



All India Mahila Sangh

Registered Under Societies Registration Act 27 of 1975 Govt of Tamilnadu
Recognized by Women's Empowerment Act



M.A (Education)

Syllabus - First Year

S.No	SUBJECT CODE	SUBJECT	MAX.MARKS
1	MAE101	Philosophical Foundations of Education	100
2	MAE102	Psychological Foundations of Education	100
3	MAE103	Teacher Education	100
4	MAE104	Distance Education	100
5	MAE105	Comparative Education	100
6	MAE106	Environmental Education	100

1. PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Unit I

Meaning and nature of philosophy – Relationship between philosophy and education – Major branches of philosophy: metaphysics, epistemology, and axiology – Functions of educational philosophy in curriculum, aims, and methods

Unit II

Indian philosophical thought and education – Educational implications of Vedanta, Sankhya, Buddhism, Jainism, and Islamic traditions – Role of Indian philosophy in value education and holistic development

Unit III

Western schools of philosophy and their impact on education – Idealism, Naturalism, Pragmatism, Realism, and Existentialism – Educational aims, curriculum, teaching methods, and discipline from philosophical perspectives

Unit IV

Contemporary Indian philosophers and their educational contributions – Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, J. Krishnamurti, and Dr. S. Radhakrishnan – Relevance of their ideas to modern Indian education

Unit V

National values as enshrined in the Indian Constitution – Democracy, secularism, justice, liberty, equality, and fraternity – Role of education in promoting national integration and international understanding.

2. Psychological Foundations of Education

Unit I

Meaning and scope of educational psychology – Relationship between psychology and education – Methods of educational psychology: observation, case study, experimental, and introspection – Importance of understanding learner behaviour

Unit II

Growth and development – Stages of human development: infancy, childhood, adolescence, and adulthood – Physical, cognitive, emotional, and social development – Educational implications of developmental characteristics

Unit III

Theories of learning – Behaviourist theories (Pavlov, Skinner, Thorndike) – Cognitive theories (Piaget, Bruner, Ausubel) – Social learning theory (Bandura) – Constructivist approach to learning and classroom applications

Unit IV

Intelligence and individual differences – Theories of intelligence: Spearman, Thurstone, Gardner, and Sternberg – Intelligence testing and classification – Aptitude, interest, and personality – Educational significance of individual differences

Unit V

Motivation, memory, and mental health – Theories of motivation: Maslow, McClelland, and Herzberg – Role of motivation in learning – Types of memory and forgetting – Adjustment, frustration, defence mechanisms – Promoting mental health in schools

3.TEACHER EDUCATION

Unit I

Concept, aims, and scope of teacher education – Historical development of teacher education in India – Types of teacher education programs: pre-service and in-service – Role of teacher education in national development

Unit II

Teaching as a profession – Professional ethics and accountability – Qualities and competencies of an effective teacher – Role of teachers in curriculum development, classroom management, and community engagement

Unit III

Structure and organization of teacher education at different levels – Elementary, secondary, and higher education – Role of institutions such as DIETs, SCERTs, NCERT, NCTE, and UGC – Recent reforms and policy perspectives

Unit IV

Curriculum of teacher education – Components of theoretical and practical knowledge – Pedagogical skills, internship, reflective teaching, and action research – Innovations and ICT integration in teacher training

Unit V

Evaluation in teacher education – Internal and external assessment – Use of rating scales, observation schedules, and feedback tools – Professional development through workshops, seminars, MOOCs, and self-learning

4.DISTANCE EDUCATION

Unit I

Concept and scope of distance education – Evolution and growth of distance education in India and abroad – Philosophical foundations and theoretical perspectives – Differences between distance, online, and conventional education

Unit II

Models and approaches to distance education – Correspondence model, multimedia model, teleconferencing model, and online learning model – Learner autonomy and self-directed learning – Role of the tutor and academic counsellor

Unit III

Curriculum development in distance education – Course design, learning objectives, and modular structure – Preparation of self-instructional materials – Role of print, audio, video, and digital media

Unit IV

Student support services – Academic, administrative, technical, and personal support – Counselling, assignment feedback, library access, and peer interaction – Learner motivation and retention strategies

