

Academic Year: 2023-2024

**Master of Art
Education**



**School of Arts, Humanities
& Social Science**

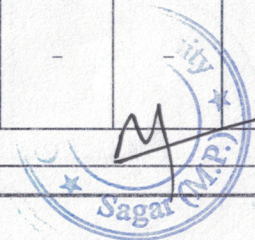




GYANVEER UNIVERSITY, SAGAR (M.P.)

Scheme of Examination M.A. (Education) II Semester
School of Art, Humanities & Social Science (Academic Session 2023-24)
Subject wise distribution of marks and corresponding credits

S. No.	Paper Type	Subject	Subject Code	Paper Name	Maximum Marks Allotted									Total Marks	Contact Periods Per week			Total Credits
					End Term Exam	Theory Slot			Practical Slot			External Assessment			L	T	P	
						Internal Assessment Class test (Descriptive & Objective)/Assignment/Seminar			Internal Assessment			External Assessment						
						FINAL EXAM	Internal Assessment I	Internal Assessment II	Internal Assessment III	Class Interaction	Attendance	Practical/Presentation/Lab Record	Viva Voce					
1	Core Course	MA Education	MAEDU221T	Sociology of Education	60	20	20	20	-	-	-	-	-	100	6	0	0	6
2	Core Course		MAEDU222T	Advanced Educational Psychology	60	20	20	20	-	-	-	-	-	100	6	0	0	6
3	Core Course		MAEDU223T	Educational Statistics	60	20	20	20	-	-	-	-	-	100	6	0	0	6
4	Core Course		MAEDU224T	Comparative Education	60	20	20	20	-	-	-	-	-	100	6	0	0	6
5	Elective		MAEDU225T	Guidance and Counselling	60	20	20	20	-	-	-	-	-	100	4	0	0	4



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

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

M. A. Education

Semester-II

MAEDU221T - SOCIOLOGY OF EDUCATION

Objectives:

- To define meaning and concept of Educational Sociology.
- To Justify Social and economic relevance of Education.
- To understand the major concepts, and theories, in sociology and Education.
- To understand certain current educational issues in social context.
- To understand the process of globalization.

Course Content:

UNIT-I :

(Lecture- 12)

EDUCATION AND SOCIOLOGY

- Concept of sociology and educational sociology;
- Relationship between sociology and education;
- Educational sociology: nature, scope, function, and its importance;
- Social Organization: Concept and factors of influence;
- Dynamic characteristics of social organization and its Educational Implications.

(Lecture- 12)

UNIT-II : EDUCATION & SOCIAL CHANGE

- Meaning, nature & Process of social change;
- Relationship between Education and social change;
- Factors promoting social change (Agencies of social change): Family, religion, school and mass-media.
- Constraints on social change: Caste, Class, Language, Religion, population and regionalism.

(Lecture- 12)

UNIT-III : THE PROCESS OF SOCIALIZATION

- Concept and nature of socialization;
- Role of education in the process of socialization;
- Agents of socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy;
- Education as a social system, as a social process and a process of social progress

(Lecture- 12)

UNIT-IV : EDUCATION AND SOCIAL SYSTEM

- Characteristics of School as a sub-social System.
- Education and Democracy; Concept of secularism and its Educational implications.
- Globalization, Industrialization, Sanskritization, Modernization and privatization:



Concept, Overview of its impact on education and society.

- Education as a potential equalizing social force: Equality of educational opportunities.

(Lecture- 12)

UNIT-V : SOCIAL MOBILITY & STRATIFICATION

- Meaning, nature, types and factors in social stratification;
- Meaning, factors and types in social mobility;
- Role of education in social mobility;
- Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.

Learning Outcomes:

After completion of the course, the students

- will have knowledge of Educational Sociology
- Will have understanding about Social and economic relevance of Education
- Will have knowledge about major concept and theories of Sociology and education, globalization.

REFERENCES:

1. Chandra, S.S. & Sharma, R.K. Sociology of Education.
2. Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
3. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
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8. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
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10. Dewey, John (1966) Democracy and Education, New York: Mc Millan.
11. Macionis J.J. (2018) Sociology (16th ed.) Pearson
12. Ainsworth J (2013) Sociology of Education An A to Z Guide Sage Publication.



M. A. Education
Semester-II
MAEDU222T -ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES:

- To develop and understanding of role and application of psychology in education.
- Understanding learner's diversity and managing classroom behavior.
- To develop critical appraisal and understanding about personality in terms of its Nature, Development and Assessment.
- To develop an appropriate understanding and understanding about Intelligence in terms of its concept, measurement, evolution and theories.
- Get acquainted with concept and nature of children with special needs.

Course Content:

(Lecture- 12)

UNIT-I : ADVANCED EDUCATIONAL PSYCHOLOGY

- Concept of Advanced Educational Psychology, meaning and definitions
- Concept of various schools of psychologies: psychodynamic, humanistic, behavioristic, cognitive, neurobiological
- Contribution of Advanced Educational Psychology to the teaching process

(Lecture- 12)

UNIT-II : UNDERSTANDING LEARNER'S DIVERSITY

- Meaning, nature and definition of personality
- Determinants of Personality
- Theories of personality: Western and Indian perspective
- Assessment of Personality (Projective & Objective technique)
- Intelligence – cognitive (J.P. Guilford, Emotional (D. Goleman) and Multiple (H. Gardner)
- Aptitude, Interest, Creativity

(Lecture- 12)

UNIT-III : CHILDREN WITH SPECIAL NEEDS

- Catering to Individual Differences i) Cognitively Exceptional Children ii) Physically Exceptional Children iii) Socio – Culturally Exceptional Children
- Concept and Types of Learning Disabilities i) Dyslexia ii) Dysgraphia iii) Dyscalculia
- Emotional and Behavioral Disorders i) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) ii) Disruptive Behavior Disorder



(Lecture- 12)

UNIT-IV : IMPLICATIONS FOR LEARNING AND THINKING STYLES

INCLASS ROOM TEACHING

- Learning styles: Concepts and Application of Kolb's Model.
- Thinking Styles: concept, Application and Contribution of R.Sternberg.
- Creative Thinking: Concept, Application and Contribution of E.De'Bono.
- Teaching Thinking : Feuerstein's Approach.

(Lecture- 12)

UNIT-V : PROBLEMS AND APPROACHES TO MANAGING CLASSROOM BEHAVIOR

- Identifying Behaviour Problem:
 - i) Distraction
 - ii) Aggression
 - iii) Interpersonal Problems
- Analyzing Behaviour Problems:
 - i) Defining Behavior
 - ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behaviour Problems.
- Changing Behavior: Behaviouristic vs. Humanistic Approach
- Group Dynamics : Leadership, Team Building and Techniques of Managing the Group

Learning Outcomes:

- After completion of the course students will have knowledge and understand about role and application of Psychology in education, Learner's diversity and classroom management Concept Intelligence and its theories knowledge about the concept and nature of children with special needs.

REFERENCES:

1. Hallahan, P.D., & Kauffman, M. J. (1991). *Exceptional Children; Introduction to Special*
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3. Mangal, K.S. (2007). *Educating Exceptional Children; An Introduction to Special*
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5. Friedman, S.H., & Schustack, W.M. (2003). *Personality; Classic Theories & Modern Research* (2nd ed.). Pearson Education.
6. Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd.
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8. Schunk D. (2020) – *Learning theories ; An Educational Perspectives* (8th ed.) Pearson.
9. Feldman R.S.(2017) – *Development cross the life span* (8th ed.)



M. A. Education

Semester-II

MAEDU223T - EDUCATIONAL STATISTICS

Objectives:

- Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation.
- Examine relationship between and among different types of variables of a research study.
- Explain or predict values of a dependent variable based on the values of one or more independent variables.
- Estimate the characteristics of populations based on their sample data.
- Test specific hypotheses about populations based on their sample data.
- Use appropriate procedures to analyze qualitative data.
- Demonstrate competence in the use of statistical packages for analysis of data.

Course Content:

UNIT-I :

(Lecture- 12)

DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA

- Data types: Nominal, Ordinal, Interval and Ratio;
- Data Levels: individual and group; Graphical representation of data
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
- Normal Distribution: Theoretical and empirical distributions,
- Deviation from normality and underlying causes,
- Characteristics of Normal Probability curve and its applications;
- Relative Positions Percentile Rank z-scores.

UNIT-II :

(Lecture- 12)

DATA RELATIONS

- Examining Relationships: Scatter plots and their interpretation;
- Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations;
- Linear Regression Analysis-concept of regression, regression equation,
- Regression line and their uses, accuracy of prediction

(Lecture- 12)

UNIT-III : INFERENCE ANALYSIS OF QUANTITATIVE DATA-1

- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses,
- Testing of Null Hypotheses, types of Error,
- Levels of Significance, testing the Significance of difference between the



following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances.

(Lecture-12)

UNIT-IV : INFERENTIAL ANALYSIS OF QUALITATIVE DATA-2

- Analysis of variance and Co-variance (ANOVA and ANCOVA)- concept, assumptions and uses.
- Analysis of Frequencies using Chi-square, Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses.
- Non-Parametric statistics: assumptions and uses of sign test, rank test and median test.

(Lecture- 12)

UNIT-V : COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT

- Analysis of visual data, segmenting coding and developing category systems;
- Enumeration, identifying relationships among categories, constructing diagrams, corroborating validating results
- Use of Computer for Data Analysis and its importance
- Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6 etc.

Learning Outcomes

- After completion of the course students will have understanding how to set data in tabular and graphical forms and computing relevant measures of average and measures of various, examine relationship between and among different types of various of a research study, Use of appropriate procedure of analyzing qualitative data.

