

Distance Mode

M.A. (EDUCATION)

Course of Study & Schemes of Examination



Centre for Distance Learning & Continuing Education

Mahatma Gandhi Chitrahoot Gramodaya Vishwavidyalaya

Chitrahoot, Satna (M.P.) 485334

Centre for Distance Learning & Continuing Education

**Mahatma Gandhi Chitrakoot Gramodaya
Vishwavidyalaya Chitrakoot, Satna (M.P.) 485334**

M.A. in Education

Course of Study

Ist Year	Paper I	Philosophical Foundations of Education	100x4=400
	Paper II	Psychological Foundations of Education	
	Paper III	Sociological Foundations of Education	
	Paper IV	Sociological Foundations of Education	
IInd Year	Paper V	Comparative Education	100x4=400
	Paper VI	Teacher Education	
	Paper VII & VIII	a. Environmental Education B. special Education C. Population Education D. Distance Education E. Educational Education F. Values Education and Human Rights	100x2=200
		Total Marks = (Ist Year + 2nd Year)	100x4=800
		Dissertation	100x1=100
		Grand Total	900

Note : 20 % weight age is to be given to internal assessment.

1. Papers I-Vi will be compulsory papers of 100 marks each.
2. Each candidate will choose two papers, Paper VII & VIII, out of the available specialization papers in order to acquire specialization in an area. Specialization can be interdisciplinary as well.
3. M.A. Education can be offered on semester basis also and it will be a four-semester
4. Dissertation work may start during the first year under the annual scheme or during the third semester under the semester scheme so that long summer break may be utilized for dissertation related library-and-field work.

Duration : Two Years

Special Papers :

- A. Environmental Education
- B. special Education
- C. Population Education
- D. Distance Education
- E. Educational Education
- F. Values Education and Human Rights

REELECTIONS:

The expected outcome of the implementation of the proposed courses in education academic discipline in the emergence of a cadre of graduates and post graduates who will be capable of looking at education from a broader socio cultural perspective to initiate debates as discussion on various aspects of education in relation to the larger social milieu, and provided State inputs for policy formulation. Quite a few of them may proceed to M.Phil and Ph.D. to generate knowledge which in turn will provide the basis at once for normative educational change and ensure continuity of the fundamental axial value that run from time immemorial as the undercurrent of the history.

Professional Studies in Education

Introductory remarks: Rationale for instituting professional education

Essential purpose of B.Ed. programme is the preparation of an effective and completed teacher for the secondary school. The programme is to include inputs relating to the contemporary social context social cultural and economic. The task is to train a teacher who can play successfully multiple roles cast in him as a representative of a society, agent of change, trend philosophy and guidance to the students under his change of course, these professional preparation are already being offered the first one for more than hundred year and the second are for more than sixty years now. The mandate for CDC in this case is to make these courses more relevant for the contemporary context.

1. The first professional education programme (B.Ed.) must focus on the teachers function the school, and the society in which he lives and practices his profession.
2. The post graduate programme (M.Ed.) must prepare specialists in all aspects of school education who can man various professional slots into him system like.

M.A. in Education

Ist YEAR SYLLABUS

Paper I

Philosophical Foundations of Education

Course Objectives:

To enable the students to develop an understanding about the :

1. Contribution of philosophy to the field of education.
2. Contribution of Various Indian Schools of philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education.
4. Contribution of a few of the Great Indian Thinkers.
5. Dependency theory in Education, Values and Indian Contribution.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

Course Contents

1. Relationship between Education & philosophy.
2. Indian Schools of philosophy
Samkhya, Vedanta, Nayaya, Buddhism, Jainism, Islamic Traditions- with special reference to their educational implications.
3. Western philosophies major schools.
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
 - v. Logical positivism
 - vi. Existentialism
 - vii. Marxism

Their Educational Implications with special reference to epistemology, axiology and the process of education.

