



**DIRECTORATE OF DISTANCE EDUCATION**

**KURUKSHETRA UNIVERSITY**

**KURUKSHETRA - 136 119**

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**SYLLABUS AND SCHEME OF EXAMINATION for**

**M. A. (EDUCATION) PREVIOUS**

**Session 2016-17**

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**(A) FIRST YEAR**

|             |  | <b>Ext.<br/>Marks</b> | <b>Internal<br/>Marks</b> | <b>Total<br/>Marks</b> | <b>Time</b> |
|-------------|--|-----------------------|---------------------------|------------------------|-------------|
| Course -I   | Philosophical Foundations of Education | 80                    | 20                        | 100                    | 3 Hrs.      |
| Course -II  | Sociological Foundations of Education  | 80                    | 20                        | 100                    | 3 Hrs.      |
| Course -III | Psychological Foundations of Education | 80                    | 20                        | 100                    | 3 Hrs.      |
| Course -IV  | Research Methods in Education          | 80                    | 20                        | 100                    | 3 Hrs.      |
| Course -V   | Methods of Data Analysis in Education  | 80                    | 20                        | 100                    | 3 Hrs.      |

## **NOTE FOR PAPER SETTERS AND STUDENTS (PAPER I TO V)**

The Candidates will have to attempt five questions in all. Question No. 1 will be compulsory comprising of four short questions carrying 4 marks each. Two long answer questions will be set from each of the four units out of which the students will have to attempt only one question from each unit. Each question carries 16 marks.

### **COURSE - I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**Ext. Marks : 80**

**Int. Marks : 20**

**Max. Marks : 100**

#### **COURSE OBJECTIVES**

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 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**

1. Relationship between Education & Philosophy
2. Indian Schools of Philosophy :
  - Samkhya, Vedanta, Nyaya
  - Buddhism, and Jainism
  - With special reference to their educational implications
3. Western Philosophies : Major Schools
  - Naturalism
  - Idealism



- Pragmatism
- Realism
- Logical Positivism
- Existentialism
- Marxism
- Their educational implications with special reference to Epistemology, Axiology and the process of Education.

### **UNIT-III**

#### **4 Educational Thoughts of following Indian Philosophers :**

- Vivekananda
- Tagore
- Gandhi
- Aurobind, and
- J. Krishnamurty

### **UNIT-IV**

5. Education, National Values and the Constitution of India.
6. Nature of knowledge and the knowledge getting process.
7. Social Philosophy of Education Freedom, Equality, Democracy and Responsibility.

### **SELECTED READINGS**

1. Baskin, Wade Classics in Education. Vision Press, London, 1966.
2. Brubacher, John S.. Modern Philosophies of Education. Tata McGraw Hill, New Delhi. 1969.
3. Broudy, H.S. Building a Philosophy of Education. Krieger, New York, 1977.

4. Butler, J.D. Idealism in Education. Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education. MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective. Thomson Press, New Delhi. 1972.
7. Kneller. George F. Foundations of Education. John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Harper & Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosophies of Education. Vinod Pustak Mandir, Agra. 1982.
10. Narvane, V.S. Modern Indian Thought. Oritent Longrnans Ltd., New York, 1978.
11. Mukerjee, R.K. Ancient Indian Education. Motilal Banarsidas, Varanasi, 1969.
12. Chatterjee, S.O and Datta. D.M. "An Introduction to Indian Philosophy" University of Calcutta- Calcutta, 1984.



## **COURSE - II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**Ext. Marks : 80**

**Int. Marks : 20**

**Max. Marks : 100**

### **COURSE OBJECTIVES**

1. Meaning and nature of educational sociology, sociology of education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernisation, westernisation and socialisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to "Swadeshi"

### **COURSE CONTENTS**

#### **UNIT-I**

1. Concept of educational sociology and sociology of education.
  - Social organisation and its concepts.
  - Factors influencing social organization - folk ways, mores; institutions; values.
  - Dynamic characteristics of social organization and its educational implications.
2. Social interactions and their educational implications;
  - Social group inter-group relationship group dynamics.
  - Social stratification -concepts of social stratification and its educational implications.
3. Culture: Meaning and nature of culture
  - Role of education in cultural context
  - Cultural determinants of education
  - Education and cultural change

