

Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur (C.G.)



Scheme and Syllabus

of

M.A. Education

Program Code: MAEDUR106

**Semester system for affiliated college
(As per LOCF and credit system)**

w.e.f. 2023-2024

(As approved by AC and EC meetings held on 16.08.2023 and 18.04.2023 respectively)



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Scheme of M.A. EDUCATION under Semester System

Program Code: MAEDUR106

Semester	Course Code	Subject Name	Credit			Total Credit	Marks			
			L	T	P		ESE	IA	Total	
									Ma x	MI n
First	EDUT101	Philosophical Foundation of Education – Western	3	1		4	80	20	100	36
	EDUT102	Sociological foundations of Education	3	1		4	80	20	100	36
	EDUT103	Development of Learner	3	1		4	80	20	100	36
	EDUT104	Methods and Procedures of Research in Education	3	1		4	80	20	100	36
	EDUP105	Group Project	-	-	4	4	-	-	100	36
	Subtotal		12	4	4	20	320	80	500	
Second	EDUT201	Philosophical foundations of Education-Indian	3	1		4	80	20	100	36
	EDUT202	Qualitative and Quantitative Analysis of Data	3	1		4	80	20	100	36
	EDUT203	Psychological Foundation of Education	3	1		4	80	20	100	36
	EDUT204	Vision of NEP-2020	3	1		4	80	20	100	36
	EDUP205	Field Work and Practical	-	-	4	4	-	-	100	36
	Subtotal		12	4	4	20	320	80	500	

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
Course Code	EDUT 101	
Course Title	PHIOSOPHICAL FOUNDATION OF EDUCATION – WESTERN	
Course Type	Theory	
Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur	
Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Acquire the knowledge of nature, scope & function of philosophy of Education.• Understanding and use of philosophical methods in studying educational data.• Understand questions concerning the nature and aims of education.• Acquire every approach to educational problem demands.• Understanding of the interrelationship between Philosophy and Education	
Credit Value	04	
Total Marks	Internal Marks: 20 External Marks: 80	Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
	Meaning and nature of philosophy Scope of philosophy of Education ,Relationship between philosophy and Education,Need and function of philosophy of Education ,Approaches to philosophy of Education: Great minds approach, school of philosophy and analytical approach.	12
	Naturalistic approach to education ,Idealistic approach to education ,With special reference to metaphysics, epistemology, and their educational implications	12
	Realism in Education, Pragmatism in Education, With special reference to metaphysics, epistemology, and their educational implications	12

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Marxism in Education : characteristic and educations implications , Humanism in Education : characteristic and educations implications	12
Characteristic as school of philosophy and education implications, Existentialism : characteristic and educational implications ,Logical positivism : characteristic and educational implications	12

Part C - LEARNING RESOURCES

Brubacher : Modern philosophies of Education.
Henderson: Introduction to philosophy of education.
Horn : Democratic philosophy of Education.
Butler: Four Philosophies: Their Practice in Education and Religion.
Will Durant: The Story of Philosophy.
Cunningham: Problems of Philosophy.
Cunningham: Pivotal Problems of Education.
Butts: A Cultural History of Education.
Wynne J.P.: Philosophy of Education in Cultural Perspective.
Brameld : Philosophy of Education in Cultural Perspective.
Knellem G.F: Philosophy of Education.
O.Connor,D.G.: Introduction of Philosophy of Education.
Collins : The Existentialism.
Eric Fromm: Marx's Concept of Man.
Tutus : Living Issues in Philosophy.
Wingo G. :Philosophies of Education.

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MR. KOHAN LAL SAHU	
SMT. POONAM VERMA	
Dr. SUJEET MISHRA	
Dr. ULHAS WARE	
Dr. VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 102
2	Course Title	SOCIOLOGICAL FOUNDATIONS OF EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• To acquire the knowledge of nature, scope & function of philosophy of Education.• Understanding and use of philosophical methods in studying educational data.• Understanding of the interrelationship between Philosophy and Education• Interpret the role of education in social context.• To recognize the socio culture aspect of education.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Sociology of Education Origin and development of Sociology of Education, Nature and scope of Sociology of Education , Methods of study in Sociology of Education	12
II	Education and social system Social system – concept and elements of social system, Education as a social subsystem, Role of family ,community ,economy, political system and religion as a social sub system	12
III	Education and culture Culture : Function characteristics, cross culture transmission , Characteristics of Indian culture, Role of education in the process of assimilation of Indian tradition and development of new cultural pattern	12

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IV	Education, Social Control, Social Change and Modernization Social control: nature, agencies and role of education in social control, Social change: concept of social change and modernization, factors promoting social change and modernization in India, constraints on social change and modernization in India, Social mobility and education	12
V	Important concerns and Issues in Education Social stratification, social equity and equalization of education opportunities, Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, women and rural population, Youth Movement in India, De schooling and Futurology	12

Part C - LEARNING RESOURCES

Cook, I.A. & E.F. Cook	: A Sociological Approach to Education
Rugg & wither	: Social Foundation of Education
Ashley, B.S. et al.	: An Introduction to the Sociology of Education
Musgrave, p.w	: The Sociology of Education
Merrill, F.E.	: Society and Culture
Brown, F.J.	: Educational Sociology
Morrish, Ivor	: The Sociology of Education –An Introduction
Ruhela, S.P. & k.s. Vyas	: Sociological Foundation of Education in Contemporary India
Brenback, Cole.s.	: Sociological Foundation of Education
Prelins, A.p. & Parelins R.J.	: The Sociology of Education
Stalcup, R.J.	: Sociology and Education
Ottaway, A.K.C.	: Education and Society
Mishra, U.	: ShikshaKaSamajshastra

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 103
2	Course Title	DEVELOPMENT OF LEARNER
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be able to:</p> <ul style="list-style-type: none">• The objectives of learning and development are to develop new skills leading to growth in this professional or personal life.• Understanding learning and development is to make the workforce move efficient, flexible and able to deliver the organisations results in challenging times.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Development – Stages, Principles, Nature – Nurture balance ,Language Development – Factors in fluencing it, Theories	12
II	Cognitive Development – Stages, Theories of Piaget and their educational implications, Moral Development – Factors influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour	12
III	Development of Social Competence – Concept, Factors influencing it. Development of Emotional competence – Concept, Factors influencing it.	12
IV	Intelligence – Concept, Theories, Measurement of intelligence ,Personality – Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of personality	12

K. Bajpai

S. Singh



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V	Stress – Concept, Factors influencing Stress among learners, Mental Health – Concept, Process of adjustment, Conflict, Defence mechanism	12
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Part C - LEARNING RESOURCES

Bischof	: Interpreting Personality Theories
Blum	: Psychoanalytic Theories of Personality
Bass & Berg	: Objective Approaches to Personality Assessment
Holland Lindzey	: Theories of Personality
Wadsworth, B.J.	: Piaget for the Classroom
Slavin, R.E.	: Educational Psychology
Mangal, S.K.	: Advance Educational Psychology
Brainerd	: Piaget theory of Intelligence
Bruner	: Relevance of Education
Mehta, C.S.	: ShikshakiPrakriya
Flavell	: Developmental Psychology
Bee	: Developing Child
Misra, K.S.	: ShikshaManovigyankenayekshiti
Jersild	: Psychology of Adolescence

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<https://www.slideshare.net>

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 104
2	Course Title	METHODS AND PROCEDURES OF RESEARCH IN EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• To understand the concept of research and educational research. Explain and adopt different strategies of research to solve educational problems.• To understand the types and methods of educational research. To select the appropriate statistical methods in educational research.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Educational Research: meaning, nature, need, purpose and scope Types of Educational Research: fundamental, applied and action research, Quantitative and qualitative research, Mixed methodological approach, Steps of conducting educational research: identification of problem, writing research proposal.	12
II	Review of related literature: needs and procedures, Research hypothesis: Types, sources and functions.,Population and sample types of sampling- probabilistic and non-probabilistic sampling Sampling design	12
III	Tools and techniques of data collection:- observation, interview, questionnaire, tests rating scale, attitude scale, sociometry	12
IV	Experimental research, experimental designs, true experiment, quasi experiment and ex-post facto research, Survey research: types, cross sectional and longitudinal, evaluation research, correlational studies	12



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V	Historical research and philosophical research ,Qualitative research approaches: phenomenology, ethnography, grounded theory, case study ,Writing research report, References and Bibliography.	12
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Part C - LEARNING RESOURCES

- Cohen L. Manion L and Morrison: Research methods in Education
Creswel, John W. : Educational Research
Kerlinger F.N. : Foundations of Behavioural Research
Van Dalen : Understanding Educational Research
Cory : Action Research to Improve School Practices
Gage (Ed.) : First Handbook of Research on Teaching
Fox, D.J. : The Research Process in Education
Tuckman : Conducting Educational Research.
Edwards, A.L. : Statistical Methods of the Behavioural Sciences.
Ferguson, G.A. : Statistical Analysis in Psychology and Education.
Guilford, J.P. : Fundamental Statistics in Psychology and Education.
Lindquist, E.F. : Statistical Analysis in Educational Research.
Siegal, S. : Non-Parametric Statistics.
Walker, H.M. & Lev, J.: Statistical Reference.
Lowrance, W. Neuman: Social Research Methodology: Qualitative and Quantitative Approach.
Koul, L. : Methodology of Educational Research.
Agarwal, Y.P. : Statistical Methods.
Best, J.W. & Kahn, J.V.: Research in Education.
Pandey, K.P. : Educational Research.

