

## **M. A. Education**

**MAE 101 Basics of Education & Psychology of Learner and Learning**

**MAE 102 Philosophy of Education & Sociology of Education**

**MAE 103 Indian Education Policy and Systems & Research**

**Methodology in Education**

**MAE 104 Inclusive Education & Life Long Learning and NGO**

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**Program Name - M.A. (Education)**

**Course Name - Basic of Education**

**Course Code - MAE 101      Basics of Education & Psychology of Learner and Learning**

**Objectives**

1. understand the basic concept of Education, Knowledge and Schooling.
2. understand the Philosophical, Psychological and Sociological basics of Education.
3. explain the concept and knowledge of Education.
4. explain the interdependence of Philosophy and Psychology of Education.
5. differentiate between agencies of Formal, Non-formal and Informal Education.
6. analyse various perspectives and views on the concept of Education.

**Content**

**Unit I - Concept and Knowledge of Education**

- 1.1 Education: Meaning, Aim and Objective of Education
- 1.2 Democratic & Total Aims of Education
- 1.3 Concept & Nature of Knowledge
- 1.4 Education & Schooling
- 1.5 Education & Instruction (Teaching Learning Process)

**Unit - II Philosophical & Psychological Basic of Education**

- 2.1 Meaning of Philosophy & Psychology
- 2.2 Interdependence of Philosophy & Psychology
- 2.3 Nature & Scope of Philosophy & Psychology
- 2.4 Contribution of Philosophy & Psychology
- 2.5 Philosophy & Teacher

**Unit 3 - Sociological Basis of Education**

- 3.1 Socialization of Child
- 3.2 Society & Education
- 3.3 Social Cultural Aim of Education
- 3.4 Social Change and Education
- 3.5 Social factors forming basis of Education

**Unit 4 - Forms & Agencies of Education**

- 4.1 Informal – Meaning, Characteristics, Scope & Limitations
- 4.2 Formal – Meaning, Characteristics, Scope & Limitations
- 4.3 Non-formal- Meaning, Characteristics, Scope & Limitations
- 4.4 Formal Agencies of Education - School and College
- 4.5 Informal Agencies of Education – Home, Community, Pear-group, Mass Media

**Learning Outcomes:**

- i. describe the democratic aims and total aims of Education
- ii. student identify philosophical and psychological bases of education
- iii. student explain sociological bases of education.
- iv. student classify forms and agencies of education

**Programme Name - M.A. Education**

**Course Name - Psychology of Learner and Learning**

**Objectives**

**Content**

**Unit - I - Introduction to Psychology of Learning**

- i Concept and scope of learning
- ii Major schools and their contributions in Psychology: Structuralism, Behaviorism, Psycho – Analytic.
- iii Factor affecting learning : Internal
- iv Factors affecting learning : External
- v Methods of Study in Psychology: Introspection /Self reporting, Observation, Case Study & Experiment.

**Unit - II - Learner, Development & Learning Theories**

- i Concept of development and factors affecting development
- ii Development theories : Piaget's , and Kohlberg's
- iii Learning theories : Gagne's and Bloom's
- iv Brain Based Learning
- v Constructivism

**Unit - III - Intelligence, Creativity and Personality**

- i Concept of Intelligence
- ii Theories of Intelligence: Guilford, Gardner
- iii Types of Intelligence Test
- iv Creativity : Concept, Brain Storming Technique
- v Personality : Concept, Theory of Personality- Allport

**Unit - IV - Teaching and Models of Teaching**

- i Concept Attainment Model
- ii Inductive Thinking Model
- iii Inquiry Training Model
- iv Role Playing Model
- v Stress Reduction Model

**Learning Outcomes**

- i. student explain various aspects of Psychology of learning
- ii. student discuss learner, development and learning theories
- iii. student examine the concept of intelligence, creativity and personality
- iv. student identify concept of teaching and model of teaching

# References Book

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**Program Name - M.A. Education**

~~Course Name - Philosophy of Education~~

**Course Code - MAE 102 Philosophy of Education & Sociology of Education**

**Objectives -**

- i) to develop understanding of the interrelationship between Philosophy and Education
- ii) to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- iii) to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- iv) to acquire knowledge of human values and role of education.

**Content**

**Unit- I Philosophy and Education**

- 1.1 Philosophy - Meaning & Various definitions & scope of Philosophy
- 1.2 Interrelationship between Philosophy & Education, Need of philosophy in life and for Teacher in Practical
- 1.3 Contemporary Concept of Philosophy – Phenomenology Post Modern

**Unit- II Indian Schools of Philosophy**

- 2.1 Vedic, Buddhism, Jainism, Islamic
- 2.2 Education Implications of these schools with special reference to the - Concept of Knowledge, reality & values, methodology, pupil- teacher relationship, freedom & discipline, Basic Tenets, aims, & objectives, Curriculum
- 2.3 Educational Contributions of –Swami Vivekanand, Ravindranath Tagore, Mahatma Gandhiji, Dr. Babasaheb Ambedkar, Mahtma Jyotirao Phule & J.P.Naik, Aurobindo Gosh