## **Unit-II**

4. Social change: Its meaning and concept with special reference to India.
5. Concept of urbanisation, modernisation, westernization and sanskritisation with special reference to Indian society and its educational implications.
6. Social principles in educational-social and economic relevance to education.
  - Socio-economic factors and their impact on education.
7. 'Education' in relation to democracy, freedom, nationalism; national integration international understanding.
8. Education and Society:
  - as a process in social system.
  - as a process of socialisation, and
  - as a process of social progress.

## **UNIT-IV**

9. Educational opportunity and inequality :
  - Inequality of educational opportunities and their impact on social growth and development.
10. Social theories
  - Functionalist Emile Dur Kheim, Talcott Parsons, and R.K. Merton.
  - Marxism.
  - Integral Humanism (based on 'Swadeshi') with special reference to social change.

## **SELECTED READINGS**

1. Pandey, K.P. Perspectives in Social Foundations of Education. Arnitash Pralcashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education, Allyen and Bacon, Baston, 1995
3. Gore, M.S. Education and Modernization in India Rawat Publishers, Jaipur, 1984
4. ICarnat, A. R. Education and Social Change in India Samaiya Publishing Co., Bombay, 1985



5. Maunheim, K. et al. An Introduction to Sociology of Education, Routledge and Kegan Paul, London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society. Department of Education, New Delhi. 1990.
7. Inkles, Alex. What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge In Human Values. Harper and Row, New York, 1959.
9. Mossish, loot Sociology of Education An Introduction. George Allen and Unwin, London, 1972.

### **COURSE - III : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**Ext. Marks : 80**

**Int. Marks : 20**

**Max. Marks : 100**

#### **COURSE OBJECTIVES**

1. To enable the students to understand concepts and principles of educational psychology as an applied science.
2. To outline the scope of educational psychology.
3. To describe the process of growth and development
4. To understand different theories of learning.
5. To explain the process of adjustment.
6. To understand the methods of personality assessment
7. To understand the concept of personality.

#### **COURSE CONTENTS**

##### **UNIT-I**

1. a) Meaning of Education and Psychology :
  - Relationship of Education and Psychology.
  - Scope of Educational Psychology.

b) Methods of Educational Psychology:

- Experimental
- Clinical
- Differential

2. Differential

- Growth and Development:
- Physical development during childhood and adolescence;
- Social development during childhood and adolescence;
- Emotional development during and adolescence
- Mental development during childhood and adolescence;

**UNIT-II**

3. Individual Differences :

- Concept and areas;
- Determinates: Role of heredity and environment in developing individual differences;
- Implications of individual difference for organising educational programmes.

4. Gifted and Mentally Retarded Children :

- Meaning and characteristics.
- Needs and Problems.

5. Creativity :

- Concept
- Characteristics
- Development of creativity
- Importance of creativity
- Importance of creativity in Education.

**UNIT-III**

6. Intelligence:

- Definition and nature of Intelligence,
- Two factor theory (Spearman)



- Multi factor theory
  - Group factor theory
  - Guilford model of intellect
  - Hierarchical theory
  - Measurement of intelligence (two verbal and two non-verbal tests)
7. Personality:
- Meaning and determinates.
  - Type and Trait theories.
  - Assessment of personality by subjective and projective methods.
8. Learning:
- Meaning
  - Theories and their educational implications. Pavlov's classical conditioning. Skinner's operant conditioning. Learning by insight.
9. Hull's reinforcement theory
- Lawin's field theory
  - Gagne's hierachy of learning theory.
  - Factors influencing learning.
10. Motivation
- Concept of motivation
  - Theories of motivation;
  - Physiological Theory
  - Murray's Need Theory
  - Psycho-analytical Theory
  - Maslow's theory of hierarchy of needs
  - Factors affecting motivation.

