

KISAN POST GRADUATE COLLEGE, BAHRAICH (U.P.) 271801

(Autonomous)

Affiliated to Dr. Rammanohar Lohia Avadh University, Ayodhya

Proposed Structure of syllabus for the

PROGRAM: PG

SUBJECT: EDUCATION

Syllabus developed/proposed by

S.No.	Name of BoS Member	Designation	Department	College/University
1.	Dr.Ajay Kumar Ahirwar	Convener	Education	Kisan P.G. College Bahraich
2.	Prof. Shivam Srivastava	University Nominee	Education	Principal, M.M.M.P.G. College Kalakankar, Pratapgarh
4.	Prof. Swati Saxena	Subject Expert	Education	Dayanand Girls P.G. College, Kanpur
5.	Prof. Parul Mishra	Subject Expert	Education	N.A.K.P.G. College, Farrukhabad
6.	Manoj Kumar Yadav	Member	Education	Kisan P.G.College Bahraich
7.	Ashutosh	Member	Education	Kisan P.G.College Bahraich
8.	Dr. Dimple Jain	Member	Education	Kisan P.G. College Bahraich
9.	Jitendra Chaudhari	Member	Education	Kisan P.G. College Bahraich

Course Code		Course Title	Credits	T/P	Evaluation	
A	B	C	D	E	CIE	ETE
SEMESTER I (YEAR I)						
E010701T	CORE	Indian Philosophies of Education	5	T	25	75
E010702T	CORE	Sociological Bases of Education	5	T	25	75
E010703T	CORE	Methodology of Educational Research	5	T	25	75
E010704T	FIRST ELECTIVE	History of Indian Education	5	T	25	75
E010705T	(Subject Elective) (Select any one)	Measurement and Evaluation in Education	5	T	25	75
E010706P	SECOND ELECTIVE	Prepare and Presentation of Synopsis	5	P	50	50
E010707P	(Subject Elective) (Select any one)	Prepare and Presentation of Tools	5	P	50	50
SEMESTER II (YEAR I)						
E010801T	CORE	Psychological Bases of Education	5	T	25	75
E010802T	CORE	Educational Administration and Management	5	T	25	75
E010803T	CORE	Comparative Education	5	T	25	75
E010804T	THIRD ELECTIVE	Population Education	5	T	25	75
E010805T	(Generic Elective) (Select any one)	Environmental Education	5	T	25	75
E010806P	FOURTH ELECTIVE	Psychological Tests	5	P	50	50
E010807P	(Subject Elective) (Select any one)	Psychological Experiment	5	P	50	50
SEMESTER III (YEAR II)						
E010901T	CORE	Special Education	5	T	25	75
E010902T	CORE	Educational Guidance and Counseling	5	T	25	75
E010903T	CORE	Philosophical Bases of Education (Western Philosophies)	5	T	25	75
E010904T	FIFTH ELECTIVE	Educational Technology	5	T	25	75
E010905T	(Subject Elective) (Select any one)	Information and Communication Technology	5	T	25	75
E010906P	SIXTH ELECTIVE	Study Tour	5	P	50	50
E010907P	(Subject Elective) (Select any one)	Project Presentation/Test Construction	5	P	50	50
SEMESTER IV (YEAR II)						
E011001T	CORE	Teacher Education	5	T	25	75
E011002T	CORE	Economics of Education	5	T	25	75
E011003T	SEVENTH ELECTIVE	Curriculum Development	5	T	25	75
E011004T	(Subject Elective) (Select any one)	Distance Education	5	T	25	75
E011005P	RESEARCH PROJECT/ DISSERTATION	Major Research Project/ Dissertation	10	P	50	50

SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010701T	Course Title: Indian Philosophies of Education	
Course outcomes:		
The Philosophical Components of this core paper for a post graduate course in education aims at developing the following competencies amongst the scholars. 1) Understanding the nature and functions of Indian philosophy of education 2) Analysis, Interpretation and synthesis of various philosophical concepts. Repositions and assumptions such as the metaphysical problem, epistemology and axiology and their impact on Indian education. 3) Critical appraisal of the contributions of prominent Indian educational thinkers to education.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Some basic concepts of Indian Philosophy and Education 1) Darshan 2) Dharma 3) Shiksha 4) Vidya 5) Pragma Relationship between Darshan, Dharma and Vidya	20
II	The following Indian schools of thought will be studied with reference to their contribution to Indian Education 1) Vedic Darshan 2) Buddhism 3) Jainism 4) Islamic Traditions	20
III	Darshan (Six Schools of Thought) and their Educational Implications with special reference to 1. Sankhya 2. Vedanta 3. Nyaya 4. Yoga	20
IV	Critical appraisal of the contribution towards education of Vivekanand, Aurbindo, Gandhi and Tagore.	15
Suggested Readings:		
<ol style="list-style-type: none"> Dinkar, Ramdhari Singh: Sanskrit ke char Adhyay, Udayacha; Prakashan, Patna. Hirriyana, M the Essential of Indian Philosophy. Mad Wingo (1974) : Philosophy of Education. An Introduction. Pandey, RS. (1995) : SHIKSHA DARSHAN, Vinod Pustak Mandir, Agra Jaffar, S.N. (1936) : Education in Muslim India, Lahore. Oad, L.K.(1979) : Shiksha ke Darshanik Avam Samaj Shastriya Adhar, Jaipur Rajasthan Grantha Academy. Das Gupta SN. : Outlines of Indian Philosophy, Vols. 6. Garulla, Vachaspati: Bhartiya Darshan. Radha Krishanan, S. (2000) : Indian Philosophy, Vol-I & II, Oxford University Press, New Delhi. त्रिपाठी, एल० एण्ड पाण्डेय, एस०डी० शिक्षा के दार्शनिक आधारए भारतीय पब्लिसर्स फ़ैजाबाद। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
1.	Internal Examination	15
2.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		

Any remarks/ suggestions:		
SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010702T	Course Title: Sociological Bases of Education	
Course outcomes:		
To enable the students to develop an understanding about the: 1. Meaning and nature of Sociology of Education. 2. Social role of Education. 3. Meaning of culture and concept of Modernization and Socialization. 4. Various Socio-economic factors and their impact on education. 5. Use of social theories in understanding the process of education.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.	20
II	Culture: Meaning and nature of culture; role of education in culture context and cultural determinant of education.	20
III	Social Change: Meaning and concept: education as an agent of social change and constraints on social change (Case, class, language and regionalism). Social mobility.	20
IV	Education as related to social stratification with special reference to the education of S.C. S.T. Women and Rural population.	15
Suggested Readings:		
<ol style="list-style-type: none"> 1. Brookover, W (1957) : The Sociology of Education, New York, American Book Co. 2. Criwin, R.G. (1965) : A Sociology of Education in India, New Delhi, N.C.E.R.T. 3. Gore, M.S. I.P. Desal (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T. 4. Criwin, R.G. (1965) : A Sociology of Education, New Jersey: prentice Hall. 5. Gore, M.S. I.P. Desal (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T. 6. Hasey, A. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No. 1. 7. Kumar Krishna (1989) : Social Character of Learning, New Delhi Sage. 8. पाण्डेय, के०पी० (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी। 9. पाण्डेय, रामसकल (2009) उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तकमंदिर, आगरा। 10. माथुर, एस०एस० (2009) शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा। 11. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ। 12. सक्सेना, एन०आर० स्वरूप (1978) शिक्षा का समाजशास्त्रीय आधार, एम०एल० प्रिन्टर्स, सुभाषनगर, मेरठ। 13. शर्मा, सरोज (2003) उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी जयपुर। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
3.	Internal Examination	15
4.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010703T	Course Title: Methodology of Educational Research	
Course outcomes: The study of this paper will enable the students to: 1. Know the meaning and purpose of research. 2. Understand the research problem and its various phases. 3. Know different methods used in educational research.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Nature and need of educational research. Qualitative and quantitative research.	20
II	Selection and formulation of research problem guiding principles of problem selection. Review of related literature and formulation of hypothesis.	20
III	Population and sampling. Types of sampling-simple random sampling stratified random sampling cluster sampling systematic sampling purposive sampling snowball sampling.	20
IV	Method of educational research Historical, Descriptive and Experimental research.	15
Suggested Readings:		
<ol style="list-style-type: none"> 1. Asher, William: Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976. 2. Best, John W. Research in Education, New Delhi Prentice Hall of India, 1982. 3. Bhatanagor, R.P. et al. : Shiksha Anusandhan, Meerut: Loyal Book Depot, 1995. 4. Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd, 1981. 5. Kerlinger, F.N. : Foundations of Behavioural Research, New York: Halt Rinehart and Winston, Inc, 1973 6. पाण्डेय, के०पी० (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी। 7. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा। 8. शर्मा, आर०ए० (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर० लाल, बुक डिपो मेरठ। 9. पाण्डेय एस०डी० (2005), शिक्षाम में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
5.	Internal Examination	15
6.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010704T	Course Title: History of Indian Education	
Course outcomes: After going through this paper, the students will be able to 1. Appreciate the glorious past of education during the ancient period. 2. Comprehend the assimilating role of education in medieval India. 3. Analyses the impact of Western education of colonial rule to the spread of modern education. 4. Understand the contribution of colonial rule to the spread of modern education. 5. Know the development of education in the post-independence period.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Education during the ancient period. (a) Vedic education (b) Buddhist Education, with special reference to aims curriculum, methods of instruction, teacher- taught relations and educational institutions. 1. Education during the medieval period. (a) Muslim education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and the Centers of learning.	20
II	Education during the British period. (a) Charter Act of 1813 and oriental occidental controversy. (b) Macaulay's Minuts-1854 (c) Wood's dispatch of 1854 (d) Hunter Commission, 1882-83 (e) Calcutta University Commission (1917-19)	20
III	Indian response to western education. (a) Hartong Committee-1929 (b) Basic education- 1937 (c) National institution with special reference to Vishwa Bharati Jamia Millia Gujarat Vidyapeeth and Kashi-Vidyapeeth.	20
IV	Education in the post-Independence Period. (a) University Education Commission (1948-49) (b) Secondary Education Commission (1952-53) (c) Education Commission (1964-66) (d) National Policy on Education 1986 and 1992	15
Suggested Readings:		
<ol style="list-style-type: none"> 1. Altekar, A.S. (1934) Education in Ancien India, Varanasi : The Indian Book shop. 2. Ghosh, S.C. (1989) Education Policy in Indai Since Warren Hasting Calcutta. 3. Jaffar, S.M. (1936) Education in Muslim India, Lahore. 4. Kumar, Krishna (1991) Political Agenda of Education Delhi: Sage 5. Mukhaerjee, R.K. (1960) Ancient Indian Education, Delhi: Motilal Banarasi Das. 6. Nurullha S. and J.P. Naik, (1974) A Student's History of Education in India, New Delhi: The Macmillan. 7. अग्रवाल, जे०सी० (2007) भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली। 8. गुप्ता, एस०पी० (2005) भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद। 9. पाठक, पी०डी० (1974) भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर आगरा। 10. मुकर्जी, आर०के० (1960) एंसियंट इण्डियन एजुकेशन, मोती लाल बनारसी दास, दिल्ली। 11. शर्मा, आर०ए० (2007) भारतीय शिक्षा प्रणाली का विकास, आर० लाल बुक डिपो, मेरठ। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
7.	Internal Examination	15
8.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		



SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010705T	Course Title: Measurement and Evaluation in Education	
Course outcomes:		
1. To understand the concept of measurement & Evaluation. 2. To acquaint with the various statistics as measurement of Relative position & variability. 3. To acquaint with the good tools and techniques.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Measurement and Evaluation: Concept, need and relationship, Purpose of evaluation, Levels of Measurement- Nominal, Ordinal, Interval, Ratio, Internal, External & Continuous evaluation. Techniques of Evaluation- Tests and scales-meaning, purpose, Characteristics of good test (subjective & objective)	20
II	1. Meaning & Definition of Statistics. 2. Frequency Distribution. 3. Measures of Central Tendency:- Mean, Median & Mode- Definition, uses & computation.	20
III	Measures of variability: Quartile Deviation, Mean Deviation and Standard Deviation- Meaning, Computation.	20
IV	Correlation- Meaning and use, Spearman's Rank difference correlation, and product moment method. Graphical Representation of data- Polygon, Bar diagram & Histogram.	15
Suggested Readings:		
<ol style="list-style-type: none"> 1. Agarwal, R.N. & Bipin Asthana (1982) Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication. 2. Garrett, Henry, E (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications. 3. Agarwal, J.C. (1997) Essentials of Examination System; Education, Tests and Measurement, New Delgi; Vikas Publications. 4. Agarwal Y.P. (2000) Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications. 5. Singh A.K. (2004) Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications. 6. Thorndike, R.L. & E. Hagen (1964), Measurement & Evaluation in Psychology & Education, New York; John Willey Publications. 7. अस्थाना, विपिन एवं आर०एन० अस्थाना, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आगरा, विपिन पब्लिकेशन। 8. गुप्ता, एस०पी० (1995), आधुनिक मापन तथा मूल्यांकन, इलाहाबाद, सारदा पब्लिकेशन 9. कपिल, एच०के० (1997), सांख्यिकीय के मूल तत्व, आगरा: विज्ञान पब्लिकेशन। 10. बीना एवं मृदुला रावल, शिक्षा में मापन, मूल्यांकन एवं सांख्यिकीय, आगरा: विनोद पब्लिकेशन। 11. शर्मा, पी०सी० आधुनिक मापन एवं मूल्यांकन विधियाँ, इलाहाबाद, आलोक प्रकाशन। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
9.	Internal Examination	15
10.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Credits - 5	Subject: Education	
Course Code: E010706P	Course Title: Prepare and Presentation of Synopsis	
<p>The student will prepare a synopsis of any relevant topic and work under the guidance of a supervisor to be allotted by the Head of the Department of the college. The student will submit three copies of synopsis to the Department by end of the semester. The synopsis will be evaluated by the external and internal examiner and marks distribution as follows: -</p>		
(a) Presentation and Evaluation of synopsis		= 75 Marks
(b) Viva- Voce on synopsis		= 25 Marks
	Total	= 100 Marks



SEMESTER –I (Year-I)		
Programme : Degree Class: M.A.	Year: First	Semester: First
Credits - 5	Subject: Education	
Course Code: E010707P	Course Title: Prepare and Presentation of Tools	
Each student will have to prepare and interpret any one of the following tools: -		
<ol style="list-style-type: none"> 1. Questionnaire 2. Schedule 3. Rating Scale 		
In final examination the tool will be evaluated by external and internal examiner and marks distribution as follows:-		
(a) Presentation and Evaluation of tool		= 75 Marks
(b) Viva- Voce on tool		= 25 Marks
	Total	= 100 Marks



SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
SUBJECT: EDUCATION		
COURSE CODE: E010801T	COURSE TITLE: PSYCHOLOGICAL BASES OF EDUCATION	
Course outcomes: 1. To enable the students to understand concepts and principles of Educational Psychology as an Applied Science. 2. To enable them to understand the process of Human Development, Related psychological theories and their Implications for education. 3. To acquaint them with the concept and Process of Learning, related theories and their Educational Implications. 4. To orient them with the Nature and Concepts of Individual Differences, Intelligence, Creativity etc. and their Implications for education. 5. To enable them to understand the concepts and Theories of Personality and Its Assessment Techniques. 6. To enable them to examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behavior with their Educational Implications.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Concept, Concerns and Scope of Educational Psychology, Contribution of Psychology to Education. 2. Concept and Principles of Development, Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and their relative role. 3. Major concepts and stages of the theories of Piaget and Bruner and their implications for education.	
II	1. Concept, kinds and levels of Learning-Gagne's hierarchy, 2. Theories of Learning with their Educational implication: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Hull's 3. Reinforcement Theory, Factors influencing learning, 4. Transfer of Learning, 5. Motivation, Concept, Theories, Theories of Motivation, 6. Individual Differences and its Implications for Education.	
III	1. Intelligence: Nature and Theories of Intelligence, Measurement of Intelligence 2. Creativity: Concept and Nature, Main Aspects of Creativity and Intelligence.	
IV	1. Meaning, Types, Factors affecting personality, Methods of personality, measurement, adjustment and mental health: Meaning and factors affecting mental, health.	
Suggested Readings:		
<ol style="list-style-type: none"> Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man. Chauha, S.S: Advanced Educational Psychology; Vinod Pustak Mandir, Agra. Mangal, S.K. (2012): Education Psychology, PHI learning private limited, New Delhi. Pandey, K.P: Advanced Educational Psychology; Vishwavidyalaya Prakashan, Varanasi. Pandey, Kalpiata: Mothe's Care and Girls Achievement; Mishra Trading. Prakash, Prem: Psychological Foundations of Education; Kanishka Publication, New Delhi. गुप्ता, एस0पी0 एवं गुप्ता ए0 (2004), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, युनिवर्सिटी रोड, इलाहाबाद। पाण्डेय, के0पी0 (2009) नवीन शिक्षा मनोविज्ञान, विश्वविद्यालय प्रकाशन वाराणसी। शर्मा, आर0 एवं शर्मा आर0 (1962), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर एवं डिस्ट्रीब्यूटर, नई दिल्ली। पाण्डेय एस0डी0 शिक्षा मनोविज्ञान एक परिचय: भवदीय प्रकाशन अयोध्या फैजाबाद। पाण्डेय, एस0डी0, शिक्षण अधिगम का मनोविज्ञान: भवदीय प्रकाशन, अयोध्या फैजाबाद। मिश्र आर0के0 एवं मिश्र सुभाष शिक्षण अधिगम का मनोविज्ञान अग्रवाल पब्लिकेशन आगरा। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
11.	Internal Examination	15
12.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

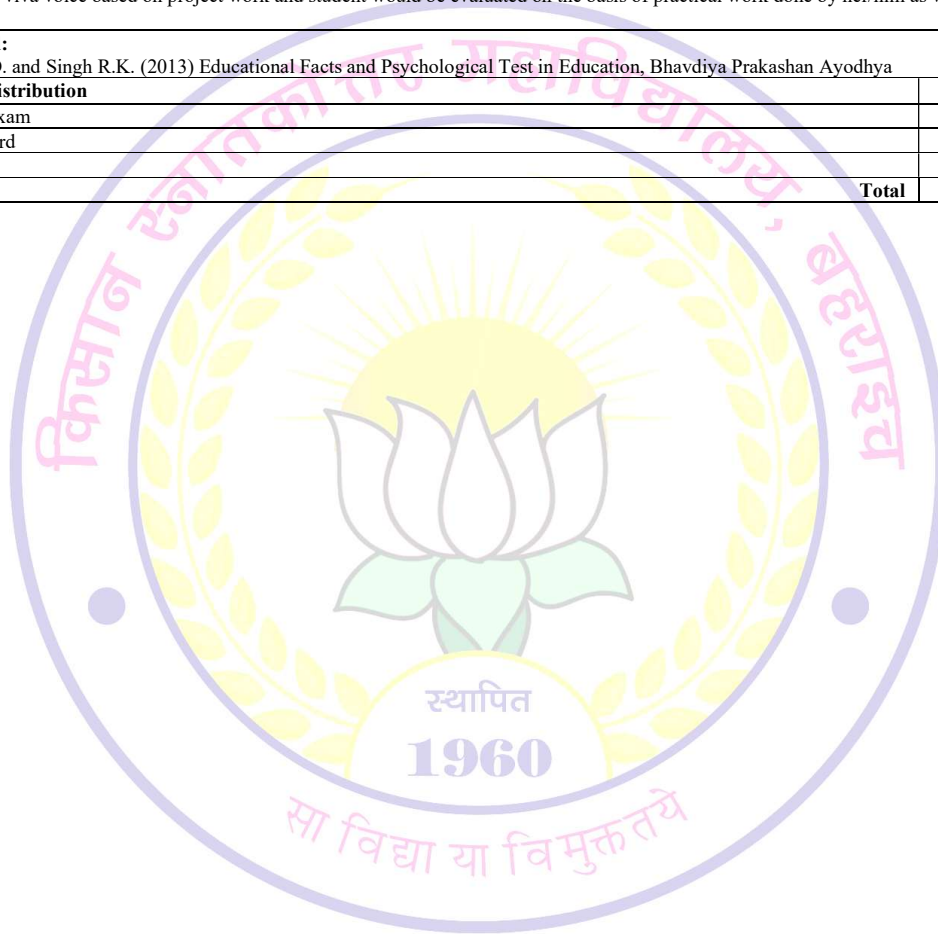
SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
SUBJECT: EDUCATION		
COURSE CODE: E010802T	COURSE TITLE: EDUCATIONAL ADMINISTRATION AND MANAGEMENT	
Course outcomes:		
To help student understand concept Need and point of educational administration and management.		
To help student understand the concept and process of management		
To develop in student an understanding of various procedures of organizing educational administration.		
To help student understand the new trends and process of educational administration and management.		
Credits: 5		Core / Elective
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Meaning and Nature of Educational Administration and Management objectives and scope of educational administration.	
II	Functions of Educational Administration, Principals of Educational Administration, Types and Theories of Education.	
III	Administration, Machinery of Education. Role of the Central Government in Education. Advisory bodies of the Union Govt. in the field of Education. State Administrative Machinery of Educational in Uttar Pradesh. The Functions of the State Department of Uttar Pradesh, Role of Local bodies in Education.	
IV	Taylorism, Administration as a process- Special Trends in Educational administration such as decision making, organizational compliance, Leadership. In Educational Administration. Theories of Leadership. Styles of Leadership. Educational supervision – Meaning, Nature and Functions. Planning and organising supervisory programme, Traditional Vs. Modern Supervision.	
Suggested Readings:		
1. Appleby, Paul H. – Public administration in India- Report of a survey Govt. of Indian New Delhi.		
2. Ghosh, O.K. The Indian Financial System Allahabad 1958.		
3. ,l0,l0 HkVukxj] ,oa xqlrk ih0ds0 Educational Management – R.L. Book Depo. Meerut.		
4. वर्मा जे0पी0 विद्यालय प्रबन्ध- आर0लाल बुक डिपो मेरठ।		
5. शर्मा, आर0ए0 विद्यालय संगठन एवं शैक्षिक प्रशासन- आर0 लाल बुक डिपो मेरठ।		
6. ओड, एल0के0, (1992), शैक्षिक प्रशासन, जयपुर, राजस्थान ग्रंथ अकादमी।		
7. चतुर्वेदी, आर0एन0 (1989), दि एडमिनिस्ट्रेशन ऑफ हायर एजुकेशन इन इंडिया जयपुर, प्रिंटवेल प0।		
8. गोयल, एस0एल0 (2005) मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0एच0, प0 कारपोरेशन।		
9. भटनागर, आर0पी0 एवं अग्रवाल, विद्या (1986), एजुकेशनल एडमिनिस्ट्रेशन: नई दिल्ली, इंटरनेशनल प0 हाउस।		
10. भट्ट, वी0डी0 एवं शर्मा एस0डी0 (1992), एजुकेशनल एडमिनिस्ट्रेशन: हैदराबाद, कनिष्क प0 हाउस बुक लिंक कारपोरेशन।		
11. राय चौधरी, नमिता (1992), मैनेजमेन्ट इन एजुकेशन, नई दिल्ली, ए0पी0 एच0प0।		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
13.	Internal Examination	15
14.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
SUBJECT: EDUCATION		
COURSE CODE: E010803T	COURSE TITLE: COMPARATIVE EDUCATION	
Course outcomes:		
1. To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education. 2. To acquaint the students with educational systems in terms of factors and approaches of comparative education. 3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries. 4. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Comparative education- Meaning as a new discipline. 2. Scope and major concepts of comparative education. 3. Methods: Juxtaposition. Area Study. Intra and Inter educational analysis.	
II	1. Comparative education-factors and approaches: geographical, economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Historical, Ecological and functional factors. Cross disciplinary approach used in comparative education.	
III	1. A comparative study of reference to: the educational systems of countries with special reference to: Primary Education – USA, UK, India, Secondary Education – USA, UK, India Higher Education –USA, UK, India, Teacher Education - USA, UK, India Adult Education - USA, UK, India	
IV	1. Problem prevailing in developing countries with special reference to Indian, Their causes and solution through education. 1. Poverty 2. Unemployment 3. Population explosion 4. Terrorism 5. Casteism and communalism 6. Illiteracy.	
Suggested Readings:		
<ol style="list-style-type: none"> 1. Agarwal, J.C. Comparative Education in India: UK, USA, USSR, Arya Book Depot. 2. Chaube, S.P. Features of Comparative Education, Agrawal Publication, Agra. 3. Chaube, S.P. & Chaube, A. Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998. 4. Dutta, B.S.V. Cooperative Education-A Comparative Study of Educational Systems DVS. Publishers & Distributors, Guwahati, 2004. 5. Naik, S.P. Perspective on Comparative Education, Anmol Publication, New Delhi, 2003. 6. Sharma, R.A. Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut. 7. Sharma, Y.K, Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004. 8. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा। 9. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, 30, प्र0 लखनऊ। 10. पाण्डेय, के0पी0 (1988), कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली। 11. पाण्डेय, के0पी0 (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ। 12. मलैया, के0सी0 (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
15.	Internal Examination	15
16.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
SUBJECT: EDUCATION		
COURSE CODE: E010804T	COURSE TITLE: POPULATION EDUCATION	
Course outcomes: To enable the student to. 1. Understand the nature, scope and need of population education, 2. Know about the factors affecting population growth and understand the need for balancing the composition through distribution, 3. Gain knowledge about the various techniques of maintenance of "status" of population, 4. Understand the concept of prosperous family, 5. Learn about the latest policies of population education and agencies working towards their achievement.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Nature and Scope of Population Education: Meaning, Concept, Need and Importance of Population education, objectives of Population Education.	
II	Population Situation and Dynamics: Distribution and density, Population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.	
III	Population and Quality of Life: Population in relation to socio-economic development, health status, health service, nutrition, environment, resource educational provision.	
IV	Family Life Education: Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.	
V	Population related policies and programmes: Population policy in relation to health-environment education polices; programmes related to employment social movements; voluntary and international agencies UNFPA, WHO, UNESCO etc.	
Suggested Readings:		
13. Agarwal, J.C. Comparative Education in India: UK, USA, USSR, Arya Book Depot. 14. Chaube, S.P. Features of Comparative Education, Agrawal Publication, Agra. 15. Chaube, S.P. & Chaube, A. Comparative Education, Vikash Publishing House P Ltd, New Delhi, 1998. 16. Dutta, B.S.V. Cooperative Education-A Comparative Study of Educational Systems DVS. Publishers & Distributors, Guwahati, 2004. 17. Naik, S.P. Perspective on Comparative Education, Anmol Publication, New Delhi, 2003. 18. Sharma, R.A. Comparative Education: Educational System & Problems of the World, R.Lall Book Depot, Meerut. 19. Sharma, Y.K. Comparative Education: Comparative Study of Educational System, Eastern Book House, Guwahati, 2004. 20. चौबे, सरयू प्रसाद (2008), तुलनात्मक शिक्षा, विनोद पुस्तक मंदिर आगरा। 21. जायसवाल, सीताराम (1970), तुलनात्मक शिक्षा, हिन्दी समिति, सूचना विभाग, उ०प्र० लखनऊ। 22. पाण्डेय, के०पी० (1988), कम्परेटिव एजुकेशन, अमिताश प्रकाशन, गाजियाबाद, दिल्ली। 23. पाण्डेय, के०पी० (1987), तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानी नगर, मेरठ। 24. मलैया, के०सी० (1966), तुलनात्मक शिक्षा, लोक भारतीय प्रकाशन।		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
17.	Internal Examination	15
18.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
SUBJECT: EDUCATION		
COURSE CODE: E010805T	COURSE TITLE: ENVIRONMENTAL EDUCATION	
Course outcomes:		
1. To make student teachers understand about the concept, importance scope and aims of environmental education, 2. To acquaint the student teachers with possible environmental erosion and pollution at various stages of education. 3. To orient student teachers with various components of environment for preparing a curriculum for environmental education. 4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education, 5. To enable the student teachers to understand about various projects in the area of Environmental studies in different countries.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Introduction, 2. Concept, Importance and Scope, 3. Aims and Objectives, 4. Guiding Principles and foundations, 5. Relationship between man and Environment, 6. Ecological and Psychological Perspective.	
II	1. Concept of environment and ecosystem, 2. Natural System earth and biosphere, abiotic and biotic components, 3. Natural resources, abiotic resources, 4. Human system- Human being as part of environmental, human adaptations to environment, Population and its effect on environmental resources, 5. Technological system-industrial growth, scientific and technological inventions and their impact on the environmental system, 6.Environmental and Sustainable Development.	
III	1. Environmental Hazards, 2. Environmental pollution, physical, air, water, noise, chemical, 3. Extinction of flora and fauna, deforestation, soil erosion, global warming, 4. Need and efforts for conservation, preservation and protection of rich environmental heritagd.	
IV	1. Features of curriculum for environmental education, 2. Special nature of curriculum on environmental education, 3. Methods and approaches of environmental education, 4.Strategies and approaches, treating environmental education as a separate subject, topical units, integration and interdisciplinary approaches, 5. Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition, 6. Role of Media, Print, Films and TV, 7. Programme of environmental education for primary, secondary and higher education institutions.	
Suggested Readings:		
1. Agrawal S.K. – “Environmental issues and themes”, APH Publishing Corporation, New Delhi, 1997		
2. B.P. Chaurasia – “Environmental Pollution Perception and Awareness”- Chugh Publications, 1992		
3. गोयल, एम0के0 (1965), अपना पर्यावरण, विनोद पुस्तक मन्दिरए आगरा।		
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्यायें, नई दिल्ली।		
5. सक्सेना, ए0बी0 (1986), इनवायरन्मेंटल एजुकेशन नेशनल साइकोलाजिकल कारपोरेशन, आगरा।		
6. पाण्डेय, के0पी0, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा एवं भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।		
7. शर्मा, आर0ए0 (2004), पर्यावरण शिक्षा, आर0 लाल बुक डिपो मेरठ।		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
19.	Internal Examination	15
20.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
Credits - 5	SUBJECT: EDUCATION	
COURSE CODE: E010806P	COURSE TITLE: PSYCHOLOGICAL TESTS	
Course outcomes: Each student will have to administer any four of following tests and prepare a detailed report:		
<ol style="list-style-type: none"> 1. Interest: To measure the interest by interest inventory 2. Adjustment: To know the level of adjustment 3. Creativity: Measurement of creativity 4. Learning: Learning by substitution method or code basis. 5. Personality test: TAT 6. Objective type test span of attention or apprehension 7. Intelligence test: General Mental ability intelligence test. 		
Note: It will be mandatory for every student to prepare a test file. Practical examination will be conducted on any two of the above stated tests. External examiner would take a viva voice based on project work and student would be evaluated on the basis of practical work done by her/him as well as performance in viva voice.		
Books Recommended:		
1. Pandey S.D. and Singh R.K. (2013) Educational Facts and Psychological Test in Education, Bhavdiya Prakashan Ayodhya		
Marks Distribution		
8.	Written exam	25+25=50
9.	File/Record	25
10.	Viva	25
Total		100



SEMESTER –II (YEAR-I)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: SECOND
Credits - 5	SUBJECT: EDUCATION	
COURSE CODE: E010807P	COURSE TITLE: PSYCHOLOGICAL EXPERIMENT	
Course outcomes: Each student will have to administer and interpret of the following experiments -		
Mental Fatigue Trial and error (Maze apparatus) Transfer of learning (mirror drawing apparatus)		
Note : It will be mandatory for every student to prepare a experiment file. In final practical examination will be conducted on any two of the above stated experiments. In final examination practical work shall be examined by a Panel of external and internal examiners and marks distribution as follows :		
(a)	Administer and interpret of Two Experiments 25 + 25	= 50 Marks
(b)	File/Record	25
(c)	Viva	25
Total		100



SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: II	SEMESTER: III
SUBJECT: EDUCATION		
COURSE CODE: E010901T	COURSE TITLE: Special Education	
Course outcomes:		
<ul style="list-style-type: none"> To enable the students to: Know about the meaning and scope of special education in India, Understand the various suggestion given by various commission and education of children with special needs for realizing the concept of “Universalization of Education”, Identify the specific characteristics and understand modalities of identification of various type of exceptional children, Understand various education intervention programmes for meeting the needs of exceptional learners. 		
Credits: 5		Core / Elective
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> Meaning and scope of special education, a brief history of development of special education. Government Policies and legislation. 	
II	<ul style="list-style-type: none"> Recondition given in NPE 1986, POA1992 and PWD (Persons with Disabilities) Act 1995’ National Institutes of Handicapped and the role of Rehabilitation council of India. 	
III	<ul style="list-style-type: none"> Education of the Mentally retarder, Gifted and creative children’s. Juvenile Delinquents orthopedically Handicapped. 	
IV	<ul style="list-style-type: none"> Meaning of an educational intervention-nature and objectives of special schools. Concepts of mainstreaming. Intergrated schools and support them viz resource room, resource teacher, counselor etc, Techniques of teacher training-core teaching, icroteaching and interaction analysis, Evaluation of students teaching. 	
Suggested Readings:		
<ol style="list-style-type: none"> कैनेडी, ए० एण्ड फ़ैशर (1932), एजूकेशन आफ द बैकवर्ड चाइल्ड, डी० एप्लेटन, सेन्यूरी कम्पनी, न्यूयार्क। प्रेम शंकर (2005), विशिष्ट बालक, आलोक प्रकाशन, लखनऊ। शंकर, उदय (1976), एक्सेप्शन चिल्ड्रेन स्टर्लिंग पब्लिकेशन, प्रा०लि० न्यू डेलही। शर्मा, आर०ए० (2003), फण्डामेन्टल आफ स्पेशल एजूकेशन, आर० लाल बुक डिपो, मेरठ। सिंह उत्तम कुमार एव नायक ए०के० (1997), स्पेशल एजूकेशन, कामन वेल्थ पब्लिशर्स, न्यू डेलही। डॉ० मिश्रा एवं पाण्डेय एस०डी० विशिष्ट मिश्रा, भवदीय प्रकाशन अयोध्या फैजाबाद। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
1	Internal Examination	15
2	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010902T	COURSE TITLE: Educational Guidance and Counselling	
Course outcomes: <ul style="list-style-type: none"> To enable the students to: To help student understand concept, need and view point of guidance, To help student understand principles and problem of different types of guidance, To help student understand concept, need and guidance for the children with special needs, To help student understand the concept and process of counseling, To acquaint the student about the aims and principles of guidance programme, To develop in students an understanding of various procedures of organizing various Guidance services. 		
Credits: 5		Core / Elective
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> Concept, Principles and Nature of Guidance Programme. Needs scope and significance of guidance. Types of guidance (Educational, vocational, personal and social) Tole of the teacher in guidance. Agencies of guidance-National & State level. 	
II	<ul style="list-style-type: none"> Vocational Guidance: concept and Nature of Vocational Guidance. Nature of work. Career development- Super's Theory about guidance. Approaches to career guidance, Vacationalisation of secondary education and career development. 	
III	<ul style="list-style-type: none"> Organization of a Guidance Programme. <ul style="list-style-type: none"> (a) Principles of organization. (b) Various types of services- Counselling. Counselling Process. Concept, nature, principles of counselling. Counselling approaches- directive, non- directive. Group counselling vs. individual souncelling counselling for adjustment. Characteristics of good counselling <ul style="list-style-type: none"> (a) Group guidance, individual inventory service and information orientation service, placement service and follow up service. (d) Evaluation of guidance programme. 	
IV	<ul style="list-style-type: none"> Guidance of Children with special needs. <ul style="list-style-type: none"> (a) Problems and needs. (b) Guidance of the gifted and creative students. (c) Guidance of under- achiever and first generation learners. (d) Role of the teacher in helping children with special needs. 	
Suggested Readings: <ol style="list-style-type: none"> Agrawal J.C. Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi Anatasi Anne: Psychological Testing, New York, Mac Millan 1982. Bengalee, M. (1984): "Guidance and Counselling" Seth Publishers, Mumbai. Bhatia, K.K.- Principles of Guidance and Counselling, Kalyani Publishers. Crow and Crow "Introduction to Guidance" 2 ed. Eunasia Publishing Co. New Delhi. David, A- Guidance and Counselling: Com.W Gupta Sk: Guidance and Counselling in Indian Education, Mittal Publication Pvt.Ltd. जायसवाल, सीमाराम (1987), शिक्षा में निर्देशन और परामर्श, विनोद पुस्तक मन्दिर, आगरा। पाण्डेय, के०पी० एवं भारद्वाज, अमिता (2003), शैक्षिक तथा व्यावसायिक निर्देशन, विनोद पुस्तक मन्दिरए आगरा। दूबे, रमाकान्त (1982), शैक्षिक एवं व्यावसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ। शर्मा, आर०ए० एवं चतुर्वेदी शिक्षा (2010), निर्देशन एवं परामर्श के मूल तत्व, आर० लाल बुक डिपो, मेरठ। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		

S.No.	Assessment Type	Max. Marks
1	Internal Examination	15
2	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

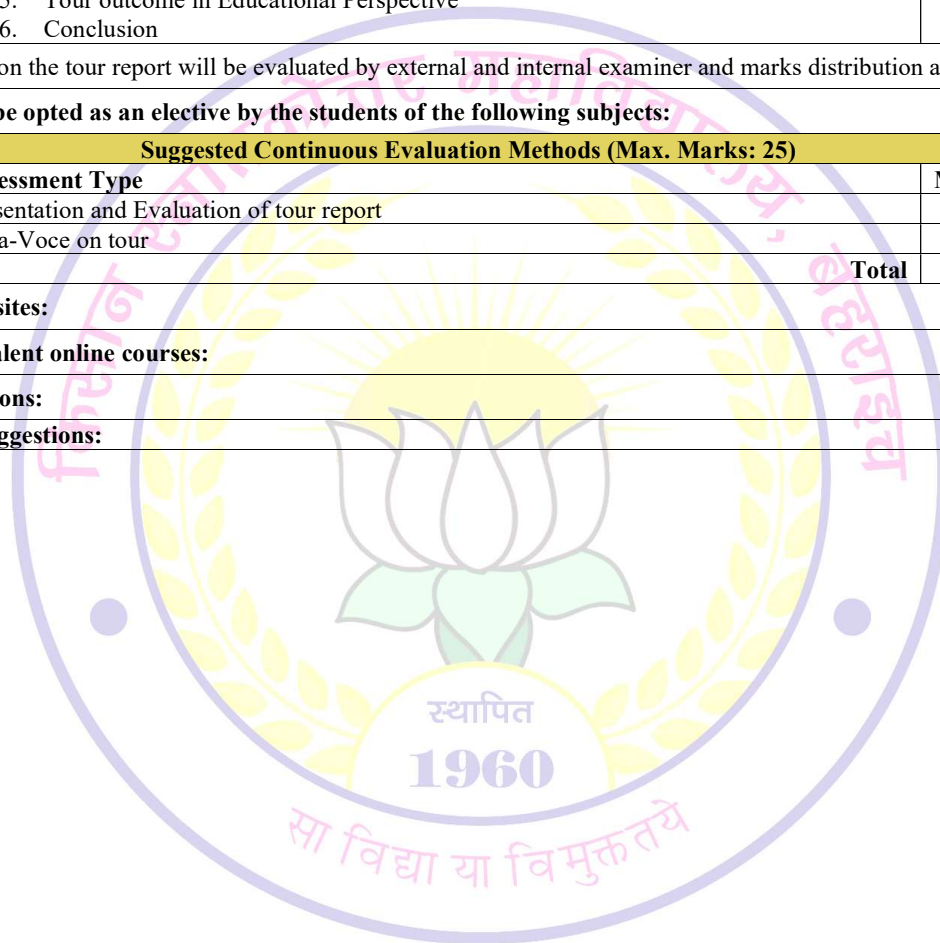


SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010903T	COURSE TITLE: Philosophies Bases of Education (Western Philosopher)	
Course outcomes: <ul style="list-style-type: none"> To enable the students to develop an understanding about the: Contribution of Philosophy to the field of education, Impact of Western Philosophies on Indian Education, Contribution of a few of the Great Western Thinkers, Nature and success of knowledge getting process. 		
Credits: 5		Core / Elective
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Meaning, Nature and Scope of Education and Philosophy: Relationship between Education & Philosophy.	
II	Western Philosophies: Major schools. <ol style="list-style-type: none"> Naturalism Idealism Pragmatism Realism Modern concepts of Philosophy. <ol style="list-style-type: none"> Logical positivism Existentialism Marxism Their educational implications with special reference to epistemology axiology and the process of education.	
III	Great Western Education. <ol style="list-style-type: none"> Plato Rousseau John dewey 	
IV	Democracy and Education, Education and Freedom.	
Suggested Readings: <ol style="list-style-type: none"> Bayles, E.E.: pragmatism In Education, Philosophy of Education Series Harper row Ne York, 1971. Boyed, William and King: The History of Western Education, 1972. Brubacher, J.S.: Modern Philosophies of Education. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन फिलास्फी ऑफ एजुकेशन, जान विली एण्ड सन्स। पाण्डेय, के०पी० (1988), परस्पेक्टिव्ज इन सोशल फाउन्डेशन ऑफ एजुकेशन, अभिताम प्रकाश, दिल्ली। पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा। बेकर, जान एल मार्टन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल। त्रिपाठी एल० एवं पाण्डेय, एस०डी० (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फैजाबाद। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
1	Internal Examination	15
2	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

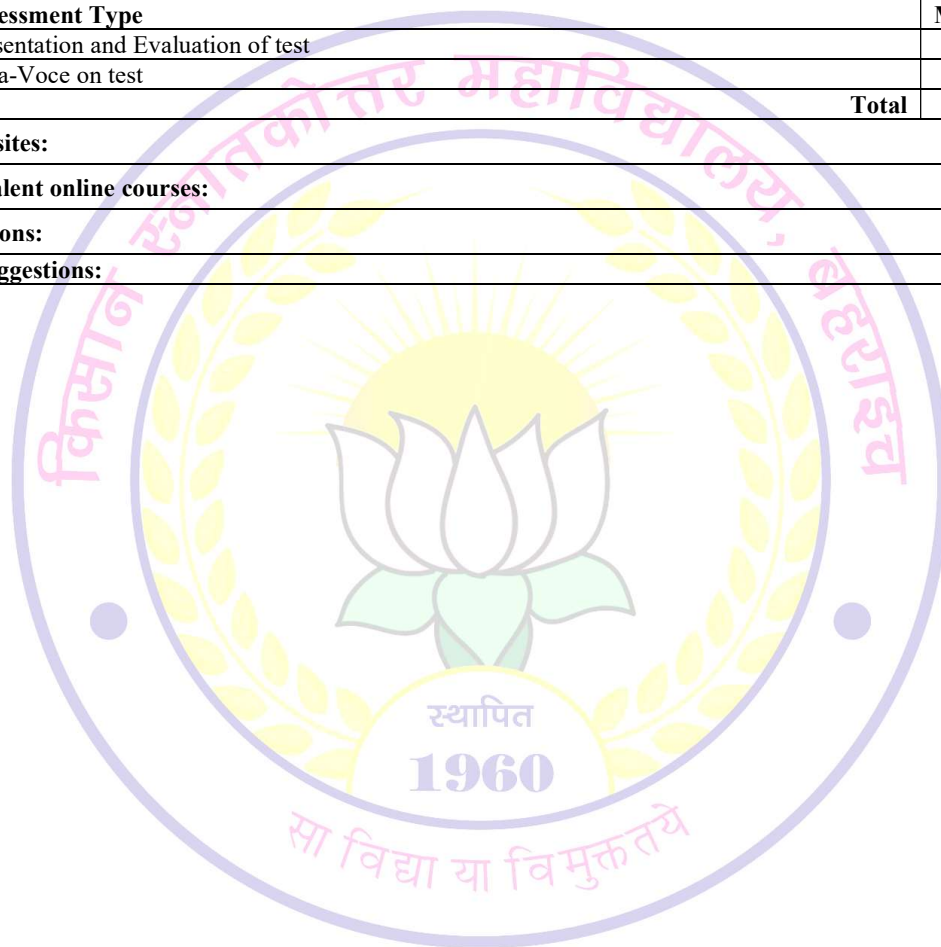
SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010904T	COURSE TITLE: Educational Technology	
Course outcomes:		
<ul style="list-style-type: none"> To enable the students to develop an understanding about the: To enable the student to understand about the meaning, nature and scope and significance of ET, and its important components in terms of Hardware and Software. To help the student to distinguish between communication and instruction so that they can develop and design a sound instructional system. To acquaint students with levels, strategies and models of teaching for future improvement. To enable the students to understand about the importance of programmed instructions and researches in E.T. To acquaint students with emerging trends in ET along with the resource centres of ET. 		
Credits: 5		Core / Elective
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> Concept of Educational Technology. Meaning, Nature, Scope and significance of ET. Components of ET: System Approach, Software, hardware. Educational Technology, Instructional Technology, Teaching Technology, Behaviour Technology. 	
II	<ul style="list-style-type: none"> Concept, Nature, Process, Component. Types & Theories of Classroom Communication. Mass media approach in Educational Technology. 	
III	<ul style="list-style-type: none"> Modification of Teaching Behaviour. Micro teaching, Flanders's Interaction Analysis, Simulation. Models of Teaching. 	
IV	<ul style="list-style-type: none"> Programmed instruction (linear/broaching model) – Origin and types linear and broaching. Teaching machines. Computer Assisted Instruvtion. Emerging trends in Educational Technology, Problems of New Technologies Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, etc- their activity for the improvement of teaching learning. 	
Suggested Readings:		
<ol style="list-style-type: none"> Aggarwal, J.C. Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi. Apter, M.J. The technology of Education, Mac Millan, London. Decesco, J.P. Educational Technology, Reading in Programmed instruction, Rinehart & Winston, New Youk. Kumar, K.L. Educational Technology, New Age International, New Delhi NUEPA, New Delhi. Mukhopadhyay, M. Educational Technology: Knowledge Assessment, NUEPA, New Delhi. कुलश्रेष्ठ, एस0पी0 (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मन्दिर, आगरा। पाण्डेय, के0पी0 (2001), मार्डन कान्सेप्ट आफ टीचिंग विहेवियर, अनामिका पब्लिकेशंसएण्ड डिस्ट्रीब्यूटर्स दिल्ली। पासी, वी0के0 (1975), विकमिंग वेटर ओचर, ए माइक्रो टीचिंग एप्रोच सासिहत्यए मुद्रण, अहमदाबाद। शर्मा, आर0ए0 (2004), शिक्षण तकनीकी, आर लाल बुक डिपो, मेरठ। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
1	Internal Examination	15
2	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010905T	COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGY	
Course outcomes:		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Information and Communication Technology Meaning and Concept of ICT, Difference between ICT and ET The Information Processing Cycle: Modes and Barriers Effective Classroom Communication Application of ICT in Classroom Instruction	
II	ICT in Learning Process, Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers, Instructional Design: Concept, Components and Steps Systems Approach to Instruction Use of ICT in School Management.	
III	Teaching Technology: Concepts of Pedagogy an Andragogy, Principles and Techniques of Andragogy, Simulated Teaching, Microteaching	
IV	Theories and Models of Teaching, Levels of Teaching: Memory, Understanding and Reflective Levels of , Teaching Models of Teaching: Advance Organiser and Jurisprudential Model, Teacher Effectiveness: Presage, Process and Product. Professional Ethics of Teachers, Reflective Teaching: Concept and Strategies of making Teaching Reflective Practitioners.	
Suggested Readings:		
<ol style="list-style-type: none"> 1. Kumar, N. & Chandiram, J. (1967), Educational Television in India. New Delhi: Arya Book Depot. 2. Ray, P.K.S. (2006). Technology of Instructional Design, Part I. Delhi: Dominant Publishers and Distributers. 3. Ray, P.K.S. (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers. 4. Rosenberg, M.J. (2001). E-learning. New Youk: McGraw Hill. 5. Sharma, B.M. & Shрма, D.V. (1993). Open Learning System in India. New Delhi: Allied Publishers Ltd. 6. Sharma, R.A. (1994). Programed Instructions: An Instructional Technology. Meerut: Loyal Book Depot. 7. Joyce, B & Well , Marsha (2003). Models of Teaching (7th Edition). Boston: Allyn & Bacon. 8. Linda, D.H. & John, Brunford (2005). Preparing Teachers for the Changing World. San Francisco: Jossey-Bass. 9. Martin, D.J. & Kimberly, S.L. (2006) Building Teachers: A Constructivist Approach to Introducing Education. USA: Wadsworth Publications. 10. Ram, S. (1999). Current Issues in Teacher Education. New Delhi: Sarup and Sons Publications. 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
21.	Internal Examination	15
22.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010906P	COURSE TITLE: STUDY TOUR	
Course outcomes: Each student with have to visit a national or international fame place under the supervision of faculty members allotted by Head of the Department of College, and prepare a Tour Report of following manner:-		
Credits: 5		Core / Elective
Max. Marks: 50+50		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
	1. Objective of Tour 2. Tour Information 3. Instructor Information 4. Tour Description 5. Tour outcome in Educational Perspective 6. Conclusion	
In final examination the tour report will be evaluated by external and internal examiner and marks distribution as follows:-		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
	Presentation and Evaluation of tour report	75
	Viva-Voce on tour	25
	Total	100
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		



SEMESTER –III (YEAR-II)		
PROGRAMME: DEGREE/CLASS: M.A.	YEAR: FIRST	SEMESTER: THIRD
SUBJECT: EDUCATION		
COURSE CODE: E010907P	COURSE TITLE: PROJECT PRESENTATION/TEST CONSTRUCTION	
Course outcomes: Each student will have to prepare/construct and interpret any one of the following test:-		
Credits: 5		Core / Elective
Max. Marks: 50+50		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
1	1. Construction of Achievement test. 2. Construction of an Attitude scale.	
In final examination the test will be evaluated by external and internal examiner and marks distribution as follows:-		
S.No.	Assessment Type	Max. Marks
1	Presentation and Evaluation of test	75
2	Viva-Voce on test	25
	Total	100
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		



SEMESTER –IV (Year-II)		
Programme : Degree Class: M.A.	Year: First	Semester: Fourth
Subject: Education		
Course Code: E011001T	Course Title: Teacher Education	
Course outcomes: 1. To enable the students to understand the concept of teacher education and its development in India. 2. To develop an understand in the student about various modalities used for teachers, teacher educators, and educational administrators for different levels of education, 3. To acquaint the students with the various aspects of student reaching programmes prevailing in the country, 4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, 5. To enable the student to develop insight in the major problems of teacher education, 6. To develop in the students an understanding about the important research findings in teacher education.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Meaning & Scope of teacher education, 2. Objectives of teacher education at different levels, 3. Development of teacher education in India, 4. Recommendations of various commissions especially Kothari Commission, NPE 1986 and POA 1992.	
II	1. Preparation of Teachers for pre-primary, primary & secondary stages of education, 2. Professional preparation of teacher educator & educational administrators, 3. Preparation of teachers for the teaching of Particular subjects (Lanuages, 4. Pre-service & Inservice Training Programmes.	
III	1. Student-teaching programme, 2. Pattern of student-teaching (internship, block teaching, teaching practice, off-campus teaching programme). Techniques of training. Core teaching, Microteaching and Interaction analysis.	
IV	Current Problems, Practicing Schools in Teacher Education. Preparing Teachers for special schools. Implementation of Curriculum of Teacher Education.	
Suggested Readings: <ol style="list-style-type: none"> 1. Barr. A.S. (1958) Characteristics of Successful teacher's Phil Delta Kappa 2. Gurry P (1953) Education and Training of Teachers London Longmans Green and Co. Ltd. 3. Leedhan Johu (1973) Educational Technology First Book Pitman London. 4. शर्मा आर०ए० चतुर्वेदी शिखा अध्यापक प्रशिक्षण तकनीकी आर० लाल बुक डिपो मेरठ। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
23.	Internal Examination	15
24.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –IV (Year-II)		
Programme : Degree Class: M.A.	Year: First	Semester: Fourth
Subject: Education		
Course Code: E011002T	Course Title: Economics of Education	
Course outcomes: To make the student aware about: 1. The meaning, importance and scope of economics of education, 2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development, 3. The concept and relationship between input and output of education, 4. The source and resources of finances for education, 5. The financial resource management.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Economics of Education: Concept and Definition (Economics, Education, Economics of Education) Scope and Importance of Economics of Education.	
II	1. Education as an Industry: Important characteristics of an Industry inherent in an educational System.	
III	1. Education as Investment: Concept, Significance and Striges	
IV	1. Education and Economic Development: Human Capital Formation, modernization and educational development, 2. Resources for Education: Role of Center, State and Institutions for financing education, problems of financing, Grant-in-aid system.	
Suggested Readings: <ol style="list-style-type: none"> Shatnager R.P. & Vidya Agrawal, Wducational Administration, Planning & Financing, R. Lal book Depot. Meerut. Blaug, M. Economics of Education, Himalaya Publishing House, Bomby, 1972 Mishra, Atmanand, Finance in Education- Prakashan Kendra Kanpur. पाण्डेय, आर०एस० शैक्षिक नियोजन एवं वित प्रबन्धन, विनोद पुस्तक भवन कानपुर। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
25.	Internal Examination	15
26.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –IV (Year-II)		
Programme : Degree Class: M.A.	Year: First	Semester: Third
Subject: Education		
Course Code: E011003T	Course Title: Curriculum Development	
Course outcomes: 1. To orient the students with the need and nature of Distance Education in the present day Indian Society, 2. To expose them to the different kinds of Information and Communication Technologies (ICT) and enable them to be familiar with their use in Distance Education System, 3. To enable them to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of Programmes through Distance Education, 4. To enable them to evaluate Programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmes, 5. To acquaint them with the Trends of Research in field of Distance Education.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	1. Understanding Distance Education System, 2. Some Definitions and Teaching Learning Components, 3. Need and Characteristic Features of Distance Education, 4. Growth and Philosophy of Distance Education, 5. Distance Teaching Learning System in India, 6. Development pattern of some selected open universities of U.K. Australia & China	
II	1. Information and Communication Technologies and their Applications in Distance Education, 2. Designing and Preparing Self-Instructional Material, 3. Media: Print & Electronic, Media Integration, 4. Distance Educator: Nature and Characteristics.	
III	1. Student Support Services in Distance Education and their Management, 2. Technical and Vocational Programmes through Distance Education, 3. Distance Education and Rural Development, 4. Problem of Distance Learners.	
IV	Quality Assurance of Distance Education, 2. Mechanisms for Maintenance of Standards in Distance Education, 3. Evaluation in Distance Education, 4. New Dimensions in Distance Education-Promises for the Future	
Suggested Readings: <ol style="list-style-type: none"> Digmarti, Bhaskar Rao. International guidelines on open and Distance Education. Holmberg, B (1981), Status and Trends of Distance Education, Keegan Pani London. Keegan, D. (1986), The Foundations of Distance Education, Croom Helm, London. Koul, BN, et. Al (1998), Studies in Distance Education, AIU. IGNOU. New Delhi. Lavis, Roger (1984), How to Tutor in open Learning System, C.E.T. Pandey, K (1991), IGNOU Student Support Services and Personal Contact Programmes: Present Status and Suggestion. New Delhi: IGNOU. Sahoo, P.K. (1983), Higher Eduaction at a Distance, Sanchar, New Delhi. पाण्डेय कल्पलता (1988), दूरवर्ती शिक्षा के नये आयाम। शालिनी, राज: डिस्टेंस एजुकेशन, आई0वी0आई0, पब्लिशिंग हाउस, नई दिल्ली। यादव, सियाराम: दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा। गुप्ता, एस0पी0 एवं गुप्ता, अल्का: दूरस्थ शिक्षा, शारदा पुस्तक भवन, आगरा। तिवारी, राघवेन्द्र: शिक्षा का नया विकल्प-दूर शिक्षा, हिन्दी ग्रन्थ अकादमी, भोपाल, मध्य प्रदेश। शर्मा, आर0ए0 (2004), दूरवर्ती शिक्षा, सूर्या पब्लिकेशन, मेरठ। पाण्डेय, श्रीधर एवं सिंह सोमवीर सतत शिक्षा: एकदृष्टि। 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
27.	Internal Examination	15
28.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –IV (Year-II)		
Programme : Degree Class: M.A.	Year: First	Semester: Fourth
Subject: Education		
Course Code: E011004T	Course Title: Distance Education	
Course outcomes: On completion of this course students will be able to: 1. Understand the Nature, concept and meaning of the curriculum, 2. Identify the components of the curriculum, 3. Understand the concept and principles and foundations of curriculum development. 4. Understand the types of curriculum, 5. Describe the models of curriculum development, 5. Describe the models of curriculum development, 6. Appraise the curriculum evaluation, 7. Identify the different approaches to curriculum evaluation, 8. Explore the research areas in curriculum studies.		
Credits: 5	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
I	Meaning and changing conception of curriculum, syllabus and curriculum, 2. Components of curriculum: Objectives, Contents, Transition Mode and Evaluation, 3. Recommendations of commissions and committees on curriculum, 4. Types of curriculum: Subject centred, Learned-Centred, Activity Centred, Objective Centred, Core and Integrated curriculum.	
II	1. Concept and Principles of curriculum development, 2. Foundations of Curriculum Development: Philosophical foundation, Psychological foundation, Sociological foundation, Sociological foundation, 3. Models curriculum development: The Tyler's model, Hilda Toba Model, Vocational Model.	
III	1. Meaning and purpose of curriculum evaluation, 2. Approaches to Curriculum Evaluation: Scientific & Humanistic Approach of evaluation, formative evaluation and summative evaluation, 3. Criteria for evaluation of a programme and competency based vocational curriculum, 4. Criteria for evaluation of curriculum materials.	
IV	1. National Curriculum Framework for school education 2005, 2. Analysis of National Curriculum Frame Work for Teacher Education 2009 and 2014, 3. Priority areas of research in Curriculum studies in India and abroad.	
Suggested Readings: <ol style="list-style-type: none"> Arora, G.L. (1984), Reflections on curriculum. NCERT Wiles, J.W. & Josph Bondi (2006) Curriculum development: A guide to practice, Pearson Publication. Aggarwal, Deepak (2007). Curriculum Development: Concept Methods. Reddy, B. (2007). Principles of Curriculum Planning and development. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi. NCERT (2006). Systemic reforms for curriculum change, NCERT. New Delhi Balsara, M. (1999). Principles of Curriculum Renewal, New Delhi, Kanishka Publishers. S. Biswas, N.B. Curriculum studies: A Model for SAARC countries. NCERT (2005). National curriculum framework-2005. NCERT, New Delhi. 		
Suggestive Digital Platforms/ Web Links:		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S.No.	Assessment Type	Max. Marks
29.	Internal Examination	15
30.	Assignment	10
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

SEMESTER –IV (Year-II)		
Programme : Degree Class: M.A.	Year: First	Semester: Third
Subject: Education		
Course Code: E011005P	Course Title: Major Research Project/ Dissertation	
Course outcomes: Dissertation will be compulsory for all regular students. The student will work under the guidance of a supervisor to be allotted by the Head of the Department of the College. The student will submit three typed copies of dissertation to the department by end of the Semester.		
Credits: 6	Core / Elective	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures
	The Dissertation will be evaluated by the External and internal examiner and marks distribution as follows-	
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S. No.	Assessment Type	Max. Marks
	Presentation and Evaluation of tour report	75
	Viva-Voce on tour	25
	Total	100
Course prerequisites:		
Suggested equivalent online courses:		
Further Suggestions:		
Any remarks/ suggestions:		

