

RAJA N. L. KHAN COLLEGE
West Medinipur, West Bengal

M.A. in Education Two Years (Four Semesters) Syllabus

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The curriculum is designed to achieve the following programme specific outcomes of the M. A. in Education Programme

- i) To impart knowledge and understanding about the philosophical, psychological, sociological, historical, economic and political foundations of education.
- ii) To impart knowledge and understanding of the process of research and skill in conducting research in specialized areas.
- iii) To impart knowledge and understanding of curriculum and management studies.
- iv) To impart knowledge and understanding and to build up the skill of effective uses of educational technology and information and communication technology.
- v) To impart knowledge and understanding the teacher education system
- vi) To impart knowledge and understanding of inclusion education system
- vii) To impart knowledge and understanding of specialized courses regarding guidance and counselling, environmental education, measurement and evaluation technique, distance education system, and comparative education.
- viii) To impart knowledge and understanding of generic elective/minor elective courses in early childhood education and mental health issues in education.

SCOPE OF EMPLOYABILITY:

The students can get the responsible positions in:

- a) Secondary/ Higher Secondary School as a Teacher and Headmaster/Headmistress. b) General Degree College as Assistant Professor, Principal etc.
- c) Training College as Method Master, Assistant Professor, Principal
- d) Department of Education in University as an Assistant Professor, Associate Professor, and Professor.
- e) DIET, Education Offices, DI, DEO etc.

M.A in EDUCATION

SEMESTER-I

Philosophical Foundation of Education (EDN-101)

Paper -01: EDUCATIONAL PHILOSOPHY

Full Marks-50

Objectives: To enable the students to:

- Develop an understanding about the contribution of Philosophy of Education as a discipline.
- Develop capacity to build an Indian philosophy of Education to set goals of Education in India
- Acquaint themselves with the educational contributions of some great thinkers (Indian) on Education and develop competency to apply their contributions especially to contemporary Indian Education Scenario,
- Understand some concepts related to Social Philosophy of Education & build competency to interpret and evaluate those concepts fully.

CONTENTS:

Unit-1: Education & Philosophy

- a) Meaning, nature and scope of Educational Philosophy
- b) Relationship between Education and Philosophy.
- c) Nature of Indian Philosophy, Developing a philosophy of Indian Education

Unit-II: Contribution of Indian Schools of Philosophy:

1. Sankhya
2. Yoga
- 3) Vedanta
- 4) Buddhism
- 5) Jainism
- 6) Dayananda Darshan and
- 7) Islamic Tradition

(With special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship, and discipline.)

Unit-III: Contribution of Western Schools of Philosophy:

- 1) Idealism
- 2) Realism
- 3) Naturalism
- 4) Pragmatism
- 5) Marxism
- 6) Existentialism and

(With special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship, and discipline.)

Unit-IV: Contribution of Great Indian Thinkers on Education and Society:

1. Swami Vivekananda
2. Rabindranath Tagore
3. Mahatma Gandhi
4. Aurobindo
5. J. Krishnamurthy

(With special reference to contribution of their thoughts on Modern Education and development of educational thoughts for ‘social change and social reconstruction’)

Unit-V: Contribution of Great Western Thinkers on Education and Society:

1. Rousseau
2. Pestalozzi
3. Montessori
4. Froebel
5. John Dewey, and
6. Russell

(With special reference to contribution of their thoughts on Modern Education)

REFERENCES:

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- Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill.
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- Kneller, G.F. (1978) Foundations of Education, John Willey and Sons.
- Andy, R.S. (1982) An Introduction to Major Philosophies of Education, Agra: Vinod Pustak Mandir
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

M.A in EDUCATION

SEMESTER-I

Paper- 2: Historical Foundation of Education (EDN-102)

COURSE OUTCOMES:

Full Marks-50

After completion of the course the students will be able to:

- ❖ understand the different Committees and Commissions report on Elementary Education in Independent India.
- ❖ understand the Different Committees and Commissions report on Secondary Education in Independent India.
- ❖ understand the Different Committees and Commissions report on Higher Education in Independent India.