#### **SELECTED READINGS**

1. Abramson, Paul, R. Personality. New York: Holt, Rinehart and Winston, 1980.
2. Allport, G W. Personality New York: Holt, 1954. '

3. Allport, G.W. Pattern and Growth in Personality. New York : Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.) Methods in Psychology. New York: John Wiley and Sons,
5. Bailer, Warren, R. Charles, Don, C. The Psychology of Human Growth and Development New York: Holt, Rinehart and Winston, Inc., 1962.
5. Baum, A., Newman, S., West R., 8c Mc Manus, C. Cambridge Handbook of Psychology, Health & Medicine. Cambridge: Cambridge University Press, 1997.
6. Chauhan, S.S., Advanced Educational Psychology. Micas, New Delhi.
7. Coleman, J.C. Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala Sons 8s Co., 1976.
8. Dicaprio, N.S. Personality Theories. New York: Harper, 1974.
9. Douglas, O:B. Holl, and B.P. Foundations of Educational Psychology. New York. The Mac Milian Co., 1948.
10. Dutt, N.K. Psychological Foundations of Education, Doaba, New Delhi.
11. Gagne, R.M. The Conditions of Learning. New York, Chicago: Holt, Rinehart and Winston, 1977.
12. Gates, A.T. et al. Educational Psychology. New York: Mac Milan, 1963.
13. Hilgard, E.R. Theories of Learning.. New York; Appleton Century Crafts.
14. Kundu, C.L. Educational Psychology. Delhi Sterling Publishers, 1984.
15. Kundu, C.L. Personality Development A Critique of Indian studies. Vishal Publishers, 1976;
16. Kundu, C.L. Tutoo, D.N. Educational Psychology. New Delhi: Sterling Publishers Private Limited, 1988.
17. Pandey, K.P., Advanced Psychology of Education for Teachers. Konark. New Delhi.
18. Shanker Udey: Development of Personality. 1965.
19. Talbott, J.A., Hales R.E. & Yodofsky, S.G. Textbook of Psychiatry. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
20. Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures and Applications London:, Allyn Bacon, 1999.



**COURSE OBJECTIVES**

1. Sources from where knowledge could be obtained.
2. Nature, scope and limitations of educational research.
3. Modalities necessary for formulating research problem,
4. Sources for obtaining the data, analysing and drawing conclusions for solving the educational problems.
5. Major approaches that are available for conducting the educational research.
6. Developing the result the research report.

**UNIT-I**

1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning inductive and deductive.
2. Nature and scope of educational research:
  - Meaning, nature and limitations.
  - Need and purpose.
  - Scientific enquiry and theory development.
  - Fundamental, applied and action research.
  - Quantitative and Qualitative research.
3. Some emerging trends in educational research.
4. Formulation of research problem :
  - Criteria and sources for identifying the problems.
  - Delineating and operationalizing Variables.
  - Review of related literature: Importance and various sources including internet
  - Developing hypothesis in various types of research.

## **UNIT II**

### **5. Collection of Data :**

- Types of data : Quantitative and qualitative
- Tools or techniques : Characteristics of a good research tool
- Questionnaire
- Interview
- Observation
- Projective and Sociometric techniques

### **6. Sampling: Concept of population and sample :**

- Steps and Characteristics of a good sample
- Various methods of sampling : Probability and Non-probability
- Sampling errors and how to reduce them

## **UNIT-III**

### **7. Major approaches to Research**

- Descriptive Research
- Ex-post facto Research
- Laboratory Experiments
- Field studies
- Historical Research

### **8. Research Designs**

## **UNIT-IV**

### **9. Qualitative Research: Ethnographic, Developmental and Documentary analysis.**

### **10. Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings.**

### **10. Research Report:**

- Developing a research proposal (synopsis).
- Writing research report.
- Evaluation of research report.