Unit V

Evaluation and quality assurance in distance education – Formative and summative assessment methods – Tutor-marked assignments, online exams, and project work – Accreditation bodies, quality indicators, and best practices

5.COMPARATIVE EDUCATION

Unit I

Meaning, nature, and scope of comparative education – Objectives and significance of studying comparative education – Methods of comparative education: area study, cross-national analysis, historical approach, and problem-solving approach

Unit II

Factors influencing educational systems – Geographical, economic, cultural, religious, linguistic, political, and technological factors – Role of ideology and philosophy in shaping national education policies

Unit III

A comparative study of educational systems of selected countries – Education in USA, UK, Japan, and Finland – Aims, structure, curriculum, teacher education, and evaluation systems – Lessons for Indian education

Unit IV

Globalization and its impact on education – Internationalization of curriculum – Role of international agencies: UNESCO, UNICEF, World Bank, and OECD – Cross-border education and student mobility

Unit V

Comparative analysis of contemporary issues in education – Universalization of education, inclusive education, privatization, decentralization, and lifelong learning – Educational reforms and innovations across countries

6.ENVIRONMENTAL EDUCATION

Unit I

Concept, scope, and importance of environmental education – Relationship between man and environment – Objectives and guiding principles of environmental education – Role of education in environmental protection and sustainable development

Unit II

Ecosystems and biodiversity – Types of ecosystems: forest, desert, aquatic – Food chains and ecological balance – Biodiversity conservation and threats – Role of education in promoting ecological awareness

Unit III

Major environmental issues – Pollution: air, water, soil, and noise – Climate change, global warming, ozone layer depletion – Deforestation, urbanization, and resource depletion – Environmental movements and awareness campaigns

Unit IV

Environmental education at different levels – Strategies and methods for teaching environmental concepts at primary, secondary, and higher education levels – Integration of environmental education with curriculum – Role of co-curricular activities and projects

Unit V

Environmental management and sustainable practices – Environmental laws and policies in India – Environmental ethics and values – Role of government and NGOs – Community participation and global initiatives for sustainable development



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S.No	SUBJECT CODE	SUBJECT	MAX.MARKS
1	MAE201	Intelligence, Creativity and Education	100
2	MAE202	Educational Testing and Evaluation	100
3	MAE203	Special Education	100
4	MAE204	Education for the empowerment of women	100
5	MAE205	Early Childhood Care and Education	100
6	MAE206	Economics of Education	100

1. INTELLIGENCE, CREATIVITY AND EDUCATION

Unit I

Concept and nature of intelligence – Historical development and major theories of intelligence: Spearman, Thurstone, Gardner, Sternberg – Measurement of intelligence – Types of intelligence tests and their uses in education

Unit II

Emotional intelligence – Definition, components, and significance – Role of emotional intelligence in education – Developing emotional intelligence in teachers and students – Assessment tools for emotional intelligence

Unit III

Creativity: meaning, nature, and characteristics – Theories of creativity: Guilford, Torrance, Wallas – Relationship between intelligence and creativity – Process and stages of creative thinking – Barriers to creativity

Unit IV

Educational strategies for fostering creativity – Role of teacher and classroom environment – Techniques such as brainstorming, divergent thinking, problem-solving, and project-based learning – Creativity in different school subjects

Unit V

Identification and nurturing of creative and gifted learners – Psychological and educational support for giftedness – Role of schools and parents – Creativity assessment tools – Educational programs for developing talent

2. EDUCATIONAL TESTING AND EVALUATION

Unit I

Concept of measurement, assessment, and evaluation – Types and purposes of evaluation: formative, summative, diagnostic – Principles and functions of evaluation in education – Norm-referenced and criterion-referenced evaluation

Unit II

Test construction – Steps in test development – Types of test items: objective and subjective – Characteristics of a good test: validity, reliability, objectivity, usability – Item analysis and scoring methods

Unit III

Standardized and teacher-made tests – Achievement and aptitude tests – Diagnostic and prognostic tests – Uses and limitations of standardized testing in education

Unit IV

Tools and techniques of evaluation – Observations, rating scales, checklists, anecdotal records, interviews, and questionnaires – Portfolio assessment and rubrics – Use of ICT in evaluation

Unit V

Grading and reporting systems – Statistical techniques for test interpretation – Continuous and Comprehensive Evaluation (CCE) – Recent trends in educational evaluation and policy-level changes in India

3. SPECIAL EDUCATION

Unit I

Concept, nature, and scope of special education – Historical development of special education in India and abroad – Principles of inclusive education – Difference between integrated and inclusive education

Unit II

Types of disabilities: physical, intellectual, sensory, emotional, and learning disabilities – Characteristics and educational needs of children with visual impairment, hearing impairment, locomotor disabilities, and multiple disabilities

Unit III

Gifted, talented, and slow learners – Identification, characteristics, and educational interventions – Acceleration, enrichment, and remedial education strategies – Role of special educators and counsellors

Unit IV

Policies and legislation related to special education – Rights of Persons with Disabilities Act (RPwD Act), National Policy on Education, Sarva Shiksha Abhiyan, and NEP 2020 – Role of government and NGOs in promoting inclusive education

Unit V

Curriculum adaptation and teaching strategies for children with special needs – Use of assistive technology and ICT – Assessment and evaluation techniques – Training and capacity building of teachers for inclusive classrooms

4. EDUCATION FOR THE EMPOWERMENT OF WOMEN

Unit I

Concept of gender and empowerment – Meaning, nature, and scope of women's empowerment – Historical perspective on women's education in India – Constitutional provisions and legal rights for women

Unit II

Status of women in Indian society – Gender inequality in education, employment, and decision-making – Socio-cultural, economic, and political barriers to women's education – Impact of patriarchy on female participation in education

Unit III

Role of education in women's empowerment – Formal, non-formal, and adult education for women – Gender-sensitive curriculum and pedagogy – Strategies to promote gender equity in education

Unit IV

Government policies and programmes for women's education – National Policy for Women's Empowerment, Beti Bachao Beti Padhao, Mahila Samakhya Programme – Role of UGC, NCERT, NIPCCD, and NGOs in promoting women's education

Unit V

Case studies of successful women empowerment initiatives through education – Women's education and leadership development – Lifelong learning and skill-based education for women – Contemporary challenges and future directions

5.EARLY CHILDHOOD CARE AND EDUCATION

Unit I

Concept, scope, and significance of Early Childhood Care and Education (ECCE) – Objectives and principles of ECCE – Historical development and global perspectives – ECCE in the context of NEP 2020

Unit II

Developmental characteristics of early childhood – Physical, cognitive, emotional, social, and language development – Importance of early stimulation and play-based learning – Role of family and community in child development

Unit III

Curriculum for ECCE – Components and principles of an effective ECCE curriculum – Activity-based and child-centred approaches – Integration of health, nutrition, and education in early years

Unit IV

Planning and organization of ECCE programmes – Infrastructure, learning environment, materials and resources – Daily schedules, routines, and assessment in ECCE settings – Role of preschool teachers and caregivers

Unit V

Policies and programmes related to ECCE in India – ICDS, Anganwadi, Balwadi, and private initiatives – Role of government and non-government organizations – Monitoring and evaluation of ECCE centres.

6. ECONOMICS OF EDUCATION

Unit I

Meaning, nature, and scope of economics of education – Relationship between education and economics – Education as an investment and consumption – Concepts of human capital and cost-benefit analysis

Unit II

Education and economic development – Role of education in individual and national development – Contribution of education to productivity, employment, and income – Education and sustainable development

Unit III

Financing of education – Sources of educational finance: public, private, and international – Principles and problems of educational financing – Grant-in-aid policies – Budgeting and resource mobilization in education

Unit IV

Cost of education – Types of educational costs: direct, indirect, opportunity – Unit cost and its estimation – Private and social returns on investment in education – Issues of equity and efficiency in educational spending

Unit V

Educational planning and economic policy – Manpower planning and demand-supply analysis – Role of economics in educational planning – Recent trends in educational expenditure in India – Role of institutions like UNESCO, World Bank, and NITI Aayog