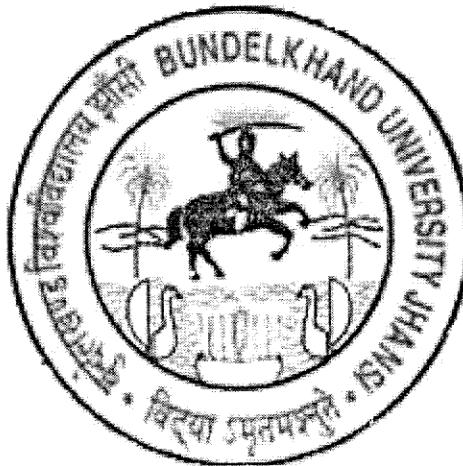


BUNDELKHAND UNIVERSITY, JHANSI



SYLLABUS FOR MASTER OF ARTS (EDUCATION) DEPARTMENT OF EDUCATION

2022

Syllabus for Bundelkhand University and Affiliated Colleges
 (As per the rules and regulations of NEP 2020 for the traditional post graduate programs)

Semester-wise Titles of the Papers in M.A. (Education)					
Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
4	VII	E010101T	PHILOSOPHICAL FOUNDATION OF EDUCATION - WESTREN	Theory	5
4	VII	E010102 T	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	Theory	5
4	VII	E010103 T	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	Theory	5
4	VII	E010104 T	METHODOLOGY OF EDUCATIONAL RESEARCH	Theory	5
4	VII	E010105 T	YOGA EDUCATION (OTHER FACULTY MINOR SUBJECT)	Theory (Minor)	4
4	VII	E010106 P	WRITING & PRESENTATION OF RESEARCH PROPOSAL AND VIVA-VOCE	Practical	4
TOTAL CREDIT					28
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4	VIII	E010201 T	PHILOSOPHICAL FOUNDATION OF EDUCATION - INDIAN	Theory	5
4	VIII	E010202T	PSYCHOLOGY OF LEARNING	Theory	5
4	VIII	E010203 T	DEVELOPMENT OF EDUCATION IN INDIA	Theory	5
4	VIII	E010204 T	QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	Theory	5
4	VIII	E010205 P	DISSERTATION (BACKGROUND OF THE STUDY, REVIEW OF THE RELATED LITERATURE AND RESEARCH METHODOLOGY) OR EDUCATIONAL AND PSYCHOLOGICAL TESTING	Practical	4
TOTAL CREDIT					24
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5	IX	E010301 T	EDUCATIONAL MEASUREMENT AND EVALUATION	Theory	5
5	IX	E010302 T	TECHNOLOGY IN/FOR EDUCATION	Theory	5
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010303T, E010304T, E010305T					
5	IX	E010303 T	EDUCATIONAL GUIDANCE AND COUNSELLING	Theory	5
5	IX	E010304 T	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Theory	5
5	IX	E010305 T	COMPARATIVE EDUCATION	Theory	5
5	IX	E010306 P	DISSERTATION (DATA COLLECTION, ANALYSIS AND INTERPRETATION OF THE DATA, FINDINGS AND IMPLICATIONS) OR REVIEW OF A BOOK/RESEARCH ARTICLE AND PAPER PRESENTATION	Practical	4
TOTAL CREDIT					24



Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
5	X	E010401 T	INCLUSIVE EDUCATION	Theory	5
5	X	E010402 T	TEACHER EDUCATION	Theory	5
ELECTIVE PAPERS: ANY TWO OUT OF COURSE CODES – E010403T, E010404T, E010405T					
5	X	E010403 T	ENVIRONMENTAL EDUCATION	Theory	5
5	X	E010404 T	CURRICULUM STUDIES	Theory	5
5	X	E010405 T	HIGHER EDUCATION	Theory	5
5	X	E010406 P	DISSERTATION (SUBMISSION OF RESEARCH REPORT) OR DEVELOPMENT OF E-CONTENT OR WRITING AND PUBLISH A RESEARCH PAPER	Practical	4
TOTAL CREDIT					24



DISTRIBUTION OF COURSES :

FIRST SEMESTER (M.A.- I Year)						
Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010101T	PHILOSOPHICAL FOUNDATION OF EDUCATION - WESTREN	5	60	25	75	100
E010102 T	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	5	60	25	75	100
E010103 T	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	5	60	25	75	100
E010104 T	METHODOLOGY OF EDUCATIONAL RESEARCH	5	60	25	75	100
E010105 T	YOGA EDUCATION (OTHER FACULTY MINOR SUBJECT)	4	60	25	75	100
E010106 P	WRITING AND PRESENTATION OF RESEARCH PROPOSAL	4	60	25	75	100



