

MA 1st SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME AND CODE: SOCIOLOGICAL FOUNDATION OF EDUCATION
(EDN 1016)**

CREDITS: 06; PAPER-I

Course objectives:

- To gain a comprehensive understanding of major sociological theories and perspectives that influence educational systems and practices.
- To analyze the impact of social inequalities, such as class, race, gender and ethnicity, on educational opportunities and outcomes.
- To explore the role of education in socialization, social mobility and societal development and understand how educational institutions contribute to social cohesion and change.
- To critically evaluate educational policies and reforms from a sociological perspective, considering their implications for equity, access and quality of education.

UNIT-I: Sociology of Education:

- Concept of Educational Sociology and Sociology of Education
- Nature and scope of Sociology of Education
- Theories of Sociology- Functionalist Theory, Conflict Theory, Integrationist Theory
- Relationship between Educational sociology and sociology of Education

UNIT-II: Culture

- Meaning, characteristics and functions of Culture
- Types of Culture- Primitive and Modern, Material and Spiritual culture
- Culture and Personality
- Composite Culture and Multiculturalism

UNIT-III: Education as Social System

- Education as a factor of social stratification and social mobility
- Equality for social justice and peace
- Social Change: Factors and theories of Social change
- Education as an instrument of socio-cultural change

UNIT-IV: Education and Social Issues

- Social Disorganization- Concept, Nature, Types and Factors
- Role of Education in prevention of social Disorganization
- Women Empowerment
- Problems of economically disadvantaged section of the society with special reference to SC/ST/OBC
- Role of Education for removing the problems of SC/ST/OBC

Suggested Reading

- Brown, F.J. : Educational Sociology (Prentice Hall, INC, Englewood Cliffs, N.J. Charles E. Tuttle Company, Tokyo, 1961)
- Ogburn, William F & Nimkoff, Meyer F : A Handbook of Sociology (Eurasia Publishing House, Pvt. Ltd. Ram Nagar, New Delhi, 1947)
- Durkheim, E. Education and Sociology, New York, The Free Press, 1966
- Hemlata, T. Sociology Foundation of Education, New Delhi, Kanishka Publisher, 2002
- S.S. Mathur – Social Psychology, VINOD PUSTAK MANDIR, AGRA-2, Latest Edition
- McDavid John W & Harari Herbert – Social Psychology Individuals, Groups, Societies
- Cook L, A. & Cook, E. Sociological Approach to Education, New York, McGraw Hill, 1970
- Chandra S. And Sarma R.K., Sociology of Education, Atlantic Publishers and Distributors, New Delhi, 1996.

M.A. 1ST SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME AND CODE: PSYCHOLOGICAL FOUNDATION OF
EDUCATION (EDN 1026)
CREDITS: 06; PAPER-II

Course objectives:

- Students will comprehend and critically evaluate major theories of learning and development, including behaviorism, cognitivism, constructivism, and socio-cultural theories, and their implications for educational practice.
- Students will apply psychological principles and research findings to develop effective teaching strategies and interventions that enhance student learning and address diverse educational needs.
- Students will analyze the stages of human development and how cognitive, emotional, and social development influence learning processes and educational outcomes.
- Students will develop skills in designing, administering and interpreting various educational assessments to evaluate student learning, guide instructional decisions and support student growth and achievement.

Unit: I Introductory Concepts:

- Educational psychology its scope and branches
- Methods of educational psychology Experimental, Clinical and Developmental
- Behaviouristic and Cognitive theory of psychology and its relationship with education
- Individual difference – Meaning and determinants, Role of heredity and environment

Unit: II Learning and Motivation:

- Concept and factors of influencing learning
- Different theories of learning
- Advanced theories of learning
- a) Gestalt theory of learning- its educational implication
- b) Behaviouristic theory of learning – Cognitive Field theory and its educational implication
- c) Constructivism (Social and Cognitive theory)
- Theories of motivation Maslow and Atkinson

Unit: III: Intelligence and Creativity:

- Concept, nature and characteristics of Intelligence
- Theories of Intelligence – Emotional theory of intelligence and Multiple Intelligence Theory
- Piaget theory of Intellectual development
- Concept of creativity and its relationship with intelligence and assessment

Unit: IV Personality and Adjustment:

- Meaning, nature and characteristic of personality
- Type and Trait theory of personality
- Psychoanalytical theory (Freud) Self theory of personality (Adler)
- Adjustment concept and nature: Mechanism of Adjustment

Suggested Reading :

- Saikia. P., Sociological Foundation of Education, DVS Publishers. Guwahati. New Delhi
- Chauhan, S.S: Advanced Educational Psychology, Vikash Publishing House Pvt. Ltd. 1991
- Crow, L.D. & Crow, A. : Educational Psychology, Eurasia Publishing, N.D. 1963
- Comer Ronald & Gould Elizabeth: Psychology around us. Wiley India. New Delhi, 2011
- Fernandes, M.M : The Advanced Educational Psychology: The Psychology of the Learner. Himalaya Publishing House, Mumbai. 2008
- Mangal, S.K: Advanced Educational Psychology. Prantice Hall of India. New Delhi. 2004
- Woolfolk Anita: Educational Psychology. Pearson. New Delhi. 2011

