

FACULTY OF ARTS

SYLLABUS

MASTER OF ARTS

(EDUCATION)



JODHPUR NATIONAL UNIVERSITY

JODHPUR

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PAPER I PHILOSOPHICAL FOUNDATIONS OF EDUCATION

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PAPER I PHILOSOPHICAL FOUNDATIONS OF EDUCATION

UNIT – I

Education Management – Meaning – Need – Importance – Characteristics – Scope – Objectives – Art or Science or Profession – Function – Management – Operative – Education administration Vs education management – Principles of education administration.

UNIT – II

Education Planning – Meaning – Rationale – Types of education plans – Approaches to education planning – Education planning process – Steps in education planning process – MBO in education – Decision-making – Types – Process.

UNIT- III

Organization – Meaning – Structures – Organization Chart – Organization for education administration: Central and State Government bodies – Delegation Vs Decentralization – Organizational competence – Strategic alliances.

UNIT – IV

Direction – Meaning and significance – Principles of effective direction – Supervision – Education Leadership – Meaning – Scope – Importance – Styles – Qualities of successful education leader.

UNIT – V

Motivation – Meaning – Types – Motivational theories – Their impact on educational management – Motivating the employees of education institutions.

References:

1. Essential of Management : Koontz and O'Donnel
2. Management : Griffin
3. Education Administration – Theory and Practice : John I Nwankwo

PAPER II SOCIOLOGICAL FOUNDATIONS OF EDUCATION

UNIT – I

Environment of education – Managing environmental factors – Impact of environmental factors on education system, institutions, streams, thrust courses, spatial spread and methods of teaching–cum–learning - Trend in Education

environment with respect to Government and private participation –Community spending for education – Linkage between education and business institutions.

UNIT – II

Philosophical and Social Environment: Value and ethics in education management –Socio-cultural environment and education – Demographic and cultural factors and their impact on education.

UNIT – III

Economic Environment: economic system and their implication for Education sector –Macro economic factors and their impact on education – Linkage between economy and education – Investment in education at various levels – Cost of State Policy – Common University Act.

UNIT – IV

Political Environment: Political environmental factors such as political system, ideologies, parties and culture of political bodies and their impact on education – Constitution provisions: Fundamental Right – Directive Principles of State Policy – Common University Act.

UNIT – V

Technological in Education Management – Technological impact on Education system, streams, thrust course, teaching and learning – Managing Technological – obsolescence in Education system.

References:

1. Business and Environment : Adhikary
2. International Business : Cherunilum
3. Constitution of India :
4. WTO : Academic of Business Studies.

PAPER III PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

UNIT – I

Contribution of the following schools of Psychology towards education: Behaviourism, Gestalt, Hormic, Psychoanalytical.

UNIT – II

Learning and Motivation : Theories of learning : Thorndik's conditioning – Pavolv' classical and Skinner's operant conditioning – Learning by insight. Hull's reinforcement theory and Tolman's theory of learning.

UNIT – III

Gagne's Hierarchy of learning – Factors influencing learning – Transfer of learning and its theories – Brunner's Theory of teaching. Thinking, problem solving and creativity. The meaning and nature of creativity, Measurement of creativity, Development of creative thinking abilities – Psychology of Personality.

UNIT – IV

Personality – Type ad trait theories – measurement of personality – Mental – Health and Adjustment : Conflicts – frustration – anxiety and complexes – defenses mechanism – stress management

UNIT – V

Psychological and Education of children with exceptional needs to : Intellectual impairments – Sensory Impairments – Visual & Auditory – Locomotors and Neurological impairments – Learning disabilities – Emotional disturbances – High intellectual capacities (Giftedness).

PAPER IV RESEARCH METHODS IN EDUCATION

UNIT – I

Research paradigms – positivist (quantitative) and interpret visit (qualitative) approach – Research Assumption about reality, knowledge and human nature – Types of research: Basic applied, Action researches. Research I n physical and social and science – specification distinctions – quantitative versus qualitative approach.

UNIT – II

Main stream (traditional) research model: problem selection, review of literature and previous studies – hypothesis formulation and testing – sampling techniques – process of hypothesis testing.

UNIT - III

Qualitative (humanistic) research methods –Role of research and the researched - Hermeneutics – Data collection techniques: observation, interview, oral(life) histories, case study – content analysis – Triangulation – Analysis – Description and theory generation – grounded theory.

UNIT – IV

Basic statistical techniques: measures of central tendency, variability and association ('r' 'rho' and 'chi' square) Applications and interpretation only (not computation skills) – Inferential statistics – normal distribution – standard error- Estimating parameters from statistics.

UNIT – V

Testing significance of statistics mean, proportion correction and regression and difference between means and proportions – Non-parametric tests: Mann – Whitney and Kruskal – Wallis Tests – Logical of hypothesis testing – Errors in hypothesis testing.

References:

1. Blaikie, Norman (2000) Designing Social Research, Cambridge Polity Press.
2. Hussey J and Hussly R (1997) Business Research London, Macmillan
3. Keeves J.P (1988) Educational Research, Methodology and Measurement, New York, Progamon Press.
4. Silverman D(2000) Doing Qualitative Research: A practical Hand book, London, Stage.
5. Stringer E.T(1999) Action Research, London, Sage.

PAPER V COMPARATIVE EDUCATION

UNIT – I

Introduction of Curriculum – concept and meaning curriculum – Curriculum development, theories and procedures – History of curriculum development. Bases of Determinants of curriculum

UNIT – II

Curriculum Design and organization – Components and source of design – Principles – Approaches – Categories and types – Curriculum Construction : Deduction of curriculum from aims and objectives of education – Administrative Consideration – Grass-root level planning – system – analysis – curriculum Implementation Strategies : Role of Curriculum support materials – Types of materials and aids – Models of implementation.

UNIT – III

Curriculum Evaluation : Importance of evaluation of curriculum – Models of curriculum evaluation – Interpretation of evaluation results and method – Issues and trends in curriculum development, curriculum research in India – suggestions and recommendation in curriculum development as per the following commissions : University Education Commission, 1948 – Secondary Education Commission, 1952 – Education Commission, 1966.

UNIT – IV

Comparative education – Meaning in terms of looking at it as a new discipline
Scope and major concepts of comparative education – Methods – Democracy and Nationalism – comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

UNIT – V

Modern trends in world education – national and global – Role of U.N.O. in improving educational opportunities – various official organs of the U.N.O. and their educational activities. A comparative study of the education systems of countries with special reference to :

Primary Education - USA, UK, Russia, Japan, India.

Secondary Education - USA, UK, Russia, Japan, India, Germany.

Higher Education - USA, UK, Russia, France, India.

Teacher Education - USA, UK, Russia, India, Germany.

Audit Education - Australia, Cuba, Brazil, India.

PAPER VI CONTEMPORARY ISSUES IN INDIAN EDUCATION

UNIT – I

Multiplicity of Courses: Tradition and off-shoot specification courses – Distance and e-learning courses, full-time and own-time courses, Interdisciplinary, hybrid and interface courses: Issues and significance.

UNIT – II

Growth Dimensions: Growth in institutions at all levels – Growth in student strength – Heterogeneity of student population – Quality issues.

UNIT – III

Autonomy and Accountability: Issues relating to autonomy, accountability and accreditation of individual, departmental and institutional levels – Impact on stake – holders and the societal system – Autonomy as an instrument of transformational leadership – Leadership in education management – Change Management: issues – Innovators – Adapters – Legends.

UNIT – IV

Resources and facilities: Govt. funding: size, trend and need for higher support – Private capital in educational investment – Community resources: Financial, intellectual and motivation resources: harnessing and commitment thereof.

UNIT – V

Quality Management: Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and Bottom-up approaches – SWOT analysis of every constituent – ISO standards.

References:

1. Hanna DE and Associates, Higher Education in the era of digital Competition – Choice and challenges, Modison, WI, Atwood Publishing, 2000.
2. Catherine M and David M, Educational Issues in the Learning Age, London,
3. Ann FL and Associates. Leading Academic Change: Essential Roles for Departmental Chairs, San Fransisco, Jossey-Bass Publishers, 2000.

PAPER VII EDUCATIONAL TECHNOLOGY

UNIT – I

Concept of Educational Technology – Meaning, Nature, Scope and Significance of ET – Components of ET ; Software, Hardware. – Educational technology and instruktural technology.

UNIT – II

Communication and Instruction : Theory, concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology. Designing Instructional System : Formulation of instruktional objectives – task analysis. Designing of instruktional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT – III

Teaching levels, Strategies & Models : 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 behavior : Micro teaching, flander’s Interaction Analysis, Simulation.

UNIT – IV

Programmed instruction – origin and types – linear and branching – Development of the programmed instruction material – teaching machines – Computer assisted Instruction – Research in Educational Technology – Future priorities in Educational Technology.

UNIT – V

Educational technology in formal, non-formal and Informal Educational, Distance Education, Open Learning Systems and Educational Technology. Emerging trends in Educational Technology, Videotape, Radio-vision, Teleconferencing, CCTV, CAI, INSAT – Problems of New Technologies. Evaluation and Educational Technology. Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, ACRC. ERMRC, NIST etc. – Their activity for the improvement of teaching – learning.

PAPER VIII METHODS OF DATA ANALYSIS IN EDUCATION

UNIT – I

Nature of educational data: Quantitative and Qualitative.

UNIT – II

Qualitative data: Its analysis with emphasis on content analysis – analysis of interview based data and observation based data.

UNIT – III

Quantitative data: Scales of measurement: Nominal, ordinal, interval , Ratio.

UNIT – IV

Organization and representation: Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

UNIT – V

Concept, calculation and uses of : Measures of central tendencies:

- a) Measures of variability.
- b) Percentiles and Percentile Ranks.
- c) Correlation, Regression equations.

Paper IX Industry Based Environmental Studies

UNIT – 1

Environment – Definition – Scope – Structure and function of eco system's procedures, consumers and decomposers – energy flow in the ecosystem – ecological succession – food chain, food web and ecological pyramids - concepts of sustainable development.

UNIT – 2

Natural resources: Renewable – air, water, soil, land and wildlife resources. Non- renewable – mineral, coal, oil and gas. Environmental problems related to the extraction and use of natural resources.

UNIT – 3

Biodiversity – Definition – values – consumption use, productive social, ethical, aesthetic and option values threats to biodiversity – Hotspots of bio diversity – conservation of bio-diversity: In-situ Ex-situ. Bio-wealth – national and global level.

UNIT – 4

Environmental pollution : Definition – causes, effects and mitigation measures – Air pollution, Water pollution, Soil pollution, Noise pollution, Thermal pollution – Nuclear hazards – solid wastes acid rain – climate change and global warming environmental laws and regulations in India – Earth summit.

UNIT – 5

Population and environment – Population explosion – Environment and human health – HIV / AIDS – Women and child welfare – Resettlement and Rehabilitation of people, role of information technology in environmental health – Environmental awareness.