

(M.A. EDUCATION)
MASTERS DEGREE PROGRAMME IN EDUCATION (TWO YEARS)
SEMESTER I
Syllabus for the Examinations to be held in December 2025, 2026 and 2027

Course No. P2EDTC101
Credits: 4

Title: Philosophical Foundations of Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Course Outcomes: After completion of the course, the learner will be able to:

1. Develop an in-depth understanding of the nature, scope, and significance of philosophy in education.
2. Examine the major schools of Indian & Western philosophy and their implications for educational aims, curriculum, methods, and discipline.
3. Understand the contributions of Indian and Western thinkers to educational thought and practice.
4. Analyze contemporary educational issues through philosophical inquiry and reflection.

Course Contents:

Unit I: The Basis of Knowledge: Indian and the Western Orientations

What is Education in Context of India and the West (Conceptual Analysis& difference); the Concept of Shiksha, Vidya and Gyan and education. Difference between Darshan(Indian context) and Philosophy (Western); Philosophy of Education – Its Nature and Functions (Speculative, Normative, Analytical), Relationship; Bases of Knowledge –Metaphysics, Epistemology and Axiology and Indian Education-Vaishesika, Nyaya, Samkhya, Yoga, PurvaMimansa and Vedanta or Uttara Mimansa.

The usefulness old scripted Indian knowledge in the Vedas and Upanishadsare useful in the contemporary society(Ayurveda, Yoga and values).

Unit II: BhartiyaDarshan and its impact on Samaj

A critical review of the Bhagwat Gita by Mahatma Gandhi (Character Building, Inner Discipline, Spirituality) &Sri Aurobindo(Integral Education & Philosophy ofSwabhava&Swadharma)TheValuesystem of Buddhism, Jainism. Critical Analysis of Contribution of Indian Thinkers to the cause of education (Sri Vivekananda, Sri Aurobindo, Mahatma Gandhi, J Krishnamurthy&Dr BR Ambedkar) A critical analysis of Indigenous education prior to the English educational system.

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Unit III: The Western Thinkers and Education system

A conceptual understanding of western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Existentialism, post modernism) and its role in education in the West and on Indian education; Critical Commentary on the Western classical Thinkers (Socrates, Plato & Aristotle in respect of contribution to the field of Education) and of Rousseau, Immanuel Kant, John Dewey, Paulo Freire.

Development of concept of Inclusiveness & Exclusiveness in Indian and Western philosophical thought through Education.

Unit IV: Contemporary educational thoughts & ideas

The Conceptual understanding of the Indian Knowledge System and its effectiveness in the Bhartiya Samaj and shiksha (Family, society, economy as well as educational values); Analytical study into the faith Schools and its effect on the Bhartiya Shiksha and sanskriti (Values, Language, Social differentiations, western traditions and Culture) Difference between Moral & Changing Conceptions of Morality in context of Indian & Western Education) Conceptual understandings of Critical Theory & Critical Pedagogy & Critical Thinking (Implications in NEP 2020)

A critical Analysis of Indian Knowledge and Knowledge led by Science of the West.

Modes of Transaction: Lecture cum Discussion Method and Seminar

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Books recommended:

Bhagavad Gita by M Gandhi, National Book Trust

Blackwell Guide to the Philosophy of Education, 2002 Ed) Wiley Corp

Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.

Kappoor Kapil & Avadesh K Singh Indian Knowledge systems (Vol I) available on https://iks.iitgn.ac.in/wp-content/uploads/2020/06/Indian_Knowledge_Systems-Kapil-Kapoor.pdf

Moore T.W., Philosophy of Education – An Introduction, Routledge and Kegan Paul, Great Britain.

Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York

Pring, Richard Philosophy of Education, Continuum Studies in Education, London

Puligandla R The Fundamentals of Indian Philosophy (1975) available in Market and on flipkart.

Saroj Sharma, The significance of Ancient Indian Sciences in Contemporary Education, National Book Trust

Saroj Sharma, Scientific Basis of Indian Knowledge System (Ed) Shipra Publications

Sri Aurobindo, The Essays on The Gita

Tuner David, Theory of Education: Continuum studies in Education, London

Wingo, G. Max., Philosophy of Education- An Introduction, Sterling Publishers Pvt. Ltd.

