

BUNDELKHAND UNIVERSITY, JHANSI



SYLLABUS FOR
MASTER OF ARTS (EDUCATION)
DEPARTMENT OF EDUCATION

2022

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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
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
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

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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

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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

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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

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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 :

- 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, Owlín : 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. : 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

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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.

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RECOMMENDED BOOKS :

- Cook, L.A. & E.F. Cook : A Sociological Approach to Education
- Rung & Wither : Social Foundation of Education Ashley,
- Musgrave, P.W : The Sociology of Education
- Brown, F.J. : Educational Sociology
- Brenback, Cole.S. : Sociological Foundation of Education
- Stalcup, R.J. : Sociology and Education
- Ottaway,A.K.C. : Education and Society
- Mishra, U. : Shishak Samajshastra
- Gore, MS., IP. Desai (1975) : The Sociology of Education in India, New Delhi,
N.C.E.R.T.
- Pandey, K.P. (2007). : Philosophical and Social Basis of Education, University
Publications,Varanasi.
- Pandey, Ramshackle, (2000) : Teachers in Emerging Indian Society, Vinod
Postoak Minder, Agra.
- Mathur, S.S. (2009). : Philosophical and Social Basis of Education Vinod
Postoak Minder, Agra.
- Mishra, Upa (2008) : Sociology of Education, New Kailash Publications,
Allahabad.
- L. Raman Bihari (2009) : Philosophical and Sociological Theories of Education,
Rastogi Publications,Meerut
- Saxena. N R Swarup (1978) : Sociological basis of education, ML Printers,
Subhashnagar, Meerut
- Sharma, Saroj (2003) : Education in Emerging Indian Society, Sheetal Printers,
Singh Colony, Jaipur

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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	
<p>Course outcomes : To enable the students to ;</p> <ul style="list-style-type: none"> ➤ Understand concepts and principles of Educational Psychology as an Applied Science. ➤ Understand the process, theories and Implications of Human Development. ➤ Acquaint the concept and Process of Learning, theories and their Educational Implications. ➤ Understand Intelligence and Creativity and their Implications for education. ➤ Understand the concepts and Theories of Personality and Its assessment Techniques. 		
Credits: 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	Personality <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	Mental health and hygiene <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।

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

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

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

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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

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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 :

- 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.

गुप्ता एस० पी० : अनुसंधान संदर्शिका, 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।

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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	
Course outcomes : To enable the students to ; <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	Introduction to Yoga Education : <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 (TheMind), Gyanendriya (Sensory Organs), Karmendriyas (Motor Organs), Tanmatras (The Subtels) and Five Mahabhutas.➤ 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	Conceptualization of Bandha and Mudra : <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	Scientific Bases of Yoga Education: <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			MARKS
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

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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 onIndian 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> <p>• Samkhya, • Yoga • Vedanta • Geeta</p> <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>
III	<p>Indian Schools of Philosophy ; Heterodox</p> <p>• Jainism, • Buddhism, • Islamic traditions</p> <p>with special reference to the concept of knowledge, reality, values & their educational implications.</p>
IV	<p>Contributions of Indian Thinkers</p> <p>• Vivekananda • Mahatma Gandhi • Aurobindo • Tagore • J. Krishnamurty</p>
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।
गोवर इंद्रा	: संसार के महान शिक्षा शास्त्री, विश्वविद्यालय प्रकाशन, वाराणसी।
शर्मा, राम सिंह, श्रीवास्तव, रूपाली,	: शिक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन शैक्षिक पुस्तक प्रकाशन, आगरा।
पाण्डेय, के.पी.	: शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
बाला बाजपेई शुक्ला	: शिक्षा के दार्शनिक स्थल सामाजिक परिपेक्ष, आलोक प्रकाशन लखनऊ
मालवीय, राजीव,	: शिक्षा के दार्शनिक एवं समाज शास्त्री आधार शारदा पुस्तक भवन इलाहाबाद

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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	
<p>Course outcomes : Following are the Course objectives :</p> <ul style="list-style-type: none"> • To provide the knowledge of central tendency, Variability and correlation. • To enable the students to understand the need and application of statistics in Education. • To enable the student to know the concept of statistics in Education. • To enable the student to use parametric & Non parametric statistics. 		
Credits: 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 (H₀), ➤ 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

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

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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 Kangari 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	<ul style="list-style-type: none"> ➤ 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
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RECOMMENDED BOOKS :

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

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

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

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

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

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

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

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

गुप्ता 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 ।

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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	
<p>Course outcomes : On Completion of this Course, Learners will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the concept and process of learning and learning Styles. ➤ Know theories of learning and their educational implications. ➤ Understand concept and theories of transfer of learning and factors influencing transfer of learning. ➤ Understand concept, theories and strategies of Motivation and its role in learning. ➤ Understand nature and Measurement of creativity and factors influencing it. 		
Credits: 5	Core Compulsory	
Max. Marks : 25+75	Min. Passing Marks: 33	

UNIT	COURSE CONTENTS
I	<p>Learning</p> <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	<p>Theories of learning –</p> <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	<p>Transfer of Learning and Motivation</p> <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	<p>Individual differences</p> <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 Caldron 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	75 Marks
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			05
2	Preparation of Practical file			20

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

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

RECOMMENDED BOOKS :

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

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