National Education Policy - 2020

M.A (Education) - I Semester

Course I (Theory)

Programme / Class: – M.A		Year: Four	Semester: First
Subject : Education			
Subject Code : E010101T	Subject Title: PHILOSOPHICAL FOUNDATION OF EDUCATION : WESTERN		
Course outcomes : To enable the students to understand about ;- <ul style="list-style-type: none"> ➢ Contribution of Philosophy to the field of education. ➢ Impact of Western Philosophies on Indian Education. ➢ Contribution of great Western Thinkers ➢ Nature and sources of knowledge getting process 			
Credits: 5	Core Compulsory		
Max. Marks : 25+75	Min. Passing Marks: 33		

UNIT	COURSE CONTENTS
I	Basic Concepts of Philosophy and Education: <ul style="list-style-type: none"> ➢ Education - Meaning, Nature and Scope ➢ Philosophy - Meaning, Nature and Scope ➢ Interralation between Philosophy and Education ➢ Functions of Educational Philosophy – Speculative, Normative and Analytic
II	Issues of Philosophy of Education : <ul style="list-style-type: none"> ➢ Meaning, Nature and Educational Importance of Metaphysics; ➢ Meaning, Kinds, Sources and Educational Implications of Epistemology; ➢ Meaning, Types, Needs and Educational Implications of Axiology
III	Western Schools of Philosophy and their Educational Implications - <ul style="list-style-type: none"> ➢ Idealism ➢ Naturalism ➢ Pragmatism ➢ Realism ➢ Existentialism
IV	Great Western Educators - <ul style="list-style-type: none"> ➢ Plato ➢ Rousseau ➢ John Dewey ➢ Comenius ➢ Jean Paul Sartre
V	Social philosophy of Education - <ul style="list-style-type: none"> ➢ Freedom, ➢ Equality, ➢ Democracy and ➢ responsibility



S. No	PRACTICUM / INTERNAL WORK	Marks
1	Attendance	05
2	Assignment	05
3	Objective Type Test / Quiz(MCQ) /Seminar	15

RECOMMENDED BOOKS :

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

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

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

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

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

Martin, Owlin : Realism in Education, Philosophy of Education series, HarperRow, New York, 1971.

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

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

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

शर्मा, राम सिंह, श्रीवास्तव, रूपाली, पाण्डेय, के.पी. : संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।

बाला बाजपेई शुक्ला : शिक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन शैक्षिक पुस्तक प्रकाशन, आगरा।

मालवीय, राजीव, : शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।

लखनऊ : शिक्षा के दार्शनिक स्थल सामाजिक परिपेक्ष, आलोक प्रकाशन इलाहाबाद



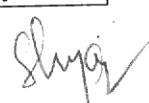
National Education Policy - 2020

M.A (Education) - I Semester

Course-II (Theory)

Programme / Class : – M.A.		Year: Four	Semester: First
Subject : Education			
Subject Code: E010102T	Subject Title: SOCIOLOGICAL FOUNDATIONS OF EDUCATION		
Course outcomes : To enable the students to understand about ; <ul style="list-style-type: none"> ➢ Meaning and nature of Sociology of Education. ➢ Social role of Education. ➢ Meaning of Culture and Concept of Modernization and Socialization. ➢ Various Socio-economic factors and their impact on education. ➢ Use of social theories in understanding the process of education. 			
Credits: 5		Core Compulsory	
Max. Marks : 25+75		Min. Passing Marks: 33	

UNIT	COURSE CONTENTS
I	Introduction to Sociology of Education : <ul style="list-style-type: none"> ➢ Meaning and Nature of Educational Sociology and Sociology of Education ➢ Interrelation between Sociology and Education. ➢ Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory).
II	Education, Social Institutions and Socialization : <ul style="list-style-type: none"> ➢ Concept and types of social Institutions and their functions (family, school and society), ➢ Education for Socialization – Role of Home, School, Community, Media, State, Culture and Religion for Socialization. ➢ Education – as a social subsystem
III	Education, Social Change and Modernization : <ul style="list-style-type: none"> ➢ Meaning and Nature of Social Change. ➢ Constraints in Social Change in India- Caste, Ethnicity, Class, Language, Religion and Regionalism. ➢ Education and Culture ➢ Education and Modernization ➢ Education for Internationalization and World Peace.
IV	Important concerns and Issues in Education : <ul style="list-style-type: none"> ➢ Education as related to Social Stratification and Social Mobility ➢ Education as related to Equity and Equality of Educational Opportunities. ➢ Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population ➢ Youth Movement in India, De schooling and Futurology
V	Current Trends : <ul style="list-style-type: none"> ➢ Concept of secularism and its educational implications; ➢ Political control and interference in the administration and management of educational institutions; ➢ Concept of acculturation and its impact on education and society; ➢ Concept and impact of globalization and privatization on education and society.



