OPJS UNIVERSITY, CHURU (RAJ.)

SYLLABUS

for

M.A. (EDUCATION)

* School of Education and Physical Education

OPJS UNIVERSITY, CHURU (RAJASTHAN)
2014-15
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# Details of Syllabus
## Master Of Arts (Education)

### Previous Year

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Paper Code</th>
<th>Paper Name</th>
<th>Number of Paper</th>
<th>M.M. Marks</th>
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</thead>
<tbody>
<tr>
<td>01.</td>
<td>MAED-101</td>
<td>Philosophical and Sociological Foundations of</td>
<td>I</td>
<td>70+30</td>
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<td>Education</td>
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<tr>
<td>02</td>
<td>MAED-102</td>
<td>Psychological Foundations of Education</td>
<td>II</td>
<td>70+30</td>
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<td>03</td>
<td>MAED-103</td>
<td>Teacher Education</td>
<td>III</td>
<td>70+30</td>
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<td>04</td>
<td>MAED-104</td>
<td>Optional Paper (Select any one from the Optional</td>
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<td>Papers)</td>
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<td>I. Environment Education</td>
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<td>II. Yoga Education</td>
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<td>III. Value Education &amp; Human Rights</td>
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### Final Year

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<tr>
<th>S.No.</th>
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<th>M.M. Marks</th>
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<tr>
<td>01.</td>
<td>MAED-201</td>
<td>Comparative Education</td>
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<tr>
<td>02</td>
<td>MAED-202</td>
<td>Methodology of Educational Research &amp; Statistics</td>
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<td>03</td>
<td>MAED-203</td>
<td>Educational Technology</td>
<td>VII</td>
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<td>05</td>
<td>MAED-205</td>
<td>Dissertation</td>
<td>IX</td>
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</tbody>
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Details of Syllabus

Previous Year

Paper I-Philosophical And Sociological Foundations Of Education

I – Philosophy of Education:
2. Importance of Philosophical Education.
3. Relationship between Education and Philosophy
4. Some Critical view of Indian Philosophy i.e. Sankhya, Vedanta and Nyaya

II – Theories of Educational Philosophy:
- Idealism
- Naturalism
- Pragmatism
- Humanism

III- Contribution of Indian Thinkers to Educational Thoughts:
- Vivekananda.
- Tagore.
- Gandhi.
- Aurobindo.
- Radhakrishnan

IV – Social Bases of Education
- Nature of Education and Indian Society
- Indian Culture – Its concepts and importance and its effects
- Social Change – Nature, Meaning and Causes
- Social Mobility and Cultural lage.

V – Present Feature of Emerging Indian Society
- Democracy – Its meaning, importance and Relation with Education
- Globalization – Concept, Relevance in present time.
- Human Right – Meaning, its development in India and impact on Indian Society.
- World Peace – Concept, Indian efforts for development of world peace.
- Values of the present Indian Society.

Reference:
4. Bramagd Theodore : Culture foundation of Education An Interdisciplinary Expiration
   New York, Harpper and Bross 1957
Paper-II-Psychological Foundations Of Education

I. Contribution of the different schools psychology towards education:
   - Educational Psychology Its meaning, Concept, Nature, Scope and its relation with education and Psychology
   - Utility of Educational Psychology for a Teacher and Learner.
   - Growth and development – Its meaning, Principle of development, stages of Human growth and development.
   - Characteristics of Childhood and Adolescent.
   - Problems of Childhood and Adolescent.

II. Learning and Motivation:
   - Gagne’s Hierarchical theory of Learning.
   - Influencing factors of Learning.
   - Transfer of learning and its implication in Education.
   - Motivation – its concept types and use of Motivation for a Teacher.

III. Individual Difference:
   - Concept, Kinds and Causes of Individual Differences.
   - Meaning and nature of Creativity, Measurement of Creativity, Development of creative thinking abilities.
   - Intelligence : Its Concept and Measurement

IV. Psychology of Personality:
   - Personality : Meaning, Nature and Characteristics
   - Theories of Personality : Type approach, Trait approach and PsychoAnalytic Approach.
   - Factor’s influencing Personality.
   - Assessment of Personality – Projective and Nonprojective Technique.