4. Contribution of Vivekananda Tagore, Gandhi & Aurobind, and J.Krishnamurty (Educational thought)
5. Social philosophy of Education - Freedom, Equality Democracy and

Reference Books :

1. [unclear] ,oa [unclear] % f'k[kk ds nk'kZfud] ,sfrgkfld vkSj lekt'kkL=h; vk/kkj b.Vjus'kuy ifCyflax gkml esjBA
- 2- xqlrk] ljkst % f'k{kk ds nk'kZfud ,oa lekt'kkL=h; vk/kkj] lkfgR; izdk'ku] vkxjA
- 3- vksM-,y-ds- % f'k{kk dh nk'kZfud i" BHkwfe] jktLFkku fgUnh xzUFk vdknehA
- 4- Chaube S.P. : Foundations of Education, Sarda Pustak Bhavan Allahabad.
- 5 Sri Aurobindo : A system of National Education, Arya Publishing House, Calcutta
6. S. Brubacher : Modern Philophies of Education, Atlantic Publishers, New Delhi.
- 7- Sinha H.P. : Outlines of Indian Philosophy ¼Hkkjrh; n'kZu dh :ijs[kk½ eksrhyky cukjlhnkl fnYyh okjk.klh
- 8- f}osnh deyk % xkWw/kh th dk f'k{kk n'kZu& Jh ifCyflax gkml] ubZ fnYyh-



M.A. Education

1st YEAR SYLLABUS

Paper II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives :

To make the students understand about.

1. The contributions of different school of psychology to education.
2. Definition, nature and factors influencing learning
3. The meaning and nature of higher mental processes.
4. The meaning measurement and adjustment of personality.
5. concept of motivation and its relationship to learning
6. Different theories of learning behaviorist, cognitive and insight.
7. Gagne's and burners theories of teaching learning
8. Meaning and nature of creativity, and its development
9. Specific needs and traits of exceptional children.

Course Contents.

1. Contributions of the following schools of psychology towards education behaviorism. Gestalt, Hormic, Psychoanalytical.
2. Learning and Motivation : Theories of learning : Thomadike's conditioning : Pavlo/classical and skinner's operant conditioning, Learning by insight. Hull's reinforce me theory and dolman's theory of learning
3. Thinking Problem solving and creativity: The meaning and nature of

creativity. Measurement of creativity, Development and creative think abilities.

4. Psychology of Personality : Type and trait theories- measurement of personality. Mental. Health and Adjustment, conflicts, frustration, anxiety and complexes, defense mechanism. Stress management
5. Psychology and Education of children with exceptional needs to intellectual impairments. Sensory impairment- visual and auditory, Locomotors and neurological impairments learning disabilities, Emotional disturbance.

References Books :

1. Bhatnagar, A.B. (2004) : Educational Psychology, Meerut : R. Lall Book Depot.
2. Bhatnagar, A.B. (2005) and Bhatnagar, Meenakshi and Bhatnagar, Aneerag ; Essentials of Measurement in Education and Psychology. Meerut. R. Lall Book Depot.
3. Kulshrestha, S.P. (2005) : Educational Psychology, Meerut. R. Lall Book Depot.
4. Mangal, S.K. and Mangal, Subhra (2006) : Development of learner and Teaching learning process. Meerut, International Publishing House.
5. Pandey, Ram Shankal (2005) : Advanced Educational Psychology, Meerut : R. Lall Book Depot.
6. Sharma, R.A. (2005) Fundamentals of Educational Psychology, Meerut: R. Lall Book Depot.



M.A. Education
Ist YEAR SYLLABUS
Paper III
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives :

1. The meaning and nature of educational Sociology, of education and Social Organization
2. Group dynamics, Social instruction, Social change and the contribution of education of these aspects.
3. Meaning of culture and concepts of Modernization westernization and socialization
4. Various social factors and their impact on education.

Course Content

- 1 concept of educational sociology and sociology of education, social organization and its concepts factor influencing social organization. Institutions values. dynamic characteristics of social organization and its Education Implications. Education and Society.
- 2 Social interactions and their educational implications social group inter group relationships dynamics social stratifications. Social change and its meaning and concepts with special referred to India. Concept of organization, modernization, westernization with special reference to Indian society and its educational implications.