RECOMMENDED BOOKS :

Cook, L.A. & E.F. Cook : A Sociological Approach to Education

Rung & Wither : Social Foundation of Education Ashley,

Musgrave, P.W : The Sociology of Education

Brown, F.J. : Educational Sociology

Brenback, Cole.S. : Sociological Foundation of Education

Stalcup, R.J. : Sociology and Education

Ottaway,A.K.C. : Education and Society

Mishra, U. : Shishak Samajshastra

Gore, MS., IP. Desai (1975) : The Sociology of Education in India, New Delhi,
N.C.E.R.T.

Pandey, K.P. (2007). : Philosophical and Social Basis of Education, University
Publications,Varanasi.

Pandey, Ramshackle, (2000) : Teachers in Emerging Indian Society, Vinod
Postoak Minder, Agra.

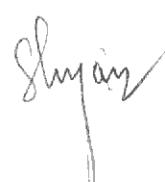
Mathur, S.S. (2009). : Philosophical and Social Basis of Education Vinod
Postoak Minder, Agra.

Mishra, Upa (2008) : Sociology of Education, New Kailash Publications,
Allahabad.

L. Raman Bihari (2009) : Philosophical and Sociological Theories of Education,
Rastogi Publications,Meerut

Saxena. N R Swarup (1978) : Sociological basis of education, ML Printers,
Subhashnagar, Meerut

Sharma, Saroj (2003) : Education in Emerging Indian Society, Sheetal Printers,
Singh Colony, Jaipur



National Education Policy - 2020

M.A (Education) - I Semester

Course-III (Theory)

Programme / Class: – M.A.		Year: Four	Semester: First
Subject : Education			
Subject Code: E010103T	Subject Title: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION		
Course outcomes : To enable the students to ; <ul style="list-style-type: none"> ➤ Understand concepts and principles of Educational Psychology as an Applied Science. ➤ Understand the process, theories and Implications of Human Development. ➤ Acquaint the concept and Process of Learning, theories and their Educational Implications. ➤ Understand Intelligence and Creativity and their Implications for education. ➤ Understand the concepts and Theories of Personality and Its assessment Techniques. 			
Credits: 5	Core Compulsory		
Max. Marks : 25+75	Min. Passing Marks: 33		

UNIT	COURSE CONTENTS
I	<p>Educational Psychology & Human Development :</p> <ul style="list-style-type: none"> ➤ Concept and Scope of Educational Psychology, Contribution of Psychology to Education. ➤ Stages and Processes of Growth and Development - Physical, social, emotional, linguistic and intellectual. ➤ Major concepts and stages of the theories of Piaget & Bruner and their implications for education.
II	<p>Intelligence</p> <ul style="list-style-type: none"> ➤ Concept and Nature of Intelligence ➤ Theories of Intelligence (Guilford's Structure Intellect Theory, Thurston's Group Factor Theory, Howard Gardner's Multiple Intelligent Theory) ➤ Concept of social, multiple, emotional and spiritual intelligence. ➤ Assessment of Intelligence : Verbal; Non-Verbal; Performance; Individual and Group test.
III	<p>Creativity</p> <ul style="list-style-type: none"> ➤ Concept, Nature and Main Aspects of Creativity ➤ Factors Influencing Creativity ➤ Fostering Creativity in our classrooms ➤ Measurement of Creativity ➤ Relationship between creativity and Intelligence.

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IV	<p>Personality</p> <ul style="list-style-type: none"> ➤ Concept of Personality from Indian and Western Perspective Concept, ➤ Factors Influencing Personality ➤ Theories of Personality :- Type Approach (Sheldon, Kretschmer, Jung); Trait Approach: (Allport and Cattell, Big Five Theory); Type-cum-Trait Approach (Eysenck); Psychoanalytical Approach (Sigmund Freud); Humanistic Approach (Maslow) and its educational implications ➤ Measurement of Personality in Educational settings
V	<p>Mental health and hygiene</p> <ul style="list-style-type: none"> ➤ Concept, Importance & Functions of Mental health and hygiene ➤ Role of teacher in fostering Mental health and hygiene ➤ Concept & process of adjustment ➤ Defense mechanism

S.No	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	05
3	Objective Type Test / Quiz(MCQ) /Seminar	15

RECOMMENDED BOOKS :

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

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

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

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

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

माथुर एस०एस० : शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा।

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

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

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

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

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

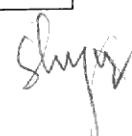
National Education Policy - 2020

M.A (Education) - I Semester

Course-IV (Theory)

Programme / Class: – M.A.	Year: Four	Semester: First
Subject : Education		
Subject Code: E010104T		Subject Title: METHODOLOGY OF EDUCATIONAL RESEARCH
Course outcomes : To enable the students to <ul style="list-style-type: none"> ➢ Know the meaning and purpose of research. ➢ Understand the research problem and its various phases. ➢ Know different methods used in educational research. 		
Credits: 5	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	

UNIT	COURSE CONTENTS
I	Introduction to Educational Research : <ul style="list-style-type: none"> ➢ Educational Research - Meaning, nature, need, purpose and scope ➢ Types of Educational Research - fundamental, applied and action research. ➢ Approaches to educational research - Quantitative, Qualitative and Mixed methodological approach ➢ Steps of conducting educational research ➢ Research Problem - Selection, Defining, Statement and Evaluation of the Problem
II	Review of related literature, Hypothesis and Variables : <ul style="list-style-type: none"> ➢ Review of related literature : Purpose of the Review, Identification of the Related Literature, Organizing the Related Literature ➢ Research hypothesis : characteristics, types, formulation and testing ➢ Variables : Meaning and types
III	Sampling Techniques and Research Tools - <ul style="list-style-type: none"> ➢ Sampling : Concept of population and sample, Characteristics of a good sample, sampling techniques, Sampling errors and how to reduce them ➢ Tools and Techniques of Data Collection : Observation, Interview, Questionnaire, Schedules, Rating Scales, Attitude Scale
IV	Methods of Educational Research <ul style="list-style-type: none"> ➢ Methods of Quantitative Research : Descriptive survey Research, Experimental Research, Ex-post facto research. ➢ Methods of Qualitative Research : Historical, Phenomenology, Ethnography, Grounded theory and Case study
V	Research proposal and research report <ul style="list-style-type: none"> ➢ Structure and style of writing research proposal ➢ Structure and style of research report ➢ Writing References and Bibliography. ➢ Evaluation of research report. ➢ Code of ethics in research and Plagiarism



S.No	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	05
3	Objective Type Test / Quiz(MCQ) /Seminar	15

RECOMMENDED BOOKS :

- Cohen L. MAnion L and Morrison : Research methods in Education
- Creswel, John W. : Educational Research
- Kerlinger F. N. : Foundations of Behavioural Research
- Van Dalen : Understanding Educational Research
- Gage (Ed.) : First Handbook of Research on Teaching
- Fox,D.J. : The Research Process in Education
- Tuckman : Conducting Educational Research.
- Lawrence, W. Neumann : Social Research Methodology: Qualitative and Quantitative Approach.
- Kool, L. : Methodology of Educational Research.
- Agarwal, Y.P. : Statistical Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.
- Pandey, K.P. : Educational Research.

गुप्त एस० पी० : अनुसंधान संदर्भिका, शारदा पुस्तक भवन, प्रयागराज

कपिल एच०के० : अनुसंधान विधियां व्यवहार पर विज्ञान में, एसपी भार्गव बुक हाउस, आगरा

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

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

National Education Policy - 2020

M.A (Education) - I Semester

Course-III (Theory)

Programme / Class: – M.A.		Year: Four	Semester: First
Subject : Education			
Subject Code: E010105T		Subject Title: YOGA EDUCATION	
<p>Course outcomes : To enable the students to ;</p> <ul style="list-style-type: none"> ➢ comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar, ➢ understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration, ➢ understand the socio-psychological basis leading to a dynamic transformation of personality, and ➢ understand the scientific basis and therapeutic values of yoga. 			
Credits: 4		Core Compulsory (Minor)	
Max. Marks : 25+75		Min. Passing Marks: 33	

