



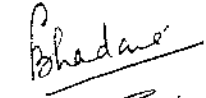



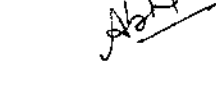
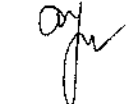
Pt. Deen Dayal Upadhyay Institute of Rural Development  
Paliwal Park Campus, Agra (U.P.)

Dated : 28-04-2022

Minutes of Academic Committee

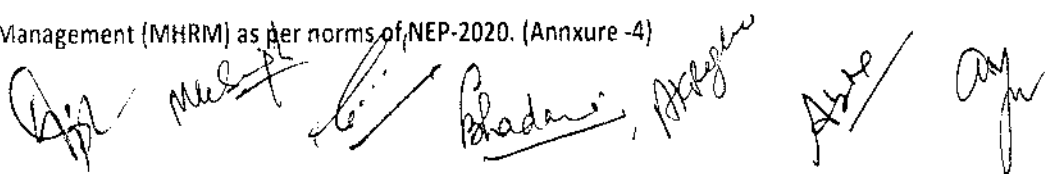
Held on 28.04.2022 at HOD Chamber

Experts/Member at present in the meeting as follows:-

- |   |                 |  |
|---|-----------------|--|
| 1. Dr. Manoj Kumar Singh<br>DDUIRD, Agra                              | Convenor        |    |
| 2. Prof. Dinesh Kumar<br>CCS University, Meerut                       | External Expert |    |
| 3. Prof. Seema Bhadauria<br>Principal, BVRI, Bichpuri                 | External Expert |    |
| 4. Dr. Basant Bahadur Singh<br>Deptt. of Education, RBS College, Agra | External Expert |    |
| 5. Dr. Arun Raghav<br>RBS College, Agra                               | External Expert |    |
| 6. Dr. D.S. Yadav<br>FMCA, RBS College, Agra                          | External Expert |   |
| 7. Dr. Abha Singh<br>DDUIRD, Agra                                     | Internal Expert |  |
| 8. Dr. Aayush Mangal<br>DDUIRD, Agra                                  | Internal Expert |  |

In the meeting following decisions were passed and approved as follows:-

1. The Academic Committee revised the ordinance and syllabus of M.A. (Rural Development & Management) as per norms of NEP-2020. (Annxure -1)
2. The Academic Committee revised the ordinance and syllabus of M.A. (Disaster Management) as per norms of NEP-2020. (Annxure -2)
3. The Academic Committee revised the ordinance and syllabus of M.A. (Public Administration) as per norms of NEP-2020. (Annxure -3)
4. The Academic Committee revised the ordinance and syllabus of Master of Human Resource Management (MHRM) as per norms of NEP-2020. (Annxure -4)



5. The Academic Committee revised the ordinance and syllabus of P.G. Diploma in Disaster Management as per norms of NEP-2020. (Annxure -5)
6. The Academic Committee revised the ordinance and syllabus of P.G. Diploma in Corporate Social Responsibility as per norms of NEP-2020. (Annxure -6)
7. The Academic Committee also recommended to start the new PG course M.A. (Education) and the Committee considered and approved with changes the ordinance and syllabus of M.A. (Education) as per norms of NEP-2020. (Annxure -7)
8. The Academic Committee considered the importance of initiating graduation courses as per NEP-2020 and CBCS, in three subjects as follows :

(a) B.A. in Public Administration

(b) B.A. in Education

(c) B.A. in Geography

The courses are prescribed by the UP State Govt. for B.A. in Education & Geography and UGC prescribed syllabus under LOCF for Public Administration, with minor permissible modifications.

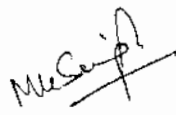
The Academic Committee approved both courses, ordinance and curriculum.

9. The Academic Committee also approved the fee structure as follows:-

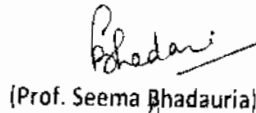
a. M.A. (Rural Development & Management)	-	Rs. 7,500 per semester (45 Seats)
b. M.A. (Disaster Management)	-	Rs. 7,500 per semester (45 Seats)
c. M.A. (Public Administration)	-	Rs. 7,500 per semester (45 Seats)
d. Master of Human Resource Management	-	Rs. 17,500 per semester (60 Seats)
e. Post Graduate Diploma in Disaster Management	-	Rs. 7,500 per semester (30 Seats)
f. Post Graduate Diploma in Corporate Social Responsibility	-	Rs. 7,500 per semester (30 Seats)
g. M.A. (Education)	-	Rs. 7,500 per semester (45 Seats)
h. B.A. (Public Administration, Education, Geography)	-	Rs. 7,500 per semester (60 Seats)

10. The Academic Committee also gives authority to the Head of the Institute to make suitable changes as and when required in the ordinances and syllabus of the courses.

The Academic Committee meeting concluded with a vote of thanks to the chair.

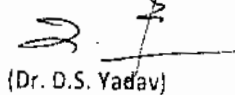
  
(Dr. Manoj Kumar Singh)

  
(Prof. Dinesh Kumar)

  
(Prof. Seema Bhadauria)

  
(Dr. Basant Bahadur Singh)

  
(Dr. Arun Raghav)

  
(Dr. D.S. Yadav)

  
(Dr. Abha Singh)

  
(Dr. Aayush Managal)

**Pt. Deen Dayal Upadhyay Institute of Rural Development  
Dr. Bhimrao Ambedkar University, Agra**

**M.A. (Education)**

**ORDINANCE AND COURSE STRUCTURE**

- (1) Title of the Course : **M.A. (Education)**
- (2) Objective : The overall objective of the programme is to develop capacities of students for the academic study of education with a view to facilitating their active immersion and self-reflexive involvement in the field as teachers, teacher educators, curriculum, textbook and resource developers, policy-making, and as researchers.
- (3) Mode : Self Finance Scheme (SFS)
- (4) Duration : Duration of the course shall be of 4 Semesters (i.e., 2 years). It is a regular course and covers assignment and class tests, class presentations, book reviews, project report and viva-voce.
- (5) Seats : The total No. of 45 students will be admitted in the course in each academic session.
- (6) Eligibility : Any Graduate with three years degree course in any discipline shall be eligible for admission in this course
- (7) Multiple Entry/Exit : The students taking admission in two year PG course M.A. (Education) will be taught as per NEP 2020 provisions from the session 2022-23. This means, they will have multiple entry and exit options. The new NEP allows a student to leave a two-year PG course M.A. (Education) after studying for a year, for which she/he will get a **B.A.(Research) in Education**, while those who will complete the full course will get a PG degree—**M.A. (Education)**.
- (8) Admission Procedure : There will be an entrance test organized by the University and a merit list will be prepared on the basis of marks obtained in the entrance examination. Admission shall be taken directly by merit if number of applications submitted for entrance test found less than the seats. The rule of reservation will be followed as per university rules.

M. A. (Education)  
M. A. (Education)

*[Handwritten signatures and initials]*

(9) Tuition Fee : Rs. 7,500 per semester, i.e., Rs. 15,000 per year.

(10) Faculty : The faculty includes the core faculty, senior or retired teachers of the department of Education, Statistics of Dr. Bhimrao Ambedkar University, Agra and other Universities.

(11) Attendance : Seventy five percent attendance in the class and hundred percent attendance in the field work is compulsory for all the students.

(12) Examination and Viva-Voce :

The semester examination will be conducted by the university during the period in which the examinations of other courses will be arranged. The viva-voce will be conducted at the end of the 4th semester by a board of examiners including external and internal examiners as per university rules.

All the rules and regulations regarding examination, merit and divisions shall be administered as per university directions. It is mandatory for each and every student to finish project work as prescribed by the Institute. Student shall be declared failed if he/she does not complete the prescribed project work.

(13) Teaching Methodology :

This is a regular course and the teaching shall be done through class lectures, seminars, group-discussions & demonstration. There shall be two mid term class or home assignments for each paper for 40 marks. Each assignment shall be of 20 Marks. The marks obtained by students in each assignment shall be included in their marks of semester examination. The comment and remarks on the assignment shall be communicated to students. There is no provision for the revaluation of the assignments.

(14) Course Details :

Each theory papers, carrying 100 marks, out of which 40 marks shall be allotted to two assignments/class presentation. In the fourth semester the students shall be required to submit a project report. The topic of the research project shall be based on specialized knowledge on their study. The project shall carry 150 marks.

*M. S. A. Singh* *E. S. Bhatnagar* *M. S. Bhatnagar* *A. S. Bhatnagar* *A. S. Bhatnagar* *A. S. Bhatnagar*

**DR. BHIMRAO AMBEDKAR UNIVERSITY**  
**AGRA**



**SYLLABUS**  
**FOR M.A. EDUCATION**

As per the guidelines of National Education Policy- 2020  
for The Semester Seventh to Semester Tenth

**Bachelor Degree with Research / M.A. Education**

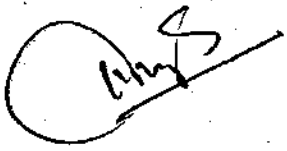
**Syllabus for Four Semesters**  
**(Two Years)**

# DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

## Syllabus of Post-Graduation in Education

Supervising and advisory Committee for preparing syllabus for Dr. Bhimrao Ambedkar University, Agra

S.N.	Name	Designation	Department	College/University
1.	<b>Dr. Nirbhay Singh</b> (convenor)	Professor	Dept. of Education	BVM (PG) College, Bah, Agra
2.	<b>Dr. Shashi Prabha Varshney</b> (Member)	Professor	Dept. of Education	B.D.K. Mahavidyalaya, Agra
3.	<b>Dr. Kalpana Bajpai</b> (Member)	Associate Professor	Dept. of Education	R.C.A. College, Matura
4.	<b>Dr. Vinita Gupta</b> (Member)	Professor	Dept. of Education	D.D.M. (PG) College, Firozabad
5.	<b>Dr. Shiwaji Singh</b> (Member)	Associate Professor	Dept. of Education	Chitragupta PG College, Mainpuri



# Department of Higher Education

U.P. Government, Lucknow

National Education Policy 2020

Common Minimum Syllabus for Dr. B. R. Ambedkar University, Agra  
Syllabus Development Guidelines (PG)

3.

