



**Ordinances Structure for  
MASTER OF EDUCATION**

**Under Semester System to come into force from  
Academic Session 2015-17.**

**M.Ed.  
Semester System**

**Faculty of Education  
Master of Education (M.Ed.)  
Semester System**

**ORDINANCES & RULES / REGULATIONS**

**The Programme:**

It is a regular full time four semesters Master Degree Programme in Education. The programme consists of Four Semesters - Semester I and II in the First Year of the Programme and Semesters III and IV in the Second Year of the programme.

**Duration :**

The Master Degree Programme in Education (M.Ed.) for a period of two years. Each academic year shall comprise of two semester's viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and Even Semesters shall be from November / December to April / May

**Eligibility :**

B.Ed. under at Least 10+2+3 pattern securing a Minimum of 55% Marks for General Category / OBC Category Students and Minimum of 50% Marks for SC/ST Category Students in the aggregate including all subjects studied at B.Ed. Level except those subjects where only pass marks are required and which do not contribute to the total in the final (Degree) marksheet.

**Fees:**

Every candidate shall pay such fee to the institution / college / University under jurisdiction of the University as the syndicate may prescribe from time to time.

**Duration / Working Days:**

- (a) The Master of Education Programme for a period of two years.
- (b) There shall be at least two hundred working days in each year exclusive of the period of examination and admission.
- (c) The institutions / Colleges shall work for a minimum of thirty six (36) hours in a week, during which physical presence in the institutions/colleges of all the teachers and students. The teacher is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

**Attendance:**

- (a) Attendance shall be counted and shortage there of may be condoned for special reasons in accordance with Ordinance 6 of Chapter XXV, subject to the condition that if his actual attendance is less than 80% he/she shall not be eligible to appear in the examination notwithstanding anything to the contrary in Ordinance 16 of Chapter XXV.
- (b) The minimum attendance of student shall have to be 80% for all course work and practicum and 90% for school internship as per NCTE norms.

**Evaluation and the Marking System:**

1. The Examination shall be held at the end of each semester and result announced thereafter.
2. The M.Ed. Degree Programme divided into four semesters. *Each semester carry Maximum: 400 Marks.* Hence, the M.Ed. Degree awarded in *Grand Total of 1600 Marks (i.e. First Sem – 400 + Second Sem. – 400 + Third Sem. – 400 + Fourth Sem. – 400 = 1600).* *The Minimum Pass Marks of every paper is 40% in Theory & Practical Paper separately and total aggregate of the semester is 45% minimum.*

3. Provided that in respect of the students who have completed and passed all the four semesters of the M.Ed. Programme in the aforesaid manner, the division shall be declared on the basis of the total marks scored in all the four semesters as follows:
- a) **First Division with Distinction**, those who obtain 75% or more marks at the end of their course.
  - b) **First Division**, where student secures 60% or above but less than 75% marks.
  - c) **Second Division** where student secures 48% or above but less than 60% marks.
  - d) **Third Division** where student secures 45% or above but less than 48% marks.

**Re-Examination / Repetition Semester Rules:**

1. In case a student fails to score 40% marks in Theory Paper not more than two papers in a semester and not more than four papers in all at a time, but scores an average of 45% marks in total aggregate or more in the semester concerned, he/she shall be promoted to the next semester (from the first semester to the second semester), subject to the condition that he/she shall reappear in such paper(s) at the respective semester examinations of the ensuing academic session. He/she shall be promoted to the next semester and allowed to re-appear in such paper(s) at the respective semester examinations of the immediately ensuing academic session.
2. In case a student has scored 40% or more in all the theory papers in a semester but fails to score 45% in the total aggregate, he/she shall be declared **FAILED**. He / she shall be promoted to the next semester. Subject to the condition that he / she will reappear in not more than two papers of the year at the examination of the ensuing academic session. He/she desire at the respective semester examination of the immediately ensuing academic session. However, each student will get only one chance as a repeater for respective semester.