- ❖ understand different Committees and Commissions report on teacher Education in Independent India.
- ❖ understand different Committees and Commissions report on technical Vocational & Women Education in Independent India.

COURSE CONTENTS:

Unit I: Different Committees and Commissions report on Elementary Education in Independent India.

- (a) Sarva Shiksha Abhiyan (2000)
- (b) Sarba Siksha Mission
- (c) ECCE & DPEP (1994)

Unit II: Different Committees and Commissions report on Secondary Education in Independent India.

- (a) Secondary Education Commission (1952-53)
- (b) Kothari Commission (1964-66)
- (c) National Policy on Education (1986,1992, 2020)
- (d) Rama Murti Committee (1990)
- (e) RMSA

Unit-III: Different Committees and Commissions report on Higher Education in Independent India.

- (a) Radhakrishnan Commission (1948-49)
- (b) National Knowledge Commission (2007)
- (c) Yash Pal Committee's Report (2009)

Unit-IV: Different Committees and Commissions report on teacher Education in Independent India.

- (a) National Commission on Teachers (1999)
- (b) National Curriculum Framework for Teacher Education (2009)

Unit-V: Different Committees and Commissions report on technical Vocational & Women Education in Independent India.

- (a) National Council for Women Education (1959)
- (b) Sreemati Hansha Mehata Committee (1961)

- (c) Sreebhagtabotsalam Committee.
- (d) Justice Verma Committee Report (2012)
- (e) Prof. P. V. Indirewsan Review Committee (2000)
- (f) U. R. Rao Committee (2002-2003)
- (g) P. Rama Rao Committee (2002-2004)
- (h) Dr. Anil Kakodhar Committee (2010-2011)

Selected References:

- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- Nurulla & Naik- A Students History in India
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S.N. Mukerjee- Modern Indian Education
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India

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SEMESTER-I

Paper 3: Psychological Foundations of Education (EDN-103)

COURSE OUTCOMES:

Full Marks-50

After completion of the course the students will be able to:

- ❖ understand the concept and process of educational psychology as an applied science.
- ❖ understand the psychological and development basis of education
- ❖ understand the concept and different principles of growth and development
- ❖ understand the different aspects of development of learner's personality.
- ❖ understand different theories of development and their educational implications
- ❖ understand different dimensions of individual differences
- ❖ understand the changing concept of intelligence, creativity and its application.
- ❖ understand different theories of personality

- ❖ understand different techniques of assessment of personality
- ❖ understand the concept of mental health and its importance in their

life

COURSE CONTENTS:

Unit-I: Growth and Development

1. Growth and Development: Concept and Principles,
2. Types and Stages of development:
 - A. Cognitive Development
 - B. Moral Development
 - C. Psycho-social Development

Unit- II: Intelligence, Creativity and Individual Deference

1. Theories of Intelligence: Sternberg and Gardner
2. Emotional Intelligence: Concept and Importance
3. Assessment of Intelligence,
4. Individual Differences: Types and Causes
5. Concept of Creativity

Unit-III: Principles and Theories of Learning

1. Principles and Theories of learning: Thorndike, Pavlov, Skinner, Gagne, Tollman, Lewin, Hull, Bandura, Vygotsky, Ausubel and Brunner
2. Factors affecting social learning and social competence,
3. Concept of social cognition, understanding social relationship and socialization goals

Unit-IV: Personality and Theories of Personality

1. Personality-Concept and nature,
2. Theories of Personality and their Educational Implications:
 - A. Type Theories

- B. Trait Theories
- C. Type-cum-trait Theories
- D. Psychoanalytical Theories

Unit-V: Approaches to Guidance & Counselling.

