

Course Structure for M. A (Education)

Semester-II

Course Code	Course Title	Credit Value	Internal Marks	External Marks	Total Marks
	Core Courses				
M.A-Ed-201	Sociological Foundations of Education-I	4	40	60	100
M.A-Ed-202	Philosophical Perspectives of Education-II	4	40	60	100
M.A-Ed-203	Psychological Foundations of Education-II	4	40	60	100
M.A-Ed-204	Comparative Education	4	40	60	100
Choice Based Open Elective Course (Students are required to opt any one of the following courses)					
Math-201	Mathematical Tools for Real World	4	40	60	100
IT- 202	Soft Skills in Information Technology	4	40	60	100
Comp- 203	Computer Applications and Operations	4	40	60	100
Bio-204	Fundamentals of Biotechnology	4	40	60	100
Bot-205	Mysteries of Green Plants	4	40	60	100
Bot - 206	Botany in Rural Development	4	40	60	100
Zol – 207	Nutrition, Health & Hygiene	4	40	60	100
Arab – 208	Fundamentals of Arab Language	4	40	60	100
Eng – 209	Fundamentals of English	4	40	60	100
Eco – 211	Principles of Banking	4	40	60	100
HT – 212	Basic of Tourism and Travel Agency	4	40	60	100
HT – 213	Tourism Resources of J&K	4	40	60	100
Mgt - 214	Business Communication and Soft Skills	4	40	60	100
		Total	20	200	300

Aggregate marks of Semester-II = 500

Total credits = 20

SECOND SEMESTER**Course Code: M.A-Ed-201****Max. Marks: 100****Course Title: Sociological Foundations of Education-I****Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1. To understand the major concepts of sociology, education and their relationship.

CO2. To develop a thorough understanding of various traditional sociological perspectives.

CO3. To understand concept of social stratification, social mobility and education of the socially and economically disadvantaged sections.

CO4. To enable the student understand the concept of social system and relationship of education with Kinship, Religion, Polity and Economy.

CO5. To understand role of education in cultural context and difference between culture and civilization; acculturation and enculturation; cultural lag and cultural diffusion.

COURSE OUTLINE

Unit I: Education and Sociology 10 hrs

- Concept of Education and Sociology
- Relationship of Sociology and Education
- Educational Sociology and Sociology of Education

Unit II: Perspectives in Sociology of Education 10 hrs

- Functionalism with special reference to Emile Durkheim
- Conflict Perspective with special reference to Karl Marx (State, ideology and Education)
- Interactionism with special reference to George Mead

Unit III: Social Stratification and social mobility 10 hrs

- Social Stratification and social mobility
- Social equality, social equity and equality of educational opportunities.
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, minorities, women and rural population.

Unit IV: Education and Social System 10 hrs

- Concept of Social System
- Education as a Social System-its characteristics
- Relationship of Education with Kinship, Religion, Polity and Economy

Unit V: Education and Culture**10 hrs**

- Culture, Meaning and Nature of culture, Role of Education in cultural context.
- Difference between culture and civilization, Acculturation and Enculturation.
- Cultural Lag and Cultural Diffusion

Books Recommended:

1. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
2. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
3. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
4. Chaudhury, S.K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage
5. Cook and Cook (1980). *Sociological Approach to Education*, London: McGraw Hill
6. Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.
7. Durkheim B. Study of Education, (London: Rutledge and Kegan Paul 1966).
8. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
9. Harlambos, M. : *Sociology Themes and Perceptives* OUP, New Delhi
10. Kaur, Kirandeep and Singh Lakhwinder (2011) *Philosophical and Sociological Foundations of Education (Punjabi)*. Faridkot: Jashan Publications.
11. Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi: Sanjay Prakashan.
12. MacIver, R.M. and Page, Thomas (1948). *Society*, New York: Rinehart & Co. Inc.
13. Mathur, S.S.: *Sociological Approach to Indian Education*, Vinod PustakMandir, Agra.
14. Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.
15. Ottoway, A.K.C. (1962). *Education and Society*, London: RoutledgeKegan Paul.
16. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.
17. Russel, Bertrand (1969). *Education and Social Order*, London: Unwin.
18. Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education (Pbi.)*. Patiala: Twenty First Century Publications.
19. Sodhi, T.S. & Suri, A. (2003). *Philosophical & Sociological Foundations of Education*, Bawa Publishers, Patiala.

Course Code: M.A-Ed-202**Max. Marks:100****Course Title: PHILOSOPHICAL PERSPECTIVES OF EDUCATION-II Internal: 40****Duration of Exam. 3 hrs****External: 60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1. To enable the student to understand the philosophical origins of educational theories and practices.

CO2. To enable the student to develop a philosophical outlook towards educational problems.

CO3. To help the student to understand the contribution of the important philosophical schools to the theory and practice of education.

CO4. To help the student to understand the contribution of the important thinkers to the theory and practice of education.

CO5. To enable the students to analyze and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education and to enable the students to understand and evaluate the problems of Education (aims, curriculum instructional technique, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy

COURSE OUTLINE**Unit I Radical Thought in Education****10hrs**

- Radication- Concept and Meaning
- Paulo Freire- Conscientization
- Ivan Illich-De-schooling Society

Unit II: Western Schools of Philosophy**10 hrs**

- Existentialism
- Marxism
- Logical Positivism
(With special reference to concepts of Knowledge, Reality and Values,
Their educational implications for Aims, Content, Methods of teaching and Role
of Teacher)

Unit III: Indian Schools of Philosophy**10 hrs**

- Nyaya-Vyseshika
- Samkhya-Yoga
- Vedanta
(With special reference to concepts of knowledge, Reality and Values, their
educational implications for Aims, Content, Methods of teaching and Role of
Teacher).

Unit IV: Indian Educational Thinkers**10 hrs**

- Swami Vivekananda
- M.K Gandhi
- Aurobindo Ghosh

- Sir Mohammad Iqbal
(A detailed discussion on contribution of the above educational thinkers to educational thought in India.

Unit V: Philosophy of Education as Reflected in**10 hrs**

- Plato 'Republic'
- Aristotle's 'Politics'
- Dewey's 'Democracy and Education'
(Salient features and contribution in terms of Educational Implications)

SUGGESTED READINGS

- McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
- Moon, Bob (Edited) International Companion to Education, London, Routledge, 2000.
- Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- O'Connor. J. An Introduction to the Philosophy of Education, Agra, Vinod Pustak Mandir. 1995.
- Pandey, K.P. (1983) Perspective in Social Foundations of Education, Ghaziabad: Amitash Prakashan.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Course Code: M.A-Ed-203**Max. Marks: 100****Course Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION-II Internal:40****Duration of Exam. 3 hr****External:60****Credit: 04****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1. To analyse the implications of understanding human development by understanding different theories of development.

CO2. To develop critical appraisal and understanding about personality and its theories.

CO3. To develop an understanding about different techniques of assessing personality.

CO4. To develop insights into mental health education and adjustment.

CO5. To develop knowledge about children with special needs and inculcating a positive attitude towards their problems.

COURSE OUTLINE**Unit I: Theories of Development 10 hrs**

- Jean Piaget's theory of Cognitive Development
- Erickson's theory of Psycho Social Development
- Lev Vygotsky's Social development

Unit II: Personality 10 hrs

- Nature, Concept and Factors affecting Personality
- Trait Factor Theory of Cattell
- Psychoanalytic Theory of Freud

Unit III: Personality Assessment 10 hrs

- Subjective Techniques: Interview and Case study
- Objective Techniques: Cattell's 16 PF & MMPI
- Projective Techniques: Rorschach Inkblot test and Thematic Apperception Test

Unit IV: Mental Health and Adjustment 10 hrs

- Concept of Mental health; Factors Influencing Mental Health
- Importance and Functions of Mental Health
- Concept of Adjustment & Mal Adjustment
- Coping Strategies and Building Resilience

Unit V: Children with Special Needs 10 hrs

- Creative Children
- Gifted Children
- Delinquents
- Mentally Challenged Children

Books Recommended:

1. Allport, W. G. (1961). *Pattern and Growth in Personality*.
2. Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing House Pvt., Ltd., New Delhi.
3. Dececco J.P (1970) *Psychology of Learning and Instruction.*, New Delhi: Prentice Hall
4. Dandapani, S. (2001) *A Text Book of Advanced Educational Psychology*. Anmol Publications Pvt. Ltd., New Delhi
5. Friedman, S.H., & Schustack, W.M. (2003). *Personality; Classic Theories & Modern Research* (2nd ed.). Pearson Education.
6. Hall, C.S., Gardener, L. and John, B.C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.
7. Hallahan, P.D., & Kauffman, M. J. (1991). *Exceptional Children; Introduction to Special Education* (5th ed.). Allyn & Bacon.
8. Kelly. *Personality Assessment*. John Wiley & Sons Asia (P) Ltd.
9. Kuppuswami, B (1994). *Advanced Educational Psychology*. New Delhi: Sterling Publishers (P) Ltd.
10. Mangal, K.S. (2007). *Educating Exceptional Children; An Introduction to Special Education*. PHI Learning Private Limited, New Delhi.
11. Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd
12. Morris, G. C. *Psychology: An Introduction* (5th ed.). Prentice Hall.
13. Robert, S. Feldman (1993). *Understanding psychology*. USA: Mc Graw Hill Inc.
14. Ronald Jay Cohen. *Psychology and Adjustment*. Allyn and Bacon, London.
15. Skinner, C.E. *Educational Psychology*, Fourth Edition Prentice Hall of India Pvt. Ltd., 2003.
16. Sitaram Jayaswal (1974). *Advanced Educational Psychology*. Agra: Vinod Putak Mandir.
17. Smith, C.E.T., Polloway, A. E., Patton, R.J., & Dowdy, A. C. (2012). *Teaching Students With Special Needs in Inclusive Settings* (6th ed.). PHI Learning Private Limited, New Delhi
18. Woolfolk, A. (2006). *Educational Psychology* (9th ed.). Pearson Education.

Course Code: M.A-Ed-204**Course Title: Comparative Education****Duration of Exam. 3 hr****Credit: 04****Max. Marks: 100****Internal:40****External:60****COURSE OUTCOMES**

The contents of this course are designed to achieve the following general objectives:

CO1. To acquaint the students with the Historical background, and various objectives of Comparative Education.

CO2. To acquaint the students with various factors influencing Educational System.

CO3. To acquaint the students with the educational system of various countries and to develop in them ability to assess their efficiency.

CO4. To acquaint the students with various methods of comparative education and their application in educational system.

CO5. To acquaint the students with various recommendations with special reference to J&k and their application in educational system.

COURSE OUTLINE

Unit I: Comparative Education; Meaning and Method **10 hrs**

- i) Historical background of Comparative Education
- i) Meaning and Scope of Comparative Education
- ii) Objectives of Comparative Education.

Unit II: Factors Influencing Educational System **10 hrs**

- ii) Economic Factor
- iii) Geographical Factor
- iii) Linguistic Factor

Unit III: A Comparative Study of the Educational Systems of Countries U.S.A, U.K and India with Special reference to: **10 hrs**

- i) Pre-Primary Education – System of Education
- ii) Primary Education – System of Education
- iii) Secondary Education – System of Education
- iv) Higher Education – System of Education

UNIT IV Methods of Comparative Education **10 hrs**

- i) Scientific method of comparative analysis
 - a. Description
 - b. Interpretation
 - c. Juxtaposition
 - d. Comparison

ii.) Survey Techniques of data collection

UNIT V Development of Education in J&K **10 hrs**

Main Recommendations of;

- i. Sharp Committee Report 1916
- ii. K.G. Saiyidain Committee Report
- iii. Education Reorganization Committee Report (Kazemi Committee Report) 1950

iv. Bhagwan Sahaya Committee Report (1972)

Suggested Reading:

1. Altabach Comparative Education
2. Deyound, C. A. & American Education.
Wom, R. (New York: McGraw Hill Company, 1978)
3. Grant, Migol Society School and Progress in Education-Europe
(London: Pergama Press, 1960)
4. Hans, N. The Russian Tradition in Education
(London: Rout Ledge and Kegan Paul, 1963)
5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision.
(New York: The Bobbs Marshal Company, Inc.1979)
7. Naik, J. P The Education Commission and After.
(New Delhi: Allied Publications Pvt. Ltd. 1982)
8. Salamatullah Education in the Social Context.
(New Delhi: NCERT, 1979)
9. Singh, R. P. & Non-formal Education – An Alternative to Formal