**Unit- III Western Schools of Philosophy**

- 3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Maxism.
- 3.2 Educational implications of these schools with special reference to the – Concept of knowledge, reality & values, methodology, pupil – teacher relationship, freedom & discipline. Basic Tenets, aims & objectives, Curriculum.
- 3.3 Educational Contribution of- Plato, Aristotle, Rousseau, John Dewey

**Unit- IV Philosophy of Human Values, Culture & Education**

- 4.1 Meaning and types of values - spiritual, moral, social, aesthetic values
- 4.2 Equality, Futurity, Liberty
- 4.3 Global Citizenship Education
- 4.3 Indian Constitution & their educational implications

**Practical Work (Anyone):**

- i) Visit of the institutions working on Philosophical ideas of Philosopher.
- ii) Study of the comparison between one western school with one Indian school of philosophy.
- iii) Study of human values and professional ethics
- iv) Student will be preparing a term on any given topic in the syllabus.

**Learning Outcomes**

- i. Student identify interrelationship between Philosophy and Education and need of Philosophy.
- ii. Student explain basic information about Vedic , Buddhism, Jainism, Islamic school of Philosophy.
- iii. Student define and explain various western schools of Philosophy.
- iv. Student outline philosophy of human values, cultures and education.

**Programme Name - M.A. Education**  
**Course Name - Sociology of Education**



**Objectives**

- Develop the understanding of Sociology and Education.
- Develop the understanding of social reconstruction

**Content**

**Unit - I - Sociological Perspectives**

- i Sociological of Education
- ii Educational Sociology
- iii International ship between sociology and Education
- iv Meaning, nature & interrelationship with Education
  - a) Family
  - b) School
  - c) Peer group

**Unit - II - Education and Socialization**

- i Socialization - Concept & nature, process
- ii Social stratification and Education
- iii Social Mobility and Education
- iv International Understanding

**Unit - III - Social Issues and Problems**

- i Globalization and its impact, Promitization, Marketization
- ii Multicultural Education
- iii Global Citizenship
- iv Terrorism and Global Problems

**Unit - IV- Sociology of Education**

- i Education, Social change & Development
- ii Secularism
- iii Agent of Social Changes
- iv Social Diversity and Education

**Learning Outcomes**

- i. student identify sociological perspectives of education
- ii. student compare education and socialization
- iii. student discuss social issues and problems
- iv. student explain sociology and education

# References Book

## MAE 102-Philosophy of Education & Sociology of Education :

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**Program Name - M.A. Education**

**Course Name - Indian Education Policy and Systems**

**Course Code - 103 Indian Education Policy & Systems & Research Methodology in**

**Objectives**

- i. To know education system in ancient and medieval period.
- ii. To understand the development of Education in British period.
- iii. To know recommendations of various commissions from independence.
- iv. To know the various provisions of the acts related to Education.

Education

**Content**

**Unit - I - Landmarks in Indian Education System**

- i. Education during Ancient Period
- ii. Education during Medieval Period
- iii. Colonial and Missionaries Educational efforts till 1813 Act
- iv. McCauley's Minute 1835, Woods Dispatch 1854
- v. Right to Education Act 2009 and Regulatory Bodies

**Unit - II - BEFORE INDEPENDENCE**

- i. Hunter Education Commission 1882-83
- ii. Indian University Act-1904
- iii. Saddler University Commission-1917-19
- iv. Hartog Committee-1929
- v. Wardha Scheme of Basic Education-1939

**Unit - III - AFTER INDEPENDENCE**

- i. Dr. Radhakrishnan Commission 1948-49
- ii. Mudliar Commission on Secondary Education 1952-53
- iii. Kothari Education Commission 1964-66
- iv. National Education Policy 1986
- v. Rammurti Committee 1990 and NEP 1992

**Unit - IV - OTHER EDUCATIONAL POLICIES**

- i. Educational Policies for Inclusive Education
- ii. Educational Policies for Women
- iii. Educational Policies for Minorities
- iv. Educational Schemes-SSA, RMSA, RUSA and Mid Day Meal scheme
- v. Educational initiative-swayam, swayam prabha, udaan, vidyanjali, digilocker, saransh, national academic depository etc

**Learning Outcomes**

- i. student examine landmarks in Indian Education System
- ii. student explain education in India before independence
- iii. student discuss education in India after independence
- iv. student examine various policies related to education

**Programme Name - M.A. Education**

**Course Name - Research Methodology in Education**

**Objectives**

**Content**

**Unit- I - Fundamentals of Educational Research**

- i. Perspective of knowledge
- ii. Meaning, nature and scope of educational research
- iii. Review of related literature in educational research
- iv. Scope, limitation and delimitation of research
- v. Criteria for selecting problem for education research