3. Culture, Meaning and nature of culture, role of education in cultural, context, education and cultural change. Integrated humanism (based on Swadeshi) with special reference to social change.
4. Social Principles in Education social and economic relevance to education. Socioeconomic factors and their impact on education.
5. Education in relation to democracy, freedom, nationalism national integration. International understanding. Educational opportunity inequality Inequality of educational opportunities and their impact on social growth and development.

References books :

1. Dewey Joh. : Democracy and education, Macmillan E.Co. New York.
2. Mathur S.S. : Sociological approach to Indian education, Vinod Pustak Mandir, Meerut
3. Bhatnagar. G.S.; Education and social change, Minarva Publications Meetu.
4. Chaube S.P. ; Foundations of educational Sharda Pustak Bhavan, Allahabad.



M.A. Education

1st YEAR SYLLABUS

Paper IV

METHODOLOGY OF EDUCATION RESEARCH AND EDUCATIONAL STATISTICS

Course Objectives :

1. Source from where knowledge could be obtained.
2. Nature, scope and limitation of educational research
3. Modalities necessary for formulating research problem.
4. Sources for obtaining the data, analyzing and drawing for solving an educational problem.
5. Major approaches that are available for conduction the educational research and preparing and communication of result the research report.

Course Contents :

1. Methods of acquiring scientific knowledge : tradition, Experience, Reasoning Inductive and deductive. Empiricism and rationalism.
2. Nature and scope of educational research : meaning, nature and limitations, Need and purpose, scientific enquiry & theory development, Fundamental applied and action research.
3. Formulation of Research Problem: Criteria of identifying the problem, Variables, Hypotheses,

4. Major approaches to research: Research, Historical research, Research design. Descriptive research and export facto.
5. Collection of data types of data, quantitative and qualitative, techniques and tools, Sampling population and sample, methods, probability, representative and random sampling random stratified sampling etc.
6. Analysis of data : Descriptive and inferential statistics, the null hypothesis, Research hypothesis, test of significance, types of errors, one tailed and two tailed tests, the t- test, F- test and chi- square, Writing research report and evaluation of research report.

References Books. :

1. Kerlinger F.N. : Fundamental of Behavioral research, (Holt) New yark.
2. Edwards A.L. : Experimental design in psychological research.
3. Mouly ceurgy J. : The science of educational research, new Delhi publishing house new Delhi.
4. Vijay Kumar, Fundamental of Educational Research, Shira publications New Delhi.
6. Cliko ope : Doing Educational Research saga Publication India
6. vkj-ih-HkVukxj] O;ogkj foKkuksa esa vuqla/kku ds iz;ksxkRed vkyU;] yE;u cqd fMiks esjB
7. Garret H.E. : Statistics in Psychology and education (Langman)
8. Me call R.B. : Fundamental Statistics for Psychology.
- 9 Fisher R.A. :P Statistical method for research work.



M.A. EDUCATION
IIInd YEAR SYLLABUS
PAPER-V
COMPARATIVE EDUCATION

Course Objectives :

1. To help students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries lanterns of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students above the implications of education for solving the prevailing problems of education in India.

Course Contents :

1. **Comparative education**—Meaning in terms of looking at it as a new discipline. Scope and major concepts of comparative education, Methods, Democracy and Nationalism. Juxtaposition, Area Study, Intra and Inter educational analysis. Democracy and Nationalism.
2. Comparative education factors and approaches geographical, economic, culture, philosophical, sociological, linguistic, scientific,

historical, ecological, structural and functional factors-Cross disciplinary approach used in comparative education.

- 3 **Modern trends in world education-** National and global, Role of U.N.O. in improving educational opportunities among the member countries, various official of the U.N.O. and their educational activities.
- 4 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, Germany, India
Higher Education	USA, Russia, UK, France, India
Teacher Education	USA, Russia, UK, Germany, India
Adult Education	Australia, Cuba, Brazil, India

5. Problems prevailing in developing countries with special reference to India, their causes and m solution through education. Poverty, Unemployment Population explosion, Hunger, Terrorism, casteism and communalism, illiteracy Beggary, Political instability, Economic under-development.

Reference Books :

1. Comparative education-Nicolas Hany
2. Comparative education—Dr.S.P.Chaube
3. Comparative education—Dr. Sitaram Jaiswal



M.A. EDUCATION

IInd YEAR SYLLABUS

PAPER—VI

TEACHER EDUCATION

Course Objectives :

1. To enable the students to understand the meaning scope, objectives of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country
4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
5. To develop in the students an understanding about the important research findings in teacher education.

Course Contents :

1. Evaluation and development of teacher education in India, Meaning and scope of teacher education. Objectives of teacher education at different levels, Development of teacher education in India.
2. Preparation of Teachers for Pre—Primary, Primary and Secondary stages, Professional preparation of teacher educators and educational administrators, Preparation of teachers for the teaching of a particular

subjects (Language, Mathematics, Science), in service training programmes. Training of guidance personnel, evaluators, lesson writers and educational administrators. Postgraduate course in education, research and innovations in teacher education.

- 3 Student teaching programmes , Pattern of student teaching (internship, block teaching, teaching- practice. off -campus teaching practice), Techniques of teacher training, core teaching, microteaching. interaction analysis, Evaluation of student teaching, Taxonomy of teacher behaviour.
- 4 Trends in teacher education, Innovations in teacher education, Integrated teacher education programme, Comprehensive college of education, SIE/SERT/DIET, NCERT, NCTE. National Council for Teacher Education, Current Problems, Practicing Schools in Teacher Education, Teacher Education and community, Teacher Education and other institutions. Implementation of curricula of Teacher Education.
5. Research activities in the field of teacher education their implications with respect to Teaching effectiveness, Criteria of admission, Approaches to teaching.

Reference Books :

1. V.K. Roa: “Teacher Education” A.P.H. Publishing corporation, 5, ‘Ansari Road, Darya Ganj,- New Delhi.
- 2 Siddiqi M.A.: “In service Teacher Education New Delhi, Ashish Publication.
3. R.A. Sharma : “Teacher Education” Layal Book Dipo, Meerut.
- 4 Nizarn Elahi : “Teacher Education in India” A.P.H. Publishing corporation, 5, ‘Ansari Road, Darya Ganj , New Delhi.



M.A. Education
IIInd YEAR SYLLABUS

PAPER-VII & VIII
SPECIAL PAPER (ANY TWO)

A. ENVIRONMENTAL EDUCATION

Course Objectives :

To make the student to :

1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

Course Contents :

1. Nature. Meaning and importance of environmental education.
2. Relationship between man and environment.
3. Programme of environmental education for Primary, Secondary and Higher institutions.
4. Education for environmental awareness and attitude change.
5. Environmental stressors-Natural and man made disasters, education for

coping with the environmental stressors.

6. Comparative study of environmental projects from various countries.

References :

1. B.Saxena : ‘Environmental Education’ National Psychological corporation. Kacheri Ghat, Agra.
2. S.R.S. Sanger: “Environmental Education” Sahityaprkashan, Agra.
3. BB. Pandey : “Environmental Education” Dominant Publishers and Distributors Ansari Raod, Darya Ganj, New Delhi.



II nd YEAR SYLLABUS PAPER—VII & VIII

SPECIAL PAPER (ANY TWO)

B. SPECIAL EDUCATION

Course Objectives :

To make the student to

1. Know about the meaning and scope of special education in India.
2. Suggestions given by different recent commissions on education of children with special needs for realizing the concept of “Uniyersalisation of education”.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners. ‘

Course Contents :

1. Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education- Characteristics, education and placement of the following types of special children.
2. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment;- recommendations given in NPE 1980, POA 1992, and PWD (Persons with disability Act) 1999; National Institutes of Handicapped and the role of Rehabilitate in India Exceptional learner-learners who are mentally handicapped, visually impaired, hearing impaired, locomotors' impaired, suffering with

learning difficulties, and gifted the meaning and salient characteristics of learners of each category in a manner that paves way, for early and easy identification.

- 3 Meaning of an educational intervention nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resource room, resource teacher, counselor etc; concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

- 4 Characteristics, prevention, educational programs and placement of the following types of special children: Mentally Retarded (MR), With Learning Disabilities, Emotionally disturbed, With Speech and Language Disorders, Visually impaired, With Hearing Impairment, Creative, Gifted. (Definition, types, causes, psychological and behavioral characteristics’ and education. .



II nd YEAR SYLLABUS PAPER-VII & V III

SPECIAL PAPER (ANYTWO) C. POPULATION EDUCATION

Course Objectives :

To enable the student :

1. To understand the scope and need of population education;
2. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. To gain knowledge about the various techniques of maintenance of “status” of population.
4. To understand the concept of prosperous family.
5. To learn about the latest policies of population education and agencies working towards their achievement.

Course Contents :

1. Nature and Scope of Population Education Meaning, Concept, Need and Importance of 3% population education, objectives of population education.
2. Population Situation and Dynamics: Distribution and density; Population composition» age, /% sex, rural/urban, world and Indian factors affecting population growth, mortality and other implications.
3. Population and quality of Life: Population in relation to socioeconomic development; health Pt status health service; nutrition, environment,

resource educational provision.

4. Family life Education: Concept of family, family role and responsibility, family needs and 5% resources, responsible parenthood, life values and beliefs.
5. Population related policies and programmes: Population policy in relation to health environment AC education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.-

REFERENCES :

1. Mehata : “National Conformal on population on Education”, N.C.E.R.T. New Delhi.
- 2 SP. Jain: “Indian Population Situation”, N.C.E.R.T., New Delhi. ,
3. Mahata and Choudry: “Population on Education” N.C.E.R.T. New Delhi.
4. MkW-ds-lh- eyS;k ,oa 'kekZ % ^tula[;k f'k{kk*] fouksn iqLrd efUnj] vkxjka
- 5- iq"ik nqcs % ^tula[;k f'k{k.k*] foosd izdk'ku] tokgj uxj fnYyhA
- 6- flag ,oa ;kno % ^tula[;k f'k{kk ds ewyrRo* ftUny cq d LVksj] egs'ojh xat] gkiqMA



IInd YEAR SYLLABUS

PAPER-VII & VIII

SPECIAL PAPER (ANY TWO)

D. DISTANCE EDUCATION

Course Objectives :

- 1 To orient student with the nature and need of Distance Education in the present day Indian Society.
- 2 To expose students to different kinds of information and communication Technologies (ICT) and apprise them with their use in teaching-learning process.
- 3 To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
- 4 To enable students to evaluate programmes of distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

Course Contents :

1 Distance Education and its development

- (a) Some definitions and teaching Learning components.
- (b) Need and characteristic features of Distance Education
- (c) Growth of Distance Education.
- (d) Distance Teaching-Learning systems in India.

2 Intervention strategies at a distance

- (a) Information and Communication Technologies and their application in Distance Education.
- (b) Designing and preparing self instructional material.
- (c) Electronic media (T.V.) for Education
- (d) Distance Education.

3 Learning at a distance

- (a) Student-support-services in Distance Education and their management.
- (b) Technical and vocational programmes through Distance Education.
- (c) Programme for women through Distance Education.
- (d) Distance Education and Rural Development.

4 Quality Enhancement and Prograrrnne Evaluation

- (a) Quality assurance of Distance Education
- (b) Mechanisms for maintenance of standards in Distance Education
- (c) Programme evaluation.
- (d) Cost analysis in D.E.-concept, need and process.
- (e) New Dimensions in Distance Education-promises for the future.



