Sambalpur University

MA PART-I

2015
Education

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COURSES OF STUDIES FOR M.A. PART - I PRIVATE EXAMINATION

EDUCATION

Paper-I  Foundation of Education - 100 marks
Paper-II Research Methodology in Education - 100 marks
Paper-III Modern Trends and Issue in Indian Education. - 100 marks
Paper- IV Advanced Educational Psychology, - 100 marks
Paper- V a) Practical in Teaching of Education Subject - 100 marks
    b) Seminar Paper Reading

UNESCO, LEARNING : The treasure within. UNESCO. Paris

The Mother and Sri Aurobind. On Education.
Sri Aurobindo Ashram, Pondichery
alain Betal - The good Teacher and the Good Pupil.
Sri Aurobindo International Institute of Educational Research, Auroville.
Swami Dayananda - Satyartha Prakash, Arya.
Pratinidhi Sabha, New Delhi.

I. Western Educational Philosophies.
   Idealism, Realism, Naturalism, Pragmatism,
   Existentialism, Marxism
   With special reference to the concepts of knowledge, reality and values
   Their educational implications for aims, contents and methods of education.

II. Indian Educational Philosophies.
   Indian Schools of Philosophy, Samkhya, Vedanta,
   Buddhism, Jainism, Islamic traditions.
   With special reference to the concepts of knowledge, reality and values and their educational implications.
COURSES OF STUDIES FOR M.A. PART-I PRIVATE EXAMINATION

Contribution of Swami Vivekananda, Gurudev Tagore, Mahatma Gandhi and Sri Aurobindo to educational thinking.

III. Values and Education.
National values as enshrined in the Indian constitution, and their educational implications. Education and the home, Education and Politics. Education and the community with special reference to Indian Society, Education and religion, Education and modernisation, Education and culture, Education and Democracy, Socialisation of the child.

IV. Education and Social Change
Relationship of sociology and Education. Meaning and nature of educational Sociology and sociology of education, Meaning and nature of Social change, Education as related to social stratification and social Mobility, education as related to social Education as related to social equity and equality of educational Opportunity. Constraints on Social change in India. (Caste ethnicity : class : language; and religion regionalism

V. Education of Disadvantaged -

References:
2. Bhatnagar, G.D. Education and Social Change Minerava
22. Sidhu, K.S.: Methodology of Research in Education.

I. Nature and Scope of Educational Research
Meaning and nature, needs and purpose. Scientific inquiry and theory Development, Fundamental, Applied and Action Research

II. Formulation of Research Problem
Criteria and sources for identifying the problem Delineating and Operationalizing variables; Developing assumptions and hypothesis in various types of research.

III. Tools and Techniques
Concept of populationig and samples, Various methods of sampling, characteristics of a good sample.
Characteristics of a good research tool.
Types of tools and techniques and their uses
Questionnaire, Interviews, Observations, Test and scales, Projective and Sociometric Techniques.

IV. Major Approaches to Research -
Descriptive Research; Ex-post facto Research Laboratory Experiment; Field Experiment, Field studies, Historical Research.
V. Analysis of Data

Quantitative and qualitative data, Analysis of quantitative data, The null hypothesis, test of significance, types of errors, One tailed and two tailed tests. The t-tests, the F-test (one way and Anova)

Non parametric tests ; Bi-serial, Point biserial, tetrachoric and coefficient of correlation, Partial and Multiple correlations.

References:


I. Education in pre-independence period.
   - Maculay’s minutes
   - Wood's Despatch
   - Hunter commission
   - Indian University commission
   - Sargent Report

II. Education in post-independence period,
   - Secondary Education Commission Report (Mudaliar)
   - University education commission Report (Radhakrishnan)
   - Education commission Report (Kothari)

III. Problems in Indian Education -
   - Accessibility
   - Finance
   - Language
   - Education of special groups
   - Value crisis
   - Educated unemployment
   - University autonomy
   - College autonomy

IV. Emerging Trends -
   - Continuing education
   - Adult education
   - Population education
   - Vocationalisation of education
   - Techniques of teaching in higher education

V. Examination Reform
   - Examination reform
   - Distance education
   - Correspondence education
   - Student participation

COURSES OF STUDIES FOR M.A. PART-I PRIVATE EXAMINATION

Paper - III
MODERN TRENDS AND ISSUES IN INDIAN EDUCATION

100 marks

1. Education in pre-independence period.
   - Maculay’s minutes
   - Wood's Despatch
   - Hunter commission
   - Indian University commission
   - Sargent Report

2. Education in post-independence period,
   - Secondary Education Commission Report (Mudaliar)
   - University education commission Report (Radhakrishnan)
   - Education commission Report (Kothari)

3. Problems in Indian Education -
   - Accessibility
   - Finance
   - Language
   - Education of special groups
   - Value crisis
   - Educated unemployment
   - University autonomy
   - College autonomy

4. Emerging Trends -
   - Continuing education
   - Adult education
   - Population education
   - Vocationalisation of education
   - Techniques of teaching in higher education

5. Examination Reform
   - Examination reform
   - Distance education
   - Correspondence education
   - Student participation

COURSES OF STUDIES FOR M.A. PART-I PRIVATE EXAMINATION
REFERENCE:

7. Harris, W.J.A. and Williams, J.D.S. A Hand book on Distance Education, Manchester University, Manchester, 1977.

15. NIACE, Continuing Education NIACE Leicester 1982.
Paper - V
PRACTICAL & SEMINAR
100 marks

(A) PRACTICAL IN TEACHING OF EDUCATION SUBJECT
Every student will deliver 5 (Five) practice teaching lesson at +2 or at +3 stage. Every student will observe 5 lessons of his/her peers. The scheme of evaluation will consist of
1. Delivery of 5 (Five) Lessons.
2. Observation of 5 (Five) Lessons.
3. Delivery of Final lesson

The teaching lessons and observation of lessons shall be evaluated internally by the Lecturer/Reader supervising the lesson. The final lesson shall be evaluated jointly by one internal and one external examiner.

(B) SEMINAR PAPER READING
Every student will present a seminar paper and will prepare 9 (Nine) Copies of the paper for distribution to staff members and 40 (fourty) copies of abstracts within 2(two) pages each for distribution to his / her peers. The scheme of valuation shall consists of:
1. Seminar paper presentation.

Paper - III
MODERN TRENDS AND ISSUES IN INDIAN EDUCATION
100 marks

I. Education in pre-independence period.
Maculay’s minutes, Wood’s Despatch.
Hunter commission.
Indian University commission.
Sargent Report.

II. Education in post - independence period.
Secondary Education Commission Report (Mudaliar)
University education commission Report (Radhakrishnan)
Education commission Report (Kothari)

III. Problems in Indian Education -
Accessibility, finance, language, education of special groups, value crisis, educated unemployment, university autonomy, College autonomy.

IV. Emerging Trends -
Continuing education.
Adult education.
Population education.
Vocationalisation of education.
Techniques of teaching in higher education.

V Examination Reform
Examination reform.
Distance education.
Correspondence education.
Student participation.
V. Personality and Mental health and hygiene.

Personality Types and trait theories, measurement of personality.
Mental health, and hygiene: process of adjustment, conflicts and defence mechanism, mental hygiene.

BOOKS RECOMMENDED:

5. Gage, N.L. and Berliner, D.C. - Educational Psychology, Houghton Mifflin, New York, 1988
2. Participation in Discussion

The seminar paper presentation shall be valued by all the members of the staff present on that day. Each student shall be evaluated on every paper presentation occasion by all the teachers and average of all individual assessments shall be taken to determine the score obtained.