3. In case, a student fails to score 40% marks in more than two theory papers in a semester and 45% marks in the total aggregate in a semester, he/she shall be declared **FAILED** in the semester concerned and shall have to appear as an **EX-STUDENT** in all the papers in the respective semester examination of the immediately ensuing academic session.
4. In case a student fails to score 40% marks in Theory Paper not more than two papers in respective previous semester and in not more than four papers in all at a time, but scores an average of 45% marks in total aggregate or more in the semester concerned, subject to the condition that he/she shall reappear in such papers at the respective semester examinations of the ensuing academic session. He/she again fails in respective reexamination of final semester, the Degree of M.Ed. (Two Year Programme) will be automatically cancelled.
5. In case a student **ABSENT** in Practical Paper in Third Semester & Fourth Semester, subject to the condition that he/she shall reappear in Practical paper at the respective semester examination of the ensuing academic session. He/she shall be promoted to the next semester and allowed to reappear in practical exam at the respective semester examinations of the immediately ensuing academic session.
6. In case a student fails to score minimum 50% marks in Practical Paper in Third Semester & Fourth Semester, subject to the condition that he/she shall be treated as **FAILED** in the respective that semester, but University will give only one attempt or chance to attempt all paper of practical exam again in the next year as an **EX-STUDENT**.
7. The final result (pass/fail and the division obtained) shall be determined at the end of the successful clearance of all the four semesters.

8. The candidate shall be eligible for the award of the degree after successful clearance of all the courses of M.Ed. (Two Year Semester Programme) by the examination of the two year semester programme or till expiry of registration / enrolment. Maximum duration of passing the course will be three years.
9. The candidate shall not be eligible to get the (a) Grace marks or (b) Notification No. 08 or (c) Grace Division, due to the University has given the provision of **RE-EXAM** or **IMPROVEMENT** in Theory & Practical Paper only.
10. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.

**M.Ed.**  
**(Two Year Semester Programme)**

**Faculty of Education**  
**Master of Education (M.Ed.)**  
**(Two Year Semester Programme)**

<b>First Semester :</b>		<b>Max. Marks.</b>	<b>Theory</b>	<b>Internal</b>
<b>Assessment</b>				
Paper 101	Psychology of Learning and Development.	100 Marks	80	20
Paper 102	History and Political Economy of Education	100 Marks	80	20
Paper 103	Educational Studies	100 Marks	80	20
Paper 104	Methodology of Educational Research-I	100 Marks	80	20
<b>Second Semester :</b>		<b>Max. Marks.</b>		
Paper 201	Philosophical Foundation of Education.	100 Marks	80	20
Paper 202	Sociological Foundation of Education	100 Marks	80	20
Paper 203	Curriculum Studies	100 Marks	80	20
Paper 204	Teacher Education-I – Conceptual Frame work.	100 Marks	80	20
<b>Third Semester :</b>		<b>Max. Marks.</b>		
Paper 301	Specialization Course ( <b>Select any one</b> )	100 Marks	80	20
	Paper 301-A Elementary Education			
	Paper 301-B Preparation of Secondary & Higher Secondary Teachers : Pre-service and in service.			

Paper 302	Methodology of Educational Research-II	100 Marks	80	20
Paper 303	Teacher Education Issues and challenges	100 Marks	80	20
Paper 304	Preparation and Presentation of Synopsis	50 Marks	-	-
Paper 305	Internship	50 Marks	-	-

**Fourth Semester :**

Paper 401	Specialization Course <b>(Select any One)</b>	100 Marks	80	20
-----------	---	-----------	----	----

Paper 401(A) Guidance & Counseling

Paper 401(B) Measurement and Evaluation

Paper 401(C) Special Education

Paper 402	Specialization Course <b>(Select any One)</b>	100 Marks	80	20
-----------	---	-----------	----	----

Paper 402(A) Educational Administration.