V. Adjustment and Mental Health:
   - Adjustment – Concept, Types and Mechanism of Adjustment.
   - Problems related to Adjustment.
   - Mental Health – Meaning, Definition and Factor influence for a good Mental Health.
   - Gifted and slow learner : Identification and programmes for its Enrichment.

REFERENCES
1. Agrwal, J.C. Essentials of Educational Psychology
Paper-III-Teacher Education

I.
1. Meaning and scope of teacher education.
2. Objectives of teacher education at different levels.
3. Development of teacher education in India.

II. Practice Teaching
- Preparation of Teacher for PrePrimary, Primary and Secondary stages.
- Preparation of teachers for the teaching of a particulars subjects (Language, S.S., Science).
- Inservice training programmes,
- Training of guidance personnel, evaluators, lessons writers and educational administrators.

III. Method of Teacher Education
Students teaching programmes,
Pattern of students teaching (internship, block teaching, teaching practice, offcampus teaching practice)
Techniques of teacher training, core teaching, microteaching, interaction analysis.
Evaluation of student teaching.
Taxonomy of teacher behaviour.

IV. Problems and Innovation of Teacher Education
A. Problems
- Current problems in Teacher education
- Preservice and InService Teacher Education.
- Teacher education and Community
B. Innovation in Teacher Education
- MicroTeaching
- Programme Instructions.

V. Agencis of Teacher education in India
Nature, Functions and systems of administration of following agencies
1. NCERT.
Optional Paper
Paper-IV
I. Environmental Education

I.
2. Types and effects of Air Pollution, Water Pollution and Noise Pollution.

II.
1. Relationship between man and environmental : Ecological and psychological perspectives
2. Programs of environment education for Primary, Secondary and Higher institutions.

III.
1. Education for environmental awareness and attitudes change.
2. Effects of Biodiversity at Global, National and Local levels.

IV.
1. Resettlement and Rehabilitation of people and its problems and concern.
2. Environmental stressors – Natural and man made disasters, education for coping with the environmental stressors.
3. Environmental protection acts and Air Pollution Control Act.

V.
2. Environmental factors and effects : Climate change, Global warming, acid rain and ozone
layer depletion.
3. Comparative study of environmental projects in India.

II. Yoga Education

I. Mataphysical basis of yoga
   - Concept of purush (pure consciousness) and prakriti as basic components of cosmic reality.
   - Concept of Buddhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
   - Further such divisions of Ahamkar – Mun, karmendris, Jyanendris and Tannatra the Suksham Sharir)

II. The Philosophy of yoga and its relationship to individual and social upliftment.
   - The meaning and definitions of Yoga.
   - Yoga as a way to healthy and integrated living.
   - Yoga as a way to sociomoral upliftment of man.
   - Yoga as a way to spiritual enlightenment – Atmanubhuti, Praykshanubhuti.

III. Different types of yoga systems and characteristics of yoga practitioner.
   - Ashtanga yoga of Patanjali
   - Jyana yoga, Bhakti yoga and Karma yoga of the Bhagwadgita
   - Characteristics of a practitioner of yoga.
   - Trigun and “Yogic Ahar”

IV. The instrumentals of Yog (Sadhana pad).
   - The Five Yam (observances).
   - The Five Niyam (abstinences).
   - Asans – The right postures.
   - Pranayam – controlling the breadth.
   - Pratyahar – controlling the senses.
   - Dharana (concentration) and its methods
   - Dhyan (meditation) and its kinds.
   - Samadhi – its various types.

V. Scientific basis of yoga – yoga and mental health.
   - Yoga and Biofeedback
   - Therapeutic values of yoga.
   - Different Asans and their effects to promote a sound physical and mental health.
   - Dhyan, and its therapeutic value.

III. Value Education & Human Rights

I.
1. Meaning, concept, need, importance and definition of value
2. Nature and resources of values – social, cultural and science of living
3. Classification of values, status of values, how can these be inculcate through education

II.
1. How value differ from religion, morality, Ideals and code of conduct
2. Barriers in development of values
3. Educational values for development of nation secularism, democracy and equality

III.
1. Value of excellence and Egocentrism
2. Value of sacrifice and selfishness
3. Value of work and value centred need

IV.
1. Development of Human Right – aim, nature and function
2. Contribution to society in the world – human right provision in U.N.O.
3. Educational and democracy in Indian constitutional provision with special reference to Human rights.
4. Education and Human Right in school, College and Universities. Key of National development.

V.
1. U.N.O.
2. National integration and International understanding in reference to Human rights
3. Role of NGOs and Government organisation to building of human rights in India.
4. Role of Media – related challenges and solution of Human rights.

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Final Year

Paper-V-Comparative Education

I : Comparative Education :
1. Meaning in terms of looking at it as a new discipline.
2. Scope and major concepts of comparative education.
3. Methods
4. Democracy and Nationalism
5. Area Study

II : Factors & Approaches :
1. Comparative education, factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural.
2. Factors related to – Cross disciplinary approach used in comparative education.

III : Modern Trends & UNO :
2. Role of UNO in improving educational opportunities among the member countries,
various official organs of the UNO and their educational activities.

IV: Comparative Study:
1. A comparative study of the educational systems of countries with special reference to:
   Primary Education USA, UK, Russia, India
   Secondary Education USA, UK, Russia, India.
   Higher Education USA, UK, Russia, India.
   Teacher Education USA, UK, Russia, India.

V: Problems of Education
1. Problems prevailing in developing countries with special reference to India, their causes and solution through education.
   2. Poverty
   3. Unemployment
   4. Population explosion
   5. Gender Sensitisation.
   6. Political instability.

Reference

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I: Concept of Educational Research:
   Meaning of Research & its Need in Education.
   Selection and Identification of a problem.
   Variables – Dependent, Independent, Extraneous.
   Objectives – Primary and Secondary.
   Review of a Related literature – its need and importance for a research.

II: Approaches, Tools and Techniques of Research.
   Tools of Research Interview and Interview Schedule.
   Observation and observation schedule. Questionnaire
   Attitude scale
   Psychological tests and Inventories
   Sociometry Areas of Educational Research – Teacher Education and psychology of Education.

III: Types of Educational Research:
   Historical
Descriptive Research – Survey and Normative Survey
Experimental Research.
Action Research
Preparation of Research proposal

**IV: Research Design:**
- Concept of Research Design.
- Population – Sample, Sampling method.
- Hypothesis Types of Hypothesis, characteristics of a good hypothesis.
- Data collection – scoring and analysis of data.
- Research Report.

**V: Statistical Method:**
- Frequency Distribution & Graphical Representation.
- Measurement of Central tendency – Mean, Median, Mode.
- Measures of Variability – S.D., M.D., Q.D.

**Reference:**
5. Verma, An Introduction to Educational & Psychological Research, Bombay, Asia publishing house.

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**Paper-VII-Educational Technology**

**I - Concept of Educational Technology**
- Meaning, Nature, Scope and significance of ET.
- Components of ET : Software approach & Hardware approach.
- Types of Educational Technology – Behavioural Technology, Teaching Technology, Instructional Technology, Instructional Design.

**II- Communication and Instruction**
· Designing Instructional System.
· Formulation of Instructional objectives
· Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

**III - Teaching levels, strategies and methods**
· 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 behaviours

**IV - Programme Instruction**
Linear, Branching, Methatics – Origin and types branching
Development of the Programmed Instruction Materials.
Teaching Machine.
Computer Assisted Instru

**V- Educational Technology in formal & nonformal education**
· Open Learning Systems and Educational Technology.
· Evaluation and Educational Technology.

**Reference**
5. Ausubel, D. : Use of Advance Organizers in the learning and retention of meaningful material, Journal of Educational Psychology, 196061,

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**Paper-VIII-Educational Management**

**I : Educational Administration – an introduction**
1. Educational Administration : Meaning, Nature and Status
2. Scope and Function of Educational Administration
3. Organisations: Nature and characteristics of an organisation

II: Development of modern concept of Educational administration
1. Historical development of Educational Administration
3. Specific Trends in Educational Administration: Such as decision making and organisational compliance.

III: Leadership in Educational Organisation
1. Meaning: Concept and Nature of Leadership
2. Theories of Leadership
3. Criteria of a good leader.

IV: Educational Planning
1. Meaning and Nature of Educational Planning
2. Need for Educational planning in India.
3. Characteristics of Educational Planning.
4. Principles of Modern Educational Planning.

V: Education as supervision
1. Meaning and nature of supervision.
2. Scope and Function of Supervision.

Reference
9. Lulla B.P.: Research in Education Adminsitration, Faculty of Educational Psychology, M.S. University, Baroda.

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