COURSES OF STUDIES
PRIVATE EXAMINATION

Sambalpur University

MA PART-I
2015
Education

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


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.


Tagore, Rabindranath - Tagore Counter Volumes. Viswa Bharati Shantiniketan.


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EDUCATION

Paper-I Foundation of Education - 100 marks

Paper-II Research Methodology in Education - 100 marks

Paper-III Modern Trends and Issues in Indian Education. - 100 marks

Paper-IV Advanced Educational Psychology, - 100 marks

Paper-V a) Practical in Teaching of Education Subject

b) Seminar Paper Reading - 100 marks

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Tagore, Rabindranath - Tagore Counter Volumes. Viswa Bharati Shantiniketan.

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.
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
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 populationing 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:

12. Glass, G.V. and Stanley, J.C.
I. Education in pre-independence period.
   Macaulay’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.
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)
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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:

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.
Education in Russia is a set of study programs which are compiled in accordance with the regulations on the state standard of education. However, the system of education in Russia has its special features which we are going to look closer at in this article.

Education in Russia includes several stages: Pre-school education. After completing primary secondary education, children at the age of 10 undergo basic general education. It lasts for 5 years. University offers a wide range of specialties. At university, you can undergo training in various areas. Academy, in turn, differs with its narrower set of specialties for one particular industry, for example, agricultural academy, mining academy, economic academy, etc. There is also an incomplete higher education.

Oxford University Press, Walton Street, Oxford 0x2 6dp. Oxford london glasgow. New york toronto melbourne wellington ibadan nairobi dar es salaam cape town kuala lumpur singapore jakarta hong kong tokiy delhi bombay calcutta madras karachi. It must, in other words, draw upon a theory of language â€” a general linguistic theory. This book is based on lectures given in the School of Applied Linguistics at Edinburgh University. It was thus originally intended for an audience of students already fairly well-informed about general linguistics. 9 Graphological Translation 62. 10 Transliteration 66. 11 Grammatical and Lexical Translation 71. 12 Translation Shifts 73. 13 Language Varieties in Translation 83. 1.10 Political causes. 1.11 Final years, death and legacy. 1.12 Titles and honours from birth. 2 Views. Russell began his published work in 1896 with German Social Democracy, a study in politics that was an early indication of a lifelong interest in political and social theory. In 1896 he taught German social democracy at the London School of Economics.[111] He was a member of the Coefficients dining club of social reformers set up in 1902 by the Fabian campaigners Sidney and Beatrice Webb.[112].