REFERENCES:

1. Conover, W. J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
2. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
3. Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
4. Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
5. Glan, G. V., & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
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7. Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
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10. Koul L. (2008) – Methodology of Educational Research, New Delhi, Vikas Publishing House Pvt. Lt



M. A. Education

Semester-II

MAEDU224T- COMPARATIVE EDUCATION

OBJECTIVES:

- To understand the concept, significance and scope of Comparative Education.
- To acquaint with the various approaches to study of comparative education; and also factors affecting development of education.
- To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries.
- To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration.
- To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education.
- To understand the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of education system.

Course Content:

(Lecture- 12)

UNIT-I : CONCEPTUAL FRAMEWORK OF COMPARATIVE EDUCATION

- Concept, Significance and Scope of Comparative Education
- Factors Affecting Development of Educational System
- Approaches to the study of Comparative Education: Historical, Philosophical and Sociological views.

(Lecture- 12)

UNIT-II : A COMPARATIVE REFLECTIONS ON TEACHER EDUCATION (FINLAND AND INDIA)

- Concept, Importance and Scope
- Practice teaching
- Evaluation system

(Lecture- 12)

UNIT-III : STRUCTURE OF EDUCATIONAL SYSTEM: A COMPARATIVE STUDY

- A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education:
 - United States of America
 - United Kingdom
 - India

(Lecture- 12)

UNIT-IV : COMPARATIVE REFLECTIONS ON RECENT TRENDS AND BEST PRACTICES IN EDUCATION

- Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.
- Vocational Education: USA & India.
- Educational Administration in USA, UK & India.



(Lecture-12)

UNIT-V : CURRENT ISSUES AND SIGNIFICANCE OF RESEARCH IN EDUCATION

- Issues: Poverty, population explosion, environmental degradation, human trafficking, terrorism, unemployment, illiteracy, in-equalization of educational opportunities.
- Role of various International agencies: UNO, SAARC, UNICEF, UNESCO.
- Role of various National scheme in Education: SSA,RMSA, RUSSA, MDG, RTE.

Learning Outcomes

- After completion of the course students will be able to define and distinguish between different methods of comparative education explain emerging issues in light of education discuss on current trends in education across the world.

REFERENCES:

1. Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford & EastPublishing Co.
2. Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives inEducation. In Education, Vol. 3, 153-60.
3. Carlton, R., Colley and Machinnon. (1977). Educational change and Society. Toronto: GageEducational Publishing.
4. Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California:Standford University Press.
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7. Sodhi, T.S. (2018) – Textbook of Comparative Education (6th Edition) New Delhi



M. A. Education
Semester-II
MAEDU225T - Guidance and Counselling

OBJECTIVES:

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual.
- To develop understanding of meaning characteristics and types of counseling.
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To develop understanding about Counseling- research, issues and trends.

Course Content:

(Lecture- 12)

UNIT-I: MEANING AND CONCEPT OF GUIDANCE

- Meaning, nature and scope of Guidance
- Needs and importance of Guidance service
- Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological
- Influence of family and Community on guidance.
- Functions and purposes of Guidance.

(Lecture- 12)

UNIT-II : TYPES OF GUIDANCE

- Types of Guidance.
- Major guidance areas- Educational, Vocational, Personal, Career, Social, Health, Marital, Moral etc.
- Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.
- Group Guidance-meaning, importance and Techniques.

(Lecture- 12)

UNIT-III : COUNSELLING: MEANING , TYPE AND OTHER ASPECTS

- Meaning, Characteristics and importance of counseling.
- Difference between Guidance and Counseling.
- Types of counseling.
- Basic assumptions, process and steps of Counseling.
- Role of counselor in counseling.
- Different school of thoughts in counseling.

(Lecture- 12)

UNIT-IV: THEORIES OF COUNSELLING

- Client Centered Therapy (Carl Rogers).
- Rational Emotive Therapy (Albert Ellis).
- Behavior Therapy (B.F. Skinner).
- Gestalt Therapy (Fredric Pearls).
- Psychoanalytic Therapy (Sigmund Freud).



UNIT-V: TOOLS FOR COLLECTING INFORMATION, CAREER RESOURCE CENTRE

- Techniques of Counseling – formal- informal discussions Committee reports, lectures, dramatics question banks, Case Conference Methods.
- Questionnaire, Anecdotal Record, Autobiography,
- Rating scale, Observation, cumulative record card and interview.
- Career Resource center: Central and State Planning.
- Problems of Guidance services in India.

Learning Outcomes:

- After completion of the course students will have knowledge and understand about guidance, types of guidance, counseling, types of counseling research issues and trends in counseling.

References:

1. Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
2. Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling, A practical approach, Vol. I. New Delhi: Vikas.
3. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, A theoretical perspective, Vol.II. New Delhi: Vikas.
4. Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation
5. Gardner, H. (1999). Multiple intelligence: Understanding the mind. National Professional Resources: NY.
6. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance, (7th Edition) New Delhi, Pearson Education, Inc.
7. Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT.
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9. Petterson, G.H. (1962). Counselling and guidance in schools. London: Mcgraw Hill Book Company.
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11. Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc.Graw Hill Publishing Company Limited.
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