IIInd YEAR SYLLABUS PAPER—VII & VIII

SPECIAL PAPER (ANY TWO)

EDUCATIONAL TECHNOLOGY

Course Objectives :

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in I.E.T.
5. To acquaint the student teachers with emerging treands in ET along with the resource centres of ET.

Course Contents :

- 1 Concept of Educational Technology, Meaning, Nature Scope and significance of ET. Components of ET. Software, hardware, Educational technology and in s tural technology.
2. Communication and Instruction, Theory, concept, Nature, components Types Classroom Communication, Mass Media approach in

educational Technology, Designing Instructional system Formulation of instructional objectives, Task analysis, Designing of Instructional strategies such as lecture, term teaching discussion, seminar and tutorials.

- 3 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, Microteaching, Flander's interaction Analysis, Simulation.
4. Programmed instruction (linear/branching model) Origin and types-linear and branching. Development of the programmed instruction material, Teaching machines. Computer Assisted Instruction, Researches in Educational Technology, Future priorities in Educational Technology in formal, non—formal and informal Education.' Distance.
5. Educational technology in formal, non-formal and informal education, Distance education open A learning system and Educational Technology, Emerging trends in Educational Technology, Videotape, Radio—vision, Tele—conferencing, CCTV, CAI, INSAT- Problems of New Technologies, Evaluation and Educational Technology, Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AV RC, EMRC, NIST etc.-their activity for the improvement of teaching learning.

References

- 1 . Bhusan, S. : Educational Technology, Vinod Pustak Mandir, Agra.
2. J.C. Agrawal : Educational Technology and Management.

3. RK. Sharma : Educational Technology and Management. Radha Prakasan Mandir, Agra.
4. Dr. Usha Rao : Educational Technology Himalaya Publishing House, Delhi.
5. Sharma, RA. (1996) : Educational Technology, Loyal Book.
- 6 vkj-ds- 'kekZ % 'kSf{kd rduhdh dh vko';drk;sa vkSj izcU/k] jk/kk izdk'ku eafnj vkxjA
- 7 ts-lh- vxzoky % 'kSf{kd rduhdh o izcU/k] fouksn iqLrd eafnj] vkxjk



IIInd YEAR SYLLABUS
PAPER - VII & VIII
SPECIAL PAPER (ANY TWO)

F. VALUE EDUCATION AND HUMAN RIGHTS

Course Objectives :

1. To enable students to understand the need and importance of Value-Education and education for Human Right.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values forms religious education, moral training or moral, indoctrination.
3. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.
4. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education

Course Contents :

1. **The Socio-moral and cultural context-**
 - a) Need and Important of Value Education and Education for Human Right in the existing social scenario.
 - b) Valuation of culture Indian culture and Human values.
2. **Nature and Concept of Morality and moral Education -**
 - a) Moral Education vis-a-vis religious education, moral instruction moral training and moral indoctrination.
 - (b) Language of moral education - its form and context characteristics of a morally educated persons.
 - (c) Justice and Care-the tw dimensions perspectives in Morality

Dichotomy between reason and passion.

(d) Moral Judgment and Moral Action.

3. Moral Development of the Child—

(a) Concept of Development and Concept of Moral development.

(b) Psychoanalytic approach.

(c) Learning theory approach, especially social learning theory approach.

(d) Cognitive developmental approach—Piaget and Kohlberg, Stages of moral development and their characteristics features.

4. Moral learning to Moral Education-

(a) Moral Learning outside the school-child rearing practices and moral Learning, Moral learning via Imitation Nature of Society and moral learning Media and moral learning.

(b) Moral learning Inside the education School' providing "form" and "Content to form"

(c) Moral Educational and the curriculum' Can moral education be imparted taking it as a subject of curriculum.

5. Intervention Strategies for Moral Education and Assessment of Moral Maturity-

(a) Rationale Building Model

(b) The consideration Model,

(c) Value classification Model,

(d) Social Action Model,

(e) Just Community intervention Model

(i) Assessment of Moral maturity via moral dilemma resolution.

(ii) Examples of some select moral dilemmas.