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 201
2	Course Title	PHILOSOPHICAL FOUNDATIONS OF EDUCATION- INDIAN
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• To acquire the knowledge of nature, scope & function of philosophy of Education.• Understanding and use of philosophical methods in studying educational data.• Understanding of the interrelationship between Philosophy and Education• To understand the importance of various Philosophical bases of Education• To understand the importance of Indian Philosophical Thoughts In education
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Introduction of Indian philosophy ,Main characteristics of Indian philosophy Historical review of Indian philosophy,Classification of Indian philosophy	12
II	Indian schools of philosophy; orthodox- Samkhya,Yoga,VedantGeeta With special reference to the concept of knowledge, reality values & their educational implications.	12
III	Indian schools of philosophy; heterodox –Jainism,Buddhism, Islamic traditions,With special reference to the concept of knowledge, realty, values & their educational implications.	12

K. Bajpai

Sanjay



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IV	Contributions of Indian Thinkers, Vivekananda, Mahatma Gandhi, Aurobindo, Tagore	12
V	Democratic Ideas their implication for education. National values enshrined in Indian constitution	12

Part C - LEARNING RESOURCES

Radhakrishnan : Indian philosophy
Hisiyana : Outline of Indian philosophy

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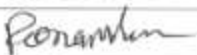
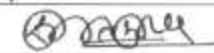
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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1 Course Code	EDUT 202	
2 Course Title	QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	
3 Course Type	Theory	
4 Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur	
5 Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">Quantitative research seeks to understand the causal or correlation relationship to be between variables through testing hypothes whereas qualitative research seeks to understand a phenomenon within a real-world context through the use of interviews and observation students will know that this formulation is developed as a tool to help improve research designs while stressing that a qualitative dimension is present in quantitative work as well.	
6 Credit Value	04	
7 Total Marks	Internal Marks: 20 External Marks: 80	Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Descriptive statistics Quantitative classification of Data: pre parathion of frequency Distribution, Graphical presentation of Data, Measure of central tendency and variability: Mean, Median, Mode, standard Deviation and Quartile Deviation., Measure of position: percentile, Quartiles, percentile Ranks.	12
II	Normal distribution: characteristics of normal distribution curve, kurtosis and skewness, practical use of NAC and its application in educational research, Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of correlation, Regression and Prediction	12
III	Parametric and Non-Parametric Data: Meaning and Difference, Parametric Test, Test of Statistical Significance Sampling Distribution, Significance of Mean, Percentages and Correlation, Significance of Difference Between two Mean (t-test, Testing Null Hypothesis (H0), level of Significance, Degree of Freedom, One tailed and Two tailed test ,Type-I and	12

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	Type-II Error in Decision Making, One Way Analysis of variance (ANOVA) – F test	
IV	Non Parametric Tests- Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test	12
V	Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data. Criteria of Qualitative Research: Authenticity, of Community, voice, Critical Subjectivity and Reflexivity, Sacredness	12

Part C - LEARNING RESOURCES

Cohen, Manion, Morrison: Research Methods in Education

Cresswel : Educational Research

Kerlinger : Foundations of Behavioural Research

Val Dalen : Understanding Educational Research

Young : Scientific Social Surveys and Research

Good.Barr & Scates : Methodology of Educational Research

Travers : An Introduction to Educational Research

Verma,M. : An Introduction to Educational and Psychological Research

Van Delan : Understanding Educational Research

Cory : Action Research to Improve School Practic

Gage (Ed.) : First Handbook of Research on Teaching

Fox, D.J. : The Research Process in Education

Tuckman : Conducting Educational Research

Edwards,A.L. : Statistical Methods of the Behavioral Sciences

Ferguson, G.A. : Statistical Analysis in Psychology and Education

Guilford, J.P. : Fundamental Statistics in Psychology and Education

Lindquist, E.F. : Statistical Analysis in Education Research.

Siegal, S. : Non-Parametric Statistics.

Walker, H.M. and Lev,J. : Statistical Reference.

Lowarnce, w.Neunam : Social Research Methodology: Qualitative and Quantative Approach.

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अटल बिहारी वाजपेयी विश्वविद्यालय, बिलासपुर (छ.ग.)