**Unit - II - Approaches of Research, scope and limitation**

- i. Paradigm of research, Types of research: Fundamental, Policy, Applied and Action research
- ii. Quantitative research: Descriptive research, experimental research
- iii. Qualitative research: Historical research, case study, ethnographic
- iv. Scope of various research methods
- v. Limitations of various research methods

**Unit - III - Design of Research**

- i. Identification and selection of problem
- ii. Defining Variables: Dependent and Independent
- iii. Formulation of research question
- iv. Hypothesis: Nature & Formulation
- v. Population, Sample and Sampling

**Unit - IV - Data collection and Analysis**

- i. Tools and techniques of data collection
- ii. Standardization of tools of research
- iii. Normal Probability Curve- Characteristics and application
- iv. Descriptive & inferential data analysis
- v. Write a research Report

**Learning Outcomes**

- i. student describe fundamentals of educational research
- ii. student explain approaches, scope and limitations of research
- iii. student examine design of research
- iv. student discuss data collection tool and analysis

# References Book

## MAE 103 Indian Education Policy & System & Research Methodology in Education –

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**Program Name - M.A. Education**

**Course Name - Inclusive Education**

**Course Code - 104** Inclusive Education & Life Long Learning and NGO

**Objectives -**

To enable students to

- i. to understand the concept of inclusive education
- ii. to create the human resources for inclusive education
- iii. to sensitize about persons with disability and their challenges
- iv. to impart inclusive instructional strategies
- v. to develop inclusive culture in the institution

**Content -**

**Unit I - Basics of Inclusive Education**

- i. Concept of Inclusive Education
- ii. Need of Inclusive Education
- iii. Scope of Inclusive Education
- iv. Policy & Practices of Inclusive Education in India
- v. Inclusive Education Global Scenario

**Unit II - Types of Disabilities**

- i. Visual : Complete, Low vision, color blindness, night blindness
- ii. Motor: One/both arms affected, on e/both legs affected, fingers affected, immovable neck etc.
- iii. Auditory and speech impaired: Deaf & hard of hearing, speech impaired, Deaf & speech impaired
- iv. Cognitive and neurological disability: cerebral palsy, mental illness, autism, ADHD child:  
Characteristics and catering to their needs
- v. Learning disabilities: Dyslexia, Dyscalculia, Dsygraphia, Dyspraxia etc.

**Unit III - Inclusive Instructional Strategies**

- i. Individualized Education Plan (I.E.P.)
- ii. Team teaching and co-teaching
- iii. Buddy system and circles of friends
- iv. Collaborative and co-operative learning
- v. Self-regulated learning, parent involvement

**Unit IV - Inclusive Institutes**

- i. Infrastructural facilities for Inclusive schools
- ii. Challenges for an Inclusive schools
- iii Qualities of Inclusive teacher
- iv Assistive Technology for Inclusion
- v. N.G.O. s promoting inclusive education

**Learning Outcomes -**

- i. Students explain concept, scope and policies of inclusive education
- ii. Students identify learning needs of children depending on types of disability
- iii. Student differentiate between different learning strategies for Inclusive education instruction
- iv. Students explain infrastructural facilities and challenges for inclusive institutes

**Programme Name - M.A. Education**

**Course Name - Life Long Learning and NGO**

**Objectives**

- i. To understand the meaning of lifelong learning.
- ii. To know the various programmes and schemes related to lifelong learning.
- iii. To know international ngo and institutes working in lifelong learning
- iv. To Understand the Indian system in lifelong education.

**Content**

**Unit - I- Introduction to Lifelong Learning**

- i Nature and Scope of Lifelong Learning
- ii Historical prospective in Lifelong Learning in India - Pre and Post Independence Period
- iii Concept related to Lifelong Learning - Androgogy and Pedagogy, continuing education, Formal and non-formal education
- iv Hamberg to Lifelong declaration, 1977 (UNESCO)
- v Approaches to Lifelong Learning in different Five Year Plans

**Unit - II - Lifelong Learning Programmes**

- i National Literacy Mission
- ii Gram Shiksha Mohim s
- iii National Adult Education Programme
- iv Farmer's Functional Literacy Programme
- v Government Institutions related to Lifelong Education

**Unit - III- Lifelong Learning & Development**

- i Need of Industries and Lifelong Learning
- ii Socio-Economic, Political and cultural development and Lifelong Learning
- iii Globalization and Lifelong Learning
- iv Knowledge society and Lifelong Learning
- v Lifelong learning and Human Development

**Unit - IV - NGO in Lifelong Learning**

- i Role of NGO Lifelong Learning
- ii Zilla Saksharta Samitis
- iii Bharat Gyan Vidyan Jatha
- iv Skill Development through Lifelong Learning

**Learning Outcomes**

- i. student define various concept related to Lifelong learning
- ii. student identify various Lifelong Learning programmes
- iii. student explain the concept of Lifelong Learning and development
- iv. student identify the role of NGO in Lifelong Learning

# References Book

## MAE 104- Inclusive Education & Life Long Learning and NGO

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