## SELECTED READINGS

1. Aggarwal, Y.P. (1998). The Science of Educational Research.. A Source book Ninnal, Kurukshetra
2. Best, John W. and Kahn James V. (1995). Research in Education. Prentice Hall, New Delhi.
3. Burns, R.B. (1991) Introduction to Research in Education. Prentice Hall, New Delhi.
4. Edward, Allen L. (1968). Experimental Designs in Psychological Research. Holt, Rinehart and Winston, New York.
5. Good, C.V. and Douglas, E. Scates (1954). Methods in Social Research, McGraw Hill, New York.
6. Kerlinger, F.N. (1973). Foundation of Behavioural Research. Holt. Rinehart and Winston, New York.
7. Koul, Lokesh (1988). Methodology of Educational Research. Vikas, New Delhi.
8. McMillan, James H. and Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, Harper and Collins, New York.
9. Mouly, A.J. (1963). The Science of Educational Research. Euroasia, New Delhi.
10. Neuman. W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches. Allyn and Bacon, Boston.
11. Travers, R.M.W. (1978). An Introduction to Educational Research. Macmillan, New York.
12. Van Dalen, D.B. (1962). Understanding Educational Research. Mc Graw Hill. New York.
13. Young, P.V. (1960). Scientific Social Surveys and Research. Prentice Hall. New York.

## **COURSE - V : METHODS OF DATA ANALYSIS IN EDUCATION**

**Ext. Marks : 80**

**Int. Marks : 20**

**Max. Marks : 100**

### **COURSE OBJECTIVES**

To enable the students to develop :

1. Ability in computation of various statistical measures.
2. Practical orientation involving selection of appropriate data analysis techniques.
3. Ability to explain and illustrate the concept and application of some tests of significance,
4. Competency to use non-Parametric statistical techniques.

### **COURSE CONTENTS**

#### **UNIT-I**

1. Nature of Educational Data :
  - Quantitative and qualitative.
  - Scales of measurement.
  - Descriptive and inferential statistics.
  - Organisation and graphical representation of data : frequency distribution frequency polygon. histogram, ogive, smoothed frequency polygon.
2. Measures, of Central Tendency : Concept, characteristics, computation and uses of Mean, Median, Mode.
3. Measures of Dispersion : Concept, characteristics, computation and uses of Range, Quartile Deviation. Average Deviation. Standard Deviation and Variance.
4. Measure of Relative Position: Percentiles and Percentile Ranks.

#### **UNIT-II**

5. Correlations : Meaning, Characteristics, assumptions, computation and uses of :
  - Product moment correlation.
  - Rank difference correlation.



6. Partial and Multiple Correlations : Meaning, assumptions, computation and uses.
7. Regression and Prediction : Concept, assumptions and computation of linear regression equations, standard error Of measurment.

### **UNIT-III**

8. Tests of significance:
  - Null hypothesis.
  - Standard error, confidence limits.
  - Type I and type II errors.
  - One tailed and two tailed tests
9. The t-test :
  - Difference between means.
  - Difference between percentages and proportions. Difference between correlations.
10. The F-test :
  - One way ANOVA Meaning, assumptions, computation and uses

### **UNIT-IV**

11. Non-Parametric Tests : Meaning, assumptions,, computation and uses of:
  - Chi- square tests of equality and independence, setting up cross breaks for contingency table.
  - Sign test.
12. Normal Probability Curve : Meaning, significance,
  - Characteristics and applications
  - Skewness and Kurtosis.

### **SELECTED READINGS**

1. Aggarwal, Y. P. (1998), Statistical Methods, Sterling New Delhi.
2. Edward, Allen L. (1968) Experimental Designs in Psychological Research Holt, Rinehart and Winston, New York.

3. Ferguson, George A. (1976), Statistics Analysis in Psychology and Education, Mc Graw Hill, New York.
4. Garrett, H.E. (1973) Statistics in Psychology and Education Vakils Feffer and Simon, Bombay.
5. Guilford J.P. and Benjamin Fruchter (1973) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul, Lokesh (1988) Methodology of Educational Research, Vikas, New Delhi.
7. Kurtz, A. K. and Mayo, S.T. (1980) Statistical Methods in Education and Psychology, Narola, New Delhi.
8. Neuman, W.L. (1997) Social Research Methods : Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (1986). Non-parametric Statistics, Mc Graw Hill, New York.
10. Van Delen, D.B. (1962) Understanding Educational Research, Mc Graw Hill, New York.

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