कोनी पुलिस थाना के सामने, बिलासपुर-रतनपुर मार्ग, कोनी, बिलासपुर (छ.ग.) 495009

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	EDUCATION, B.O.S. Chairman/Member's Name	Signature
	SMT. KIRAN BAJPAI	
	MR. KOHAN LAL SAHU	
	SMT POONAM VERMA	
	Dr. SUJEET MISHRA	
	Dr ULHAS WARE	
	Dr VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 203
2	Course Title	PSYCHOLOGICAL FOUNDATION OF EDUCATION (LEARNING, DEVELOPMENT & PERSONALITY)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• To understand the theories of Learning and their Utility in the teaching Learning Process.• To develop understanding of the Psychological basis of Education.• To develop the understanding of the theories of Personality and their use in the development of learning Personality, measurement of personality.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION Psychological as scientific study, its concerns mind, consciousness, behaviour and experience, Methods of study in psychology- Observation, survey, case study, interview, testing, Experimental, Contribution of Psychology to Education.	12
II	DEVELOPMENT Development- Concept, Principles, Stages of development. Factors influencing development- genetic, environment and physical, Theories of Piaget and Bruner- its major concepts, stages and implications for education, Theories of Development- Erikson's psycho-social development Kohlberg's moral development.	12
III	Motivation and Learning. Learning: Concept, Kinds & level of learning according to various points of learning. Cognitive and constructive approach in learning (Piaget, Bruner), Theories of learning:, Operant conditioning (Skinner), Hull's reinforcement theory, Thorndike connectionism theory.	12

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IV	HIGHER MENTAL PROCESS Process of Adjustment, conflict, mental health & mental hygiene. Creativity- Nature, Promotion and measurement of creativity, Concept of intelligence and cognitive abilities, identification and its measurement.	12
V	PERSONALITY, INDIVIDUAL DIFFERENCES Concept of personality, Determinants of personality development- Biological & Sociocultural, Theories of Personality: Allport, Erickson and Maslow, Concept of Individual differences, Individual differences- determinants; role of heredity and environment implications of individual differences for organising educational programmes.	12

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Part C - LEARNING RESOURCES

Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B

Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984

Morris, E. Eson (1978) : Psychological Foundations of Education. Holt Rinehart, New York.

Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt.Ltd. 193

Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York, Longman incorporated, 1989

Bruner, Jerome (1960) the Process of Education, Cambridge, Mass, HUP.

Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt.Ltd.

C.L. Kundu : Personality Development, Sterling publishers Pvt.Ltd., New Delhi, 1989

Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.

Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971

Bichler R.F. and Jack Snowman : psychology Applied to Teaching Houghton Miffin Company, Boston 1986.

E- RESOURCES

<https://www.cukashmir.ac.in>

<https://www.archive.mn.ac.in>

<https://www.slideshare.net>

<https://www.academia.edu.in>

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Part A: Introduction		
Program: M.A. EDU.	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT-204
2	Course Title	VISION OF NEP-2020
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Education Policy lays Particular an Emphasis on the development of the creative potential of each individual. The teacher must be at the center of the fundamental reforms in the education system.• The new education policy must help re-establish teachers.• The new education policy must provide to all students.• Education is a great leveler and is the best tool for achieving economic and Social mobility, inclusion, and equality.
6	Credit Value	04
7	Total Marks	Internal Marks: 20 External Marks: 80
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	SCHOOL EDUCATION Early childhood Care and Education The Foundation of learning. Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels, Curriculum and Pedagogy in Schools, Learning Should be Holistic Integrated, Enjoyable Engaging.	12
II	FOUNDATIONAL LITERAEY Equitable and Inclusive Educations :- Learning for all, Efficient Resourcing and Effective Governance through School Complexes clusters, Standard setting and Accreditation for school Education.	12

K. Rajan

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III	HIGHER EDUCATION Quality Universities and colleges. A New and forward Looking Vision for India's Higher Education system, Towards more Holistic and Multidisciplinary Education, motivated, Energized and Capable Faculty, Equity and Inclusion in Higher Education Transforming the Regulatory Systems of Higher Education.	12
IV	OTHER KEY AREAS OF FOCUS Professional Education, Adult Education and life Long to learning, Promotion of Indian Languages, Art's, And Culture Technology Use and Integration, Online and Digital Education: Ensuring Equitable use of Technology	12
V	MAKING IT HAPPEN Strengthening the Central Advisory Board of education, Financing - Affordable Education and Quality Education for All Implementation	12

Part C - LEARNING RESOURCES

E Resources

<https://www.education.gov.in>

<https://www.timesofindia.indiatimes.com>

<https://www.ekumbh.aicte.india.org>

<https://www.ijsusit.org> html-article

<https://www.fibnet.ac.in>

<https://www.slideshare.net>

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