Wood, R.G., Introduction of Education- Methun and Co. Ltd.

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Course No. P2EDTC102
Credits: 4

Title: Psychology of Learning
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Course Outcomes: After completion of the course, the learner will be able to:

1. examine psychological perspectives and use motivational strategies to support diverse learners.
2. analyze various learning theories and design strategies to facilitate effective transfer of learning.
3. design learning tasks to support concept formation, reasoning, problem-solving, and language development.
4. identify different personality traits and intelligence types to plan learner-centered instructional strategies.

Course Contents:

Unit I: Educational Psychology and Motivation

Educational Psychology – Concept and history of psychology of education, Difference between psychology of education and educational psychology

Main Features and Contribution of the following Schools of Psychology towards Education: Gestalt, Psychoanalysis and Constructivism

Motivation: Concept, Theories: Maslow and Murray, Theory of achievement motivation

Unit II: Learning and Transfer of Learning

Learning –Concept, Factors affecting learning Theories of learning- Kolb, Jack Mezirow and George Siemen Cognitive theories of learning –Piaget, Vygotsky, Kurt Lewin and Tolman

Transfer of Learning- Theories of Transfer, Major experiments on transfer, Role of teacher in facilitating transfer of learning

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Title: Psychology of Learning
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Unit III: Concept Formation, Reasoning, Problem Solving, Thinking and Language Development

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building)

Reasoning (meaning, steps, types of reasoning and role of teacher)

Problem Solving (meaning, approaches, phases and role of teacher)

Development of Thinking (meaning, steps, tools, forms of thinking and role of teacher)

Language (meaning, sequence, factors influencing language development and role of teacher)

Unit IV: Personality and Intelligence

Personality: Concept, Type and Trait Theories, Behavioral Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques

Intelligence: Concept, theories: Guilford and Gardner, Performance and Non-performance tests

Mode of Transaction: Lecture cum Discussion Method and Seminar

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Title: Psychology of Learning
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Minor Test-I: 20
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Major Test: 60

Essential Readings:

Ainscow, M., Booth, T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.

Chauhan, S.S. (2001). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.

Dash, M. (2006). Fundamentals of Educational Psychology, Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.

Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.

Suggested Readings:

Kirk, S. A., & Gallagher J.J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston

Mangal, S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi.

Solso, Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

Warts, Margaret G. (2011).Fundamentals of Special Education. P H I Learning Private Ltd. New Delhi

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Course No. P2EDTC103
Credits: 4

Title: Educational Research
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Course Outcomes: After completion of the course, the learner will be able to:

1. understand the basics of research and related functions in the various fields of educational endeavour.
2. comprehend the concept of sampling, differentiate between various sampling techniques and apply appropriate sampling methods in designing research study.
3. develop and standardize different tools.
4. Analyse qualitative and quantitative research methodologies with their applications.

Course Contents:

Unit-I Research in Education

Educational Research-Meaning, nature and scope

Areas of Educational Research: Philosophical, Psychological, Sociological, Historical and Economical

Scientific enquiry and theory development

Types of Educational Research- Fundamental, Applied, Action Research and Policy Research (Meaning, Purpose, Steps, Characteristics, and Differences)

Approaches of Educational Research: Qualitative, Quantitative

Formulation of Hypothesis and Research Questions in various types of research

Unit-II Research Problem and Sampling

Formulation of Research Problem: Sources and Criteria

Concept of Universe, Population and Sample; Unit of Sampling, Population

Characteristics of a good sample, Determination of sample size

Techniques (a) Probability sampling techniques and (b) Non-Probability; when to use probability and non-probability sampling techniques

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Course No. P2EDTC103
Credits: 4

Title: Educational Research
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Probability Sampling: Simple Random Sampling, Systematic random, Cluster, Proportionate and Stratified Sampling, Multi-Stage Sampling

Non-probability Sampling: Convenience, Purposive, Quota, Incidental and Snowball Sampling

Unit-III Tools, Methods and Techniques of Educational Research

Meaning, characteristics-reliability, validity, usability and sensitivity; Types of Tools- Standardized and Non-Standardized,

