

**Veer Bahadur Singh Purvanchal University,
Jaunpur**



**CBCS SYLLABUS FOR
MASTER OF ARTS IN EDUCATION
DEPARTMENT OF EDUCATION**

2022

Department of Higher Education

U.P. Government, Lucknow

National Education Policy -2020

Common Minimum Syllabus for V.B.S.P University and Colleges

Syllabus Development guidelines (P.G.)

Please provide these two tables in the beginning of the syllabus in each subject

Semester – wise Titles of the Papers in M.A. (Education)					
Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
4	VII	E010101T	PHILOSOPHICAL FOUNDATION OF EDUCATION ; WESTERN	Theory	4
4	VII	E010102 T	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	Theory	4
4	VII	E010103 T	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	Theory	4
4	VII	E010104 T	METHODS AND PROCEDURES OF RESEARCH IN EDUCATION	Theory	4
4	VII	E010105 P	PRACTICAL(Educational and Psychological Testing)	Practical	4
4	VII	E010106 R	Dissertation		4
4	VIII	E010201 T	PHILOSOPHICAL FOUNDATIONS OF EDUCATION- INDIAN	Theory	4
4	VIII	E010202T	QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	Theory	4
4	VIII	E010203 T	HISTORY OF INDIAN EDUCATION	Theory	4
4	VIII	E010204 T	PSYCHOLOGY OF LEARNING	Theory	4
4	VIII	E010205 P	PRACTICAL(WRITING AND PRESENTATION OF RESEARCH PROPOSAL)	Practical	4
4	VIII	E010206 R	Dissertation		4
5	IX	E010301 T	FOUNDATION OF EDUCATIONAL TECHNOLOGY	Theory	4
5	IX	E010302 T	EDUCATIONAL MEASUREMENT AND EVALUATION	Theory	4
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010303T, E010304T, E010305T, E010306T					
5	IX	E010303 T	EDUCATIONAL GUIDANCE AND COUNSELLING	Theory	4
5	IX	E010304 T	MENTAL HEALTH AND HYGIENE	Theory	4

5	IX	E010305 T	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Theory	4
5	IX	E010306 T	COMPARATIVE EDUCATION	Theory	4
5	IX	E010307 P	PRACTICAL (Book Review, Quantitative Analysis and Psychological Testing)	Practical	4
5	IX	E010308 R	Dissertation		4
5	X	E010401 T	ECONOMICS OF EDUCATION	Theory	4
5	X	E010402 T	SPECIAL EDUCATION	Theory	4
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010403T, E010404T, E010405 T , E010406T					
5	X	E010403 T	ENVIRONMENTAL EDUCATION	Theory	4
5	X	E010404 T	WOMEN'S EDUCATION AND GENDER SENSITIZATION	Theory	4
5	X	E010405 T	CURRICULUM DEVELOPMENT	Theory	4
5	X	E010406T	TEACHER EDUCATION	Theory	4
5	X	E010407 P	PRACTICAL(Review of Research Article and Paper Presentation)	Practical	4
5	X	E010408 R	Dissertation		4

Syllabus Developed By :

S.No	Name	Designation	Department	University/ College
01	Dr. Sunil Kumar Singh	Professor	Education	B.H.U. Varanasi
02	Dr. Rajendra Prasad	Professor	Education	S. G. R. P. G. College, Dobhi, Jaunpur
03	Dr. Akanksha Singh	Associate Professor	Education	Allahabad University
04	Dr. Brijesh Kumar Mishra	Associate Professor	Education	Bayalasi P.G. College, Jalalpur, Jaunpur
05	Dr. Mayanand Upadhyay	Associate Professor	Education	R.S.K.D.P.G, College, Jaunpur
06	Dr. Rajendra Kumar Jaiswal	Assistant Professor	Education	S. G. R. P. G. College, Dobhi, Jaunpur
07	Dr. Kusum Lata Patel	Assistant Professor	Education	T.D.College, Jaunpur

REGULATION AND CBCS SYLLABUS FOR MASTER OF ARTS (EDUCATION)

ABOUT THE PROGRAMME :

Veer Bahadur Singh Purvanchal University, Jaunpur offers fulltime Master of Arts (in Education) Programme in its Department of Education for Indian nationals and those foreign nationals who have been permitted for by the Government of India. The Programme will run as per Veer Bahadur Singh Purvanchal University, Academic Programme under Ordinance - Choice Based Credit System (CBCS) into effect from Academic Session-‘2022-2023’.

ELIGIBILITY :

Candidates seeking admission in M.A.(Education) programme should have passed or should be appearing in Graduation Programme with Education as a subject in final year of graduation three year programme of any UGC recognized university.

DISTRIBUTION OF COURSES :

Master Arts (Education) Programme is comprised of total twenty courses of four credits, each. In Third and Fourth semesters, first two courses are compulsory and students have choice to select any two out of four optional courses. Students from other programmes may opt any one course out of these optional courses. Following is the distribution of courses;

Semester – wise Titles of the Papers in M.A. (Education)						
FIRST SEMESTER (M.A.- I Year)						
Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010101T	PHILOSOPHICAL FOUNDATION OF EDUCATION ; WESTERN	4	60	25	75	100
E010102 T	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	4	60	25	75	100
E010103 T	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	4	60	25	75	100
E010104 T	METHODS AND PROCEDURES OF RESEARCH IN EDUCATION	4	60	25	75	100
E010105P	PRACTICAL(Educational and Psychological Testing)	4	60	25	75	100
E010106 R	Dissertation	4	60			-

SECOND SEMESTER

Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010201T	PHILOSOPHICAL FOUNDATIONS OF EDUCATION- INDIAN	4	60	25	75	100
E010202 T	QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	4	60	25	75	100
E010203 T	HISTORY OF INDIAN EDUCATION	4	60	25	75	100
E010204 T	PSYCHOLOGY OF LEARNING	4	60	25	75	100
E010205P	PRACTICAL(WRITING AND PRESENTATION OF RESEARCH PROPOSAL)	4	60	25	75	100
E010206 R	Dissertation	4	60			

THIRD SEMESTER(M.A.- II Year)

Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010301T	FOUNDATION OF EDUCATIONAL TECHNOLOGY	4	60	25	75	100
E010302 T	EDUCATIONAL MEASUREMENT AND EVALUATION	4	60	25	75	100

ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010303T, E010304T, E010305T , E010306T

E010303T	EDUCATIONAL GUIDANCE AND COUNSELLING	4	60	25	75	100
E010304 T	Mental Health and Hygiene	4	60	25	75	100
E010305 T	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	4	60	25	75	100
E010306 T	COMPARATIVE EDUCATION	4	60	25	75	100
E010307P	PRACTICAL(Book Review, Quantitative Analysis and Psychological Testing)	4	60	25	75	100
E010308 R	Dissertation	4	60			

FOURTH SEMESTER

Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010401T	ECONOMICS OF EDUCATION	4	60	25	75	100
E010402T	SPECIAL EDUCATION	4	60	25	75	100

**ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010403T, E010404T,
E010405T, E010406T**

E010403T	ENVIRONMENTAL EDUCATION	4	60	25	75	100
E010404T	WOMEN'S EDUCATION AND GENEDER SENSITIZATION	4	60	25	75	100
E010405T	CURRICULUM DEVELOPMENT	4	60	25	75	100
E010406T	TEACHER EDUCATION	4	60	25	75	100
E010407T	PRACTICAL (Review of Research Article and Paper Presentation)	4	60	25	75	100
E010408 R	Dissertation	4	60			

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M.A (Education) - I Semester

Course I (Theory)

Programme / Class: – M.A	Year: Four	Semester: First
Subject : Education		
Subject Code : E010101T	Subject Title: PHILOSOPHICAL FOUNDATION OF EDUCATION : WESTERN	
<p>Course outcomes : To enable the students to understand about ;</p> <ul style="list-style-type: none"> • Contribution of Philosophy to the field of education. • Impact of Western Philosophies on Indian Education. • Contribution of great Western Thinkers • Nature and sources of knowledge getting process 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Meaning, Nature and Scope of Education and Philosophy, Relationship between Education and Philosophy	I	15	75 Marks
II	Western Philosophies: Major schools; <ul style="list-style-type: none"> • Naturalism • Idealism • Pragmatism • Realism • Existentialism 	I	15	
III	Great Western Educators; <ul style="list-style-type: none"> • Plato • Rousseau • John Dewey • Jean Paul Sartre 	I	15	

IV	Democracy and Education and Freedom, Equality, Democracy and responsibility.	I	15	
S. No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15
This course can be opted as an elective by the students of following subjects : Open for all				

RECOMMENDED BOOKS :

Bayles, E.E. : Pragmatism in Education, Philosophy of Education Series Harper Row New York, 1971

Boyed, William and King : The History of Western Education, 1972.

Brubacher, J.S. : Modern Philosophy of Education.

Dewey, John : Democracy and Education, An Introduction, 1974.

Kilpatrick, W.H. : Education for Changing Civilization, 1971.

Martin, Owlins : Realism in Education, Philosophy of Education series, Harper Row, New York, 1971.

Pandey, R.S. : Shishak Darshan, Vinod Postoak Mandir, Agra, 1995.

Tripathi, L.J. : Being and Becoming; Gorakhpur.

Sorenson, H : Psychology in Education, McGraw Hill, New York

ओड.ए.के : शिक्षा के दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।

गोवर इंद्रा : संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।

शर्मा, राम सिंह, श्रीवास्तव, रूपाली, : शिक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन शैक्षिक पुस्तक प्रकाशन, आगरा।

पाण्डेय, के.पी. : शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

बाला बाजपेई शुक्ला : शिक्षा के दार्शनिक स्थल सामाजिक परिपेक्ष ,आलोक प्रकाशन लखनऊ

मालवीय, राजीव, : शिक्षा के दार्शनिक एवं समाज शास्त्री आधार शारदा पुस्तक भवन इलाहाबाद

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M.A (Education) - I Semester

Course-II (Theory)

Programme / Class: – M.A	Year: Four	Semester: First
Subject : Education		
Subject Code: E010102T	Subject Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION	
<p>Course outcomes : To enable the students to understand about ;</p> <ul style="list-style-type: none"> • Meaning and nature of Sociology of Education. • Social role of Education. • Meaning of Culture and Concept of Modernization and Socialization. • Various Socio-economic factors and their impact on education. • Use of social theories in understanding the process of education. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Sociology of Education</p> <ul style="list-style-type: none"> • Origin and development of Sociology of Education • Nature and scope of Sociology of Education • Methods of study in Sociology of Education 	I	15	
II	<p>Education and social system :</p> <ul style="list-style-type: none"> • 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 	I	15	

III	Education, Social Control, Social Change and Modernization: <ul style="list-style-type: none"> • 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 	I	15	75 Marks
IV	Important concerns and Issues in Education: <ul style="list-style-type: none"> • Social stratification, social equity and equalization of educational 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 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15
This course can be opted as an elective by the students of following subjects : Open for all				

RECOMMENDED BOOKS :

Cook, L.A. & E.F. Cook	: A Sociological Approach to Education
Rung & Wither	: Social Foundation of Education Ashley,
Musgrave, P.W	: The Sociology of Education
Brown, F.J.	: Educational Sociology
Brenback, Cole.S.	: Sociological Foundation of Education
Stalcup, R.J.	: Sociology and Education
Ottaway,A.K.C.	: Education and Society
Mishra, U.	: Shishak Samajshastra

- Gore, MS., IP. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.
- Pandey, K.P. (2007). : Philosophical and Social Basis of Education, University Publications, Varanasi.
- Pandey, Ramshackle, (2000) . : Teachers in Emerging Indian Society, Vinod Postoak Minder, Agra.
- Mathur, S.S. (2009). : Philosophical and Social Basis of Education Vinod Postoak Minder, Agra.
- Mishra, Upa (2008) , : Sociology of Education, New Kailash Publications, Allahabad.
- L. Raman Bihari (2009) , : Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut.
- Saxena. N R Swarup (1978) , : Sociological basis of education, ML Printers, Subhashnagar, Meerut.
- Sharma, Saroj (2003). : Education in Emerging Indian Society, Sheetal Printers, Singh Colony, Jaipur.

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M.A (Education) - I Semester

Course-III (Theory)

Programme / Class: – M.A.	Year: Four	Semester: First
Subject : Education		
Subject Code: E010103T	Subject Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	
<p>Course outcomes : To enable the students to ;</p> <ul style="list-style-type: none"> • Understand concepts and principles of Educational Psychology as an Applied Science. • Understand the process, theories and Implications of Human Development. • Acquaint the concept and Process of Learning, theories and their Educational Implications. • Understand Intelligence and Creativity and their Implications for education. • Understand the concepts and Theories of Personality and Its assessment Techniques. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Educational Psychology & Human Development:</p> <ul style="list-style-type: none"> • Concept and Scope of Educational Psychology, Contribution of Psychology to Education. • Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and relative role. • Major concepts and stages of the theories of Piaget 	I	15	75

	and Bruner and their implications for education.			Marks
II	Learning & Individual Difference <ul style="list-style-type: none"> • Concept and Gagne’s hierarchy of learning. • Following theories of Learning with their Educational implication ; Thorndike’s Connectionism, Pavlov’s Classical and Skinner’s Operant Conditioning, • Transfer of Learning. • Motivation, Concept, Theories of Motivation. • Individual Differences and its Implications for Education. 	I	15	
III	Intelligence and Creativity <ul style="list-style-type: none"> • Nature and Theories of Intelligence and its Measurement • Concept, Nature, Main Aspects of Creativity • Relationship between creativity and Intelligence. 	I	15	
IV	Personality <ul style="list-style-type: none"> • Concept, Types and theories of personality; Trait Theory of Gordon Allport and Eysenck • Determinants of Personality. • Assessment of Personality. 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15
This course can be opted as an elective by the students of following subjects : Open for all				

RECOMMENDED BOOKS :

Atkinson, R.L. : Introduction to Psychology (8th Ed.) HBT, New York, 1983.

De Cecco, J.P. : The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.

Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.

Yelon, et. Al : A Teachers World - Psychological In the Classroom McGraw-Hill Kogakusha Ltd. Tokyo.

गुप्ता एस० पी० : उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद ।

माथुर एस०एस० : शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा ।

पाण्डेय एवं श्रीवास्तव : शिक्षा मनोविज्ञान, मिश्रा ट्रेडिंग कारपोरेशन, वाराणसी ।

पाठक, पी०डी० : शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा ।

भटनागर, सुरेश : शिक्षा मनोविज्ञान, आर०लाल बुक डिपो, मेरठ ।

सारस्वत, मालती : शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन इलाहाबाद—3

सिंह, ए०के० : शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, पटना

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M.A (Education) - I Semester

Course-IV (Theory)

Programme / Class: – M.A.	Year: Four	Semester: First
Subject : Education		
Subject Code: E010104T	Subject Title: METHODS AND PROCEDURES OF RESEARCH IN EDUCATION	
<p>Course outcomes : To enable the students to</p> <ul style="list-style-type: none"> • Know the meaning and purpose of research. • Understand the research problem and its various phases. • Know different methods used in educational research. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Educational Research :</p> <ul style="list-style-type: none"> • 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 	I	15	75 Marks
II	<p>Review of related literature :</p> <ul style="list-style-type: none"> • needs and procedures • Research hypothesis: types, sources and functions. • Population and sample: types of sampling- probability and non-probability sampling 	I	15	

	• Sampling design			
III	Methods Of Research: <ul style="list-style-type: none"> • Experimental research, experimental designs, true experiment, quasi experiment and ex-post facto research. • Survey research: types, cross sectional and longitudinal, evaluation research, correlational studies. 	I	15	
IV	<ul style="list-style-type: none"> • Historical research and philosophical research • Qualitative research approaches: phenomenology, ethnography, grounded theory, case study • Writing research report, References and Bibliography. 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15
This course can be opted as an elective by the students of following subjects : Open for all				

RECOMMENDED BOOKS :

- 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.
- Siegel, S. : Non-Parametric Statistics.
- Walker, H.M. and Lev, J. : Statistical Reference.
- Lawrence, W. Neumann : Social Research Methodology: Qualitative and Quantitative Approach.
- Kool, L. : Methodology of Educational Research.
- Agarwal, Y.P. : Statistical Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.
- Pandey, K.P. : Educational Research.

गुप्ता ँस० पी०, : अनुसंधान संदर्शिका, शारदा पुस्तक भवन, प्रयागराज

कपिल ँच०के० : अनुसंधान विधियां व्यवहार पर विज्ञान में, ँसपी भार्गव बुक हाउस, आगरा

राय पारसनाथ : अनुसंधान परिचय, नवरंग ऑफसेट प्रिंटेर्स, आगरा ।

सिंह अरुण कुमार : मनोविज्ञान, समाजशास्त्र शिक्षा में शोध विधियां, मोतीलाल बनारसीदास बंगलो रोड, दिल्ली।

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M.A (Education) - I Semester

Course –V (Practical)

Programme / Class: – M.A.	Year: Four	Semester: First
Subject : Education		
Subject Code: E010105P	Subject Title: Practical (Educational and Psychological Testing)	
<p>Course outcomes : This Practical work would enable the students to:</p> <ul style="list-style-type: none"> • Administration of Psychological test to measure mental attributes. • Score the tests administered to measure attributes. • Interpret the collected data. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	• Introduction, Administration and interpretation of Achievement Test	I	15	75 Marks
II	• Introduction and Interpretation of T.A.T • Introduction, Administration and interpretation of Creativity test	I	15	
III	• Introduction, Administration and interpretation of Self Concept Test	I	15	
IV	• Introduction, Administration and interpretation of Attitude test • Introduction, Administration and interpretation of Anxiety test	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			20

Note: In Final Examination, report shall be examined by external and internal examiners. (Out of the above mentioned practical two practical have to be conducted during practical examination).

Marks Distribution= External

Practical 25+25=50

Viva =25

RECOMMENDED BOOKS :

Anastasi, Annie : Psychological Testing, New York; McMillan Company, 1968.

पाण्डेय,श्रीधर एवं सिंह,आर०के० : शैक्षिक तत्व एवं शिक्षा में मनोवैज्ञानिक प्रयोग, भवदीय प्रकाशन, फैजाबाद,

Suggestive digital platforms links : <http://heecontent.upsdc.gov.in/Home.aspx>,
www.psytoolkit.org

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M.A (Education) - II Semester

Course-I (Theory)

Programme / Class: – M.A .	Year: Four	Semester: SECOND
Subject : Education		
Subject Code: E010201T	Subject Title: PHILOSOPHICAL FOUNDATIONS OF EDUCATION- INDIAN	
<p>Course outcomes : The Philosophical Components of this core paper for a post graduate course in education aim at developing the following competencies amongst the scholars;</p> <ul style="list-style-type: none"> • Understanding of nature and functions of Indian philosophy of education. • Analysis, Interpretation and synthesis of various philosophical concepts, propositions • Metaphysical, epistemological and axiological assumptions and their impact on Indian education. • Critical appraisal of the contributions of prominent Indian educational thinkers to education. 		
Credits : 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Introduction of Indian Philosophy • Main characteristics of Indian Philosophy • Historical review of Indian Philosophy • Classification of Indian Philosophical System. 	I	15	
II	Indian Schools of Philosophy ; Orthodox-	I	15	

	<ul style="list-style-type: none"> • Samkhya, • Yoga, • Vedanta • Geeta <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>			75 Marks
III	<p>Indian Schools of Philosophy ; Heterodox</p> <ul style="list-style-type: none"> • Jainism, • Buddhism, • Islamic traditions <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>	I	15	
IV	<p>Contributions of Indian Thinkers</p> <ul style="list-style-type: none"> • Vivekananda • Mahatma Gandhi • Aurobindo • Tagore • Democratic Ideas and their implications for education • National values enshrined in Indian constitution 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

- Cohen, Manion, Morrison : Research Methods in Education
- Cresswell : Educational Research
- Kerlinger : Foundations of Behavioural Research
- Val Dalen : Understanding Educational Research
- Young : Scientific Social Surveys and Research
- Good. Barr and Scates : Methodology of Educational Research
- Travers : An Introduction to Educational Research
- Verme, M. : An Introduction to Educational and Psychological 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. and Lev,J. : Statistical Reference.
- Lowrance, w. Neuman : Social Research Methodology: Qualitative and Quantative Approach.
- Koul, L. : Methodology of Educational Research.
- Agarwal, Y.P. : Statistical Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.

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M.A (Education) - II Semester

Course-II (Theory)

Programme / Class: – M.A.	Year: Four	Semester: SECOND
Subject : Education		
Subject Code: E010202T	Subject Title : QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	
Course outcomes : Following are the Course objectives : <ul style="list-style-type: none">• To provide the knowledge of central tendency, Variability and correlation.• To enable the students to understand the need and application of statistics in Education.• To enable the student to know the concept of statistics in Education.• To enable the student to use parametric & Non parametric statistics.		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none">• Descriptive Statistics• Quantitative classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.• Measure of Central Tendency and Variability : Mean, Median, Mode, Standard Deviation and Quartile Deviation.• Measure of Positions: Percentiles, Quartiles, Percentile Ranks.	I	15	
II	<ul style="list-style-type: none">• Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and its application in educational research.	I	15	

	<ul style="list-style-type: none"> • Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation, Bursarial, Point Bursarial, Tetra choric and Phi-coefficient of correlation • Regression and Prediction 			75 Marks
III	<ul style="list-style-type: none"> • Parametric and Non-Parametric Data: Meaning and Difference • 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 Type-II Error in Decision Making • One Way Analysis of Variance (ANOVA)-F test 	I	15	
IV	<ul style="list-style-type: none"> • Non Parametric Tests- Chi-Square Test, Mann Whitney U-Test, Median Test, Sign Test • Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data. • Criteria of Qualitative Research: Authenticity, Community, Voice, Critical Subjectivity and Reflexivity, Sacredness 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

- Cohen, Manion, Morrison : Research Methods in Education
- Creswell: Educational Research
- Kerlinger : Foundations of Behavioural Research

- Val Dalen : Understanding Educational Research
- Young : Scientific Social Surveys and Research
- Good.Barr and Scates : Methodology of Educational Research
- Travers: An Introduction to Educational Research
- Verme, M. : An Introduction to Educational and Psychological 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. and Lev, J. : Statistical Reference.
- 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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M.A (Education) - II Semester

Course-III (Theory)

Programme / Class: – M.A.	Year: Four	Semester: SECOND
Subject : Education		
Subject Code: E010203T	Subject Title : HISTORY OF INDIAN EDUCATION	
<p>Course outcomes : After going through this paper the students will be able to;</p> <ul style="list-style-type: none"> • Appreciate the glorious past of education during the ancient period. • Comprehend the assimilating role of education in medieval India • Analyse the impact of Western education on indigenous system. • Understand the contribution of colonial rule to the spread of modern education. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Education during the Ancient & medieval period : Vedic, Buddhist and Islamic Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.</p>	I	15	
II	<p>Education during the British period :</p> <ul style="list-style-type: none"> • Role of Christian missionaries in the spread of education. • Charter Act of 1813 and Anglo-oriental controversy. • Wood’s dispatch of 1854 • Indian Education commission (1882-83). 	I	15	

	<ul style="list-style-type: none"> • Lord Curzon's Educational Policy. • Calcutta University Commission (1917-19) 			75 Marks
III	Indian Response to Western Education <ul style="list-style-type: none"> • National Education Movement • Basic Education • Role of Following National Educational Institution; Visva Bharati, Shanti Niketan, Jamia Millia Islamia, Gurukul Kangari and Banasthali Vidyapeeth 	I	15	
IV	Education in the Post-Independence Period: <ul style="list-style-type: none"> • University Education Commission (1948-49). • Secondary Education Commission (1952-53). • Education Commission (1964-66). • National Policy on Education 1968, 1986. And 2020 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

Alatekar, A.S.(1934) : Education in Ancient India, Varanasi: The Indian Book Shop

Ghosh, S.C. (1989) : Education Policy in India Since Warren Hasting Calcutta.

Jaffer, S.M. (1936) : Education in Muslim India, Lahore.

Kumar, Krishna (1991) : Political Agenda of Education, Delhi: Sage Law,

N.N. (1916) : Promotion of Learning in Medieval India, London.

Mukaherjee, R.K.(1960) : Ancient Indian Education, Delhi: Motilal Banarsidass.
Varanasi

Nurullah S. and J.P. Naik (1974) : A Student's History of Education in India, New
Delhi: The Macmillan.

Paranjape, M.R. (1938) : A Source Book of Modern Indian Education, Bombay:
Macmillan

गुप्ता ँस.पी, गुप्ता अलका : भारतीय शलक्षा का इतलहास वलकलस ँवं समसुयां शारदा
पुस्तक भवन इलाहाबाद ।

सारस्वत मालती : भारतीय शलक्षा का वलकलस ँवं समसलमयलक समसुयां
आलोक प्रकाशन लखनऊ ।

मदान पूनम : भारत में शलक्षा वुवसुथा का वलकलस तथा समसुयां अग्रवाल
पब्ललकेशन आगरा ।

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M.A (Education) - II Semester

Course-IV (Theory)

Programme / Class: – M.A.		Year: Four	Semester: SECOND	
Subject : Education				
Subject Code: E010204T		Subject Title : PSYCHOLOGY OF LEARNING		
<p>Course outcomes : On Completion of this Course, Learners will be able to:</p> <ul style="list-style-type: none"> • understand the concept and process of learning and learning Styles. • know theories of learning and their educational implications. • understand concept and theories of transfer of learning and factors influencing transfer of learning. • understand concept, theories and strategies of Motivation and its role in learning. • understand nature and Measurement of creativity and factors influencing it. 				
Credits: 4		Core Compulsory		
Max. Marks : 25+75		Min. Passing Marks: 33		
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w				
UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Learning- Concept, Theories of learning - Thorndike, Pavlov, Skinner, Hull, Lewin, Tolman, Insight theory, Social learning theory. • Constructivist 	I	15	75 Marks
II	<ul style="list-style-type: none"> • Transfer of Learning- Concept, Factor influencing transfer of learning, Theories • Motivation - Concept, Role of motivation in learning, Theories, Strategies for developing motivation 	I	15	
III	<ul style="list-style-type: none"> • Creativity- nature, Factor influencing creativity, Measurement of creativity 	I	15	

IV	<ul style="list-style-type: none"> • Learning styles • Group dynamics and learning 	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

- Gowan, J. C. Dewas Creativity & its Educational Implication. G. D, Torrance, E. P.
- Kneller, G. E. The Art and Science of Creativity
- Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)
- Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)
- Rather, A. R. Creativity: Its Recognition and Development (Sarup & Sons; New Delhi)
- Sharma, K. N. Dynamics of Creativity.
- Torrance, E. P. Guiding Creative Talent. N. J. Prentice Hall, Englewood, Cliffs.
- Vernon, E. P. (Ed) Creativity. Methuen & Co. Ltd. II, New Felter Lane London.
- Vygotsky, L. S. Mind in Society Cambridge, M. A: Harward University Press.
- Kusuma, A. : Creativity and Cognitive Styles in Children Discovery Publishing House,
New Delhi

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M.A (Education) - II Semester

Course-V (Practical)

Programme / Class: – M.A.		Year: Four	Semester: SECOND	
Subject : Education				
Subject Code: E010205P		Subject Title : Practical (WRITING AND PRESENTATION OF RESEARCH PROPOSAL)		
<p>Course outcomes : Following are the objectives of the course;</p> <ul style="list-style-type: none"> • To enable the students to construct the Research Synopsis. • To Provide the Knowledge of Psychological tools. • To Provide the Knowledge of Research report writing and Viva-Voce 				
Credits: 4		Core Compulsory		
Max. Marks : 25+75		Min. Passing Marks: 33		
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w				
UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Theoretical Aspects of Research process and presentation.	I	15	75 Marks
II	<ul style="list-style-type: none"> • Review of Related Researches and presentation • Selection of topic of educational research and presentation. 	I	15	
III	• Introduction about Psychological Assessment tools	I	15	
IV	• Writing of Research Proposal: Format and Presentation.	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05

2	Preparation of Practical file	20
Note: In Final Examination, report shall be examined by external and internal examiners. Marks Distribution (Presentation and viva voce =75 marks)		

RECOMMENDED BOOKS:

Bell, Judith, How to Complete Your Research Project Successfully, PBS

Jonathan, Anderson et al.: Thesis Writing, OUP.

Kerlinger, Fred N (1973). : Foundation of Behavioural Research, New York: Rinehart
Winston.

Kothari, C.R (1990). : Research Methodology: Methods and Techniques (2nded.).
New Delhi: Vishwa Prakashan.

Sharma, R.A : SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot

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M.A (Education) - III Semester

Course-I (Theory)

Programme / Class: – M.A .	Year: Five	Semester: Third
Subject : Education		
Subject Code: E010301T	Subject Title : FOUNDATION OF EDUCATIONAL TECHNOLOGY	
<p>Course outcomes : To enable the student to understand;</p> <ul style="list-style-type: none"> • Significance of E.T. and its important components in terms of Hardware and Software. • Difference between communication and instruction and to develop design of a sound instructional system. • Levels, strategies and models of teaching for future improvement. • The importance of programmed instruction and researches in E.T. • Emerging trends in ET along with the resource centres of ET. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Concept of Educational Technology • Meaning, Nature, Scope and significance of ET. • Components of ET: System Approach, Software, hardware. • Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology 	I	15	75
II	<ul style="list-style-type: none"> • Concept, Nature, Process, Components, Types & Theories of Classroom Communication. • Mass media approach in Educational Technology. Designing of Instructional Strategies. 	I	15	

III	<ul style="list-style-type: none"> • Programmed Instruction (Linear / branching mode)-Origin and types -Linear and branching. • Teaching machines. Computer Assisted Instruction. 	I	15	Marks
IV	<ul style="list-style-type: none"> • Emerging trends in Educational Technology, Problems of New Technology. Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, state ET Cells, etc. and their activity for the improvement of teaching learning. 	I	15	
S. No	PRACTICUM / INTERNAL WORK			
1	Attendance			
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

- Agrawal, J.C. : Essentials of Educational Technology Teaching Learning Innovation in Education, Vikas Publishing House, New Delhi
- Agrawal, J.C. : Principles and Techniques of Guidance, Vikas Publishing House, New Delhi
- Apter, M.J. : The Technology of Education, Mac Millan,
- Decesco, J.P. : Educational Technology, Reading in Programmed instruction, Rinehard & Winston, New York
- Kumar, K.L. : Educational Technology, New Age International, New Delhi
- Mukhopadhyay, M. : Educational Technology: Knowledge Assessment, NUEPA, New Deihi.
- Sharma, R.A. : Educational Technology, Loyal Book Depot Supe,

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M.A (Education) - III Semester

Course-II (Theory)

Programme / Class: – M.A.	Year: Five	Semester: Third
Subject : Education		
Subject Code: E010302T	Subject Title : EDUCATIONAL MEASUREMENT AND EVALUATION	
<p>Course outcomes : Following are the course objectives</p> <ul style="list-style-type: none"> • To provide knowledge and understanding of educational measurement and evaluation, its need and importance • To provide the knowledge and understanding of N.R.T. & C.R.T. • To enable the student to understand the concept, need and application of technical characteristics of good test: reliability, validity & norms. • To enable the student to know the concept of test construction . 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Concept, need and importance of educational measurement and evaluation • Taxonomies of Educational Objectives in cognitive, affective and psychomotor domains • Scales of measurement, norm referenced and criterion referenced, formative and summative evaluation 	I	15	
II	<ul style="list-style-type: none"> • Test reliability – various types, factors affecting it, improving reliability 	I	15	

	<ul style="list-style-type: none"> • Test validity – various types, factors affecting it • Test norms – various types and their uses 			75 Marks
III	• Development and standardization of test – steps of test development with an emphasis on item analysis. Improving test quality through item analysis	I	15	
IV	• T-score, Z-score and Normalized score	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

Garrett, H.E. : Statistics in Psychology and education, vikas peffer and samara co. Ins. New York.

Guilford, J.P. : Fundamental statistics in Psychology and Education, McGraw Hill (1965).

कपिल, एच.के. : सांख्यिकी के मूल तत्व: भार्गव पुस्तक प्रकाशन, 4/230, कचहरी घाट, आगरा-4

गुप्ता. एस.सी. : सांख्यिकी विधियाँ एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद

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M.A (Education) - III Semester

Course-III (Theory)

Programme / Class: – M.A .	Year: Five	Semester: Third
Subject : Education		
Subject Code: : E010303T	Subject Title : EDUCATIONAL GUIDANCE AND COUNSELLING	
<p>Course outcomes : To help the students to understand;</p> <ul style="list-style-type: none"> • Concept need and view point of guidance. • Concept, need and guidance for the children with special needs. • Concept and process of counselling. • The aims and principles of guidance programme. • Various procedures of organizing various Guidance services. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Guidance & Counselling :</p> <ul style="list-style-type: none"> • Concept and Nature • Need and Significance • Principles • Distinction between Counselling & Psychotherapy. 	I	15	
II	<p>Models for Guidance:</p> <ul style="list-style-type: none"> • Persona : Vocational Guidance • Breweries : Guidance as identical with Education • Hoyts : Guidance as constellation of Service. 	I	15	

III	<ul style="list-style-type: none"> • Organization of a Guidance Programmer. Principles of organization, Various types of services • Counselling Process. • Concept, nature, principles of counselling. • Counselling approaches directive, nondirective. • Group counselling vs. individual counselling, Counselling for adjustment. • Characteristics of good counselling. Group guidance, individual inventory service and information orientation service, placement service and follow up service. • Evaluation of guidance programmer. 	I	15	75 Marks
IV	<p>Guidance of Children with Special Needs:</p> <ul style="list-style-type: none"> • Problems and needs. • Guidance of the gifted and creative students. • Guidance of under achiever and first generation learners. • Role of the teacher in helping children with special needs 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

- Anatasi Anne : Psychological Testing, New York, Mac Millan 1982 Bengalee,
M. (1984) : Guidance and Counselling, Kalyani Publishers.
- Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani Publishers.
- Dave, Indu (1984) : The basic Essentials of Couselling, sterling Publishers Pvt. Ltd,
New Helhi.
- Gupta Manoj : Effective Guidance and Counsellin of mangaldeep Publication,
Jaipur.

Gupta Sk : Guidance and Counselling in Indian Education, Mittal
Publication Pvt. Ltd.

Jayswal, Monica (1968) : Guidance and Counselling”, Prakashan Kendra, Lucknow.

Prem Pasricha : Introduction to Counselling. (NCERT Publication).

Burnard, P. : Counseling skills training (2004) Viva books private Ltd. New
Delhi

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M.A (Education) - III Semester

Course-IV (Theory)

Programme / Class: – M.A .	Year: Five	Semester: Third
Subject : Education		
Subject Code: : E010304T	Subject Title : Mental Health and Hygiene	
<p>Course outcomes : To help the students to understand ;</p> <ul style="list-style-type: none"> • To develop knowledge understanding about the concept of Health and Hygiene • To acquire knowledge about the various approaches of psycho- therapies • To enable the students to understand the relaxation and meditation for maintaining Mental Health. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Introduction to Mental Health and Hygiene :</p> <ul style="list-style-type: none"> • Concept of mental health and illness in historical perspective (psychological , psychosocial and current) • Concept, objectives and principles of mental hygiene. 	I	15	75
II	<p>Psycho – Therapies :</p> <ul style="list-style-type: none"> • Concept, goals and approaches of psychotherapies. • Salient features of psycho – analysis; humanistic therapy; existential psycho- therapy, cognitive psychotherapy. 	I	15	

III	Education and Mental Health ; <ul style="list-style-type: none"> • Factors affecting mental health (home, society and school factors.) • Relaxation and meditation for maintaining good mental health. 	I	15	Marks
IV	Adjustment & Mal-adjustment ; <ul style="list-style-type: none"> • Concept of Adjustment • Concept & Factors of Mal-adjustment and remedial measures • Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias) 	I	15	
S. No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

1. Lehner, George, F. J. and Ela Kube : The Dynamics of personal Adjustment. New York: Prentice Hall. Inc. 1964
2. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: Prentice Hall, Inc. 1969
3. Wheatlev, George M. & Grace T. Hillock. Health Observation of School Children. New York: McGraw Hill Book Co. 1965
4. Crow, Lioter D. & Alice Grow. Adolescent Development and Adjustment. New York: McGraw Hill Book Co. 1965.
5. Lazarus, Richards S. Patterns of Adjustment. New York: McGraw Hill Book Co. 1976

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M.A (Education) - III Semester

Course-v (Theory)

Programme / Class: – M.A .	Year: Five	Semester: Third
Subject : Education		
Subject Code: : E010305T	Subject Title: EDUCATIONAL ADMINISTRATION AND MANAGEMENT	
<p>Course outcomes : On Completion of this Course, student will be able to:</p> <ul style="list-style-type: none"> • understand meaning, nature, theories and models of Educational Administration and management. • Develop an understanding in the students about various approaches to educational planning . • orient students with concept of educational supervision and inspection. • acquaint the students with specific trends in educational management. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Educational Administration and Management :</p> <ul style="list-style-type: none"> • Meaning, Nature and Scope • Theories (Taylorism, Fayol’s Process Theory, Administration as Bureaucracy, Human relation approach to management, Social System Approach to management) • Models of Leadership 	I	15	

II	Educational Planning and Supervision : <ul style="list-style-type: none"> • Meaning, Nature and Need of Educational Planning. • Approaches to Educational Planning. • Meaning, Nature and Functions of Educational Supervision • Inspection v/s Supervision 	I	15	75 Marks
III	Leadership in Education: <ul style="list-style-type: none"> • Meaning and Nature of Educational Leadership • Theories of Leadership (Trait, Behaviour, Contingency, Transactional and Transformational) 	I	15	
IV	Specific Trends in Educational Management Total Quality management, MBO, PERT, POSDCORB and SWOT Analysis Internal Quality Assurance Agencies- Objectives and Functions of NAAC, QCI, INQAAHE	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

- Bhatnagar, R.P. & Vaidya Agarwal : Educational Administration, Supervision, Planning & Finance
- Kimbal, Wiles and Lorel : Supervision for better Schools
- Mishra, Atmanand : Educational Finance
- Mukhopadhyay , M. : Total Quality Management in Education
- Naik, S.P. : Planning Education in India
- Saxena, S. : Educational Planning in India.
- Bhat, K.S. & Ravi Shankar, S. (1988): Administration of Educational, New Delhi.
- Seema (1988) : Introduction to Educational Administration.

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M.A (Education) - III Semester

Course-VI (Theory)

Programme / Class: – M.A .	Year: Five	Semester: Third
Subject : Education		
Subject Code: : E010306T	Subject Title : : COMPARATIVE EDUCATION	
<p>Course outcomes : To enable the students to ;</p> <ul style="list-style-type: none"> • Understand comparative education as an emerging discipline of education. • Acquaint with educational systems in terms of factors and approaches of comparative education. • Assess the efficacy of educational systems of various countries in terms of the prevailing trends. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Comparative education as a new discipline :</p> <ul style="list-style-type: none"> • Scope and major concepts of comparative education • Juxtaposition, Area Study, Intra and Inter educational analysis 	I	15	
II	<p>Factors and Approaches of Comparative education :</p> <ul style="list-style-type: none"> • Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological factors. • Cross disciplinary approach used in comparative education. 	I	15	
				75

III	Modern trends in world education- national and global: <ul style="list-style-type: none"> • Role of U.N. in improving educational opportunities among the member countries, • Organs of the U.N. and their educational activities. 	I	15	Marks
IV	Comparison of Educational Systems : <ul style="list-style-type: none"> • Primary Education - USA, UK, China, India • Secondary Education - USA, UK, China, India • Higher Education - USA, China ,UK, India • Teacher Education - USA, ,UK, India • Adult Education - Brazil, India 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

- Agarwal, J.C. : Comparative Education in India: UK, USA, USSR, Arya Book Depot Page 12 of 25
- Chaube, S.P. : Features of Comparative Education, Agrawal Publication, Agra
- Chaube, & Chaube, 1998 : Comparative Education, Vikash Publishing House PVT Ltd, New Delhi,
- Kaushik, V.K. : Comparative Education, Anmol Publication, New Delhi, 2006
- Naik, S.P., 2003 : Perspective on Comparative Education, Anmol Publication, New Delhi,
- Rao, V.K. & Reddy, R.S. : Comparative Education, New Delhi, Commonwealth Publishers, 1997
- Sharma, R.A. : Comparative Education: Educational System & Problems of the World, R. Lall Book Depot, Meerut
- Sharma, R.S, 2005 : Comparative Perspective on Education, Eastern Book House, Guwahati,
- Srivastava, S.K. : Comparative Education, Anmol Publication, New Delhi, 2006

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M.A (Education) - III Semester

Course-VII (Practical)

Programme / Class: – M.A .		Year: Five	Semester: Third	
Subject : Education				
Subject Code: : E010307P		Subject Title: Practical (Book Review, Quantitative Analysis and Psychological Testing)		
Course outcomes : On completion of this course , learners will be able to :				
<ul style="list-style-type: none"> • Develop an stronger orientation towards research. • Understand and Administer different Psychological Tests. 				
Credits : 4		Core Compulsory		
Max. Marks : 25+75		Min. Passing Marks: 33		
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w				
UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	• Review of book of an eminent educationist	I	15	75 Marks
II	• Quantitative analysis through MS-EXCEL	I	15	
III	• Introduction, Administration and Interpretation of Personality (16 P.F.) and Learning Style.	I	15	
IV	• Introduction, Administration and Interpretation of Emotional intelligence	I	15	
S. No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			20

Note: In Final Examination report shall be examined by external and internal examiners. (Out of the above mentioned practical two practical have to be conducted during practical examination). Marks Distribution= External ---Practical 25+25=50

Viva =25

RECOMMENDED BOOKS :

- गुप्ता, एस0पी0, : शैक्षिक मापन एवं मूल्यांकन ,शारदा पुस्तक भवन , आगरा
- नन्द, पचौरी एवं शर्मा : शिक्षा मनोविज्ञान एवं मापन , संजय पब्लिकेशन्स , आगरा
- पाण्डेय,श्रीधर एवं सिंह,आर0के0 : शैक्षिक तत्व एवं शिक्षा में मनोवैज्ञानिक प्रयोग, भवदीय प्रकाशन, फैजाबाद,
- Anastasi, Annie : Psychological Testing, New York; McMillan Company, 1968.

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M.A (Education) - IV Semester

Course –I (Theory)

Programme / Class: – M.A (Research)	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: : E010401T	Subject Title : ECONOMICS OF EDUCATION	
<p>Course outcomes : To make the student aware about ;</p> <ul style="list-style-type: none"> • The meaning, importance and scope of economics of education • Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development • The source and resources of finances for education • The financial resource management 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Economics of Education : Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.	I	15	75 Marks
II	<p>Manpower Planning:</p> <ul style="list-style-type: none"> • Concept and Function of Manpower Planning • Relevance of Education in Manpower • Planning and Management of Teacher supply and Demand 	I	15	
III	<p>Educational Financing:</p> <ul style="list-style-type: none"> • Meaning, Concept, Nature and Functions of • Educational Financing 	I	15	

	<ul style="list-style-type: none"> • School Finance in Education • Cost Analysis in Education 			
IV	Resources for Education : <ul style="list-style-type: none"> • Role of Center, State and Institutions for financing education, problems of financing, Grant-in-aid system 	I	15	
S.No	PRACTICUM / INTERNAL WORK			15
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

- Bhatnager R.P. & Vidya Agrawal : Educational Administration, Planning & Financing,
R. Lal book Depot. Meerut.
- Blaug, M. : Economics of Education, Himalaya Publishing House,
Bombay, 1972
- Sodhi, T.S. : Education and economic Development, Mukund
Publication Ludhiana, 1978
- Mishra, Atmanand : The financing of Indian education, Asia Pub. House,
New Delhi, 1967
- Padmanabhan C.B. : Economics of educational Planning in India, Araya Book
Dept. Karolbagh New Delhi, 1971.
- Psacharpoulos G. : Economics of Education, Pergamum Press, Heating ton
Hill Halt, Oxford, 1987.
- Singh, Baljit. : Education as Investment Menasha Prakash an Meerut.
- Tiwari, Satish : Educational Development & Planning, Anmol Pub.
Pvt. Ltd. New Delhi
- भटनागर आर०पी० एवं विद्या अग्रवाल : शैक्षिक प्रशासन, लाल बुक डिपो, मेरठ

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M.A (Education) - IV Semester

Course –II (Theory)

Programme / Class: – M.A.	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: E010402T	Subject Title : SPECIAL EDUCATION	
<p>Course outcomes : To enable the students to;</p> <ul style="list-style-type: none"> • understand about concept of special education and inclusion in India. • Understand the suggestion of commission and education of children with special needs. • Understand modalities of identification of various types of exceptional children. • Understand various education intervention programmes for meeting the needs of exceptional learners. 		
Credits: 4	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Concept of Special Education and Inclusion</p> <p>Concept of Impairment, Disability and Handicap, Meaning & Scope of special education, Concept Integrated and Inclusive Education,</p>	I	15	
II	<p>Government Policies and legislations: NPE (1986), POA (1992) and RCI Act (1992), PWD (Persons with Disabilities) Act 1995, National Policies of Disabilities (2006), National Institutes of Handicapped,</p>	I	15	
III	<p>• Education of the Mentally Retarded, Visually in paired, Hearing impaired, Gifted and creative</p>	1	15	

	children's. Juvenile Delinquents, orthopedically Handicapped.			75 Marks
IV	Barriers in Inclusive Education: •Concept of Least Restrictive Environment (LRE), • Barriers: Attitudes, Social, Educational,	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

- Lloyd M. Dumm : Exceptional children in the schools (New York : Holt, Rinehart
Winston Inc.)
- Managal S.K. : Educating Exceptional children An Introduction to special
Education (Prantice Hall of India Private Limited, New Delhi,
2007)
- Panda K.C. : Education of exceptional children (Vikas Publishing House
Pvt. Ltd., Noida (U.P.) 2009)
- Umadevi M.R. : Special Education A Practical Approach to Educating children
with special needs (Neel Kamal Publication Pvt. Ltd. Hyderabad
2010)
- कुमार, संजीव : विशिष्ट शिक्षा, जानकी प्रकाशन, अशोक राजपथ चौहट्टा पटना 1979,
- शर्मा डॉ० आर.ए. : विशिष्ट शिक्षा का प्रारूप (मुख्यधारा एवं समन्वित शिक्षा) आर.लाल बुक
डिपो मेरठ, 2006
- बाजपेयी एवं बाजपेयी : विशिष्ट बालक, भारत बुक सेंटर लखनऊ 2000
- विष्ट आभारानी : विशिष्ट बाल उनका मनोविज्ञान एवं शिक्षा, विनोद पुस्तक मंदिर आगरा
- सिंह बी.बी. एवं ग्वाड़ी एन.सी : विशिष्ट शिक्षा, वैशाली प्रकाशन नेशनल बुक डिपो, गोरखपुर
- पाण्डेय बी.बी., : विशेष शिक्षा के आधार, वसुन्धरा प्रकाशन, गोरखपुर
- भार्गव महेश चन्द्र : विशिष्ट शिक्षा, हर प्रकाश भार्गव प्रकाशन, आगरा, 2005

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M.A (Education) - IV Semester

Course –III (Theory)

Programme / Class: – M.A.	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: E010403T	Subject Title : ENVIRONMENTAL EDUCATION	
<p>Course outcomes : To enable student to understand;</p> <ul style="list-style-type: none"> • The concept, important scope and aims of environmental education • Environmental hazards and to combat with their negative effects • To develop various methods and strategies for realizing the objectives of environmental education • To understand about various projects in the area of Environmental studies in different countries. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Environment and Ecology : Meaning and definition • Relationship between man and environment • Impact of population growth on environment 	I	15	
II	<ul style="list-style-type: none"> • Meaning and types of environment pollution (air, water, noise, soil) • Causes of pollution and its effect on living environment 	I	15	
III	<ul style="list-style-type: none"> • Features of curriculum for environmental education : • Nature of curriculum on environmental education. 	I	15	

	<ul style="list-style-type: none"> • Topical units, integration and Interdisciplinary approaches of environmental education. • Strategies of treating environmental education as a separate subject, • Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects and Exhibition. • Role of Media, Print, Films and TV. • Programme of environmental education for primary, secondary and higher education institutions. 			75 Marks
IV	Environmental Movements in India & Abroad : <ul style="list-style-type: none"> • Global / Conferences on environmental issues. • National and International Policy / resolution on Environment. • Environment as New Social movement. 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

Agarwal S.K. 1977 : "Environmental issues and themes", APH Publishing Corporation, New Delhi,

Dahiwal, Sangha & Ralhan : "Fundamentals of Environmental Science", Kalyani Publishers, 1996

Dash, M.C. 2006 : "Fundamentals of Ecology", Tata McGraw Hills pub. Company Ltd. New Delhi,

Dr. Nasrin : "Environmental Education", APH Publishing Corporation, New Delhi, 1999

Joseph, Benny, 2006 : "Environmental Studies", Tata McGraw Hills Pub. Company Ltd. New Delhi, Page 11 of 25

- Joseph, K & Nagendran R : Essentials of Environmental Studies, Pearson Education, 2004
- Kumar, Khagendra (2002) : Understanding A People's Science Movement in India, Janaki, Patna
- Sharma, P.D. : Ecology & Environmental, Rastogi Publication, Meerut, 2004
- Sharma, R.C. : Environmental Education", Metropolitan, 1986
- Vijandra Kumar, 2000 : Modern Methods of Teaching Environmental Education, Sanap & Sons, ND
- Nanada, V. K. : Environmental Education
- Trivedi, P. R : Environmental Education
- Gopal, G. V : Environmental Education in School an overall perspective of NCF
- Sharma, R. A. : Environmental Education
- Srivastava, K. K. : Environmental Education
- Detwlyer, T. R. : Man's Impact on Environment
- Gregory, K. T. : Man's and Environment Process
- Furley, P. A. &Newey : Man and Biosphere
- Arvill, R. : Man and Environment crisis and the strategy of choice
- Singh, S. : Environmental Geography
- Singh, S.K. (2010). Fundamental of Environmental Education, Sharda Prakashan, Allahabad.

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M.A (Education) - IV Semester

Course –IV (Theory)

Programme / Class: – M.A .	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: : E010404T	Subject Title : WOMEN’S EDUCATION AND GENEDEER SENSITIZATION	
<p>Course outcomes : Student will be able ;</p> <ul style="list-style-type: none"> • To know the expected roles (political, social and economic) of Women in developing countries including India • To acquaint with types and modes of preparation needed for them in playing roles effectively in tune with the Constitutional directives. • To be aware of the concept of women as changing agents for the transformation of Third World Countries 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<ul style="list-style-type: none"> • Meaning, nature and scope of Women’s Education from ancient to modern age. • Importance and objectives of Women’s Education. 	I	15	75 Marks
II	<ul style="list-style-type: none"> • Different organization related to Women’s Education. • Women Right Act and its implementation, • Different plans & strategy of Women’s 	I	15	

	<p>Education in India</p> <ul style="list-style-type: none"> • Role of women in educational administration and management. Women's Education in Rural and urban area 			
III	<ul style="list-style-type: none"> • Comparison of Indian Women's Education with Developed Nations. • Thoughts on Women's Education ; Mahatma Gandhi, Pt. Jawaharlal Nehru, Rabindranath Tagore, Sarojini Naidu. 	I	15	
IV	<ul style="list-style-type: none"> • Women's Education vs Primary and Higher Education System. • Role and status of women in Education System. • Education plans for girls in Five Year Plan in India 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS:

- Agrawal Bina : Field of her own, New Delhi, Kali for Women.
- Alexander & c.t. Mohanty (eds) : Feminist Genealogies: Colonial Legacies, Democratic Felines, Routedledge 1999.
- Burbach – Vuez. : Globalisation & Discontents, London, Pluto 1997,
EPW-30 April WS 2.
- Butalia U 7 Sarkar (ed) : Women and the Hindu Right, New Delhi, Kali for
Women – 1996
- Cossmann B 7 R Kapur (eds) : Subversive site, New Delhi Kali for Women 1996.
- Chakravati & K. Bangari (eds) : Myths & Markets, New Delhi, Manohar 1992.
- Chossudo VSKY M. : The Globalisation of Poverty, Goa Madhyam 2001.

- Hasan Zoya (ed) : Forging Identities: Gender Communities and Multiple
partichies, EPW 23, Dec. 1995.
- Heyzer N. Riker, J.A. Suizon : Government – NGO. Relations in Asia, Kwala Lumpur
APDC 1995,
- Kapur Rana (ed) : Feminist Terrains in Legal Domains, New Delhi, Kali
for Women 1996.
- Keller E.F. & H. Lagino : Feminism & Science, Oxford OUP 1996.
- Miller S.S. Rawbotham : Women Encather, Technology, London Routeledge,
1995.
- Nielesen J. : Feminist Research Methods, London, West view Press
1990.
- Oakley Ann : Experiments in Knowing, gender and methods in the
Social Sciences, London Polity Press.
- Sangari K. : Politics of possible, New Delhi, Tulika 1999.
- Uberoi P- (ed) : State Sexuality & Social Reforms, New Delhi, 1996.
- Singh A & A Vitamen (ed) : Invisible Hands, New Delhi, Sages Publication 1987.
- Agrawal B.(ed) : Structure of Patriarchy, New Delhi,
- Dube L & R Palsiwala (eds) : Structure & Stratages: women, work & family in Asia,
New Delhi
- Sage Krishnaraj M & K Chanana : Gender and the House hold domain New Delhi Sage
1989. (4Vol.)
- K. Sardamoni, (ed) : Finding Household New Delhi Sage 1992.

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M.A (Education) – IV Semester

Course –V (Theory)

Programme / Class: – M.A.	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: E010405T	Subject Title : CURRICULUM DEVELOPMENT	
Course outcomes : To enable the students <ul style="list-style-type: none"> • To acquaint the students with the basic concept of curriculum. • To develop an understanding about different models of curriculum. • To develop understanding about bases of curriculum development. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	PERSPECTIVES ON CURRICULUM : <ul style="list-style-type: none"> • Meaning and principles of curriculum. • Concept of Core curriculum, Hidden Curriculum curriculum 	I	15	75 Marks
II	TYPES OF CURRICULUM : <ul style="list-style-type: none"> • Types of curriculum; Subject- centred , Learner- cantered, Community centred 	I	15	
III	MODELS OF CURRICULUM DESIGN Traditional and Contemporary models (Academic / Discipline Based, competency based model, Individual needs and interest model), Intervention model, CIPP Model (Context, Input, Process, product model)	I	15	

IV	CONSTRUCTION AND DEVELOPMENT OF CURRICULUM	I	15	
	<ul style="list-style-type: none"> • Concept of curriculum construction and Development • Curriculum development-strategies • Stages in the process of curriculum development 			
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

Balsara, M. : Principles of Curriculum Construction.

Biswas, N. B. : Curriculum Studies: A model for SAARC Countries.

NCERT : National Curriculum Frame Work for School Education.

Ornstein, A. C. – Curriculum: Foundations, Principles and Theories.

Thorndike, P. & Hagen, E. : Measurement and Evaluation in Psychology and Education.

Sax, G. ; Principles of Educational Measurement and Evaluation.

Grondlund, N. E. ; Measurement and Evaluation Teaching.

Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

Nirantar (1997); Developing a Curriculum for Rural Women, Nirantar, New Delhi.

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M.A (Education) - IV Semester

Course –VI (Theory)

Programme / Class: – M.A.	Year: Six	Semester: Fourth
Subject : Education		
Subject Code: E010406T	Subject Title : TEACHER EDUCATION	
<p>Course outcomes : To enable the students to ;</p> <ul style="list-style-type: none"> • Understand the concept of teacher education and its development in India. • Understand various modalities of teachers and educational administrators at different level of education. • Acquaint with various aspects of teachers’ teaching programmes prevailing in the country. • Understand prevailing trends in teacher education and agencies. • Develop insight about concept of profession and professionalism in teacher education. 		
Credits: 4	ELECTIVE PAPERS	
Max. Marks : 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	<p>Introduction:</p> <ul style="list-style-type: none"> • Meaning & Scope of teacher education. • Objectives of teacher education at different levels. • Development of teacher education in India. • Recommendations of Kothari Commission, NPE 1986 and 2020 	I	15	75
II	<p>Programs of Teacher Education :</p> <ul style="list-style-type: none"> • Preparing Teachers for pre-primary, primary & 	I	15	

	secondary stages of education. <ul style="list-style-type: none"> • Professional preparation of Teacher Educators & Educational administrators. • Preparation of teachers for the teaching of Particular subjects (Languages, social sciences and physical science). • Pre-service & In-service Teacher's Training Programmes. 			Marks
III	New Trends In Teacher education : <ul style="list-style-type: none"> • Distance Teacher Education • Innovations in teacher education. • Integrated teacher education programmes • SCERT, DIET, NCERT, NCTE, NUPA, UGC-ASC 	I	15	
IV	Concept of Profession and Professionalism : <ul style="list-style-type: none"> • Teaching as a profession, Professional Ethics of Teachers, • ICT Integration and Innovation in Teacher education • Quality enhancement for professionalization of teacher education 	I	15	
S.No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Assignment			05
3	Objective Type Test / Quiz(MCQ) /Seminar			15

RECOMMENDED BOOKS :

AIU, Teacher Education in India, New Delhi, 2000

Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987

Chaurasia, G.: New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.

Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984

Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988

Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968

NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970

NCERT, Status of Teachers in India, NCERT, Delhi, 1993

NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998

Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

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M.A (Education) - IV Semester

Course –VII (Practical)

Programme / Class: – M.A		Year: Six	Semester: Fourth	
Subject : Education				
Subject Code: : E010407P		Subject Title: Practical (Review of Research Article and Paper Presentation)		
<p>Course outcomes : On completion of this course, learners will be able to :</p> <ul style="list-style-type: none"> • learners Develop an stronger orientation towards research. • use MOOCs & SWAYAM . • present the paper in seminar 				
Credits : 4		Core Compulsory		
Max. Marks : 25+75		Min. Passing Marks: 33		
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w				
UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	• Review of two research papers published in the current issue of any reputed journal of Education	I	15	75 Marks
II	• Critical Review of any two video presentation of MOOCs & SWAYAM	I	15	
III	• Paper Presentation in Seminar	I	15	
IV	• Visit any Educational center and preparation of report.	I	15	
S. No	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			20
<p>Note: In Final Examination, report shall be examined by external and internal examiners. Marks Distribution (Presentation and viva voce =75 marks)</p>				