Paper 402(B) Educational Technology

Paper 402(C) Child Psychology

**(Internal)**

<b>(External)</b>				
Paper 403	Dissertation	100 Marks	50	50
Paper 404	Viva Voce	100 Marks	50	50



**Master of Education (M.Ed.)  
(Two Year Programme)**

**First Semester Course Content with distribution of Marks**

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-101	Psychology of Learning and Development Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-102	History and Political Economy of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-103	Educational Studies Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-104	Methodology of Educational Research-I Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
<b>Aggregate Passing Marks is 45%</b>		<b>400</b>	<b>180</b>

**Master of Education (M.Ed.)  
(Two Year Programme)**

**Second Semester Course Content with distribution of Marks**

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-201	Philosophical Foundation of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-202	Sociological Foundation of Education Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-203	Curriculum Studies Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
MD-204	Teacher Education-I -- Conceptual Frame Work Term Exam Internal Assessment	80 } 20 } 100	32 } 08 } 40
<b>Aggregate Passing Marks is 45%</b>		<b>400</b>	<b>180</b>

**Master of Education (M.Ed.)  
(Two Year Programme)**

**Third Semester Course Content with distribution of Marks**

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-301	<p><b><u>Specialization Course (Any One):-</u></b>                      Paper 301-A Elementary Education                      or                      Paper 301-B Preparation of Secondary &amp; Higher Secondary Teachers : Pre-service and in service</p>	Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40
MD-302	Methodology of Educational Research-II Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40	
MD-303	Teacher Education Issues and challenges Term Exam 80 Internal Assessment 20 } 100	32 } 08 } 40	
MD-304	Preparation and Presentation of Synopsis	} 50	} 25
MD-305	Internship	} 50	} 25
<b>Aggregate Passing Marks is 45%</b>		<b>400</b>	<b>180</b>

**Master of Education (M.Ed.)  
(Two Year Programme)**

**Fourth Semester Content with distribution of Marks**

Paper Code	Paper Name	Maximum Marks	Minimum Marks
MD-401	<b><u>Specialization Course (Any One):-</u></b> Paper 401(A) Guidance & Counseling Paper 401(B) Measurement and Evaluation Paper 401(C) Special Education.		
	Term Exam Internal Assessment	80 } 20 } <b>100</b>	32 } 08 } <b>40</b>
MD-402	<b><u>Specialization Course (Any One):-</u></b> Paper 402(A) Educational Administration. Paper 402(B) Educational Technology Paper 402(C) Child Psychology		
	Term Exam Internal Assessment	80 } 20 } <b>100</b>	32 } 08 } <b>40</b>
MD-403	Dissertation		
	External Assessment Internal Assessment	50 } 50 } <b>100</b>	25 } 25 } <b>50</b>
MD-404	Viva Voce		
	External Assessment Internal Assessment	50 } 50 } <b>100</b>	25 } 25 } <b>50</b>
<b>Aggregate Passing Marks is 45%</b>		<b>400</b>	<b>180</b>
<b>Total of First Semester</b>		<b>400</b>	<b>180</b>
<b>Total of Second Semester</b>		<b>400</b>	<b>180</b>
<b>Total of Third Semester</b>		<b>400</b>	<b>180</b>
<b>Total of Fourth Semester</b>		<b>400</b>	<b>180</b>
<b>Grand Total</b>		<b>1600</b>	<b>720</b>



**Syllabus Framework for**  
**MASTER OF EDUCATION (M.Ed.)**  
**Academic Session 2015 - 2017.**

**M.Ed.**  
**(Two Year Semester Programme)**

**Faculty of Education**  
**Master of Education (M.Ed.)**  
**(Two Year Semester Programme)**

<b>First Semester :</b>		<b>Max. Marks.</b>	<b>Theory</b>	<b>Internal Assessment</b>
Paper 101	Psychology of Learning and Development.	100 Marks	80	20
Paper 102	History and Political Economy of Education	100 Marks	80	20
Paper 103	Educational Studies	100 Marks	80	20
Paper 104	Methodology of Educational Research-I	100 Marks	80	20

<b>Second Semester :</b>		<b>Max. Marks.</b>		
Paper 201	Philosophical Foundation of Education.	100 Marks	80	20
Paper 202	Sociological Foundation of Education	100 Marks	80	20
Paper 203	Curriculum Studies	100 Marks	80	20
Paper 204	Teacher Education-I – Conceptual Frame work.	100 Marks	80	20

<b>Third Semester :</b>		<b>Max. Marks.</b>		
Paper 301	Specialization Course ( <b>Select any one</b> )	100 Marks	80	20
	Paper 301-A Elementary Education			
	Paper 301-B Preparation of Secondary & Higher Secondary Teachers : Pre-service and in service.			

Paper 302	Methodology of Educational Research-II	100 Marks	80	20
Paper 303	Teacher Education Issues and challenges	100 Marks	80	20
Paper 304	Preparation and Presentation of Synopsis	50 Marks	-	-
Paper 305	Internship	50 Marks	-	-

**Fourth Semester :**

Paper 401	Specialization Course <b>(Select any One)</b>	100 Marks	80	20
	Paper 401(A) Guidance & Counseling			
	Paper 401(B) Measurement and Evaluation			
	Paper 401(C) Special Education			
Paper 402	Specialization Course <b>(Select any One)</b>	100 Marks	80	20
	Paper 402(A) Educational Administration.			
	Paper 402(B) Educational Technology			
	Paper 402(C) Child Psychology			
Paper 403	Dissertation	100 Marks	(Internal) 50	(External) 50
Paper 404	Viva Voce	100 Marks	50	50

# **Master of Education (M.Ed.)**

## **FIRST SEMESTER DETAILED SYLLABUS**

### **PAPER – 101**

### **PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

#### **Objectives :-**

- To Understand Meaning, function and Methods of Education Psychology.
- To understand human development and its theories.
- To understand concept of learning and various theories of learning.
- To Understand transfer of learning.
- To develop an understanding of concept of intelligence and adjustment.

#### **Unit I**

##### **Psychology and its nature.**

- (a) Psychology, Meaning, nature of Psychology and contribution of Psychology in Education.
- (b) Educational Psychology- Meaning, Scope and aims of Educational Psychology.
- (c) Methods used in Educational Psychology.

#### **Unit II**

##### **Human development and its theories**

- (a) Meaning, Principles, stages and aspects of human development.
- (b) Adolescent Problems and Remedial measures,
- (c) Cognitive development theory – Piaget



(d) Moral development theory – Kohlberg

(e) Theory of Psycho-Social development- Erickson.

### **Unit III**

#### **Theoretical Approaches to learning.**

(a) Learning- Concept of learning, factors affecting learning.

(b) Learning theory – Thorndike, Pavlov, Skinners Learning theory, Kohler's insight theory of learning.

### **Unit IV**

#### **Transfer of learning and Motivation**

(a) Concept, types and conditions of transfer of learning.

(b) Learning and Motivation.

### **Unit V**

#### **Intelligence and Adjustment**

(a) Intelligence- Concept and theories of Intelligence.

(b) Concept of adjustment.

(c) Mechanism of adjustment.

#### **Assignments:- Any One**

- Observe and list the developmental Characteristics of a sample of 10 students.
- Prepare a review of Research Student related to adolescent Education.

#### **References:-**

- Pandey Ram Shakal - 'Educational Psychology', Vani Publication, Dariaganj, New Delhi.
- P.D. Pathak - 'Educational Psychology', Shri Vinod Pustak Mandir, Agra-2

- Chauhan S S - 'Advanced Educational Psychology, Vikas Publication, New Delhi.
- Stanley Hall G - 'Adolescence Psychology and its relation to Psychology, Anthropology, Sociology, Sex, Crime, Religion & Education, D.Appletons & Company, New York.
- Mishra Bhannas - Education and child Development, Mohit Publication, New Delhi.
- Elizabeth B.Hurlock- 'Child Development', Tata McGraw Hill Publishing Company, Noida
- Agarwal S.C and Gupta S. - Childhood Care and Education Shipra's Publication, New Delhi
- Asubel D.R.- Educational Psychology, A cognitive view, New York: Holt, Rinehart and Winston, 1968
- Allport G.W.- 'Personality, New York: Hoef, Rinehart and Winston 1937.
- Boring E.G. : A History of Experimental Psychology.
- Bombay : The Times of India Press 1969.

# **Master of Education (M.Ed.)**

## **FIRST SEMESTER DETAILED SYLLABUS**

### **PAPER – 102**

### **HISTORY AND POLITICAL ECONOMY OF EDUCATION**

#### **Objectives :-**

- To develop understanding about the relationship between education and social process.
- To analyze education from economic perspective and to identify the linkage between education and development.
- To trace the history of education in India and to use sound historical knowledge to solve.
- To reflect upon the dynamic political context in which educational processes taking place.
- To critically examine the contemporary concerns and issues of education in the India society.

#### **Unit I**

##### **Historical Perspective:**

- (a) Brief overview of education in ancient, pre independence and post independence period.
- (b) Ancient Indian universities – Nalanda, Takshila and Vikramasila.
- (c) Historical background of the emergence of Buddhism and Jainism.

**Unit-II**

**Political Perspective**

- (a) Educational Provision in Indian Constitution.
- (b) Education and Human Rights.
- (c) Right & Duties.
- (d) Role of State in education under Panchayti Raj, State Government and Central Government.

**Unit-III**

**Economical Perspective**

- (a) Educational and Human development Index.
- (b) Human Capital Theory.
- (c) Education as an employment.
- (d) Education as an Investment.

**Unit-IV**

**Political and Economic Perspectives-**

- (a) Relationship between educational and Political System.
- (b) Politization of Education- Education and state, Educational institutions as an instrument of state
- (c) Privalization, Private Initiative and liberalization in education

**Unit-V**

**Global Perspective-**

- (a) Role of education in ensuring sustainable development.
- (b) Role of International bodies in educational development- WHO, UNICEF, UNESCO, WORLD Bank with reference to India.
- (c) Contribution of Science and technology to education

**Assignment (CHOOSE ANY ONE)**

- Critical analysis on history
- Political and economic issues like- poverty, unemployment, Beggary and Political instability

**Reference:**

- Brown. F.J. (1947) Educational Sociology, New York, Prentice Hall.
- Dutts, R.F. (1941) Cultural History of Education. Reassessing an Educational Tradition, New York, McGraw Hill.
- Narayan, D. (2005)., Local Governance without Capacity Building: Ten Years of Panchayat Raj: Economic and Political Weekly, June 25, pp. 2822-32.
- Tilak, J.B.G. (1992), Educational Planning at Grassroots, Ashish Publications, New Delhi.
- NCTE (2009) National Curriculum Framework for Teachers Education, New Delhi.
- NCERT (2005), National Curriculum Framework, New Delhi
- MHRD, Government of India (1992), National Policy on Education (revised) New Delhi.

# **Master of Education (M.Ed.)**

## **FIRST SEMESTER DETAILED SYLLABUS**

### **PAPER – 103**

### **EDUCATIONAL STUDIES**

#### **Objectives:-**

- To understand the concept of knowledge.
- To understand the nature of education as a discipline.
- To understand the procedure of linking content knowledge with pedagogy knowledge.
- To make the students critically aware about the various issues in the contemporary educational system.
- To understand various perspectives of education.

#### **Unit – I**

##### **Knowledge & Education**

- (a). Understanding the concept of knowledge.
- (b). Distinguish between knowledge and information.
- (c). Methods of obtaining knowledge.

#### **Unit – II**

##### **Education as Interdisciplinary Knowledge**

- (a). Emergence of the concept of various discipline.
- (b). Critical analysis of education as a discipline.

(c). Interdisciplinary nature of education relationships with disciplines/subjects such as a philosophy, psychology, sociology, management, economics, anthropology, etc.

### **Unit – III**

#### **Procedure of Linking**

- (a). Content knowledge with pedagogy knowledge.
- (b). School knowledge with community knowledge.
- (c). Experimental knowledge with empirical knowledge.
- (d). Theoretical knowledge and practical knowledge.

### **Unit – IV**

#### **Perspectives of Education**

- (a). Concept of Liberal studies.
- (b). Vocational and professional education - Need and importance.
- (c). Analysis of concepts, principles, assumptions and contexts related to issues that are unique to education discipline, such as schooling, curriculum, syllabus, text books, assessment, teaching – learning process etc.

### **Unit – V**

#### **Issue in Contemporary Education**

- (a). Issues related with professional updation.
- (b). Infrastructural deficiency, dropout, stagnation, teachers absenteeism, teacher shortage.

**Assignment (CHOOSE ANY ONE):-**

- Assignments based on self study on identified themes such as policy perspectives and vision of school education in India.
- Study of original text of great educators and presentation, seminars, discussions.
- Critically evaluates a text book and teacher text book of a secondary class and prepare a report.

**References:**

- Agarwal, J.C. (2006), Essentials of educational technology – teaching Hearing-innovations in education, New Delhi, Vikas Publishing House.
- Chaudhary, Jagdish & Pathak, R.P. (2012), Educational Technology, Darling Kindersly (India) Pvt. Ltd.
- Dewey, John, The Child and the curriculum, University of Chicago Press, Chicago.
- Ericpson, H.L. (2002), Concept based curriculum and instrumentation, Crown Press Inc., California.
- Krishnamurthy, R.C. (2003)., Educational Technology – Expanding Our Vision, New Delhi, Authors Press.
- Butchvarov, P. (1970), The Concept of knowledge, Evanston Illinois, North Western University Press.5
- Dearden R.F., (1984)., Theory and Practice in Education, Routledge K Kegan & Paul Schooling Making a difference, Allen and Unwin, Australia.
- Dewes J., (1916/1977), Democracy and Education, An Introduction to the Philosophy of education, New York, MacMillan.
- Freire P. & Shor, I. (1987), A Pedagogy of Liberation, London, Macmillan.
- International Encyclopedia of Education, (1994) 2<sup>nd</sup> Edition, vol.10, Perganon Press.
- Nunn, P. (1957), Education: Its Data and First Principles, New York, Annold and Co.



# **Master of Education (M.Ed.)**

## **FIRST SEMESTER DETAILED SYLLABUS**

### **PAPER – 104**

### **METHODOLOGY OF EDUCATIONAL RESEARCH-I**

#### **Objectives:-**

- To understand the meaning, purpose and scope of research in education.
- To understand the source of problems.
- To conduct a literature search in educational research.
- To understand the meaning and types of research hypothesis.
- To understand the meaning of sampling and research design.

#### **UNIT – I**

##### **Scientific Method & Educational Research**

- (a) Meaning, nature and scope of educational research, Types of research fundamental research, applied research and action research.
- (b) Meaning and definition of qualitative and quantitative research.
- (c) Variable definition, types: independent and dependent, continuous and discontinuous, intervening and concomitant.

#### **UNIT – II**

##### **Formulation of research Problem**

- (a) Criteria and source for identifying, the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing literature and writing the rationale for any research problem based on review.

(d) Setting objectives of the study primary, secondary and concomitant.

### **UNIT – III**

#### **Hypothesis**

(a) Definition, characteristics, statements of the Hypothesis.

(b) Types: research hypothesis, statistical hypothesis (Null and Directional) and operational hypothesis.

### **UNIT – IV**

#### **Population, Sample & research Design**

(a) Definition of population and sample, importance of sampling.

(b) Sampling Techniques: Purpose sampling, systematic sampling, random sampling, stratified sampling, cluster and multi stage sampling.

(c) Size of sample, sample error and avoidance of sampling bias.

### **UNIT – V**

#### **Research Proposal Writing**

(a) Format, style and essential elements of research proposal.

(b) Writing references in research proposal.

#### **Assignment (ANY ONE):-**

- Writing abstracts of any two Dissertations.

#### **References:-**

- Best J.W. & Khan (1997) research in Education, New Delhi, Preneice Hall of India Pvt. Ltd.
- Sharma Bharti (2004), Methodology of Educational research, New Delhi, Vohra Publishers and Distributors.

- Ferguson, G. (1981), A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
- Pandey, K.P., Educational Research.

# **Master of Education (M.Ed.)**

## **SECOND SEMESTER DETAILED SYLLABUS**

### **PAPER – 201**

### **PHILOSOPHICAL FOUNDATION OF EDUCATION**

#### **Objectives :-**

- To understand the nature of philosophy.
- To understand the philosophical origin of educational theory and practice.
- To analyse critically various schools of philosophy.
- To analyse the vision of great thinkers and their educational implications.
- To enable the students to develop a philosophical outlook towards educational problems.