Year	Semester	Course Code	Paper Title	Theory/ Practical	Credits
4	VII	E010701T	C1-Philosophical Foundation of Education (Major/Minor)	Theory	5
4	VII	E010702T	C2-Sociological Foundation of Education	Theory	5
4	VII	E010703T	C3 - Historical development of education in India.	Theory	5
4	VII	E010704T	C4-Research in Education-I	Theory	5
4	VII		C5-Survey of any educational institute- Pre Primary/Primary/secondary/Higher Education	Research Survey	
4	VIII	E010801T	C6-Psychological foundation of Education (Major/Minor)	Theory	4
4	VIII	E010802T	C7-Educational Administration and Management	Theory	5
4	VIII	E010803T	C8-Inclusive Education.	Theory	5
4	VIII	E010804T	C9-Research in Education II	Theory	5
4	VIII	E010805R	C10- Community Visit Rural /Slums/Orphanage/Old Age homes and juvenile	Practical	4
5	IX	E010901T	C11 - Educational Technology	Theory	5
5	IX	E010902T	C12-Politics and Economics of Education.	Theory	5
<b>ELECTIVE PAPERS:- ANY TWO OUT OF COURSE CODES - E010903T, E010904T, E010905T E010906T</b>					
5	IX	E010903T	C13-Understanding Education	Theory	5
5	IX	E010904T	C14-Population Education	Theory	5
5	IX	E010905T	C15-Value Education	Theory	5
5	IX	E010906T	C16-Educational Measurement and Evaluation	Theory	5
5	X		C17- Preparation of a Research Proposal	Practical	4
5	X	E011001T	C18-Teacher Education.	Theory	5
5	X	E011002T	C19-Guidance & Counseling	Theory	5
<b>ELECTIVE PAPERS:- ANY TWO OUT OF COURSE CODES - E011003T E011004T E011005T, E011006T</b>					
5	X	E011003T	C20-Gender Studies	Theory	5
5	X	E011004T	C21-Environmental Education	Theory	5
5	X	E011005T	C22-Yoga Education	Theory	5
5	X	E011006T	C23-Mental Health & Hygiene	Theory	5
5	X	E011007R	C24-Research Project	Research Project	4

Course Code(R\*) shall be examined by the Board of Examiners (Internal and External).

**ELIGIBILITY:**

Candidate 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 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;

COURSE CODE	PAPER TITLE	CREDIT	PERIODS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
E010701T	C1-Philosophical Foundation of Education (Major/Minor)	5/4	75	25	75	100
E010702T	C2-Sociological Foundation of Education	5	75	25	75	100
E010703T	C3 - Historical development of education in India.	5	75	25	75	100
E010704T	C4-Research in Education-I	5	75	25	75	100
	C5-Survey of any educational institute- Pre-Primary/Primary/secondary/Higher Education		60	25	75	100
E010801T	C6-Psychological foundation of Education (Major/Minor)	5/4	75	25	75	100
E010802T	C7-Educational Administration and Management	5	75	25	75	100
E010803T	C8-Inclusive Education.	5	75	25	75	100
E010804T	C9-Research in Education II	5	75	25	75	100
E010805R	C10- Community Visit Rural /Slums/Orphanage/Old Age homes and juvenile	4	60	25	75	100
E010901T	C11 - Educational Technology	5	75	25	75	100
E010902T	C12-Politics and Economics of Education.	5	75	25	75	100
<b>ELECTIVE PAPERS:- ANY TWO OUT OF COURSE CODES - E010903T, E010904T, E010905T E010906T</b>						
E010903T	C13-Understanding Education	5	75	25	75	100
E010904T	C14-Population Education	5	75	25	75	100



E010905T	C15-Value Education	5	75	25	75	100
E010906T	C16-Educational Measurement and Evaluation	5	75	25	75	100
	C17- Preparation of a Research Proposal	4	60	25	75	100
E011001T	C18-Teacher Education.	5	75	25	75	100
E011002T	C19-Guidance & Counseling	5	75	25	75	100
<b>ELECTIVE PAPERS:- ANY TWO OUT OF COURSE CODES – E011003T E011004T E011005T, E011006T</b>						
E011003T	C20-Gender Studies	5	75	25	75	100
E011004T	C21-Environmental Education	5	75	25	75	100
E011005T	C22-Yoga Education	5	75	25	75	100
E011006T	C23-Mental Health & Hygiene	5	75	25	75	100
E011007R	C24-Research Project	4	60	25	75	100

**COURSE CODE SHALL BE EXAMINED BY THE BOARD OF EXAMINERS (INTERNAL AND EXTERNAL)**

*14/10/20*

Program/Class Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010701T	Course Title: <b>Philosophical foundation of Education</b>	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of education and philosophy</li> <li>• To explain the factors of education and their inter relationship.</li> <li>• To become aware of different agencies of education that influence education.</li> <li>• To be acquainted with the knowledge of Indian darshan</li> <li>• To Explain the western philosophies</li> <li>• To study the ideas of major philosophers.</li> </ul>		
Credits:5		Core Compulsory
Max. Marks:-75+25		Min. Passing Marks: 35
Total No. of Lectures-Tutorials-Practical(in hours per week):L20, P-4		
Unit	Topics	No. of Lectures
I	<b>EDUCATION AND PHILOSOPHY</b> <ul style="list-style-type: none"> <li>• Meaning, nature and characteristics of Philosophy</li> <li>• Meaning, nature and characteristics of Education.</li> <li>• Relationship between Education &amp; philosophy.</li> </ul>	15
II	<b>INDIAN SCHOOL OF PHILOSOPHY – THEIR EDUCATIONAL IMPLICATIONS</b> <ul style="list-style-type: none"> <li>• Vedanta and Samkhya: Their educational implications</li> <li>• Yoga and Buddhism and their educational implications.</li> <li>• Jainism and Islamic Philosophy and their educational implications.</li> </ul>	15
III	<b>WESTERN PHILOSOPHY – THEIR EDUCATIONAL IMPLICATION</b> <ul style="list-style-type: none"> <li>• Idealism and Naturalism</li> <li>• Pragmatism and Realism</li> <li>• Existentialism and Marxism.</li> </ul>	15

<b>IV</b>	<b>CONTRIBUTIONS OF FOLLOWING INDIAN PHILOSOPHER TO EDUCATIONAL THOUGHT</b> <ul style="list-style-type: none"> <li>• Swami Vivekananda and Rabindranath Tagore</li> <li>• Aurobindo, and Mahatma Gandhi.</li> <li>• J. Krishnamurthy and Savitribai Phule</li> </ul>	15
<b>V</b>	<b>CONTRIBUTIONS OF FOLLOWING WESTERN PHILOSOPHER TO EDUCATIONAL THOUGHT</b> <ul style="list-style-type: none"> <li>• Paulo Freire</li> <li>• Wollstonecraft</li> <li>• Nel Nodding</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**M.C.Q./assignment/presentation/any other activity related to content.**

**Suggested Reading:**

1. Butler, J.D.(1968) Four Philosophies and their practice in Education and Religion, Third Edition , New York, Harper and Row co.,P.528.
2. Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.
3. Hiriyana, M. ( ). Introduction to Indian Philosophy.
4. Rusk, R.R. (1928) The Philosophical Bases of Education ,London ,University of London Press Ltd.,P205.
5. Cahn, S.M. The Philosophical Foundations of Education, P.433
6. Park, J. Selected Readings in the Philosophy of Education, London, Macmillan and Co. Ltd.P.440. 7. Sharma,Y.K.(2002)The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.
8. Rusk, R.R. and Scotland, J.(1979) Doctrines of the Great Educators, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
9. Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books., P.110.
10. Radhakrishnan, S. (2004) Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind Pocket Books., P.116. 11. Radhakrishnan,S. (2004) Hamari Virasat, New Delhi, Hind Pocket Books.,P.98.
12. Radhakrishnan,S. (2004) Upnishado Ka Sandesh, New Delhi, Hind Pocket Books., P.160.
13. Kirilenko,G. And Korshunova,L.(1988).What is philosophy? (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272

- ओड, एलके (1990) शिक्षाकेदार्शनिकएवंसमाजशास्त्रीयभूमिका, मैकमिलन, नईदिल्ली।
- पाण्डेयआर.एस. (1988) शिक्षादर्शन, विनोदपुस्तकमंदिर, आगरा (उ.प्र.)।
- रस्क आर.एस. (1990) शिक्षा के दार्शनिक आधार-राजस्थान हिंदी ग्रंथ अकादमी, जयपुर
- पाण्डेय, दुर्गादत्त (1995) चिंतन के विविध आयाम, प्रमानिक पब्लिकेशन्स, इलाहाबाद (उ.प्र.)
- डागर,बी.एस. (1988) मूल्य शिक्षा, हरियाणा हिंदी ग्रंथ अकादमी, चण्डीगढ ।
- ब्रूबेकर जे.एस. (1969) मॉडर्न फिलासफीज ऑफ एजुकेशन, मैक ग्रा हिल पब्लिशिंग हाउस, नई दिल्ली।
- हार्न.एच.एस. (1980) डेमोक्रेटिक फिलासाफी ऑफ एजुकेशन, मैकमिलन न्यूयार्क
- रेमण्ट (1982) प्रिन्सपल्स ऑफ एजुकेशन लांगमैन ग्रीन, लंदन।
- झा, नगेंद्र (1990) वैदिक शिक्षा पद्धति और आधुनिक शिक्षा पद्धति, वेंकटेश प्रकाशन, नई दिल्ली।
- मिश्र भास्कर (1988) वैदिक शिक्षा मीमांसा महर्षि संदीपनी वेद विद्या प्रतिष्ठान, उज्जैन।

<i>Program/Class: Bachelor Degree with Research and M.A. Education</i>	<i>Year: Fourth</i>	<i>Semester: Seven</i>
<b>Subject: Education</b>		
Course Code: E010702T	Course Title : <b>Sociological foundation of Education</b>	
<b>Course Learning Out comes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope of sociology of education.</li> <li>• To study the basic sociological concepts.</li> <li>• To explain the major sociological phenomena.</li> <li>• To understand the nature of social movement and changes.</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week): L20, P-04		
Unit	Topics	No. of Lectures
<b>I</b>	<b>EDUCATION &amp; SOCIOLOGY</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Education and sociology and its characteristics &amp; Relationship between Sociology and Education.</li> <li>• Meaning and definition of educational sociology, and Sociology of education</li> <li>• Approaches to Sociology of Education- Symbolic Interaction, Structural Functionalism and conflict Theory.</li> </ul>	15
<b>II</b>	<b>EDUCATION IN INDIAN SOCIETY</b> <ul style="list-style-type: none"> <li>• Education as related to culture, politics and religion with special reference to society.</li> <li>• Education as related to community &amp; modernization with special reference to Indian society.</li> <li>• Education as related to Democracy with special reference to Indian society.</li> </ul>	15
<b>III</b>	<b>EDUCATION AND SOCIAL CHANGE</b> <ul style="list-style-type: none"> <li>• Meaning nature, theories of social change.</li> <li>• Constraints on social change in India-Cast, ethnicity, class, language, religion, and regionalism.</li> <li>• Factors affecting of social change, Relation between Education and social change.</li> </ul>	15

<b>IV.</b>	<p><b>SOCIAL MOVEMENT &amp; SOCIAL INSTITUTIONS</b></p> <ul style="list-style-type: none"> <li>• Concept and theories of social movement, social movement and educational change.</li> <li>• Education as related to social stratification and social mobility.</li> <li>• Concept and types of social institution and their function-family, school.</li> </ul>	15
<b>V</b>	<p><b>EDUCATIONAL PROVISION FOR WEAKER SECTIONS OIN INDIAN CONSTITUTION</b></p> <ul style="list-style-type: none"> <li>• Educational Provisions in Indian constitution with special reference to Education.</li> <li>• Socialism and secularism with special reference to Education.</li> <li>• Education of the socially and economically disadvantaged sections of the society and with special reference to Schedule cate. Schedule tribes, Other backward castes, minorities. Woman and rural population.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**M.C.Q./assignment/presentation/any other activity related to content.**

**Suggested Reading:**

1. Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic
  2. Sharma S.R. Sociology of Education,
  3. Kanishka N.D. · Durkheim. E. Suicide, MacMillan Canada ·
  4. Havighurst R.J. Society and Education, Wattan Publications Srinagar ·
  5. John Dewey, Democracy in Education, L.T. Srinagar Wattan publications.
  6. Giddens Antony, Sociology · Salamtullah, Education in Social Context. NCERT
  7. Brown F.J.C. Sociology Durkheim B. Study of Education, (London: Rutledge and Kegan Paul 1966).
  8. Ottaway, A K.C. Sociology, Freire, P. Pedagogy of the Oppressed, Harmond-worth penguin Education.1973
  9. Freire, P. Pedagogy of the Hope: Reliving Pedagogy of the Oppressed (Impacts) Published December 9th 2004 by Bloomsbury Academic (first published 1994)
  10. Srinavas M.N, Social Change in Modern India, Bombay :Allied Publications 1967 · NCERT, Papers in Sociology of Education,
  11. B. G. Tilak, Education, Society, and Development: National and International Perspectives. APH Publishing, 2003
  12. David Snedden, Educational Sociology, 2010. William Estabr Chancellor, Educational Sociology, 2010.
  13. Walter Robinso Smith, Introduction to Educational Sociology, 2010
  14. Rob Moore, Madeleine Arnot, John Beck and Harry Daniels, Knowledge, Power and Educational Reform: Applying the Sociology of Basil Bernstein, 2006
  15. Frederick Redman Clow, Principles of Sociology with Educational Applications, 2012.
  16. Carol Fuller, Sociology, Gender and Educational Aspirations: Girls and Their Ambitions ,2009
- ओड. एल के- शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका - नई दिल्ली
  - मिश्र अर्जुन - दर्शन की मूलधाराए, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल

- सिंहएमके - शिक्षाकेदार्शनिकएवंसामाजिकआधार, इन्टरनेशनलपब्लिशिंग
- सक्सेना, एम,आर स्वरुप - शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त लाल बुक डिपो
- चौबे सरक्षुप्रसाद - शिक्षा के दार्शनिक ऐतिहासिक और समाजशास्त्रीय आधार
- इन्टरनेशनल पब्लिशिंग हाउस, मेरठ
- पाण्डेय. रामशकल- शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि अग्रवाल पब्लिकेशन्सण आगरा
- आड. एल.के - शिक्षा की दार्शनिक पृष्ठभूमि, रा.हि.ग्र. अकादमी जयपुर।

Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fourth	Semester : Seven
Subject : Education		
CourseCode: E010703T	Course Title: <b>Historical Development of Education in India</b>	
<p>Course Learning Out comes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• To understand the historical development of education in India.</li> <li>• To find out the characteristics of ancient Indian education.</li> <li>• To study about major commissions and committees.</li> <li>• To study the relevancy of ancient Indian thoughts in present scenario.</li> </ul>		
Credits:5		Core Compulsory
Max. Marks:-75+25		Min. Passing Marks: 35
Total No. of Lectures-Tutorials-Practical(in hours per week): L20, P-04		
Unit	Topics	No.ofLectures
<b>I</b>	<b>ANCIENT &amp; MEDIEVAL EDUCATION SYSTEM</b> <ul style="list-style-type: none"> <li>• Vedic education in India during ancient period.</li> <li>• Buddhist education in India during ancient period.</li> <li>• Muslim education in medieval Period.</li> </ul>	15
<b>II</b>	<b>EDUCATION IN COLONIAL PERIOD</b> <ul style="list-style-type: none"> <li>• Britishperiod-CharterAct-1793, Charter Acts of 1813and1833 and Orientalist Agilest Controversy.</li> <li>• Macaulay minute, Bentick Resolution, Filtration theory and Wood Dispatch (1854).</li> <li>• Hunter commission (1882) Gokhale Bill (1911), Calcutta University commission (1917-19) Hartog committee (1929), Wardha scheme (1937)</li> </ul>	15
<b>III</b>	<b>POST INDEPENDENT ERA OF INDIAN EDUCATION</b> <ul style="list-style-type: none"> <li>• Radha Krishnan commission (1948-49),</li> <li>• Secondary Education Commission (1952-53),</li> <li>• Kothari commission (964-66).</li> </ul>	15

<b>IV</b>	<b>DIFFERENT POLICIES REGARDING EDUCATION</b> <ul style="list-style-type: none"> <li>• New Education policy of education (1986),</li> <li>• National commission for teacher (1999),</li> <li>• National curriculum Framework 2005 and National Knowledge commission</li> </ul>	15
<b>V</b>	<b>NEP-2020</b> <ul style="list-style-type: none"> <li>• NEP 2020: Introduction and basic features, Primary education in NEP 2020</li> <li>• Higher education in NEP 2020.</li> <li>• Strengthening, financing and implementation of NEP 2020</li> </ul>	15

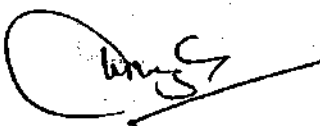
**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**M.C.Q./assignment/presentation/any other activity related to content.**

**Suggested Reading:**

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
2. Sharma, S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
3. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
4. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
5. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
6. Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
7. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay: MacMillan and Co. Ltd.
8. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
9. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
10. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
11. भारतीय शिक्षा का विकास एवं समसामयिक समस्याएं, डॉ० मालती सारस्वत एवं प्रो० एच० एल० गौतम,  
अलोक प्रकाशन लखनऊ
12. भारत में शिक्षा व्यवस्था का विकास, जे० सी० अग्रवाल शिप्रा पब्लिकेशन दिल्ली
13. भारतीय शिक्षा का विकास एवं समस्याएं, एस० पी० गुप्ता शारदा पुस्तक भवन प्रयागराज।
14. भारतीय शिक्षा का इतिहास एवं विकास, प्रो० सर विनीता गुप्ता, साहित्य प्रकाशन, आगरा



Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fourth	Semester : Seven
Subject : Education		
CourseCode: E010704T	Course Title : <b>Research in Education I</b>	
<b>Course Learning Out comes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the meaning nature, type and uses of educational research.</li> <li>• To find out the measuring tools of educational research.</li> <li>• To understand the research methods and designs of educational research.</li> <li>• To understand the formulation of hypothesis.</li> <li>• To study the basics of educational research.</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week) L20, P-04		
Unit	Topics	No. of Lectures
<b>I</b>	<b>EDUCATIONAL RESEARCH</b> <ul style="list-style-type: none"> <li>• Meaning and scope of Educational Research.</li> <li>• Meaning and steps of scientific Method, Characteristics of a scientific method(Reliability, Precision, falsify ability, parsimony) .</li> <li>• Aims of Research as a Scientific activity; Problem solving, Theory Building and prediction.</li> </ul>	07
<b>II</b>	<b>TYPES AND APPROACHES TO EDUCATIONAL RESEARCH</b> <ul style="list-style-type: none"> <li>• Types of Research (Fundamental, Applied and Action),</li> <li>• Approaches to Educational Research (Qualitative and Quantitative).</li> <li>• Concept and types of Variables.</li> </ul>	18
<b>III</b>	<b>MAJOR APPROACHES TO RESEARCH</b> <ul style="list-style-type: none"> <li>• Descriptive research: Nature, importance and types and steps.</li> <li>• Experimental research: Nature, importance, steps and type of experimental design.</li> <li>• Historical research: Nature, importance, types and steps.</li> </ul>	18

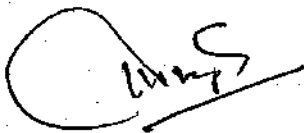


<b>IV</b>	<b>RESEARCH PROBLEM &amp; HYPOTHESIS AND SAMPLING</b> <ul style="list-style-type: none"> <li>• Review of the Related Literature and Selection of a Research problem</li> <li>• Hypothesis-Concept sources, Types, Formulating Hypothesis, Characteristics of a hypothesis.</li> <li>• Concept and Technique of Sampling (Probability &amp; Non probability sampling).</li> </ul>	17
<b>V</b>	<b>MEASUREMENT SCALE, TOOLS AND TECHNIQUES OF RESEARCH</b> <ul style="list-style-type: none"> <li>• Types of Measurement scale (Nominal, Ordinal, Interval and Ratio).</li> <li>• Tools of Research (Rating Scale, Attitude Scale, Questionnaire Aptitude test and Achievement test, Inventory).</li> <li>• Techniques of Research (Observation, Interview and Project techniques).</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**M.C.Q./assignment/presentation/any other activity related to content.**

**Suggested Reading:**

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal ,Kurukshetra · Best, John W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi ·
2. Burns, R.B. (1991), Introduction to research in education , prentice Hall, New Delhi ·
3. Edward, Allen L (1968), experimental Designs in psychological Research, Holt, Rinehart and Winston, New York ·
4. Good, C.V. and Douglas, E. Scates (1954), methods in Social Research , McGraw Hill, New York ·
5. Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York ·
6. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
7. McMillan, James H. and Schumarcher, S. (1989), research on Education: A Conceptual Introduction, Harper and Collins, New York ·
8. Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
9. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston ·
10. Travers, R.M.W. (1978), An introduction to educational research, Mcmillan, New York ·
11. Van Dalen, D.B.(1962), understanding Educational research , McGraw Hill , new York ·
12. Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, new Delhi.
13. शिक्षाअनुसन्धान : आर०ए०शर्मा, आर०लालबुकडिपोमेरठ I
14. अनुसन्धानपरिचय : पारसनाथराय. लक्ष्मीनारायणअग्रवालआगरा I
15. अनुसन्धानसंदर्शिकासंप्रत्ययकार्यविधि एवं प्राविधि एस०पी०गुप्ताशारदापुस्तकभवनप्रयागराज I
16. मनोविज्ञान, समाजशास्त्र तथा शिक्षामें शोधविधियां; अरुणकुमारसिंह, मोतीलालबनारसीदसनईदिल्ली I
17. व्यावहारिकविज्ञानोंमें अनुसन्धानविधियाँ, एस०के०मंगल, शुभ्रामंगलपाईपब्लिकेशननईदिल्ली I
18. अनुसन्धानविधियां : एच०के०कपिल, एच०पी०भार्गवबुकडिपोहॉउसआगरा I



**Suggested Reading:**

- Butler, J.D.(1968) Four Philosophies and their practice in Education and Religion, Third Edition , New York, Harper and Row co.,P.528.
- Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393
- ओड, एलके (1990) शिक्षाकेदार्शनिकएवंसमाजशास्त्रीयभूमिका, मैकमिलन, नईदिल्ली।
- पाण्डेयआर.एस. (1988) शिक्षादर्शन, विनोदपुस्तकमंदिर, आगरा (उ.प्र.)।
- रस्क आर.एस. (1990) शिक्षा के दार्शनिक आधार-राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
- Taneja V.R.N.D. Socio-philosophical Approach to Education, Atlantic
- Sharma S.R. Sociology of Education,
- Kanishka N.D. · Durkheim. E. Suicide, MacMillan Canada ·
- Havighurst R.J. Society and Education, Wattan Publications Srinagar ·
- John Dewey, Democracy in Education, L.T. Srinagar Wattan publications.
- Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
- Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998

*MS*

Program/Class: Bachelor Degree with Research and M.A. Education	Year:Fourth	Semester:Seven
Course Title : <b>Research Project</b>		
The students will able to apply the knowledge to deal with the different type of organizational patterns in School/College.		
		Research Project
Max. Marks:-75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical(in hours per week):		
	<b>Topics</b>	<b>Lecture</b>
	Survey of any Educational Institute- Preprimary/primary/secondary/higher education	60

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**M.C.Q./assignment/presentation/any other activity related to content.**

Program/Class: Bachelor's Degree with Research and M.A. Education	Year : Fourth	Semester : Eight
<b>Subject : Education</b>		
Course Code: E010801T	Course Title: <b>Psychological Foundation of Education (Major/Minor)</b>	
<b>Course Learning Outcomes</b>  <b>On completion of this course, learners will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the meaning, scope and functions of concepts of education and psychology.</li> <li>• Explain the history and fields of psychology.</li> <li>• Explain the importance and necessity of educational psychology.</li> <li>• Explain the fundamentals of development.</li> <li>• Explain the fundamental concepts of development.</li> </ul>		
Credits:5/4		Core Compulsory
Max. Marks:-75+25		Min. Passing Marks: 35
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>FOUNDATION OF EDUCATIONAL BEHAVIOUR</b> <ul style="list-style-type: none"> <li>• Heredity and Environment—concepts, principles and Role in Human Development</li> <li>• Growth and development-Concepts, Differences &amp; Principles, social-emotional, Intellectual and language development of learners.</li> <li>• Individual differences – Concept, Types and Implication of individual differences for organizing educational programs.</li> </ul>	15
II	<b>HUMAN LEARNING AND COGNITIVE DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Concept of Learning, Theories of Pavlov, Skinner, Hull, Behaviorist theories or connectionist Theories of Thorndike</li> <li>• Cognitive Theories or Learning by Insight, Tolman's theory of learning, Levin's field theory, and Gagne's hierarchy of learning. Bandura's social learning.</li> <li>• Motivation- Concept and Theories</li> </ul>	15
III	<b>INTELLIGENCE AND CREATIVITY</b> <ul style="list-style-type: none"> <li>• Concept and factors determining Intelligence.</li> <li>• Theories and Measurement of Intelligence.</li> <li>• Concept, Main aspects of Creativity and difference between Creativity and Intelligence</li> </ul>	15

	•	
IV	<b>PERSONALITY AND MENTAL HEALTH</b> <ul style="list-style-type: none"> <li>• Concept, Determinants and Theories of Personality.</li> <li>• Measurement and Assessment of Personality.</li> <li>• Mental health and Mental hygiene</li> </ul>	15
V	<b>EXCEPTIONAL CHILDREN</b> <ul style="list-style-type: none"> <li>• Identification, Characteristics of Creative, Gifted, Backward Children.</li> <li>• Physically Handicapped and Mentally Retarded</li> <li>• Education and Guidance for Special Children</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading: Presentation-5 Marks**

1. Allport, W. G. (1961). Pattern and Growth in Personality.
2. Woolfolk, A. (2006). Educational Psychology (9th ed.) Pearson Education.
3. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
4. Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.). Jaypee Brothers Medical Publishers. · Hallahan,
5. P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special Education (5th ed.). Allyn & Bacon.
6. Mangal, K.S. (2007). Educating Exceptional Children; An Introduction to Special Education. PHI Learning Private Limited, New Delhi.
7. Friedman, S.H., & Schustack, W.M. (2003). Personality; Classic Theories & Modern Research (2nd ed.). Pearson Education.
8. Hergenhann, R.B., & Olson, H.M. (1997). An Introduction to Theories of Learning (5th ed.). Prentice Hall.

Program/Class: Certificate	Year : Fourth	Semester : Eight
Subject : Education		
Course Code: E010802T	Course Title: Educational Administration and Management	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able:</p> <ul style="list-style-type: none"> <li>• To understand the meaning nature and scope of administration and management.</li> <li>• To understand the major theoretical approaches of administration and management.</li> <li>• To understand the meaning nature and theories of leadership</li> <li>• To understand the modern, approaches to administration and management.</li> </ul>		
Credits:5		Core Compulsory
Max. Marks:-75+25		Min. Passing Marks: 35
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>EDUCATIONAL ADMINISTRATION</b> <ul style="list-style-type: none"> <li>• Educational Management and Administration meaning, principle, function &amp; Importance.</li> <li>• Taylorism Administration as a process, Administration as a Bureaucracy,</li> <li>• Human Relations approach to Administration.</li> </ul>	15
II	<b>MANAGEMENT OF INSTITUTIONAL BUILDING</b> <ul style="list-style-type: none"> <li>• Institutional Building – PODCORB, CPM,</li> <li>• PERT Management as a system, SWOT analysis</li> <li>• Organizational, Compliance, Organizational development, Organizational Climate.</li> </ul>	15
III	<b>LEADERSHIP; APPROACHES AND MODELS</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Leadership.</li> <li>• Approaches of Leadership –Trait, transformational, Transactional, Value Based, Cultural, Psycho dynamic and charismatic.</li> <li>• Models of Leadership (Blanke and Mouton's</li> </ul>	15

	Managerial grid, Fiedler's contingency model, Tri dimensional Model, Hersey and Blanchard's model, Leader – Moniber Frehaug Theory)	
IV	<b>QUALITY EDUCATION; INDIAN AND INTERNATIONAL PERSPECTIVES</b> <ul style="list-style-type: none"> <li>• Quality, in Education; Indian and International perspective</li> <li>• Evolution of quality – Inspection, Quality control, Quality Assurance, total quality management.</li> <li>• Six sigma, Quality Gurus-Walter Stewart, Edward, Dewing, C.K., Pralhad</li> <li>• Change management-meaning the need for planned change.</li> </ul>	15
V	<b>CHANGE MANAGEMENT, COST EFFECTIVENESS AND QUALITY ASSURANCE IN EDUCATION</b> <ul style="list-style-type: none"> <li>• Change management-Three-step change (Unfreezing, Moving, Refreezing) The Japanese Model of change.</li> <li>• Cost of quality: Appraisal cost, failure cost and table cast, Lost Benefit Analysis, Cost-effective analysis.</li> <li>• Indian and International quality Assurance Agencies– NAAC, QCI, INQAAHE, NIRF.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Edward L. D. (1983). Educational Administration Glossary. Greenwood Press, .
2. Fenwick W. E, (2006). Encyclopedia of Educational Leadership and Administration. ed., Sage Publications, 2 Vols, .
3. Richard A. Gorton; (1988). Encyclopedia of School Administration & Supervision. Oryx Press,
4. J. Mohanty, (2005). Educational Administration, Supervision and School Management; Deep and Deep Publications,
5. Jeffrey G, Behar, L.S. (2000) Paradigm Debates in Curriculum and Supervision: Modern and Postmodern Perspectives Shorenstein: Bergin & Garvey,
6. Nadeem N. A. & Basu Mudasir (2014) Profile of Effective Educational Administrator, Delpreet Publishing House, New delhi-110002
7. Weber, Clarence A. Fundamentals of Educational Leadership. New York: Exposition Press.
8. Mukerji, S.N. Administration of Educational Planning and Finance. Baroda: Acharya Book Dep.



Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fourth	Semester : Eight
Subject : Education		
Course Code: E010803T	Course Title : Inclusive Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of inclusive education.</li> <li>• To explain the factors of affecting inclusive education.</li> <li>• To understand the approaches to create an inclusive education.</li> <li>• To study the role of teacher parent and stockholders in inclusive education</li> <li>• To understand the various provisions about inclusive education in constitution and law.</li> </ul>		
Credits:5		Core Compulsory
Max. Marks:-75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<p><b>INCLUSIVE EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education-Concept, principles, Goals, Scope, Barriers and benefits.</li> <li>• Implication of inclusive education in the classrooms. Target Groups (Diverse learner Including Marginal group and Learner with disabilities).</li> <li>• Evaluation of the philosophy of Inclusive Education- Social, Integrated, Inclusive Education.</li> </ul>	15
II	<p><b>GUIDING POLICIES FOR INCLUSIVE EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Legal provisions – Policies and Legislations - National policy of Education (1986 and 2020), Program of Action (1992). Persons with Disabilities Act (1995), National Policy of Disabilities (2006),</li> <li>• Concession and facilities to Diverse Learner (Academic &amp; financial), Rehabilitation Council of India Act (1992),</li> <li>• Inclusive Education Under Sarva Shiksha Abhiyan (SSA), Features of UNCRAD and its Implication, RPWD Act (2016).</li> </ul>	15

<p><b>III</b></p>	<p><b>IMPAIRMENT, DISABILITY AND HANDICAPPEDNESS</b></p> <ul style="list-style-type: none"> <li>• Concept of Impairment, Disability and Handicap, Classification of Disabilities Based on ICF Model.</li> <li>• Readiness of school and models of Inclusion, Prevalence, Types, Characteristics and Educational Need of Diverse Learners.</li> <li>• Physical and Multiple Disabilities, Causes and Prevention of Disabilities.</li> </ul>	<p>15</p>
<p><b>IV</b></p>	<p><b>IDENTIFICATION OF DIVERSE LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Educational Evaluation, Methods Techniques and Tools.</li> <li>• Planning and Management of Inclusive classrooms, Infrastructure, Human Resource and Instructional Practices.</li> <li>• Curriculum and curricular Adaptations for Diverse Learners, Assistive and Adaptive technology for Diverse Learners-product (Aids and Appliances) and process (Individualized Education plan, Remedial Teaching).</li> </ul>	<p>15</p>
<p><b>V</b></p>	<p><b>PARENTS- PROFESSIONAL COLLABORATIONS</b></p> <ul style="list-style-type: none"> <li>• Parent – Professional Partnership:-Role of Parents, Peers, Professionals, Teacher, School</li> <li>• Barriers and facility at or sin Inclusive Education; Attitude, Social, Educational, Current Status and Ethical issues of Inclusive Education in India.</li> <li>• Research Trends of Inclusive Education in India.</li> </ul>	<p>15</p>

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Jha, M. M. (2002), School Without Walls: Inclusive Education for All. Oxford: Heinemann.
2. Alur, M. and Bach, M. (2010), The Journey for Inclusive Education in the Indian Subcontinent. New York: Rutledge.
3. Daniels, H. (1999), Inclusive Education, London: Kogan.
4. Baker: Introduction to Exceptional Children
5. Blackhurst and Berlding: An Introduction to Special Education
6. Cruickshank: Education of Exceptional Children and Youth
7. Gearheart: Education of Exceptional Child
8. Kauffman: Exceptional Children
9. Kirk: Educating Exceptional Children
10. Magnifico: Education for the Exceptional Children and Youth
11. Payne: Exceptional Children in Focus
12. Udai Shanker: Exceptional Childre

Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fourth	Semester : Eight
Subject : Education		
Course Code: E010804T	Course Title : Research in Education II	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of educational research.</li> <li>• To understand the various data collection tools</li> <li>• To find out the various data analysis approaches</li> <li>• To understand the statistics in education</li> <li>• To understand how to write research report.</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical (in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Parametric Techniques, non-parametric Techniques, Conditions to be satisfied for using Parametric Techniques.</li> <li>• Inferential data analysis, Use and interpretation of statistical tests and effect size.</li> <li>• Correlation concept type and uses.</li> </ul>	15
II	<ul style="list-style-type: none"> <li>• T-test, ANOV Assumption and application.</li> <li>• Chi-square (Equal Probability and Normal probability hypothesis).</li> <li>• Qualitative data Analysis-Data Reduction and classification, Analytical Induction and constant comparison, concept of Triangulation.</li> </ul>	15
III	<ul style="list-style-type: none"> <li>• Qualitative Research Design, Grounded theory Designs. It's type, Characteristics, Steps in conducting GTR search, strength and weak nesses.</li> <li>• Narrative Research Design, it's meaning, characteristics steps in conducting NRD ensign</li> <li>• Case study, it's meaning, Characteristics, Types, Steps in Conducting C.S. research, strength and weaknesses</li> </ul>	15
IV	<ul style="list-style-type: none"> <li>• Ethnography-Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic Research, Writing ethnographic account, Strengths and weaknesses.</li> </ul>	15

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	<ul style="list-style-type: none"> <li>• Mixed Method designs-Characteristics, Types, (Triangulation, explanatory and exploratory designs)</li> <li>• Steps in conducting Mixed Model design. Strength and weakness of Mixed Model</li> </ul>	
V	<ul style="list-style-type: none"> <li>• Regression Analysis its uses and procedure.</li> <li>• Normal probability curve characteristics and uses.</li> <li>• Conversion of scores from raw to Standard score.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmla, Kurukshetra
2. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
3. Burns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi
4. Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. Scates (1954), Methods in Social Research, McGraw Hill, New York
6. Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York
7. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), Research on Education: A Conceptual Introduction, Harper and Collins, New York
9. Mouly, A.J. (1963), The Science of Educational Research, Eurasia, New Delhi
10. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
11. Travers, R.M.W. (1978), An Introduction to Educational Research, McMillan, New York
12. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York

Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fourth	Semester : Eight
Subject : Education		
Course Code: E010805R	Course Title: <b>COMMUNITY VISIT RURAL /SLUMS/ORPHANAGE/OLD AGE HOMES AND JUVENILE.</b>	
<b>Course Learning Outcomes</b> <ul style="list-style-type: none"> <li>• The students will Get opportunity to know about various communities.</li> <li>• The student s will be able to find out similarity and differences among these communities.</li> <li>• The students will be able to understand technical report writing.</li> </ul>		
Credits:8	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, T-4		
	<b>Topics</b>	<b>No. of Lectures</b>
	The institution will organize educational visit (Gurukul, Math and Madarsa) and Report Preparation. And students will prepare a report	60

Course Code(R\*) shall be examined by the Board of Examiners (Internal and External).

*Ans*

Program/Class: Bachelor Degree with Research and M.A. Education	Year:Fifth	Semester:Ninth
Subject : Education		
Course Code: E010901T	Course Title: Educational Technology	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of educational technology</li> <li>• To understand the various approaches of education technology.</li> <li>• To understand the uses of educational technology in classroom teaching. .</li> <li>• To study the applied nature of resources to improve the quality of education</li> </ul>		
Credits:5	CoreCompulsory	
Max.Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No.ofLectures
I	<b>FOUNDATION OF EDUCATIONAL TECHNOLOGY –</b> <ul style="list-style-type: none"> <li>• Meaning, and scope of Educational Technology.</li> <li>• Approaches to Educational Technology; Hardware, Software &amp; Systems approach.</li> <li>• Applications of Educational Technology informal, non formal (open and distance Learning), Informal&amp; Inclusive education systems.</li> </ul>	15
II	<b>APPROACHES TO INSTRUCTIONAL DESIGN</b> <ul style="list-style-type: none"> <li>• Overview of Behaviorist, Cognitive and Constructivist</li> <li>• Relationship between Learning Theories and Instructional Strategies.</li> <li>• System Approach to Instructional Design</li> </ul>	
III	<b>MODELS OF DEVELOPMENTY OF INSTRUCTIONAL DESIGN-</b> <ul style="list-style-type: none"> <li>• Models of development of Instructional Design. ADDIE, ASSURE, DICK and Carey Model.</li> <li>• Gagne's Nine events of Instruction and five E's of</li> </ul>	15

	<p>constructivism, Nine Elements of constructivist Instructional design.</p> <ul style="list-style-type: none"> <li>• Application of computers in Education-CAI,CAL, CBT, CML, Concept processing, ODLM, concept of E-Learning, Approaches to E-Learning.</li> </ul>	
IV	<p><b>EMERGING TRENDS IN EDUCATION TECHNOLOGY-</b></p> <ul style="list-style-type: none"> <li>• Emerging Trends in E-Learning, Social Learning (concept, use of web 2.0 tools for Learning, Social Networking sites Blogs, Chats, Video conferencing, discussion form).</li> <li>• Open Education Resources (Creative, Common, Massive open online courses; Concept and application), Concept of E-Inclusion.</li> <li>• Application of Assistive Technology, in E-Learning, Quality of E-Learning, Measuring quality of system Information, System, Service, User satisfaction and Net Benefits (DandMISsuccessModel2003).</li> </ul>	15
V	<p><b>USE OF ICT IN EVALUATION &amp; ADMINISTRATION -</b></p> <ul style="list-style-type: none"> <li>• Ethical issues for E-Learner and E-Teacher, Teaching, Learning and Research.</li> <li>• Use of ICT in evaluation, Administration and Research, E-Portfolios.</li> <li>• Online Repositories and Online Libraries, Online and Offline assessment tools – Concept &amp; Development.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
2. Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998
3. Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992
4. Sharma R. A. Technology of Teaching, Meerut, International Publishing House, 1991.
5. Sharma R. A. Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982
6. S.k. Mangal subhra mangal shikshatakneeki published by Phi publication New Delhi.

Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fifth	Semester : Ninth
Subject: Education		
Course Code: E010902T	Course Title: Politics and Economics of Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of politics and economics of education.</li> <li>• To explain the factors of education and economics and polity, inter relationship.</li> <li>• To become aware of different agencies of education that influenced by economics and politics.</li> <li>• Effects of polity and economics on education government policies.</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Educational Provision in Indian Constitution.</li> <li>• Education and Human Rights; Right &amp; Duties.</li> <li>• Role of State in education under Panchayati Raj, State Government and Central Government</li> </ul>	15
II	<ul style="list-style-type: none"> <li>• Educational and Human development; Human Capital Theory.</li> <li>• Education as an employment.</li> <li>• Education as an Investment.</li> </ul>	15
III	<ul style="list-style-type: none"> <li>• Approaches to understand politics and development strategies.</li> <li>• Economic returns to higher education.</li> <li>• Education for Political development and Economic development.</li> </ul>	15
IV	<ul style="list-style-type: none"> <li>• Relationship between educational and Political System.</li> <li>• Politization of Education-Education and state, educational institutions as an instrument of state.</li> <li>• Privatization, Private Initiative and liberalization in education.</li> </ul>	15



<p>V</p>	<ul style="list-style-type: none"> <li>• Role of education in ensuring sustainable development.</li> <li>• Role of International bodies in educational development-WHO, UNICEF, UNESCO, WORLD Bank with reference to India.</li> <li>• Contribution of Science and technology to education.</li> </ul>	<p>15</p>
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**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
2. Patteti, A.P and Thamarasseri, I (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi
3. Naik, J.P., the Role of Government of India in Education, Delhi Ministry of Education, 1963.
4. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972
5. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
6. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
7. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990 UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

*MS*

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
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Subject: Education

Course Code: E010903T	Course Title: Understanding Education
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### Course Learning Outcomes

On completion of this course, learners will be able to:

- To understand the meaning, nature, types of education.
- To understand the meaning, nature of sociology of education.
- To understand the meaning, nature of philosophy of education.
- To understand the meaning, nature educational technology.

	Minor Elective
Max. Marks: -75+25	Min. Passing Marks:

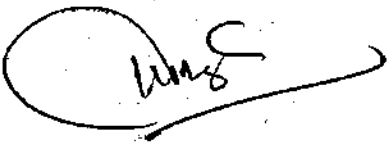
Total No. of Lectures-Tutorials-Practical (in hours per week):

Unit	Topics	No. of Lectures
I	<b>EDUCATION &amp; PSYCHOLOGY</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, Types and Aims of education.</li> <li>• Educational Psychology: Meaning Nature and Scope.</li> <li>• History of Education in Ancient and Modern India.</li> </ul>	15
II	<b>EDUCATION &amp; PHILOSOPHY</b> <ul style="list-style-type: none"> <li>• Relationship between Education and philosophy</li> <li>• Indian educational philosophy: Sankhya and vedant.</li> <li>• Western Philosophy of education: Naturalism and pragmatism.</li> </ul>	15
III	<b>EDUCATION AND SOCIOLOGY</b> <ul style="list-style-type: none"> <li>• Sociological foundation of education</li> <li>• Education and social change and mobility.</li> <li>• Indian democracy and education.</li> </ul>	15
IV	<b>EDUCATION TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Educational technology and its uses in education.</li> <li>• Various approaches of educational technology.</li> <li>• ICT in education</li> </ul>	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)  
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

- Butler, J.D.(1968) Four Philosophies and their practice in Education and Religion, Third Edition , NewYork, Harper and Row co.,P.528.
- Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393
- ओड एल (1990) एडुकेशनल टेक्नोलॉजी एंड एडुकेशनल प्रॉसेसिंग एंड एडुकेशनल टेक्नोलॉजी, एडुकेशनल टेक्नोलॉजी, नई एडुकेशनल
- एडुकेशनल आर.एस. (1988) एडुकेशनल टेक्नोलॉजी, एडुकेशनल टेक्नोलॉजी, एडुकेशनल टेक्नोलॉजी (उ.एस.)।
- एडुकेशन आर.एस. (1990) एडुकेशनल टेक्नोलॉजी एंड एडुकेशनल प्रॉसेसिंग एंड एडुकेशनल टेक्नोलॉजी, एडुकेशनल
- Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic
- Sharma S.R. Sociology of Education,
- Kanishka N.D. · Durkheim. E. Suicide, MacMillan Canada ·
- Havighurst R.J. Society and Education, Wattan Publications Srinagar ·
- John Dewey, Democracy in Education, L.T. Srinagar Wattan publications.
- Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
- Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998



Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fifth	Semester : Nineth
<b>Subject : Education</b>		
Course Code: E010904T	<b>Course Title : Population Education</b>	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of population education.</li> <li>• To explain the factors of education and population growth.</li> <li>• To become aware of different agencies of population education.</li> <li>• To be acquainted with the Constitutional values and educational provisions about population education.</li> <li>• Distinguish between different levels of the population education.</li> <li>• Explain the present status of different levels of Education.</li> <li>• Identify the level of Education and concern governing/regulatory bodies about population education.</li> </ul>		
Credits:5	Elective	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>POPULATION EDUCATION – BASIC CONCEPTS</b> <b>APPROACHES TO POPULATION STUDIES</b> <ul style="list-style-type: none"> <li>• Historical background of population Education. Nature, Scope and Importance of population studies. Elements of population studies- Size, Composition, Distribution.</li> <li>• Basic concepts of population studies- Change; Fertility, Mortality, Migration, Overpopulation, Zero population and Negative or under population.</li> <li>• Rationale of population Education; Approaches and strategies.</li> </ul>	
II	<b>EDUCATIONAL TECHNOLOGY IN POPULATION EDUCATION</b> <ul style="list-style-type: none"> <li>• Population issues – Ageing of the population, Urbanization / Migration, Implications of urbanization on the Quality of life.</li> <li>• Life Skills Education–Concept, Family life Education, Factor affecting family life Education, Need so family welfare.</li> <li>• Use of Educational technology in population Education. Need of population Education, Levels of population incensement.</li> </ul>	15

<b>III</b>	<b>IMPACT OF POPULATION EDUCATION AND DEMOGRAPHY</b> <ul style="list-style-type: none"> <li>• Population Education programmers, Contribution</li> <li>• Impact of population Education on Economic, Social and Cultural, Political and Geographical areas.</li> <li>• Sex Education, Family planning Education and Demography.</li> </ul>	<b>15</b>
<b>IV</b>	<b>RESEARCH IN POPULATON EDUCATION &amp; DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Population and Human Resource development, Population and women, Population and poverty Alleviation.</li> <li>• Population in India, Population in south Asian countries.</li> <li>• Research in population and Development, Data collection, Data analysis, Evaluation, Implementation plan and Legal frame work</li> </ul>	<b>15</b>
<b>V</b>	<b>POPULATION AND FORMAL &amp; NON FORMAL EDUCATION</b> <ul style="list-style-type: none"> <li>• Community Development, Rural Development, Development programmes and adult education process of integration programmes.</li> <li>• Population and formal Education (Teacher, Students, Administrators). Need of integration of population Education Curriculum framework for integrated population Education.</li> <li>• Population and Non formal Education, Need of NFF curriculum framework, Approaches, problems and suggestions.</li> </ul>	<b>15</b>

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**  
**Documentation-10 Marks**  
**Presentation-5 Marks**  
**Question-answers (MCQ) Test-10 marks**

### Suggested Reading

7. Calhoun, J.B.(ed.): Education and Population
8. Cruz, L de la: Population Education: its nature and role (Rue A P Bangkok, UNESCO)
9. N.C.E.R.T.: Population Education- A conceptual framework, NCERT, New Delhi
10. Mohanty, S.C.: Population Education
11. Chandil, N.P.S.: Population Education
12. Salkar, K.R.: Population Education for developing countrie
13. Upadhyay, P.: Bhartiya shiksha ki Naveen Pravritiyan
14. NCERT. 2014. Population Education: Source Material, New Delhi

Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fifth	Semester : Tenth
<b>Subject : Education</b>		
Course Code: E010905T	<b>Course Title: Value Education</b>	
<b>Course Learning Outcomes</b>		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of value education.</li> <li>• To explain the actors of education and value education.</li> <li>• To understand the various types of values.</li> <li>• To study the different approaches to value education.</li> <li>• To understand Importance of value education.</li> </ul>		
Credits:5	Elective	
Max. Marks:-75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No.ofLectures
I	<b>VALUE EDUCATION – CONCEPT, NEED, DETERMINANTS</b> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need and importance of values, Process and relevance of values transmission in the present scenario.</li> <li>• Nature and sources of values, determinants of values.</li> <li>• Value orientation of Education, Values evaluation by Education, Relationship between values and Education.</li> </ul>	15
II	<b>SALIENT VALUES &amp; CLASSIFICATION OF VALUES</b> <ul style="list-style-type: none"> <li>• Values of Individual in traditional life style.</li> <li>• Salient Values-Truth, Commitment, Honesty and integrity, Forgiveness and love, Empathy and ability to sacrifice, Care, Unity, Punctuality, Interpersonal and Intra-personal, Relationship, Teamwork, Positive and creative thinking.</li> <li>• Classification of values-Eternal, Material, Social, Environmental, Psychological, Economical, Political, Cultural, Moral and Spiritual.</li> </ul>	15
III	<b>SOME PROMINENT SCRIPTURE, HOLYWRIT REGARDING VALUES</b> <ul style="list-style-type: none"> <li>• Bhagwad Gita–Nishkam Karma Swadharma, Lapshgrahan and Stithpragya.</li> <li>• Bible–Concept of Trust, Composition and forgiveness.</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Dhampnipada- Astrogmarg Aryostya and Madhymarg.</li> </ul>	
IV	<p><b>HUMAN RIGHTS , SOCIAL VALUES AND ETHICAL VALUES</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights, Right to Information Act-2005, National Integration, Peace and Non violence, The role of median value building.</li> <li>• Social values-Social consciousness and responsibilities. Consumer rights and responsibilities.</li> <li>• Ethical values–Professional Ethics, Code of Ethics of engineers, Influence of Ethics on family life, Leadership, Qualities and personality development.</li> </ul>	15
V	<p><b>TRADITIONAL &amp; PRACTICAL METHODS OF INCULCATING VALUES</b></p> <ul style="list-style-type: none"> <li>• Traditional Methods–Story telling, Ram Leela, Tamasha, Street play, Folksongs.</li> <li>• Practical Methods-Survey, Role play, Value clarification, Mechanical discussion.</li> <li>• Causes and value crisis-Material, Social, Economical, Religious evils and their peaceful solution.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. N.L. Gupta – Value Education- Theory and Practice
2. Diane Tillman- "Living Values: An Educational Programme"; Living Values Activities for Children;
3. Gilligan, C. 1982. In A Different Voice. Harvard University Press. Massachusetts.
4. God in Search of Man (1956); H. Richard Niebuhr,
5. Gustavo Gutierrez, A Theology of Liberation (1973);
6. Bull, N.J. (1973) Moral Education. Great Britain; Redwood Press
7. C. Seshadri, M.A. Khader & G.L. Ahuja – Education in Values
8. Deepak Chopra - "The Seven Spiritual Laws of Success" ; Published in USA
9. Musgrave, P.W. (1978), The Moral Curriculum: A Sociological Analysis. London: Methuen & Co. Ltd

*M/S*

Course-II (Theory)

Programme / Class: – M.A.		Year: Five	Semester: Third
Subject : Education			
Course Code: E010906T		Subject Title : EDUCATIONAL MEASUREMENT AND EVALUATION	
<p><b>Course outcomes:</b> Following are the course objectives</p> <ul style="list-style-type: none"> <li>• To provide knowledge and understanding of educational measurement and evaluation, its need and importance</li> <li>• To provide the knowledge and understanding of N.R.T. &amp; C.R.T.</li> <li>• To enable the student to understand the concept, need and application of technical characteristics of good test: reliability, validity&amp; norms.</li> <li>• To enable the student to know the concept of test construction.</li> </ul>			
Credits: 4		Core Compulsory	
Max. Marks : 25+75		Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			

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





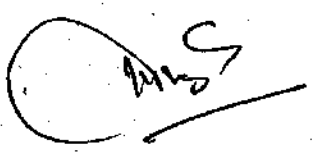
RECOMMENDED BOOKS:

- 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



Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Ninth
Subject: Education		
Course Title: PREPARATION OF A RESEARCH PROPOSAL		
<b>Course Learning Outcomes</b> <ul style="list-style-type: none"> <li>• The students will Get opportunity to know about various types of educational institutes.</li> <li>• The student s will be able to find out similarity and differences among these institutions.</li> <li>• The students will be able to understand technical report writing.</li> </ul>		
Credits:8	Core Compulsory	
Max. Marks:-50+50	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week):L-20, P-4		
	<b>Topics</b>	<b>No. of Lectures</b>
	The student will prepare a Research Proposal under The Supervision of a Teacher on a relevant Topic in The Field of Education.	60

**Suggested Evaluation Method (Total Marks-100, proposal-50, Presentation-50)**  
**Internal-50**  
**External-50**



Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fifth	Semester : Tenth
<b>Subject: Education</b>		
Course Code: E011001T	<b>Course Title : Teacher Education</b>	
<b>Course Learning Outcomes</b>		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of teacher education.</li> <li>• To understand the historical development of teacher education.</li> <li>• To study the nature and programs of preservice and in survive education. National and state level institutions of teacher education in India.</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Meaning, Nature and scope of Teacher Education, Types of Teacher Education program.</li> <li>• The structure of Teacher education curriculum and its vision in curriculum Document of NCERT and NCTE at Elementary, Secondary, and Higher secondary Level.</li> <li>• Organization of components of pre-service Teacher Education.</li> </ul>	15
II	<ul style="list-style-type: none"> <li>• Transactional Approaches (for foundation Courses) Expository, Collaborative and Experiential Learning.</li> <li>• Understanding knowledge Base of Teacher Education from the view point of Schulman, Deng and Luke and Habermas.</li> <li>• Meaning of Reflective Teaching &amp; Strategies for promoting Reflective Teaching.</li> </ul>	15
III	<ul style="list-style-type: none"> <li>• Models of Teacher Education–Behavioristic Competency-Based and Inquiry oriented Teacher Education Models.</li> <li>• Concept, Need, Purpose and Scope of In-Service Teacher Education.</li> <li>• Organization of In-Service Teacher Education District, State levels.</li> </ul>	15



IV	<ul style="list-style-type: none"> <li>• Organization of In-Service at National levels (NCERT, NCTE, UGC).</li> <li>• Preliminary consideration in planning In-Service Teacher Education Programme (Purpose Duration).</li> <li>• Preliminary consideration in Planning In-Service Teacher Education Programme (Resources, Budget).</li> </ul>	15
V	<ul style="list-style-type: none"> <li>• Concept of Profession and Professionalism Teaching as a Profession.</li> <li>• Professional Ethics of Teachers, Personal and contextual factors affecting Teacher Development.</li> <li>• ICT Integration, Quality Enhancement for professionalization of Teacher Education, Innovation in Teacher Education.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. C.A.B.E, 1992. Report of the C.A.B.E Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
3. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press. Irvine, J.J. (2003): Educating Teachers for Diversity: Seeing with a cultural eye. New York: Teachers College Press.
4. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
5. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
6. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
7. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
8. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamum Press.

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011002T	Course Title: Guidance and Counselling	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of guidance and counselling.</li> <li>• To understand the various techniques of guidance and counselling.</li> <li>• To study the various schools' programs helpful in guidance and counselling.</li> <li>• To understand the uses and importance of uses of guidance and counselling.</li> <li>• To explain the factors of education guidance and counselling. .</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>GUIDANCE – MEANING, CONCEPT AND IMPORTANCE</b> <ul style="list-style-type: none"> <li>• Nature, Concept and Principles of guidance.</li> <li>• Meaning, Need and importance of educational and vocational guidance.</li> <li>• Meaning, Need and importance of personal development of guidance.</li> </ul>	15
II	<b>TYPES AND ORGANIZATION OF GUIDANCE</b> <ul style="list-style-type: none"> <li>• Types of guidance– Health and Social, individual and group guidance.</li> <li>• Organization of guidance services at school level.</li> <li>• Problems in setting up guidance services and measures of improvement.</li> </ul>	15
III	<b>COUNSELLING- MEANING , NATURE, SCOPE AND COUNSELLING SERVICES</b> <ul style="list-style-type: none"> <li>• Meaning and nature of counselling.</li> <li>• Scope of counselling, Relationship between guidance and counselling.</li> <li>• Counselling services-Psychology of counselling, Process and psychology Climate of counselling; Moral codes of counsellor.</li> </ul>	15

IV	<b>THEORIES &amp; TECHNIQUES OF COUNSELLING</b> <ul style="list-style-type: none"> <li>• Cognitive behavioral (Albert Ellis-REBT), Humanistic Person - centered counseling (Carl Rogers).</li> <li>• Theories of counseling - Behavioristic, Rational, Emotive and Reality</li> <li>• Techniques of counselling-Directive, non-directive and elective. Yoga, Group and play therapy,</li> </ul>	15
V	<b>ROLE OF A COUNSELLOR AND PSYCHOLOGICAL WELL BEING</b> <ul style="list-style-type: none"> <li>• Professional preparation and training for the counselor , characteristics traits of a counselor.</li> <li>• Skill in counseling (Listening, Questioning, Responding, commutating), Role of a teacher as a counsellor and professional ethics associated with it.</li> <li>• Career counseling and dissemination of occupational information promoting psychological well-being and peace, Planning of guidance in School.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Jaiswal, S.R.: Shiksha mein Nirdesan evam Paramarsh Rai, Amarnath and Asthana, Madhu: Nirdesan evam Paramarsh
2. Kochhar, S.K. : Guidance and Counselling in Colleges and Universities
3. Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962
4. Hasnain Quraishi. Educational Counseling. Annol Publications
5. Miller, C.H. : Foundations of Guidance
6. Johns, A.J. : Priciples of Guidance
7. Mehdi B. & Stone. Guidance In School, New Delhi NCERT, 1978.
8. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
9. Strang, R. : Educational Guidance: its principles and practice

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011003T	Course Title: <b>Gender studies</b>	
<b>Course Learning Outcomes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of gender studies.</li> <li>• To explain the factors of education and gender studies.</li> <li>• To understand the various types of prejudices about gender.</li> <li>• To study the different approaches of gender studies.</li> <li>• To understand Importance of gender studies</li> </ul>		
Credits:5	Elective	
Max. Marks:-75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P4		
Unit	Topics	No.ofLectures
<b>I</b>	<b>GENDER STUDIES· CONCEPT, NEED, SCOPE·</b> Gender studies as an academic discipline· Gender, Economy and Work Participation · Gender, globalization and education	15
<b>II</b>	<b>ISSUES OF INDIAN WOMEN ·</b> Family, Caste, Class, Culture religion related issues · Women's education - gender bias in enrolment and Curriculum content · Co-education-its educational implications · Literacy and Non-formal education for women's development · Education of Girl child in India: present status and challenges ahead	15
<b>III</b>	<b>WOMEN'S MOVEMENTS IN INDIA ·</b> Pre-independent, Post Independent and Current women movements· National committees and Commissions for Women·	15
<b>IV</b>	<b>ORGANIZATIONS RELATED TO WOMEN DEVELOPMENT AND CONSTITUTIONAL PROVISIONS</b> <ul style="list-style-type: none"> <li>• Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child. · Constitutional Provisions, Policies, Programmes for Women Ethicalvalues– ProfessionalEthics, CodeofEthicsofengineers, Influence ofEthics onfamily life, Leadership, Qualities and personality development.</li> </ul>	15