UNIT	COURSE CONTENTS
I	<p>Introduction to Yoga Education :</p> <ul style="list-style-type: none"> ➢ The Meaning, Concept and Types of Yoga; ➢ Development of Yoga Education; ➢ Needs and Principles of Yoga Education; ➢ Yoga as a way to socio-moral upliftment of humans and Yoga as way to spiritual enlightenment.
II	<ul style="list-style-type: none"> ➢ Metaphysical Bases of Yoga : Concept of Purusha (pure consciousness) and Prakriti (Unconscious root cause); Budhi (Mahat) and Ahamkar (The Ego); Mana (The Mind), Gyanendriya (Sensory Organs), Karmendriyas (Motor Organs), Tanmatras (The Subtels) and Five Mahabutas. ➢ Limbs of Yoga : The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (Controlling the Breath); Pratyahara (Controlling the Senses); Dharana (Concentration); Dhyana (Meditation) ; Samadhi (Liberation) and Their Educational Implications.
III	<p>Conceptualization of Bandha and Mudra :</p> <ul style="list-style-type: none"> ➢ Concept of Bandha, Types of Bandha & their Advantages; ➢ Concept of Mudra , Types of Mudra and Their Therapeutic Advantages.
IV	<p>Scientific Bases of Yoga Education:</p> <ul style="list-style-type: none"> ➢ Importance of International Day of Yoga , ➢ Role and Functions of Ayush, ➢ Scientific guidelines for Yoga Practices; ➢ Therapeutic Advantages of Surya Namaskar; Asanas and Pranayamas. ➢ Contributions of Maharshi Patanjali and Baba Ramdev towards Yoga Education.

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S.No	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	05
3	Objective Type Test / Quiz(MCQ) /Seminar	15

RECOMMENDED BOOKS :

- Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
- Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
- Desai, M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
- Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester,
- Devananda, G.K. (2007). Teaching of Yoga, A P H Publishing Corporation, Delhi
- Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.
- Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
- Kapur, C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications
- Nagendra, H.R. (1993). Yoga in Education, Bangalore ,Vivekanande Kendra
- Ravishankar, N. S. (2006). Yoga for Health, Pustak Mahal, Delhi
- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga
- The Science of Yoga (1988). Monghur: Bihar School of Yoga.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher
- Vt.: Inner traditions International.
- Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.

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National Education Policy - 2020

M.A - Education (Semester -I)

Course-VI (Practical)

Programme / Class: – M.A.	Year: Four	Semester: FIRST		
Subject : Education				
Subject Code: E010106P	Subject Title : Practical (WRITING AND PRESENTATION OF RESEARCH PROPOSAL)			
Course outcomes : Following are the objectives of the course; <ul style="list-style-type: none"> • To enable the students to construct the Research Synopsis. • To Provide the Knowledge of Psychological tools. • To Provide the Knowledge of Research report writing and Viva-Voce 				
Credits: 5	Core Compulsory			
Max. Marks : 25+75	Min. Passing Marks: 33			
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w				
UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	Theoretical Aspects of Research process and presentation.	I	15	75 Marks
II	Review of Related Researches and presentation Selection of topic of educational research and presentation.	I	15	
III	Introduction about Psychological Assessment tools	I	15	
IV	Writing of Research Proposal : Format and Presentation.	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			05
2	Preparation of Practical file			20
	TOTAL			25
Note: In Final Examination, report shall be examined by external and internal examiners. Marks Distribution (Presentation and viva voce =75 marks)				

RECOMMENDED BOOKS:

- Bell, Judith, How to Complete Your Research Project Successfully, PBS Jonathan,
- Anderson et al.: Thesis Writing, OUP.
- Kerlinger, Fred N (1973). : Foundation of Behavioural Research, New York: Rinehart Winston.
- Kothari, C.R (1990).: Research Methodology: Methods and Techniques (2nded.). New Delhi: Vishwa Prakashan.
- Sharma, R.A : SHODH PRABANDH LEKHAN, Meerut, R Lal Book Depot



DISTRIBUTION OF COURSES

SECOND SEMESTER (M.A.- I Year)						
Course Code	Paper Title	Credits	Periods	Internal Marks	Ext. Marks	Total
E010201 T	PHILOSOPHICAL FOUNDATION OF EDUCATION - INDIAN	5	60	25	75	100
E010202T	PSYCHOLOGY OF LEARNING	5	60	25	75	100
E010203 T	DEVELOPMENT OF EDUCATION IN INDIA	5	60	25	75	100
E010204 T	QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA	5	60	25	75	100
E010205 P	DISSERTATION (BACKGROUND OF THE STUDY, REVIEW OF THE RELATED LITERATURE AND RESEARCH METHODOLOGY) OR EDUCATIONAL AND PSYCHOLOGICAL TESTING	4	60	25	75	100



National Education Policy - 2020

M.A (Education) - II Semester

Course-I (Theory)

Programme / Class: – M.A .		Year: Four	Semester: SECOND
Subject : Education			
Subject Code: E010201T	Subject Title: PHILOSOPHICAL FOUNDATIONS OF EDUCATION- INDIAN		
<p>Course outcomes : The Philosophical Components of this core paper for a post graduate course in education aim at developing the following competencies amongst the scholars;</p> <ul style="list-style-type: none"> ➢ Understanding of nature and functions of Indian philosophy of education. ➢ Analysis, Interpretation and synthesis of various philosophical concepts, propositions ➢ Metaphysical, epistemological and axiological assumptions and their impact on Indian education. ➢ Critical appraisal of the contributions of prominent Indian educational thinkers to education. 			
Credits : 5	Core Compulsory		
Max. Marks : 25+75	Min. Passing Marks: 33		
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			

UNIT	COURSE CONTENTS
I	<p>Introduction of Indian Philosophy</p> <ul style="list-style-type: none"> ➢ Meaning and Concept of Philosophy and Darshan ; its relationship with Education ➢ Difference between Philosophy and 'Darshan' ➢ Main characteristics of Indian Philosophy ➢ Historical review of Indian Philosophy ➢ Classification of Indian Philosophical System.
II	<p>Indian Schools of Philosophy : Orthodox -</p> <ul style="list-style-type: none"> • Samkhya, • Yoga • Vedanta • Geeta <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>
III	<p>Indian Schools of Philosophy ; Heterodox</p> <ul style="list-style-type: none"> • Jainism, • Buddhism, • Islamic traditions <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>
IV	<p>Contributions of Indian Thinkers</p> <ul style="list-style-type: none"> • Vivekananda • Mahatma Gandhi • Aurobindo • Tagore • J. Krishnamurty
V	<p>Values and Education</p> <ul style="list-style-type: none"> ➢ Concept of Human Values, Family Values, Aesthetic Values, Ethical Values and Spiritual Values. ➢ Introduction to Religious Values – Karma Yoga in Hinduism – Love and Justice in Christianity - Brotherhood in Islam – Compassion in Buddhism – Ahimsa in Jainism - Courage in Sikhism ➢ National values enshrined in Indian constitution

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RECOMMENDED BOOKS :

- King, Richard. (2000). Indian Philosophy: An Introduction to Hindu and Buddhist Thought. New Delhi, Maya Publishers Pvt
- Puligandla, R. (1975). Fundamentals of Indian Philosophy. New York, Abingdon Press.
- Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Banarsi Dass.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw - Hill Publishing Co. Ltd.
- Sharma A.P. (1999). An Approach to Philosophy of Education. The Indian Publications.

ओड.ए. के	शिक्षा के दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।
ग्रोवर इंद्रा	संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।
शर्मा, राम सिंह, श्रीवास्तव, रूपाली,	शिक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन शैक्षिक पुस्तक प्रकाशन, आगरा।
पाण्डेय, के.पी.	शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
बाला बाजपेई शुक्ला	शिक्षा के दार्शनिक स्थल सामाजिक परिपेक्ष, आलोक प्रकाशन लखनऊ
मालवीय, राजीव,	शिक्षा के दार्शनिक एवं समाज शास्त्री आधार शारदा पुस्तक भवन इलाहाबाद



National Education Policy - 2020

M.A (Education) - II Semester

Course-II (Theory)

Programme / Class: – M.A.		Year: Four	Semester: SECOND
Subject : Education			
Subject Code: E010202T	Subject Title : QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA		
Course outcomes : Following are the Course objectives :			
• To provide the knowledge of central tendency, Variability and correlation.			
• To enable the students to understand the need and application of statistics in Education.			
• To enable the student to know the concept of statistics in Education.			
• To enable the student to use parametric & Non parametric statistics.			
Credits: 5		Core Compulsory	
Max. Marks : 25+75		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			

UNIT	COURSE CONTENTS
I	<p>Descriptive Statistics -</p> <ul style="list-style-type: none"> ➢ Quantitative classification of Data - Preparation of Frequency Distribution, Graphical Presentation of Data. ➢ Measure of Central Tendency and Variability : Mean, Median, Mode, Standard Deviation and Quartile Deviation. ➢ Measure of Positions : Percentiles, Quartiles, Percentile Ranks.
II	<p>Normal distribution :</p> <ul style="list-style-type: none"> ➢ Characteristics of Normal Distribution Curve, ➢ Kurtosis and Skewness, ➢ Practical use of NPC and its application in educational research.
III	<p>Measure of Relationships :</p> <ul style="list-style-type: none"> ➢ Product Moments Correlation, Partial Correlation, Multiple Correlation, Biserial, Point Biserial, Tetra choric and Phi-coefficient of correlation ➢ Regression and Prediction
IV	<p>Parametric and Non-Parametric Data:</p> <ul style="list-style-type: none"> ➢ Meaning and Difference ➢ Test of Statistical Significance ➢ Sampling Distribution ➢ Significance of Mean, Percentages and Correlation. ➢ Significance of Difference Between two Mean (t-test) ➢ Testing Null Hypothesis (H_0), ➢ level of Significance and Degree of Freedom ➢ One tailed and Two tailed test ➢ Type-I and Type-II Error in Decision Making ➢ One Way Analysis of Variance (ANOVA)-F test

Shyam

V	Non Parametric Tests - <ul style="list-style-type: none"> ➤ Chi-Square Test, MannWhitney U-Test, Median Test, Sign Test ➤ Field Techniques: Observation, Interview, Reviewof Documents, Content Analysis, Triangulation of Data. ➤ Criteria of Qualitative Research: Authenticity,Community, Voice, Critical Subjectivity and Reflexivity, Sacredness
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RECOMMENDED BOOKS :

- Agarwal, Y.P. : Statistical Methods.
- Best, J.W. & Kahn, J.V. : Research in Education.
- Cohen, Manion, Morrison : Research Methods in Education
- Cory : Action Research to Improve School Practices
- Creswell: Educational Research
- Edwards, A.L. : Statistical Methods of the Behavioural Sciences.
- Ferguson, G.A. : Statistical Analysis in Psychology and Education.
- Fox, D.J. : The Research Process in Education
- Gage (Ed.) : First Handbook of Research on Teaching
- Good.Barr and Scates : Methodology of Educational Research
- Guilford, J.P. : Fundamental Statistics in Psychology and Education.
- Kerlinger : Foundations of Behavioural Research
- Koul, L. : Methodology of Educational Research.
- Lindquist, E.F. : Statistical Analysis in Educational Research.
- Pandey, K. P. : Educational Research.
- Siegal, S. : Non-Parametric Statistics.
- Travers: An Introduction to Educational Research
- Tuckman : Conducting Educational Research.
- Val Dalen : Understanding Educational Research
- Van Dalen : Understanding Educational Research
- Verme, M. : An Introduction to Educational and Psychological Research
- Walker, H.M. and Lev, J. : Statistical Reference.
- Young : Scientific Social Surveys and Research
- 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

National Education Policy - 2020

M.A (Education) - II Semester

Course-III (Theory)

Programme / Class: – M.A.		Year: Four	Semester: SECOND
Subject : Education			
Subject Code: E010203T		Subject Title : Development of Education in India	
<p>Course outcomes : After going through this paper the students will be able to;</p> <ul style="list-style-type: none"> • Appreciate the glorious past of education during the ancient period. • Comprehend the assimilating role of education in medieval India • Analyse the impact of Western education on indigenous system. • Understand the contribution of colonial rule to the spread of modern education. 			
Credits: 5		Core Compulsory	
Max. Marks : 25+75		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			

UNIT	COURSE CONTENTS
I	<p>Education during the Ancient & medieval period : Vedic, Buddhist and Islamic Education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.</p>
II	<p>Education during the British period :</p> <ul style="list-style-type: none"> ➢ Role of Christian missionaries in the spread of education. ➢ Charter Act of 1813 and Anglo-oriental controversy. ➢ Wood's dispatch of 1854 ➢ Indian Education commission (1882-83). ➢ Lord Curzon's Educational Policy. ➢ Calcutta University Commission (1917-19)
III	<p>Indian Response to Western Education</p> <ul style="list-style-type: none"> ➢ National Education Movement ➢ Basic Education ➢ Role of Following National Educational Institution; Visva Bharati, Shanti Niketan, Jamia Millia Islamia, Gurukul Kangri and Banasthali Vidyapeeth
IV	<p>Education in the Post-Independence Period :</p> <ul style="list-style-type: none"> • University Education Commission (1948-49). • Secondary Education Commission (1952-53). • Education Commission (1964-66). • National Policy on Education 1968, 1986. And 2020

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V

- Universalization of Elementary Education- SSA and RTE
- Secondary Education & RMSA
- Higher Education & RUSA
- Vocationalization of Education
- Different regulatory bodies of Education System in India - Role and functions of UNESCO, NCERT, DIET, NCTE, UGC, NAAC

RECOMMENDED BOOKS :

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

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

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

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

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

Mukherjee, R.K.(1960) : Ancient Indian Education, Delhi: Motilal Banarsi Dass.
Varanasi

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

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

गुप्त एस.पी. गुप्ता अलका : भारतीय शिक्षा का इतिहास विकास एवं समस्याएं शारदा
पुस्तक भवन इलाहाबाद।

सारस्वत मालती : भारतीय शिक्षा का विकास एवं समसामयिक समस्याएं
आलोक प्रकाशन लखनऊ।

मदान पूनम : भारत में शिक्षा व्यवस्था का विकास तथा समस्याएं अग्रवाल
पब्लिकेशन आगरा।

National Education Policy - 2020

M.A (Education) - II Semester

Course-IV (Theory)

Programme / Class: – M.A.		Year: Four	Semester: SECOND
Subject : Education			
Subject Code: E010204T		Subject Title : PSYCHOLOGY OF LEARNING	
Course outcomes : On Completion of this Course, Learners will be able to:			
➤ Understand the concept and process of learning and learning Styles.			
➤ Know theories of learning and their educational implications.			
➤ Understand concept and theories of transfer of learning and factors influencing transfer of learning.			
➤ Understand concept, theories and strategies of Motivation and its role in learning.			
➤ Understand nature and Measurement of creativity and factors influencing it.			
Credits: 5		Core Compulsory	
Max. Marks : 25+75		Min. Passing Marks: 33	

UNIT	COURSE CONTENTS
I	Learning <ul style="list-style-type: none"> ➤ Concept and Nature of Learning ➤ Gagne's Hierarchy of Learning ➤ Factors Influencing Learning ➤ Methods of studying Psychology of Learning - Introspection, Observation and Experimental
II	Theories of learning – <ul style="list-style-type: none"> ➤ Thorndike's connectionism, ➤ Pavlov's classical and Skinner's operant conditioning, ➤ Learning by insight, ➤ Hull's reinforcement theory, ➤ Tolman's theory of learning, ➤ Lewin's – Field theory, ➤ Social learning theory.
III	Transfer of Learning and Motivation <ul style="list-style-type: none"> ➤ Transfer of Learning- Concept, Types, Factor influencing transfer of learning, Theories (any two), Educational implications of the Transfer of Learning. ➤ Motivation - Concept, Role of motivation in learning, Theories (Maslow, McClelland) and their educational implications, Strategies for developing motivation
IV	Individual differences <ul style="list-style-type: none"> ➤ Concept and Determinants ➤ Role of Heredity and Environment; ➤ Implications of individual differences for organizing educational programmes

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V	<ul style="list-style-type: none"> ➤ Interest, aptitude and Attitude : Concept and educational implications. ➤ Learning Styles ➤ Group Dynamics - Concept, Characteristics and Type of Groups, Factors Affecting Group Behavior, Educational Significance of Group Dynamics
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S.NO	PRACTICUM / INTERNAL WORK	Marks
1	Attendance	05
2	Assignment	05
3	Objective Type Test / Quiz(MCQ) /Seminar	15

RECOMMENDED BOOKS :

- Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)
- Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)
- Gowan, J. C. Dewas, Creativity & its Educational Implication.
- Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
- Aggarwal.J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi.
- Bichkard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Cauldron of Consciousness. Pp. 161-178.
- Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
- Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
- Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.
- Hurlock B.Elizabeth (1980) Developmental Psychology. Tata McGraw Hill, New Delhi.
- John.W.Santrock (2006) Educational Psychology, Mc graw-hill Higher Education, New Delhi.
- Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi

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National Education Policy - 2020

M.A (Education) - II Semester

Course –V (Practical)

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

UNIT	COURSE CONTENTS	CREDIT	PERIODS	MARKS
I	• Introduction, Administration and interpretation of Achievement Test	I	15	
II	• Introduction and Interpretation of any one Intelligence test	I	15	
III	• Introduction, Administration and interpretation of any one personality test	I	15	
IV	• Introduction, Administration and interpretation of any one Attitude test	I	15	
S.NO	PRACTICUM / INTERNAL WORK			
1	Attendance			
2	Preparation of Practical file			

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

Marks Distribution = External Practical 25+25=50 Viva =25

RECOMMENDED BOOKS :

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

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