Construction and uses of Tools of Educational Research: Questionnaire, Attitude Scales, Rating Scale

Methods of Educational Research: Interview, Observation

Techniques of Educational Research: Projective and Socio-metric Technique

Conduct a pilot-study on a small sample and standardize any one of the above-mentioned educational research tool/technique/method

Unit-IV Types of Research Methods

- (i) **Descriptive Research** (concept and steps)- Survey Studies, descriptive studies, correlation studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies

- (ii) **Experimental Research** (Concept, Nature, Merits and Demerits)

Variables in Experimental Research: Independent, Dependent, Confounding variables

Concept of Univariate, Bi-variate and Multivariate variables

Internal and External Validity of Results in Experimental Research

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design: Non-equivalent controlled group design, time-series design

- (iii) **Historical Research** (concept, steps, types, merits and demerits)

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Major Test: 60

Concept and uses of following methods:

Ex-Post-Facto; Laboratory experiment; Field Studies and Field Experiment; Documentary Analysis with special reference to logical and content analysis

Modes of Transaction: Lecture-cum-discussion method and Seminar

Books Recommended:

Anastasi, Annie Psychological Testing, Prentice Hall, 1997

Best, J.W. Research in Education. Pearson, 2005

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The Craft of Research (4th ed.). University of Chicago Press.

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.

Creswell, J. W. & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage Publications.

Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). Sage Publications.

Koul Lokesh (2020) Methodology of Educational Research.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). Sage.

Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.

Punch, K. F. (2006). Developing Effective Research Proposals. Sage Publications

Silverman, D. (2021). Interpreting Qualitative Data (6th ed.). Sage.

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Course No. P2EDTC104
Credits: 4

Title: Contemporary Issues in Indian Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Course Outcomes: After Completion of the course, the learner will be able to:

1. Understand the foundational and preparatory stage of education in the light of National Education Policy 2020.
2. Comprehend the middle education system as per National Education Policy 2020.
3. Analyze the organizational patterns of secondary education in the light of National Education Policy 2020.
4. Reflect on the functions and problems of different agencies of higher education.

Course Contents:

Unit-I

Foundation and Preparatory Education – Meaning, aims and objectives of Foundation and Preparatory Education, girls' education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. PM POSHAN, Samagra Shiksha, Continuous and Comprehensive Evaluation at school Level, National Policy on Education 1986 (revised 1992) their implications for Elementary Education. Right of Children for Free and Compulsory Education Act 2009 and National Education Policy 2020, Jaadui Pitara, PM e Vidya, Bal Vatika Channel.

Unit-II

Middle Education – Meaning, importance and objectives of middle education: organizational pattern of middle education, problems and remedial measures of middle education. Rashtriya Vidya Samikha Kendra (RVSK), DIKSHA, NISHTA, , e

Unit-III

Secondary Education – Meaning, importance and objectives of secondary education: organizational pattern of secondary education, problems and remedial measures of secondary education and Role of CBSE.

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Credits: 4

Title: Contemporary Issues in Indian Education
Maximum Marks: 100
Minor Test-I: 20
Minor Test-II: 20
Major Test: 60

Unit-IV

Higher Education– Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance), Malviya Mission Teacher Training Programme (MMTTP). RUSA, Deemed to be University, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM).

Modes of Transaction: Lecturecum Discussion Method and Seminar

Books recommended:

Bhatnagar, S. Education in India Today and Tomorrow. Agra, (2013)

MoE, Govt of India (2019) Samagra Shiksha, <https://samagra.education.gov.in/>

Report of Secondary Education Commission and Indian Education Commission 1952

Report of Education and National Development (1966).

Report of New Education of Policy (1986).

Report of Programme of Action (1992).

Report of National Education Policy (2020).

Sakir, Mohd (2017) Contemporary Issues in Education- A perspective, New Delhi, Shipra Publications.

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Course No.: P2EDPC105

Title: School Internship-I

Total Marks: 100 (25 internal +75 External)

Credit: 04

It will be compulsory for each student studying in First Semester of MA (Education) Programme will do their Internship through the following activities:

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self-expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation 50 marks
2. Portfolio of an adolescent 20 marks
3. Care of one tree on campus 20 marks
4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks