curriculum Development Author prem Delhi, India.
- Oliva P.F. Taylor , R.T. & Gordon W R (2019) Developing the Curriculum (9th ed.) New York: Pearson
- Ornstein A C & Hunkins E (2018) Curriculum Foundations, Principles and Issnes (7th ed.) Pearson

M. A. Education

Semester-I

MAEDU215T -TEACHER EDUCATION

Objectives:

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- To enable the students to understand the prevailing 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 Content:

UNIT-I: **(Lecture- 12)**

Fundamentals of Teacher Education

- Concept, Aims and Scope; Historical Background of Teacher Education in India with Special Reference to the recommendation various commissions on Teachers Education, Kothari Commission.
- National Policy on Education 1986, Revised POA (1992).
- Historical development of Teacher Education in India: Aims and objectives of teacher education at: Elementary Level, Secondary Level and College level.
- Implementation of curricula of teacher education.
-

UNIT-II : **(Lecture- 12)**

Structure of Teacher Education

- Objectives of Teacher Education at Different Levels.
- Recommendations of NCERT (NCF, 2005) and NCFTE (2009).
- Problems of Teacher Education in India and Remedial Measures.
- Pre-Service and In-service Teacher Training programme.
- Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department.
- Teacher Education through open and Distance learning.

UNIT-III: **(Lecture- 12)**

TEACHER PROGRAMS

- Taxonomy of teacher behavior.
- Post graduate courses in education, research and innovations in teacher education.
- Techniques of teacher training, core teaching, micro-teaching, interaction analysis.
- Evaluation of student teaching.
- Implementation of curricula of teacher education and Research.

UNIT-IV: **(Lecture- 12)**

Teacher Effectiveness

- Concept, Determinants, Identification and Characteristics of teacher Effectiveness.
- Organization of Practice Teaching for developing an Effective
- Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher.
- Recent trends and Research Activities in Teacher Education.

UNIT-V: **(Lecture- 12)**

Professional Development

- Teaching as a Profession.
- Professional organizations for various levels of teachers andtheir role; performance appraisal of teachers.
- Faculty improvement program for Teacher Education
- Orientation and Refresher courses Current Problems:
- Teacher Education and Practicing Schools

Learning Outcomes:

After completions of the course students will be able to understand the concept aims and scope of teacher education in India with historical perspectives. Will have knowledge about structure and framework of teacher education. Will understand the concept effectiveness prevailing trends in teacher education and agencies to develop and implement the concerned policies in India, will have knowledge about the important research findings in teacher education

REFERENCES:

- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven:Yale University Press.
- Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education: UnderstandingTeaching and Learning about Teaching. Rutledge: New York.
- Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing,New Delhi.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- MHRD (1986) National Policy on Education and Programme of Action, Govt. of India,New Delhi.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti CommitteeReport), Department of Education, Govt. of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, NewDelhi.
- NCTE (2009) National Curriculum Framework For Teacher Education, New Delhi
- Pany. S. (2013)- Teacher Education in India , New Delhi, Shipra