#### **Unit I**

##### **Philosophy of Education**

- a. Meaning, functions, scope and role of philosophy in education. Relationship between education and philosophy.
- b. Meta physics and Epistemology Axiology in philosophy.

#### **Unit II**

##### **Schools of Indian Philosophy**

- a. Study of the traditional Indian schools of philosophy: Sankhya, Vedanta, Nyaya and Yoga with special references to their basic Tenets and their educational implications for aims, curriculum and methodology of education.

**Unit III**

**Schools of Western Philosophy**

- a. Study of idealism, naturalism, realism, pragmatism and existentialism, logical empiricism of philosophical with special references to their basic tenets and educational implications for aims, curriculum and methodology of education.

**Unit IV**

**Educational Thoughts of Prominent Philosophers.**

- a. Indian Philosophers: Tagore, Aaribindo and J. Krishnamurthy.
- b. Western Philosophers: Roussea, Plato, Russell and Dewey.

**Unit V**

**Social Schools of Philosophy.**

- a. Educational implications of individualism, democracy, socialism, totalitarianism and communism.

**Assignments:- Any One**

- Books review of original readings of Rabindra Nath Tagore, Sri Aaribindo, John Dewey, J.Krishnamurthy.
- Survey of recent researches in philosophy of education.

**References:-**

- Chaterji, S.C. & Dutta D.M. (1954), An Introduction to Indian Philosophy, University press, Calcutta
- Dewey J., (1961/1977), Democracy and Education-An Introduction to the Philosophy of Education, New York, Macmillan.
- International Encyclopedia of Education (1994) 2<sup>nd</sup> Edition vol.10, Paragons Press.

- Nunn P. (1957) Education, Its data and first Principles, New York, Annold and Co.
- Butter J.S. (1951), Four Philosophies and their Implications in education and religion, London, Harper and Bros.

# **Master of Education (M.Ed.)**

## **SECOND SEMESTER DETAILED SYLLABUS**

### **PAPER – 202**

### **SOCIOLOGICAL FOUNDATION OF EDUCATION**

#### **Objectives :-**

- To enable the students to understand the sociological foundation of education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the culture and social systems.
- To help students appreciate the role of agencies like family, community, politics and economy in education /schools in India.
- To make sensitive the students about the social process and social change.
- To enable the students to understand the important concerns and issues in education.

#### **UNIT – I**

##### **Sociology of Education**

- a). Nature and scope of sociology of education.
- b). Interrelationship between sociology and education.
- c). Methods of study in sociology of education.

#### **UNIT – II**

##### **Education, Culture and Social System**

- a). Social System – Concept and elements of social system, education as a social subsystem.

- b). Culture – Functional characteristics, cross culture transmission.
- c). Role of education in the process of assimilation of Indian tradition.
- d). Socio-Cultural diversity in education.

### **UNIT – III**

#### **Agencies of Education in India**

- a). Education and family – Education and community, concept of the community schools.
- b). Politics and education, economy and education.

### **UNIT – IV**

#### **Education and Social Process**

- a). Education and Social stratification.
- b). Modernization and social process.
- c). Education and social change.
- d). Education and social mobility.

### **UNIT – V**

#### **Important Concerns and Issues in Education**

- a). Social equity and equality of educational opportunities.
- b). Education of the socially and economically disadvantaged section of society with special references to scheduled caste, scheduled tribes and issues of women and rural population.

#### **Assignment – Any One Only.**

- Survey of recent research trends in education and society.
- Trace out the local educational history.



**References : -**

- Brembeck, C.S. (1996), Sociological Foundations of Education, Cross-Cultural Approach, New York: John Wiler & Sons.
- Brown, F.J. (1947), Educational Sociology, New York, Prentice Hall.
- Cook, L.A. Cook, E.F. (1960), A Sociological Approach to Education, New York, McGraw Hill Book Company.
- Delors, Jacques, etal (1996), Learning: The Treasure within report of the international commission on education for 21<sup>st</sup> century, UNESCO.
- Dunsoft (1975), An Introduction to Sociology, New York, Macmillan.
- Dutts, R.F. (1941), Cultural History of Education, Reassigning an Educational Tradition, New York, McGraw Hill.