<b>V</b>	<b>VARIOUS PROGRAMMES REGARDING WOMEN EDUCATION</b>	<b>15</b>
	<p>Programmes and Strategies for promoting Girls'/women Education in India · Access, enrolment, retention of girls' at school stages · Mahila samakshya, · Kasturba Gandhi Balika Vidyalaya. Beti Bachao Beti Padhao, Sumangla Yojna, Sukanya Samridhhi Yojna, Mahila Shakti Kendra Yojna, Meena Munch etc . Girl's education in SSA, RMSA .</p>	

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

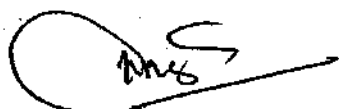
**Suggested Reading:**

1. .Rao. D.B (2011). Education for Women. New Delhi: Discover Publishing House
2. Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
3. Sindhuja, P. (2011) Economic Empowerment of Women Through Self-Help Groups. New Delhi: Discover Publishing House
4. Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage
5. Stanley, L. (ed) Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology, London: Rutledge
6. Olesen, V. (2000) Feminisms At and Into the Millennium. In N. Denzin, and Lincoln, Y.(eds.) Handbook of Qualitative Research, (2nd Edition) London: Sage.
7. Lather, P. (1991) Getting Smart: Feminist Research and Pedagogy With/in the Postmodern. New York: Rutledge.

*MS*



Program/Class: Bachelor Degree with Research and M.A. Education	Year : Fifth	Semester : Tenth
Subject : Education		
Course Code: E011004T	Course Title : Environmental Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• To understand the meaning, nature, scope and aims of environmental education.</li> <li>• To explain the factors of education and their inter relationship to environment.</li> <li>• To understand the major environmental threats and sustainable approaches.</li> <li>• To under study the meaning and nature of education for sustainable education.</li> <li>•</li> </ul>		
Credits:5	Core Compulsory	
Max. Marks:-75+25	Min. Passing Marks: 35	
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> <li>• Historical background, Meaning and concept of Environmental Education, Philosophy of Environmental Education</li> <li>• Aims and subjects of Environmental Education. Ecological perspectives and nature of Environmental Education. Some basic concepts- Holism, Ecosystem, Succession and Conservation.</li> </ul>	15
II	<ul style="list-style-type: none"> <li>• Challenges confronting India and other developing countries, global issues of Environmental disturbance.</li> <li>• Commissions and committees on Environmental issues - (The United nation conference on environment and development UNCED/Earth summit, Between 1992 (Rio de Janeiro) and 2002 (Johannesburg), Commission on sustainable development (CSD), The world summit on sustainable development (WSSD)-2002,Clean Development mechanism Today).</li> <li>• Educational impacts on Environmental challenges, Needs and importance of Environmental Education.</li> </ul>	15
III	<ul style="list-style-type: none"> <li>• Pollution: Cause, Effects and Remedies of Air, Water, Soil, Noise and Radiation Pollution.</li> <li>• Some basic concepts-Acid Rain, Green house effect, Global warming, Ozone depletion.</li> <li>• Management Disaster-Natural and man-made, Disaster and its litigation.</li> </ul>	15



IV	<ul style="list-style-type: none"> <li>• Approach and Methods of teaching - Experiment, Project, Survey and lecture cum demonstration method.</li> <li>• Role of Media-Print, films, T.V. and Audio-visual aids Eco-club, Exhibition in Environmental Education.</li> </ul>	15
V	<ul style="list-style-type: none"> <li>• Ecosystem structure and function, Some basic concepts- Food chain, Food web and Ecological pyramids.</li> <li>• Types of Ecosystems: Forest, Grassland, Desert and Aquatic; Effects of human Activities on Eco-system.</li> <li>• Need for conservation of Environment, Sustainable development, Role of Education, Movement to save Environment.</li> </ul>	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.
2. George, Martin and Turner, Environmental studies, UK. Blend Education.
3. Odum, E.P., Fundamental of Ecology; W. B. Saunders Company London (1971).
4. NCERT (1981), Environmental Education at school level.
5. Saxena, A. B; Environmental Education, National Psychological Corporation (1986)
6. Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi Justin Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education
7. V.C. Pandey , Environmental Education
8. James M Major, Environmental Education Objectives and Field Activities
9. Harendra Chakhaiya, Periwinkle Environmental Education Part IX
10. Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.
11. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human Value. Meerut: R. Lall Books Depot.
12. Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011005T	Course Title: <b>Yoga Education</b>	
Course Learning Outcomes The Students will be able to Understand the concept of yoga and apply its theory in practical life and leads to a healthy and happy life		
Credits:5		Elective
Max. Marks:-		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>MEANING &amp; SIGNIFICANCE OF YOGA</b> <ul style="list-style-type: none"> <li>• The meaning and definitions of Yoga</li> <li>• Yoga as a way to healthy and integrated living</li> <li>• Yoga as a way to socio-moral up liftment of man</li> <li>• Yoga as a way to spiritual enlightenment. Atmanubhuti Pratyksh anubhuti</li> </ul>	15
II	<b>TYPES OF YOGA</b> <ul style="list-style-type: none"> <li>• Ashtanga Yoga of Patanjali</li> <li>• Gyana Yoga, Bhakti Yoga and Karma</li> <li>• Yoga of Bhagwad Gita.</li> </ul>	15
III	<b>INTEGRAL YOGA</b> <ul style="list-style-type: none"> <li>• Integral Yoga of Aurobindo and modern off shoots of Yoga</li> <li>• Characteristics of a practitioner of Yoga</li> </ul>	15
IV	<b>EIGHT LIMBS OF YOGA</b> <ul style="list-style-type: none"> <li>• The Five Yamas (observances)</li> <li>• The Five Niyamas (abstinences)</li> <li>• Asans – The right postures</li> <li>• Pranayam – controlling the senses</li> <li>• Pratyahara – controlling the senses</li> <li>• Dharana (concentration) and its methods</li> <li>• Dhyana (meditation) and its kinds</li> <li>• Samadhi – its various types</li> </ul>	15
V	<b>YOGA &amp; MENTAL HEALTH</b> <ul style="list-style-type: none"> <li>• .Yoga and Bio-feedback</li> <li>• Therapeutic values of yoga</li> </ul>	15

	<ul style="list-style-type: none"><li>• Different Asans and their effects to promote a sound physical and mental health</li><li>• Dhyana, and its therapeutic value</li></ul>	
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**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

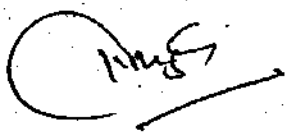
**Question-answers (MCQ) Test-10 marks**

**Suggested Reading:**

1. MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
2. Morarji Desai National Institute of Yoga, —Pranayama, New Delhi
3. Morarji Desai National Institute of Yoga, —Yogasana", New Delhi
4. Swami Satyanand Saraswati. 2013. "Asana Pranayama Mudra Bandha", Bihar School of Yoga, Munger.
5. Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala
6. NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
7. NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
8. NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi

14/5/21

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011006T	Course Title: <b>MENTAL HEALTH AND HYGIENE</b>	
<b>Course outcomes:</b> To help the students to understand; <ul style="list-style-type: none"> <li>• To develop knowledge understanding about the concept of Health and Hygiene</li> <li>• To acquire knowledge about the various approaches of psycho- therapies</li> <li>• To enable the students to understand the relaxation and meditation for maintaining Mental Health.</li> </ul>		
Credits: 5		Elective
Max. Marks :-		Min. Passing Marks: 35
Total No. of Lectures-Tutorials-Practical(in hours per week):L-20, P-4		
Unit	Topics	No. of Lectures
I	<b>Introduction to Mental Health:</b> <ul style="list-style-type: none"> <li>• Concept of mental health and illness in historical perspective (psychological , psychosocial and current)</li> </ul>	15
II	<b>Introduction to Hygiene:</b> <ul style="list-style-type: none"> <li>• Concept, objectives and principles of mental hygiene.</li> </ul>	15
III	<b>Psycho – Therapies :</b> <ul style="list-style-type: none"> <li>• Concept, goals and approaches of psychotherapies.</li> <li>• Salient features of psycho – analysis; humanistic therapy; existential psycho- therapy, cognitive psychotherapy.</li> </ul>	15
IV	<b>Education and Mental Health ;</b> <ul style="list-style-type: none"> <li>• Factors affecting mental health ( home, society and school factors.)</li> <li>• Relaxation and meditation for maintaining good mental health.</li> </ul>	15



V	<b>Adjustment &amp; Mal-adjustment ;</b> <ul style="list-style-type: none"> <li>• Concept of Adjustment</li> <li>• Concept &amp; Factors of Mal-adjustment and remedial measures</li> <li>• Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias &amp; Manias)</li> </ul>	
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**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)**

**Documentation-10 Marks**

**Presentation-5 Marks**

**Question-answers (MCQ) Test-10 marks**

**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. Wheatley, 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

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
<b>Subject: Education</b>		
Course Code: E011007R	<b>Course Title: Research Project</b>	
<b>Course Learning Outcomes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• To understand the process of complete research projects.</li> <li>• Students will be able to understand the process of research in education.</li> <li>• Students will understand the fundamentals of research process in social sciences.</li> </ul>		
Credits:8	Core Compulsory	
Max. Marks :-50+50	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week):L-20, T-4		
	<b>Topics</b>	<b>No. of Lectures</b>
	The student will prepare a Research Project under The Supervision of a Teacher on a relevant Topic in The Field of Education.	60

**Suggested Evaluation Method (Total Marks-100, Project-50, viva-voce-50)**

**Internal – 50 (25+25)**

**External – 50(25+25)**