MA. 1st SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME & CODE: MEASUREMENT AND EVALUATION IN
EDUCATION (EDN 1036)
CREDITS: 06; PAPER-III

Course objectives:

- To develop a thorough understanding of fundamental concepts in educational measurement and evaluation, including reliability, validity, standardization and various types of assessment tools.
- To acquire skills to effectively design, administer, and interpret various educational assessments, both formative and summative, to measure student learning outcomes and instructional effectiveness.
- To learn to analyze assessment data using appropriate statistical methods and interpret the results to inform instructional decisions, enhance teaching strategies and improve educational programs.
- To understand and apply ethical principles and practices in educational measurement and evaluation, ensuring fairness, equity and accuracy in the assessment process for all students.

Unit: I Measurement and Evaluation

- Concept of measurement and evaluation and its scope
- Test, (Teacher made test and standardized test) Assessment and purpose of evaluation
- Scales of measurement
- Process of evaluation formative and summative evaluation, Grading and Credit based Evaluation

Unit: II: Test Construction and Standardization

- Meaning, nature, principle and methods of test construction and standardization
Item writing and administration, Item analysis and selection of test items
- Test of reliability (Test-Retest, Split half and Alternate form of Reliability)
- Test of Validity (content validity, construct validity and concurrent validity)

Unit: III Measurement of General Intelligence

- Historical development of General Intelligence Test
- Age scale: Simon Binet Test
- Point scale: Wechsler test of intelligence
- Use of general intelligence test in education

Unit: IV Various Test and Scales:

- Different types of test used in education and psychology
- Measurement of Aptitude and Creativity
- Measurement of Achievement Diagnostic and performance
- Measurement of Personality: (Rating scale), (Projective techniques
- TAT, CAT)

Selected Readings:

- 1) Anastasi A : Psychological Testing, 1997 Pearson Education Pvt. Ltd., Pratapganj, Delhi 110092
- 2) Asthana Bipin : Measurement and Evaluation in Psychology and Education, Vinod
- 3) Cronbach, L.J : Essentials of Psychological testing – Harper and Row
- 4) Freeman, F, S, : Psychological Testing, Oxford & IBH, Calcutta 5th Edition
- 5) Thorndike and Hagen : Measurement and Evaluation in Psychology and Education
- 6) Singh Arun Kumar : Tests Measurements and Research in Behavioural Sciences

M.A. 1ST SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME & CODE: TECHNOLOGICAL PERSPECTIVE IN EDUCATION
(EDN 1046)**

CREDITS: 06; PAPER-IV

Course objectives:

- To develop a comprehensive understanding of the principles, concepts and historical development of educational technology and to explore its role and impact on contemporary educational practices.
- To analyze the communication process within educational settings, focusing on various models, methods and mediums of communication that facilitate effective teaching and learning.
- To examine the theory and application of programmed instruction, including its design, development and implementation and to evaluate its effectiveness in diverse educational contexts.
- To identify and evaluate emerging trends in educational technology, such as online learning, multimedia resources, and innovative instructional technologies and to assess their potential to enhance educational outcomes

Unit: I Introduction to Educational Technology:

- Meaning, nature, scope and significance of Educational Technology
- Components of Educational Technology-Hardware & Software
- System approach in Educational Technology
- Multimedia approach in Educational Technology
- Information and Communication Technology: Concept, Characteristics and Modes

Unit: II Communication Process:

- Concept of communication process
- Classroom Communication: Verbal & Non-Verbal Communication
- Factors affecting classroom communication
- Flanders's interaction analysis
- Team teaching

Unit: III Programmed Instruction:

- Meaning, scope and importance of programmed instruction
- Fundamentals principles of programmed instructions
- Style of programming- Linear programming, Branching programming and Matheties
- Use of prime, prompts and cues
- Development of Programmed Instructional Material

Unit: IV Emerging Trends in Educational Technology:

- Educational technology in formal, non-formal and informal Education, Distance mode
- Education, Open Learning Systems and Educational Technology
- Emerging trends in Educational Technology, Tele-Conferencing, CCTV, CAI, INSAT-Problems of New Technologies
- Evaluation and Educational Technology
- Resource Centers for Educational Technology, CIFT, UGC, IGNOU, NOS

Suggested Readings:

- Aggarwal, J.C.: 2005, Educational Technology
- Bhatia & Bhatia: 1997,
- The Principles and Methods of Teaching , Doaba House, New Delhi
- Sampath, K., Paneerselvam, A. & Santhanam, S: Introduction to Educational Technology, Steerling Publishers Private Limited
- Madankar, R.R.: 2016, Technology of Teaching and Teacher Behaviour , Neelkamal Publications Pvt.Ltd., Hyderabad