1. Guidance and Counselling: Nature, Principles and Need,
2. Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic),
3. Approaches to counselling – Cognitive-Behavioral (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers)
4. Understanding self: Self Concept, Self-efficacy & Self-esteem
5. Theories of Counselling (Behavioristic, Rational, Emotive and Reality)

Selected References:

- B.K. Passi. (1982). Creativity in Education, NPC Agra.
- Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.
- Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Mifflin
- C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
- Chauhan, S.S (2006). Advanced Educational Psychology New Delhi: Vikas Publishing House.
- Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications. Company, Boston, 1986.
- C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi,
- Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.).
- Dandapani, S. (2002). Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt. Ltd, New Delhi
- Daniel Goleman: Emotional Intelligence, Bantam books 1995.

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SEMESTER-I

Paper 4: Methodology of Educational Research (EDN-104)

COURSE OUTCOMES:

Full Marks-50

On completion of this course, the students will be able to:

- ❖ Describe the nature, purpose, scope, areas, and types of research in education.
- ❖ Explain the characteristics of quantitative and qualitative.
- ❖ Select and explain the problem appropriate for a research study
- ❖ Conduct a literature search and develop a research proposal
- ❖ Explain a sampling design appropriate for a research study
- ❖ Explain tool, design and procedure for collection of data
- ❖ Analyze the data descriptively
- ❖ Describe different types of variables and examine the variable

relationship

CONTENTS:

Unit I- Research in Education: Conceptual Issues

1. Aims of research as a scientific activity: Problem solving, theory building, and prediction
2. Scientific Method: Meaning, characteristics, Types, and Steps
3. Educational Research: Meaning and Scope
4. Types and Characteristics of Educational Research: Basic, Applied and Action Research
5. Approaches to Educational research: Quantitative and Qualitative.
6. Steps of Educational Research:
 - A. Identifying a research problem
 - B. Reviewing the literature
 - C. Specifying a purpose and Research Question or Hypothesis
 - D. Collecting Data
 - E. Analyzing and interpreting data
 - F. Reporting and Evaluating research.

Unit II- Methods of Data Collection

1. Criteria of a good research tool
2. Types of tools: Rating scale, attitude scale, questionnaire, aptitude test, and achievement test
3. Techniques of research: Interview, Observation, Projective, and Sociometric

Unit III- Sampling in Research

1. Concept of population, sample, and sampling
2. Probability sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
3. Non- Probability Sampling Techniques: Incidental Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling,

Unit IV- Data Analysis and Interpretation

1. Levels of Measurement: Nominal, Ordinal, Interval and Ratio scale,
2. Graphical representation of data
3. Measures of central tendencies and dispersion:
4. Normal probability curve
5. Relative positions: percentile rank, z-scores.

Unit V- Examining Relationships

1. Scatter plots and their interpretation, product moment, rank difference,
2. Biserial, Point-biserial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only)
3. Partial and Multiple correlations (Concept and uses only)

REFERENCES:

Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.

Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.

Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.

Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.

Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

Flick, Uwe (1996): *An Introduction to Qualitative Research*. London sage publication

Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.

Keeves, John. P (ed) (1990) *Educational Research Methodology and Measurement: An International Handbook*. New York: Pergamo Press

M.A in EDUCATION

SEMESTER-I

Paper 5: Sociological Foundation of Education (EDN-105)

EDUCATIONAL SOCIOLOGY

Full Marks-50

Objectives: To enable the Students to:

- Develop knowledge about Education & Society.
- Transact different determinants of Sociology in Education.
- Apply Sociological Concepts on different segment to our Society.
- Correlate Education & Sociology.
- Acquaint with Sociological Aspects and its importance in our educational system.

Unit-I: a) Educational Sociology: Meaning & Concept, b) Relationship between Sociology and Education, c) Education as a process of Socialization, d) Education as a process of social sub-system

Unit-II: a) Social Stratification: Meaning & Concept b) role of education in social stratification and social mobility, c) Equality of educational opportunity.

Unit-III: a) Social Change: Meaning & Concept, b) Factors affecting social change. c) Social group, Folkway and Mores,

Unit-IV: a) Education in relation to: Democracy, Religion, National Integration & International Understanding

References:

- Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
- Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993.
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- Durkheim -Sociology of Education