Objectives: After completing this course the pupils will understand:
* the meaning, functions and relationships of philosophy and education.
* the national values as enshrined in Indian constitution and develop the qualities of democratic citizenship.
* the major postulates of different schools of philosophies and their relevance for aims, methods, curriculum and role of teacher in an education system.
* Indian philosophies and modern western theories and their relevance to education.

Unit – I : Philosophy as General Frame of Reference:
1. Meaning and functions of philosophy (of different areas).
2. Relationship between philosophy and Education.
3. Meaning and functions of philosophy of Education.
4. National values as enshrined in Indian Constitution and their educational implications.
5. NPE-1986 and its revision and modifications.

Unit – II : Schools of Philosophy:
Major schools of philosophy with special reference to their ontology, epistemology and their educational implications for aims, methods, curriculum, values, discipline and role of teacher:
(i) Idealism
(ii) Realism
(iii) Naturalism
(iv) Pragmatism

Unit – III : Indian Philosophies and Modern Theories of Education:
1. Western theories of education (with special reference to the concept of reality, knowledge and values), and their educational implications for aims, methods, curriculum, values, discipline and role of teacher:
   (i) Reconstructionism
   (ii) Existentialism
   (iii) Marxism
   (iv) Philosophic Analysis
   (v) Progressivism

2. Major Indian philosophies and their educational implications for aims, teaching method, curriculum, values, discipline, place of teacher and pupil.
   (i) Sankhya
   (ii) Vedic / Vedanta
   (iii) Buddhist,
   (iv) Jainism
   (v) Islam
RECOMMENDED BOOKS

1. Archibaalt, Reginald : Philosophical Analysis and Education (Oxford University Press, New Delhi)
12. Rusk, robert, R. (1962) : Philosophical Bases of Education (Warwick Square, Univ. of London.),
 Objectives : After completing the syllabus the learners will be able to understand :

* the concept and definitions of learning.
* Early theories of learning and their relevance.
* the concept of Transfer of Learning and educational implications of transfer of learning.
* the concept of Programme Learning, Types of Programme Learning and their educational implications.
* Computer Assisted Instruction and its importance for effective teaching.

UNIT – I : Definition of learning.
1. Concept of Learning Theory
2. Early theories of Learning.
   (i) Theory of mental discipline.
   (ii) Theory of Unfoldment or Self-Actualization.
   (iii) Theory of Apperception.

UNIT - II
1. Meaning and Definition of Transfer of Learning/Training :
2. Type of Transfer of Learning.
3. Theories of Transfer of Learning.
   i. Theory of Identical Elements
   ii. Theory of Generalizations.
4. Educational Implications of Transfer of Learning.

UNIT - III
1. Rotters’ Social Learning Theory and its educational implications :
3. Programmed Instruction :
   i. Concept and definition.
   ii. Linear Programming & its Educational Implications.
   iii. Branching Programming and its Educational Implications.

BOOKS RECOMMENDED :

First Semester  

Department of Education  
Aligarh Muslim University, Aligarh  

EDM-7013  
M.A. (Education)  

Theory : 75  
Sessional : 25  

Foundations of Curriculum Planning  

Objectives: After completing the course the pupils will understand:  

* Understand the meaning, concept and components of curriculum.  
* The contemporary trends in Curriculum.  
* Foundations of Curriculum Planning.  
* The principles and patterns of organization of curriculum.  
* The importance of evaluation in Curriculum and various techniques of curriculum evaluation.  

Unit – I: Conceptual Framework of Curriculum:  
1. Meaning and Definition of Curriculum  
2. Approaches to Curriculum Planning.  

Unit – II: Foundations of Curriculum Planning.  
1. Philosophical Foundation of Curriculum.  
2. Socio-cultural Foundation.  
3. Historical and Political Foundation.  
4. Core Curriculum, its merits - demerits  

Unit – III: Curriculum Organisation –  
2. Patterns of organization of Curriculum.  
3. Unit Planning.  

Book Recommended:  
3. Alberty and Alberty (1962) : Reorganizing the High School Curriculum  
HIGHER EDUCATION IN INDIA

Objectives: After completing the course the students will be able to understand
* aims, importance, availability, access, accountability and autonomy in higher education.
* various problems of higher education in India and their solution.
* problems and to develop research skills
* a need and level of aspiration for higher education for national development.

UNIT - I
- Need and importance of Higher Education.
- Aims and objectives of Higher Education.
- Historical development of Higher Education in India.
- Access and Equity in Higher Education.
- Definition and components of Higher Education.

UNIT - II
- Accountability in Higher Education: Meaning, types, standards and importance.
- Autonomy in Higher Education: Concept, meaning, types, and importance.
- Academic freedom and Educational responsibilities of Higher Education Institutions.
- Total quality management in Higher Education: concept, definitions, principles and importance.
- Role of higher education and national development.

UNIT - III
- Professional Role and responsibilities of University teachers.
- Problems of planning, financing and management of Higher Education.
- Teacher Education at University stage: Role of Academic Staff College in enhancing the quality of teachers.
- Globalization of Higher Education.
- Multi-media and Higher Education.

BOOKS RECOMMENDED:
FIRST SEMESTER

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-7015
M.A. (Education) Theory : 75
Sessional : 25

CHILD DEVELOPMENT AND EDUCATION

Objectives: After completing the course the students will be able to understand:
* the concept and characteristics of Child Development.
* about the solution of the problems of Child Development.
* the skills to understand child’s problems in our society.
* various developmental aspects of the child.

UNIT - I
1. Concept and characteristics of child development – Difference between growth and development.
2. Principles of Child Development.
3. Foundations of Developmental Patterns
4. Obstacles to Scientific Studies of Child Development.
5. Effects of Birth on Development.

UNIT - II
1. Physical Development: Concept, characteristics and developmental across various stages.
2. Motor development: Concept, characteristics and changes across various stages.
3. Language development: Concept, characteristics and changes across various stages.
4. Mental and intellectual development of child: Concept, characteristics and changes across various stages.

UNIT - III
1. Social Development: Concept, characteristics and changes across various stages
2. Moral and Ethical development: Concept, characteristics and changes across various stages.
3. Cognitive development: Concept, characteristics and changes across various stages with special reference to Piaget’s theory of cognitive development.
4. Personality: concept, types, theories and measurement.

BOOKS RECOMMENDED: