

About the Programme

The Master of Arts (Education) Programme is an innovative programme, by which the learners will have wider and more comprehensive understanding of education as a field of knowledge and it would familiarise by catering a wide variety of learner needs. The significant practical relevancies related to teacher professionalism, psycho societal elements of shaping education, critical expansion of inclusive equality and the contemporary system have been given to nurture the prospective teachers.

Vision of the University

To enlighten and empower humanity by nurturing future leaders and change agents for universal development and societal transformation.

Mission of the University

To work towards sustainable excellence in global standards of academia, technology-centric learning, robust research ecosystem, institutional distinctiveness and harmonious social diversity.

I. The program's Mission & Objectives:

The predominant aim of M.A. (Education) Programme is to create the dynamic team of well-trained teachers knowledgeable with all professionalism in education and its various dimensions. The program comprises two segments: MA Part I and MA Part II.

I.I. Programme Objectives:

The programme objectives of M.A Education programme may include the following:

- To enable students to understand the paradigms of education, provide learning experiences to students for effective participation in educational actions in different areas of education; and create a community of scholars adequately equipped for participation in educational discourse.
- To inculcate in the students values of enquiry and research on contemporary issues in education; and thereby develop problem solving and decision making abilities;
- To prepare professionals to practice in diverse educational settings and also address contemporary issues and concerns of education and human development;
- To make learners sensitive to the technological advancement taking place in the society and enable them to adapt to the changing demands of the society;
- To develop in the learners a perspective on understanding curriculum planning and development at the local, state, national and international levels; and also thrust on national policies directed towards achieving quality education.

- To imbibe in the learners the values of equality, justice and human rights for an egalitarian society.

I.II. Programme Objectives:

Some of the expected programme outcomes of M.A Education may include the following:

- Demonstrate understanding of an academic field of study and its paradigm, current educational development and contemporary issues in education.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data from drawing from different sources, and apply appropriate research methodology and participate in generating new knowledge.
- Connect and establish linkages with other subjects. Meet own learning needs by accessing to educational resources both online and offline.
- Apply knowledge and skills to new contexts and engage with individuals, institutions and society.

II. Relevance of MA Education Program in CSJMUKanpur's Mission and Objectives:

Chhatrapati Shahu Ji Maharaj University Kanpur, a renowned institution of higher learning in Uttar Pradesh, honors the legacy of the esteemed social reformer Chhatrapati Shahu Maharaj, also known as Rajarshi Shahu. It stands as a respected hub of education where students from diverse backgrounds collaborate in a supportive academic environment. The university is committed to providing each student with optimal educational opportunities, fostering their growth to realize their full potential and become conscientious global citizens. Recognizing the imperative of literacy in India, the university is dedicated to expanding access to education for all. With this mission in mind, CSJM University is launching the Dronacharya Centre of Open & Distance Education (D-CODE) in the upcoming 2024-25 academic session, aiming to extend its services to every corner of the nation.

Accessibility and Inclusivity:
If the university emphasizes making education accessible and inclusive, an open Master degree program (Education) can support this goal effectively. Through providing flexible learning opportunities like online classes, part-time study, and distance learning, the program can cater to a broader spectrum of students who might encounter obstacles to traditional campus-based education because of factors like location, finances, or personal circumstances.

II.I. Quality Education: University frequently strives to deliver top-tier education that aligns with academic benchmarks and equips students for achievement in their desired professions. An accessible Master of Arts program in Education should maintain these standards by presenting a challenging curriculum, knowledgeable professors, and comprehensive support systems, guaranteeing students receive an education of excellence comparable to conventional

programs.

II.II. Lifelong Learning and Continuing Education: The university prioritizes ongoing education and lifelong learning, and the flexible MA program in Education offers avenues for individuals to enhance their abilities, follow personal passions, or progress in their careers by pursuing post graduate studies in Education. This program is designed to accommodate a wide range of learners, such as professionals balancing work and study, non-traditional students, and those committed to continual learning, providing them with accessible and adaptable educational pathways.

II.III. Community Engagement and Outreach: Universities frequently aim to connect with their surrounding communities and play a role in societal progress. Through an accessible MA programme in Education, the university can actively participate in community involvement and outreach efforts by providing educational resources, expertise, and research chances to locals, groups, and policymakers in the area. This collaboration can stimulate cooperation, the sharing of knowledge, and overall socio-economic growth within the university's extended community.

II.IV. Research and Innovation: The University places great importance on research and innovation. An inclusive Master of Arts programme in Education can contribute to this goal by fostering scholarly investigation, encouraging interdisciplinary research partnerships, and facilitating the sharing of research discoveries in multi-disciplinary domains. This program can act as a center for exchanging ideas, fostering innovation, and generating knowledge, thus aiding in the progress of economic understanding and application.

In essence, the significance of offering an open Master of Arts program in Education at Chhatrapati Shahu Ji Maharaj University, Kanpur, is rooted in its ability to enhance educational accessibility, encourage continuous learning and community involvement, stimulate research and creativity, and support the university's overarching objectives of academic distinction and societal progress. By harmonizing the program with the university's principles and focal points, it can function as a valuable asset for students, faculty, and communities, both locally and beyond the confines of the university grounds.

III. Nature of prospective target group of learners:

In an open Master of Arts (MA) program in Education, the potential audience of learners is notably more varied than in conventional programs. Here's a synopsis of the characteristics of this prospective audience:

III.I. Non-Traditional Students: The MA Education programme frequently draws students who deviate from the standard profile of full-time, on-campus learners. This can encompass working professionals, parents, caregivers, or individuals juggling other responsibilities that hinder them from engaging in a traditional, full-time academic curriculum.

III.II. Flexible Learners: Potential program participants often prioritize adaptable educational experiences, seeking study arrangements that accommodate their work,

family, or personal commitments. Consequently, they may find value in programs that provide asynchronous learning opportunities and self-paced courses.

III.III. Lifelong Learners: This program frequently attracts individuals who perceive education as an ongoing journey. These students are often driven by personal or intellectual curiosity rather than aiming for particular career objectives. They are interested in expanding their knowledge and participating in academic discussions beyond traditional academic or professional settings.

III.IV. Career Advancers: Certain individuals considering enrollment in open MA programs in Education aim to propel their careers forward or pivot to new roles within the field of Education or related domains. While they may possess some professional experience, they seek additional credentials or specialized knowledge to augment their career opportunities.

III.V. Global Learners: The potential of this program lies in its ability to draw a diverse student body from various geographical locations and cultural backgrounds. These students may pursue an internationally recognized qualification or aspire to gain insights into various issues from a global standpoint.

III.VI. Economically Diverse Students: The program caters to students from varied socioeconomic backgrounds who are in search of affordable and easily accessible educational options. These learners may value programs that offer flexible payment arrangements to ensure greater accessibility to education.

III.VII. Skill Upgraders: A subset of prospective students may enroll in open MA programs in Education to enhance their skills or transition to new career trajectories within Educational field or any other related fields. They may aim to acquire advanced quantitative, analytical, or research skills that are highly sought after in today's job market.

III.VIII. Specialized Learners: This program appeals to students with specific interests or career objectives within Education, such as professors, teachers, content writers, trainers, editors etc. Such learners may seek programs that provide specialized tracks, concentrations, or elective courses tailored to their particular areas of interest.

In general, the potential demographic for an open MA in Education programme exhibits a diverse range of backgrounds, motivations, and objectives. Consequently, these programs sought to be structured to accommodate the distinct requirements and preferences of a broad spectrum of learners, providing adaptable learning modalities, readily available resources, and avenues for individualized academic and career growth.

IV. Appropriateness of program to be conducted in Open and Distance Learning mode to acquire specific skills and competence

Conducting a Master of Arts (MA) in Education program in an Open and Distance Learning (ODL) mode can be highly appropriate for acquiring specific skills and competence for several reasons:

IV.I. Flexibility: This program offers flexibility in terms of time, location, and pace of learning. Learners can access course materials, lectures, and assignments remotely, allowing them to balance their studies with work, family, or other commitments. This flexibility enables learners to acquire new skills and competence without having to put their careers or personal lives on hold.

IV.II. Accessibility: This program is accessible to a wider range of learners, including

IV.III. those who may face barriers to traditional, on-campus education due to geographical, financial, or personal constraints. Learners from diverse backgrounds and locations can enroll in the program

without having to relocate or commute to a physical campus, thereby increasing access to education and opportunities for skill development.

IV.IV. Self-paced Learning: ODL program often employs self-paced learning approaches, allowing learners to progress through the curriculum at their own speed. This self-directed learning mode empowers learners to take control of their education, focus on areas of interest or weakness, and allocate time and resources according to their individual learning needs and preferences.

IV.V. Applied Learning Opportunities: This program incorporates practical, hands-on learning opportunities to help learners apply theoretical concepts to real-world situations. Virtual simulations, case studies, group projects, and internships can provide learners with practical experience, problem-solving skills, and industry-relevant competencies that success in the field of economics.

IV.VI. Cost-Effectiveness: This program is more cost-effective compared to traditional on-campus programs, as they typically require fewer physical resources and infrastructure. Additionally, learners can save on expenses related to transportation, accommodation, and other incidental costs associated with attending classes in person.

Overall, conducting an MA in Education program in an Open and Distance Learning mode can be highly appropriate for acquiring specific skills and competence, as it offers flexibility, accessibility, self-paced learning, technology-enhanced instruction, applied learning opportunities, personalized support, and cost-effectiveness. These features make ODL program an attractive option for learners seeking to enhance their skills and competencies in Education while balancing their professional and personal commitments.

V. Instructional Design of Open and Distance Learning mode to acquire specific skills and competence:

Designing the instructional framework for an Open and Distance Learning (ODL) mode of a Master of Arts (MA) in Education program to acquire specific skills and competence requires careful consideration of various factors to ensure effectiveness, engagement, and learners' success. Here's a structured approach to instructional design for such a program:

PROGRAMME STRUCTURE

The programme structure of the M.A. in Education programme shall be as under:

SEMESTER /YEAR	COURSECODE	TYPE	COURSE TITLE	CREDITS	CIA	ESE	MAX.MARKS
IST YEAR /IST SEM	E010701TODL	CORE	EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	4	25	75	100
	E010702TODL	CORE	METHODOLOGY OF EDUCATIONAL RESEARCH	4	25	75	100
	E010703TODL	CORE	ADVANCED EDUCATIONAL PSYCHOLOGY	4	25	75	100
	E010704TODL	CORE	SOCIOLOGICAL FOUNDATION OF EDUCATION	4	25	75	100
	E010705PODL	PRACTICAL	PRACTICAL	4	25	75	100
IST YEAR / IIND SEM	E010801TODL	CORE	EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	4	25	75	100
	E010802TODL	CORE	STATISTICAL APPLICATIONS IN EDUCATIONAL RESEARCH	4	25	75	100
	E010803TODL	ELECTIVE	EDUCATIONAL GUIDANCE & COUNSELLING	4	25	75	100
	E010804TODL		ENVIRONMENTAL EDUCATION				
	E010805TODL	ELECTIVE	DISTANCE EDUCATION	4	25	75	100
	E010806TODL		POPULATION EDUCATION				
	E010807PODL	PRACTICAL	PRACTICAL	4	25	75	100
	E010808RODL	PROJECT	RESEARCH PROJECT	4	25	75	100
IIND YEAR / IIIRD SEM	E010901TODL	CORE	HISTORY OF INDIAN EDUCATION: PRE-INDEPENDENCE ERA	4	25	75	100
	E010902TODL	CORE	ECONOMICS OF EDUCATION	4	25	75	100
	E010903TODL	ELECTIVE	YOG & NATUROPATHY	4	25	75	100
	E010904TODL		VALUE EDUCATION & HUMAN RIGHTS				
	E010905TODL	ELECTIVE	TEACHER EDUCATION	4	25	75	100
	E010906TODL		SPECIAL EDUCATION				
	E010907PODL	PRACTICAL	PRACTICAL	4	25	75	100
IIND YEAR / IVTH SEM	E011001TODL	CORE	HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENCE ERA	5	25	75	100
	E011002TODL	ELECTIVE	COMPARATIVE EDUCATION	5	25	75	100
	E011003TODL		PEACE EDUCATION				
	E011004TODL	ELECTIVE	EDUCATIONAL TECHNOLOGY & MANAGEMENT	5	25	75	100
	E011005TODL		EDUCATION & RURAL DEVELOPMENT				
	E011006TODL	ELECTIVE	INCLUSIVE EDUCATION	5	25	75	100
	E011007TODL		CURRICULUM DEVELOPMENT & TEST CONSTRUCTIONS				
	E011008RODL	PROJECT	RESEARCH PROJECT	8	25	75	100

Note:

1. In both years of PG program, there will be a Research Project or equivalently a research-oriented Dissertation as per guidelines issued earlier and will be of 4 credit (4 hr/week), in each semester. The student shall submit a report/dissertation for evaluation at the end of the year, which will be therefore of 8 credits and 100 marks
2. Research project can be done in form of Internship/Survey/Field work/Research project/ Industrial training, and a report/dissertation shall be submitted that shall be evaluated via seminar/presentation and viva voce.
3. The student straight away will be awarded 25 marks if he publishes a research paper on the topic of Research Project or Dissertation.

M.A. (Education) Semester: I Paper -1			
Course: Educational Thought: Indian Philosophical Traditions (E010701TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- develop an understanding about contribution of Philosophy in Education. understand the relationship between Education and Philosophy. know about various Indian schools of philosophy and their educational implications.			
Blocks	Units		
Block-1:	Unit-1: Meaning and concept of Education and Philosophy Unit-2: Relation between Education and Philosophy Unit-3: Need and functions of Philosophy of Education Unit-4: Branches of Philosophy and their educational importance		
Block-2:	Unit-1: Schools of Indian traditions and their educational implications-Sankhya, Yoga, Vaisheshik, Nyaya, Mimamsa and Vedant. Unit-2: Buddhism, Jainism and Islamic Schools of thought with special reference to the concept of knowledge, reality, values and their educational implications.		
Block-3:	Unit-1: Vedic, Upnishad thought and Bhagwat Gita Unit-2: Classification of Indian philosophical traditions- Theist and Atheist, Orthodox and Heterodox		
Block-4:	Unit-1: National values as enshrined in the Indian Constitution Unit-2: Educational implications with specific reference to secularism, democracy and equality		

Suggested Readings

1. ओड़लक्ष्मीकांतके०शिक्षाकीदार्शनिकपृष्ठभूमि, राजस्थानहिंदीग्रंथअकादमी, जयपुर।
2. टंडन, उमाएवंगुप्ता, अरूणा-उदीयमानभारतीयसमाजमेंशिक्षक, □लोकप्रकाशन, लखनऊ।
3. रमनबिहारीलाल, सुनीतापलोड-शिक्षाकेदार्शनिकपरिप्रेक्ष्य, □र०लालप्रकाशन, मेरठ।
4. सिंहमधुरिमा, गुप्तारमा, शिक्षाकेदार्शनिक□धार, □लोकप्रकाशन, लखनऊ, इलाहाबाद।
5. सिंहमधुरिमा, गुप्ता, रमा, शिक्षाकेदार्शनिकपरिप्रेक्ष्य, □लोकप्रकाशन, लखनऊ-इलाहाबाद।
6. शर्मा, रामनाथ-प्रमुखभारतीयशिक्षादार्शनिक, अटलांटिकपब्लिशर्सएंडडिस्ट्रीब्यूटर्सप्राइवेटलिमिटेड
7. चौबे, सरयूप्रसाद- भारतीयशिक्षादर्शन, मैकमिलन, दिल्ली
8. पांडेय, रामशकल- भारतीयशिक्षादर्शनकीरूपरेखा, श्रीविनोदपुस्तकमंदिर, □गरा।
9. Mukharji, R.K. (1974)- Ancient Indian Education, Motilal Banarsi Das, New Delhi
10. Radhakrishnan, S (1986)- Indian Philosophy, Vol. 1 & 2, Oxford India Paperbacks

M.A. (Education) Semester: I Paper -2			
Course: Methodology of Educational Research (E010702TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- elaborate general aims of educational research. acquaint student with fundamentals of research methodology develop an understanding of the various types of educational researches. identify various sources of information for literature review and data collection.			
Blocks	Units		
Block-1:	Unit-1: Educational Research- meaning, nature, need, purpose and scope Unit-2: Types of Educational Research- Fundamental, Applied and Action Research, Quantitative and Qualitative Research		
Block-2:	Unit-1: Review of related literature- Need and procedure Unit-2: Identification of Problem- nature, sources, types and characteristics of good problem, variables Unit-3: Hypothesis- nature, types, sources and functions, population and sample, types of sampling- probability and non-probability		
Block-3:	Unit-1: Tools and Techniques of data collection Unit-2: Observation, Interview, Sociometric techniques, questionnaire		
Block-4:	Unit-1: Methods of Research- Experimental Research & Ex-post-facto Research Unit-2: Survey research, Historical research, Philosophical research		
Block-5:	Unit-1: Writing Research Report- aims, procedure Unit-2: Evaluation of research reports		

Suggested Readings:

1. Bhatnagar RP , “Shiksha Anshundhan”
2. Garrett HE, “Statistics in Psychology and Education”
3. Kerlinger FN, “Foundations of Behavioural Research”
4. पांडा अनिल कुमार, शैक्षिक अनुसंधान एवं सांख्यिकी, साहित्य रत्नालय, कानपुर।
5. पाण्डेय केपी, “शैक्षिक अनुसंधान”
6. रायपारसनाथ, “अनुसंधान परिचय”
7. शर्मा रणेंद्र, “शिक्षा अनुसंधान के मूल तत्व एवं प्रारंभिक सांख्यिकी”

M.A. (Education) Semester: I Paper -3			
Course: Advanced Educational Psychology (E010703TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- develop an understanding about contribution of Psychology in Education. understand the nature of development and to appreciate the common characteristics, needs and behavioural problem of children and adolescents at successive stages of development. develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement. understand the Changing Concept of Intelligence and its applications. acquaint the students with different theories of Learning and their educational implications.			
Blocks	Units		
Block-1:	Unit-1: Relation between Psychology and Education Unit-2: Major Schools of Psychology and their contribution towards Unit-3: Education- Structuralism, Functionalism, Behaviourism, Gestalt and Psycho-analysis		
Block-2:	Unit-1: Learning- Concepts, Theories of Learning – Thorndike, Pavlov, Skinner, Hull and Gestalt theory Unit-2: Transfer of Learning – Concept and theories Unit-3: Motivation – Concepts, Role of Motivation in learning, Strategies for developing motivation		
Block-3:	Unit-1: Intelligence – Concepts, types, identification and fostering Unit-2: Individual Difference – Concepts, types and its implications in Education		
Block-4:	Unit-1: Personality – Concepts, types, trait theories Unit-2: Measurement of personality, factors affecting personality – biological, environmental factors		
Block-5:	Unit-1: Mental health and Adjustment – Concepts, mechanism of adjustment – conflicts, frustration, anxiety and complexes Unit-2: Improvement techniques for adjustment mental health and Stress Management.		

Suggested Books:

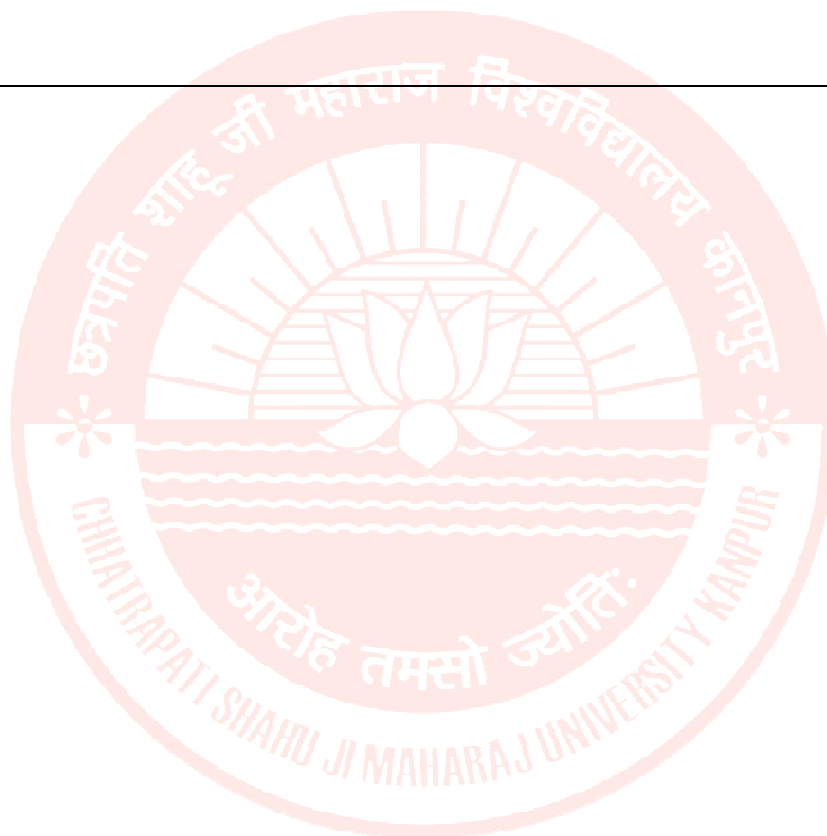
1. Mangal SK, "Education Psychology"
2. Pandey KP, "Advanced Education Psychology"
3. गुप्ताएसपीगुप्ताए, "उच्चतरशिक्षामनोविज्ञान"
4. सारस्वतमालती, सिंहमधुरिमा, "शिक्षामनोविज्ञानकीरूपरेखा, □ लोकप्रकाशन, लखनऊ, इलाहाबाद
5. पाण्डेयएस, "शिक्षामनोविज्ञानएकपरिचय"

M.A. (Education) Semester: I Paper -4			
Course: Sociological Foundation of Education (E010704TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- understand the meaning and relation of Sociology to Education. acquainted with the structure of society in India. realize the significance of various social ideologies for the solution of various social problems in India.			
Blocks	Units		
Block-1:	Unit-1: Meaning and Nature of education and society. Concept of educational sociology Unit-2: Relationship between society and education, education is a sub system of social system		
Block-2:	Unit-1: Concept of education for happiness, purpose and need of education for happiness in society Unit-2: Meaning and Definition of social stratification and functional perspective of social stratification. Bases of social stratification in Indian society		
Block-3:	Unit-1: Concept of social equality and Justice, concept of social unity, Unity and diversity of caste, class religion, human gender in society with specific reference in Indian society Unit-2: Meaning of culture, culture lag and the impression of culture on the aims of education		
Block-4:	Unit-1: Concept of social change, social change and education. Sources of social change- Acculturation and Mobility Unit-2: Westernization, Urbanization and Modernization Unit-3: Education in relation to nationalism, National integration, International Understanding		
Block-5:	Unit-1: Social Mobility and education-concept Nature, needed Direction Unit-2: Factors of social Mobility, Relationship between social Mobility and education		

Suggested Readings:

1. Prof. Raman Bihar Lal, Sunita Palod. Philosophical and Sociological Perspectives of Education.
2. गुरुसरनदासत्यागी, शिक्षाकेदारनिकएवमसमाजशास्त्रीयपरिप्रेक्ष्या
3. सिंह, मधुरिमा, शिक्षाएवंसमाज, □ लोकप्रकाशन, लखनऊ इलाहाबाद
4. सिंह, मधुरिमा, शिक्षाकेसामाजिक□ धार, □ लोकप्रकाशन, लखनऊ, इलाहाबाद
5. Dewey, John. Education and Sociology

M.A. (Education) Semester: I Practical Work and Viva-voce Course: Practical Work (E010705PODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Practical (Core)			
Value Test Interest Test Creativity Test Intelligence Test			



M.A. (Education) Semester: II Paper -1			
Course: Educational Thought: Western Philosophical Traditions (E010801TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- develop an understanding about contribution of Western Philosophy in Education. understand the relationship between Education and Western Philosophy. know about various western schools of philosophy and their educational implications.			
Blocks	Units		
Block-1:	Unit-1: Western Philosophy-Concept, characteristic, Need, Scope Functions and relation between Philosophy and Education. Unit-2: Western Schools of philosophy- Idealism, Realism, Naturalism, Pragmatism with special reference to metaphysics, epistemology, axiology and their educational implications		
Block-2:	Unit-1: Scientific Humanism Unit-2: Marxism and Existentialism: characteristics and their educational implications		
Block-3:	Unit-1: Analytical Philosophy and Theory of Education with special reference to G.E. Moore and Bertrand Russell Unit-2: Logical Positivism and Education with special reference to A.J. Ayer (Sir Alfred Jules Ayer)		
Block-4:	Unit-1: Radical thoughts in Education – Ivan Illich Unit-2: De Schooling society Paulo Friere and Conscientization		
Block-5:	Unit-1: John Dewey, Rousseau & Bertrand Russell Unit-2: Herbert Spencer, Pestalozzi & Dr. Maria Montessori		

Suggested Readings:

- ओड, लक्ष्मीकांतके0-शिक्षाकीदार्शनिकपृष्ठभूमि, राजस्थानहिंदीग्रंथअकादमी, जयपुर
- बिहारीलाल, रमनएवंपलोड, सुनीता-शिक्षाकेदार्शनिकपरिप्रेक्ष्य□र0लालप्रकाशक, मेरठा
- सिंहमधुरिमा, गुप्तारमा, शिक्षाकेदार्शनिक□धार, □लोकप्रकाशन, लखनऊ-इलाहाबाद
- सिंहमधुरिमा, गुप्तारमा, शिक्षाकेदार्शनिकपरिप्रेक्ष्य, □लोकप्रकाशन, लखनऊ-इलाहाबाद
- Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhoor Mala, Agra
- Dewey, John-Democracy and Education, MacMillan, New York 1966
- Brubacher, John S- Modern Philosophies of Education, Tata McGraw Hill, New Delhi.
- Depuis, A.M.- Philosophy of education in historical perspective, Thomson Press, New Delhi, 1972.
- Morris, Van C.- Existentialism in Education, What it means, Haper and Row, New York 1966

M.A. (Education) Semester: II Paper -2			
Course: Statistical Applications in Educational Research (E010802TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- know the use of statistics in education. acquaint the applications of various measures of central tendencies and association/relationship. know the use of parametric and non-parametric tests.			
Blocks	Units		
Block-1:	Unit-1: Need and Significance of Statistics in Education Unit-2: Quantitative classification of data – Preparation of frequency distribution, graphical presentation of data		
Block-2:	Unit-1: Concept, Calculation and Uses of – Measures of Central tendency and variability- Mean, Median, Mode Unit-2: Standard Deviation and Quartile Deviation		
Block-3:	Unit-1: Rank difference method calculations and their uses Unit-2: Product moment method calculations and their uses		
Block-4:	Unit-1: Normal distribution – Characteristics of normal distribution curve Unit-2: Applications of NPC in educational research		
Block-5:	Unit-1: Parametric and non-parametric data- meaning and difference Unit-2: Parametric test – Significance of difference between two means (t-test) Unit-3: Testing null hypothesis (Ho), levels of significance. One tailed and two tailed test, Type I and Type II error Unit-4: Non-parametric test – Calculation of chi-square.		

Suggested Readings:

1. Garrett HE, "Statistics in Psychology and Education".
2. Guilford JP, "Fundamental Statistics in Psychology and Education".
3. श्रीवास्तवडीएनऔरकीर्तिवर्मा, "शिक्षाएवंमनोविज्ञानमेंसांख्यिकी"
4. कपिलएचके. "सांख्यिकीकेमूलतत्व"

M.A. (Education) Semester: II Paper -3 (Elective)			
Course: Educational Guidance and Counselling (E010803TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: e student will be able to- understand the concepts, need and viewpoints about guidance and counseling. acquaint the underlying principles of guidance and counseling in reference to normal children as well as children with specialneeds. get acquainted with the organizational framework and procedures of guidance services in educationalinstitutions.			
Blocks	Units		
Block-1:	Unit-1: Guidance – concept, need, principles Unit-2: Types Guidance- Educational, personal, vocational		
Block-2:	Unit-1: Counselling – purpose, role of counsellor to assist in problem solution Unit-2: Levels of Counselling, characteristics of good counsellor Unit-3: Techniques of Guidance – directive counselling, non-directive counselling, group counselling		
Block-3:	Unit-1: Procedure in Guidance – Methods and techniques for collection Unit-2: assessment of information – Case study, cumulative records, personality inventories, intelligence test, achievement test, interest inventories and aptitude test		
Block-4:	Unit-1: Guidance program in schools – Self inventories services, occupational information service Unit-2: Counselling service, placement service and follow-up service		

Suggested Readings:

1. Agarwal JC, “Educational Vocational Guidance and Counselling, New Delhi”.
2. Gibson RL, “Introduction to Counselling and Guidance”
3. Myer GE, “Principles and Practices of the Guidance Programme.”
4. पाण्डेयके.पी. वभारद्वाजअमिता, “शैक्षिकतथाव्यवसायिकनिर्देशन“, विनोदपुस्तकमंदिर, □गरा।
5. जैस्वालसीताराम, “शिक्षामेंनिर्देशनअवंपरामर्श“ विनादपुस्तकमंदिर, □गरा

M.A. (Education) Semester: II Paper -3 (Elective) Course: Environmental Education (E010804TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- understand and know the concept, importance scope and aims of environmental education. know about the various methods strategies and techniques of teaching environmental education for realizing its objectives and feel and develop concern about environmental issues. sensitize towards various environmental hazards and enable them to combat, cope and eradicate their possible negative effects.			
Blocks	Units		
Block-1:	Unit-1: Nature, Meaning and Importance of environmental education Unit-2: Need and Purpose of Environment education for students and teachers		
Block-2:	Unit-1: Programmes of environmental education for Primary, Secondary and Higher institutions Unit-2: United Nations Environment Programme (UNEP)- objectives and functions		
Block-3:	Unit-1: Environmental stresses- Natural and man made disasters, education for coping with environmental stressors Unit-2: Natural disasters and their Management-Earthquake, Floods and Drought		
Block-4:	Unit-1: Management of Pollutions as a Manmade Disaster courses, effects and control of Air Pollution, Water Pollution, land pollution and sound pollution Unit-2: Comparative study of environment projects from various countries (U.K., U.S.A. and India)		

Suggested Readings:

1. Agarwal 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, एमके0 (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, गरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्याएँ, दिल्ली।
5. सक्सेना, ए0बी0 (1986), इनवायरमेंटल, एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, गरा।
6. पाण्डेय, के0पी0भारद्वाज अमीता एवं पाण्डेय, शा (2005), पर्यावरण शिक्षा भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, र0ए0 (2004), पर्यावरण शिक्षा, र0लाल बुक डिपो, मेरठ।

M.A. (Education) Semester: II Paper -3 (Elective) Course: Distance Education (E010805TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: e student will be able to- understand the meaning, nature and important components of Distance Education. acquaint the various resources of Distance Education. adopt new trends of Distance Education.			
Blocks	Units		
Block-1:	Unit-1: Meaning, scope, need and characteristics of Distance Education. Aims and objectives of Distance Education Unit-2: Growth of Distance Education and distance teaching- learning systems in India		
Block-2:	Unit-1: Information and Communication Technologies and their application in Distance Education Unit-2: Designing and preparing self-instruction material Unit-3: Electronic Media (T.V.) and social media: Role in education		
Block-3:	Unit-1: Student support services in Distance Education and their management Unit-2: Technical and vocational programmes through Distance Education Unit-3: Distance Education and rural development Unit-4: Programmes for women through Distance Education		
Block-4:	Unit-1: Quality assurance and programme evaluation Unit-2: Mechanisms for maintenance of standards in Distance Education Unit-3: Cost analysis in Distance Education-Concept, Need and process Unit-4: Tutoring through correspondence		
Block-5:	Unit-1: Emergence of Open University system in India Unit-2: Governance and organizational structure of IGNOU Unit-3: Planning and coordination at IGNOU		

Suggested Readings:

1. Sharma, Madhulika- Distance Education and open learning, Kanishka Publication, 2013.
2. Kumar, Sanjay- Open and Distance Education, Straight Forward Publisher, 2020.
3. Satyanarayan P., Seshratnam C., Madhuri DK- Distance Education Origin, Growth and Development, 2015.
4. यादव, सियाराम-दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, □गरा।
5. तिवारी, अनुजा-दूरस्थ शिक्षा, पॉइंटर पब्लिशर्स, जयपुर।

M.A. (Education) Semester: II Paper -3 (Elective) Course: Population Education (E010806TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- understand the meaning, nature and important components of Population Education. acquaint the various resources of Population Education. understand new trends and diversity of the Population.			
Blocks	Units		
Block-1:	Unit-1: Meaning and concept of population education Unit-2: Need and importance of population education Unit-3: Scope and objectives of population education		
Block-2:	Unit-1: Distribution and density of population Unit-2: Population composition age, sex, rural, urban, Indian and world factors affecting population growth morality, migration and other implications		
Block-3:	Unit-1: Population in relation to socio-economic development Unit-2: Health status and health service Unit-3: Nutrition, environment, resources educational provision		
Block-4:	Unit-1: Concept of family, Family role and responsibilities Unit-2: Family needs and resources Unit-3: Responsible parenthood, Life values and beliefs		
Block-5:	Unit-1: Population policy in relation to health environment education policies Unit-2: Program related to employment social movements Unit-3: Voluntary and international agencies UNFPA, WHO, UNESCO etc		

Suggested Readings:

1. Singh UN and Sudarshan K.N Population, education discovery publishing Ltd., New Delhi.
2. Pandey V.C Population education, Isha books, New Delhi
3. मलैयाके.सी. एवंगोयलएम.के. , जनसंख्याशिक्षाएवंपर्यावरणीयशिक्षा, विनोदपुस्तकमंदिर, □गरा।

M.A. (Education) Semester: II Practical Work and Viva-Voce Practical Core (E010807PIDL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Practical (Core)			
Practical			

M.A. (Education) Semester: II Practical Work and Viva-Voce Practical Core (E010808RODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Practical (Core)			
Research Proposal			

M.A. (Education)

Semester: III Paper -1

Course: History of Education (Pre-Independent Era) (E010901TODL)

Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
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Learning Outcomes:

the student will be able to-
understand the development of education in historical perspectives.
acquaint the successive stage of development of Education in India.
visualize the education in pre-independent India and its future.

Blocks	Units
Block-1:	Unit-1: Vedic system of Education : Aims, Methods & Features Unit-2: Vedic Education : Practices, Curriculum & Agencies of Education
Block-2:	Unit-1: Buddhist and Muslim System of Education : Aims, Methods & Features Unit-2: Buddhist and Muslim System of Education : Practices, Curriculum & Agencies of Education
Block-3:	Unit-1: Institutes of Education in Ancient India: Nalanda, Taxila, Vikramshila, Vallabhi, Somapura & Jagdala Unit-2: Institutes of Education in Ancient India: Odantpuri, Pushpagiri, Maktab, Madras, Gurukul, Ashram
Block-4:	Unit-1: Development of Education: Lord Macaulay Minute, Wood Dispatch & Hunter Commission Unit-2: Gokhale Bill, Basic Education or Nayi Taleem & Wardha Scheme

Suggested Readings

1. Bhartiya Shiksha Ka Itihaas, S.P. Chaubay
2. Bhartiya Shiksha Ka Itihaas, Jauhari Aevum Pathak
3. Ancient Indian Education, Radha Kumud Mukherjee
4. History of Indian Education System, Y.K. Singh
5. Education In Ancient India, A.S. Altekar
6. History, Development And Problem Of Indian Education, Laal R. b & Sharma K.K.
7. History Of Indian Culture And Religion, Bakshi S.R. N. Mahajan
8. Aims Of Education In India – Vedic, Buddhist, Medieval, British & Post-Independent, Singh Bhanu Pratap

M.A. (Education)			
Semester: III Paper -2			
Course: Economics of Education (E010902TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- understand the basic concept, meaning and scope of economics of education. develop awareness of the productivity of education in economic development know the concept and relationship between input and output of education understand the concept of educational planning and financing in India and financial resource management.			
Blocks	Units		
Block-1:	Unit-1: Economics of Education: Concept, Definition & Relationship between Education and Economics Unit-2: Scope and Importance of Economics of Education		
Block-2:	Unit-1: Different forms of Education: Education as a Consumption, & Education as Investment Unit-2: Education as Productive Activity, Education as an Agency of Development of National Resources, Return of Education		
Block-3:	Unit-1: Education and Economic Development Unit-2: Human capital formation and Man Power planning		
Block-4:	Unit-1: Cost Benefit Analysis of Education: Taxonomy of cost Education, Taxonomy of benefits of Education Unit-2: Input and Output: Concept and Relationships between the Two		
Block-5:	Unit-1: Resources for Education: Role of Centre, states and Institutions for financing Education Unit-2: Problems of financing & Grant-in-aid scheme		

Suggested Readings

1. Shatnagar R.P. & Nidya Agarwal, Educational Administration, Planning and Financing R Lal, Meerut.
2. Blang. M. Economics of Education, Himalaya, Publishing House, Bombay, 1972.
3. पाण्डेय, ए.एस., शैक्षिकसंयोजन एवं वित्तप्रबन्धन, विनोदपुस्तकभवन, कानपुर।
4. सिंहमधुरिमा- शिक्षाका अर्थशास्त्र लोकप्रकाशन, लखनऊ।
5. सिंहमधुरिमा - शिक्षाका अर्थशास्त्र वित्त और नियोजन भार्गव प्रकाशन, गुरुगढ़।

M.A. (Education)

Semester: III Paper -3 (Elective)

Course: Yoga & Naturopathy (E010903TODL)

Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
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Learning Outcomes:

The student will be able to-

understand the nature, scope, and need of yoga & population.

know about the factors affecting health, growth and understand the need for balancing composition.

understand the concept of yoga and naturopathy.

Blocks	Units
Block-1:	Unit-1: Origin of Yoga: History, Theme & Importance, Yoga Philosophy of Bhagavada Gita Unit-2: Transformation of yoga in Hinduism, Yoga in Western World Unit-3: Different types of Yoga Systems & Characteristics of Yoga Practitioner, The Philosophy of Yoga & its Relationship to Individual & Social Upliftment
Block-2:	Unit-1: Paap Kataari Yog, Patanjali Yog Sutra, Seven Chakras Unit-2: Importance & Practices of Yog Sutras & Chakras
Block-3:	Unit-1: Yoga & Meditation: Importance of Yoga, Asanas & Their Reflection of Health Unit-2: Yog for Stress Management, Depression & Anxiety, Yog Presumptions, Values, Objectives & Impact
Block-4:	Unit-1: Concept & Meaning, History & Origin of Naturopathy, Naturopathic Medicine: Uses and Risks, Naturopathic Diet Benefits & Importance Unit-2: Herbal Drugs, Ayurvedic Food & Nutrition, Institutions of Naturopathy & Yogic Science in India
Block-5:	Unit-1: Yoga and Bio feedback, Therapeutic Value of yoga Unit-2: Different Asanas & their Effect to promote a sound physical & Mental Health, Dhyaan & its Therapeutic value

Suggested Readings

1. Samgra Yog.
2. Light on Yoga, B.K.S. Iyenger.
3. Patanjali Yog Sutra, Sachidanand Saraswati
4. Yog Anatomy, Leslie Kaminsky
5. The Heart of Yoga: Developing a Personal Practice, T.K.V. Desikacharya
6. Light on Life, Krishnamchaari Sundaraaj Iyengar
7. Secret Power of Yoga, Nismala Devi
8. Nisargopchar (Nature Care), H.K. Bhukra
9. Secret of Naturopathy and Yoga, Dr. Brij Bhushan Goyal

M.A. (Education)

Semester: III Paper -3 (Elective)

Course: Value Education and Human Rights (E010904TODL)

Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
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Learning Outcomes:

the student will be able to-

- comprehend the concept and ideology of human rights in their daily life.
- get acquainted with the vitality of human rights in national and international context.
- appreciate the role of teachers in enhancing awareness of human rights.
- get inculcated in them and they will further promote it in their future life.

Blocks	Units
Block-1:	Unit-1: Concept, Definition and importance of value education Unit-2: The need for value-based education in the present context
Block-2:	Unit-1: Initiatives of related to value education by India Unit-2: scope of value education in the Indian education system
Block-3:	Unit-1: Meaning, Need and scope of Human Rights education Unit-2: Importance of Human Rights in existing social scenario
Block-4:	Unit-1: Concept and classification of fundamental rights Unit-2: Legal Rights-Meaning, Importance and its relevance relating to the Present global scenario
Block-5:	Unit-1: Role of different Government and non-government organization in Human Rights Education Unit-2: Role of UNESCO with reference to Human Rights

Suggested Readings

1. Nilesh Kumar Singh, Education for Values and Human Rights.
2. Y.K. Sharma, Kuldeep S. Katoch, Fundamentals of Education for Values Environment Human Rights.
3. A. Selvan, Human Rights Education.
4. V. Narayan Karan Reddy, Man Educational and Values.
5. V.C. Pandey, Value Education and Education for Human Rights. Desikacharya

M.A. (Education)			
Semester: III Paper -4 (Elective)			
Course: Teacher Education (E010905TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to understand the- Meaning and concept of teacher education in India. Aims and objectives of teacher education in India with its historical perspective. Teaching profession and types of teacher education programme. Development of teacher education curriculum in India. various aspects of student teaching programmes prevailing in the country.			
Blocks	Units		
Block-1:	Unit-1: Evaluation and Development of teacher education in India Unit-2: Meaning and scope of teacher education, objectives of teacher education at different levels.		
Block-2:	Unit-1: Preparation to Teacher for Pre-Primary, Primary and Secondary stages Unit-2: Professional preparation of teacher educators and educational administrators. Unit-3: Preparation of teachers for the teaching of a particular subject (language Maths & Science) Unit-4: In-service training programmes, Post graduate courses in education, and innovation in teacher education.		
Block-3:	Unit-1: Student teaching programmes Unit-2: Pattern of students teaching (internship, block teaching, teaching practice, off-campus teaching practice). Unit-3: Technique of teacher-training, core teaching, micro-teaching analysis, Evaluation of students teaching.		
Block-4:	Unit-1: Trends in teacher education, Integrated teacher education programme, Comprehensive college of education Unit-2: SIE, SCERT, DIET, NCERT Unit-3: National Council for Teacher Education, Current problems Unit-4: Practicing Schools in teacher Education, Teacher Education and Community, Implementation of curricular of Teacher Education.		
Block-5:	Unit-1: Research activities in the field of teacher education and their implication with respect to Teaching effectiveness Unit-2: Criteria of admission, Approaches to teaching		

Suggested Readings

1. Panday Jyoti, Teacher Education, K.S.K. Publishers and distributors, New Delhi.
2. Mishra Loknath, Teacher Education Issues and innovations, Atlantic Publishers and distributors Pvt Ltd, New Delhi.
3. Mohan, Radha, Teacher Education, PHI Learning Pvt. Ltd, New Delhi second edition

M.A. (Education) Semester: III Paper -4 (Elective) Course: Special Education(E010906TODL)			
Credit:4	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- Develop an understanding about the concept and principles of special education in India. Get cognizant about the scope of special education in India. Get knowledge about the various programs and practices in special education. Develop cognizance about specific needs and characteristics of special learners.			
Blocks	Units		
Block-1:	Unit-1: Meaning, Scope, Definition & Development of Special Education. Unit-2: Meaning, Scope, Definition & Development of Exceptional Children. Types of Exceptional Children.		
Block-2:	Unit-1: Recommendation given in NPE. 68, 1986 & NPE 2020 Unit-2: About the Role & Rehabilitation of Exceptional Children. Unit-3: National Institute of Handicapped & Exceptional Children. Unit-4: Role of Rehabilitation Council of India		
Block-3:	Unit-1: Education for Mentally Retarded Unit-2: Education for Gifted & Creative Children Unit-3: Education for Juvenile Delinquent & Orthopedically Handicapped		
Block-4:	Unit-1: Concept of Mainstream Schools & Integrated Schools with Adequate Resources as Teachers, Counselors, Rooms & Infrastructures Unit-2: Training of Teachers and Student Teaching for special Education. Unit-3: Evaluation of Special Children		
Block-5:	Unit-1: Education of Visually Impaired Children: Concepts characteristics, Degree of Impairment Unit-2: Education of Visually Impaired Children: Etiology & Intervention, Educational Program		

Suggested Readings

1. Learning Disability, Bender W.N.
2. Exceptional Children in Schools, Dunn & Bay.
3. Exceptional Children; Introduction to Special Education, Hallahar D.P. & Kauffmann
4. Education of Exceptional Learner, Hewett Frank
5. Learning Disability: Nature, theory & Treatment, N.N. Singh

B.A. (Education)**Semester: III Practical Work and Viva-Voce****Practical Core (E010907PODL)****Credit:4****Internal evaluation: 25****Final Evaluation: 75****Maximum Marks: 100****Practical (Core)**

Practical

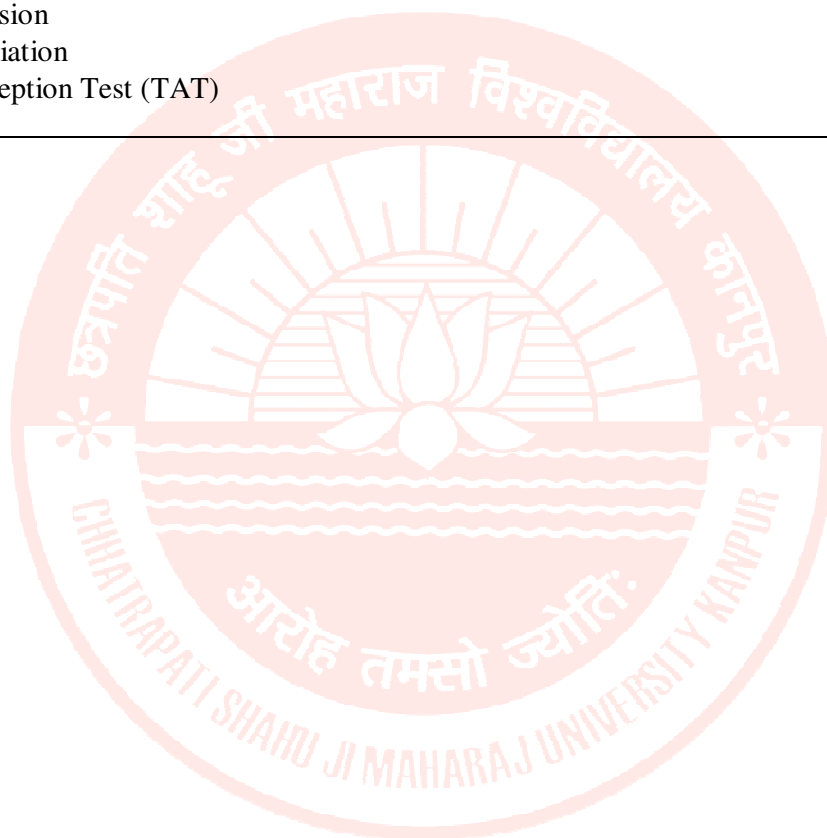
Educational interest record

Group test of intelligence

Span of apprehension

Test of free association

Thematic Apperception Test (TAT)



M.A. (Education) Semester: IV Paper -1			
Course: Historical Perspective of Education (Post-Independent Era) (E011001TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: e student will be able to- understand · the development of education in historicalperspectives. acquaint the successive stage of development of Education inIndia. visualize the education in independent India and itsfuture.			
Blocks	Units		
Block-1:	Unit-1: University Education Commission (Radha-Krishna Commission) 1948-49 Unit-2: Secondary Education Commission (Mudaleyar Commission) 1952-53. Unit-3: Indian Education Commission (Kothari Commission) 1964- 1966.		
Block-2:	Unit-1: National Policy of Education 1968 and 1986 – Their Implementation, Main Features, Importance and Impact Unit-2: Review Committee of NPE 1968 and 1986 – Action Plan 1992 Unit-3: NCF 2005, NCFTE 2009		
Block-3:	Unit-1: School Education in NPE 2020- Its Main Features, Impact and Importance. Unit-2: Higher Education in NEP 2020- Its Main Features, Impact and Importance. Unit-3: Other Focus Area – Its Main Features, Impact and Importance.		
Block-4:	Unit-1: Strengthening The system of Education. Unit-2: Financial Affordable Quality Education. Unit-3: Implementation of NEP 2020 In Different States and Central Universities with Special Reference to CSJM University, Kanpur.		

Suggested Readings

1. Education in India, Ramchandran P, and Ramkumar.
2. Future of Indian Educational System, Dr. N. Jadhav.
3. National Educational Policy 2020 – The Voice of Indian Youth
4. Issues In Indian Education, M.L. Dhawan.
5. Development of Education System in India, J.C. Agarwal.
6. Report of Education Commission, 1964 to 1966 by NCERT New Delhi.
7. Report of University Education Commission, 1948-1949 By Ministry of Education Government of India.
8. Report of Secondary Education Commission, 1952-53 By Ministry of Education & Social Welfare.
9. Aims of Education in India, B.P.Singh.

M.A. (Education) Semester: IV Paper -2 (Elective) Course: Comparative Education (E011002TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- perceive the concept of comparative education as a new discipline. develop the insight about rules and policies valid in the various countries around the globe. contribute in critical ways to the development of the field of teacher education and improvise the education in their home country. understand and analyze interrelationship between education and societal development processes and their manifestations in international and national policies.			
Blocks	Units		
Block-1:	Unit-1: Nature, meaning and scope of comparative education. Unit-2: Methods of comparative education: Juxtaposition, Area Study. Unit-3: Intra and Inter Educational analysis.		
Block-2:	Unit-1: Comparative education factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological Unit-2: Functional factors. Cross disciplinary approach used in comparative education. Unit-3:		
Block-3:	Unit-1: A comparative study of the educational system of countries with special reference to: Primary Education- UK, USA, India Secondary Education- UK, USA, India Unit-2: A comparative study of the educational system of countries with special reference to: Higher Education- UK, USA, India Teacher Education- UK, USA, India Adult Education- UK, USA, India		
Block-4:	Unit-1: Various official organization of UNO and their role in educational development Unit-2: Recommendation of Delors Commission report		
Block-5:	Unit-1: Problems prevailing in developing countries with special reference to India, their causes are solutions through Education- Poverty, Unemployment Unit-2: Population, Explosion, Terrorism, Illiteracy, Communalism, Political Instability		

Suggested Readings

1. Bearday: Comparative Methods in Education.
2. Hans: Comparative Education.
3. Kandel: Studies in Comparative education
4. Sharma, R.A. – Comparative Education : Education System and problems of the world, R. Lall book depot, Meerut.
5. Sodhi, TS (2007)- A textbook of Comparative Education, S. Chand Publication, New Delhi.
6. पांडेय, के.पी. (1987)- तुलनात्मक शिक्षा, अमिताश प्रकाशन, भवानीनगर, मेरठ

M.A. (Education) Semester: IV Paper -2 (Elective)			
Course: Peace Education (E011003TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: e student will be able to- understand the importance of values and peace in daily life. identify the nature of values in a multicultural context. understand the impact of curriculum, social issues and media on human values critically analyze the values from religious, moral, educational and social institutions. value human rights and analyze its implementation in the context of a global society. justify relevance of Value and peace education in creating and sustaining an international social order.			
Blocks	Units		
Block-1:	Unit-1: Peace: Meaning, nature and its relevance relating to the present global scenario, Ideal vs Pragmatic definition of Peace, Different sources of peace: Philosophical, Religious Social Secular and Psychological. Unit-2: Classification and analysis of peace: - Individual and social, Positive and negative peace, concept, characteristics. Role of different organizations like UNESCO in Peace Education. Unit-3: Peace in the minds of men, culture of peace and non-violence, positive personality development. NCF 2005 recommendations on Peace Education: nurturing of knowledge, skills, attitude and values of a culture of peace for shaping individuals.		
Block-2:	Unit-1: Family and Home: first school of peace education. Role of community, school, family and neighbors' in peaceful values inculcation. Importance of co-existence and harmonious living in pluralistic-multi cultural, religious and multi ethnic societies. Unit-2: Peace education- objectives, scope and its relevance: inculcating duty consciousness in individuals. Role of Peace educators as motivators, trainer and guides. Unit-3: Methods for peace education: introspection, imbibing values and application of principles in daily life. Ongoing researches in the field of peace education-present scenario and suggestions.		
Block-3:	Unit-1: Nationalism & Internationalism Needs for developing International Understanding & Peace. Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building Unit-2: Baniers for developing International Understanding & Prace just warism and terrorism. Recommendations of International Commission (Delor's Commission on Internationa Understanding & Education for Peace)		

Block-4:	Unit-1: Schools programmes: United Nations programmes of peace in minds of men, of peace and learning ways to peace. Application of conflict resolution on individuals, scenarios. Unit-2: Importance of Human rights as a duty. Teaching about Human Rights. Teaching about other countries- History, Geography, Civics, Science & Literature. Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc. Role of Teacher with respect to transaction of Peace Education
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Suggested Readings

1. Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education University book House (P) Ltd. Chaura Rasta, Jaipur-302003.
2. Chitkara, MG (2009), "Education and Human values". A.P.H. Publishing.
3. Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
4. Delors J., Learning the Treasure within, UNESCO, 1997. Falk, Richard A., Johansen, Robert C.: Kim, Samuel S., editors Constitutional
5. Foundations of World Peace. Albany: State University of New York Press, 1993. Galtung. Johan. Peace by Peaceful Means: Peace and Conflict. Development and
6. Civilization. Landon: SAGE Publications, 1996.
7. Goldstein, Tara: selby, David, editors, Weaving Connections: Educating for Peace. Social and Environmental Justice. Toronto: Sumach Press, 2000.
8. Mishra, Lokanath (2009). Encyclo paedia of Peace Education, A.P.H. Publishing
9. Corporation, Anrari road, Darya Ganj, New Delhi- 110002
10. Mishna, Dr. Loknath, (2009), "Peace eduacaion frame work for teachers A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002
11. Sathya Sai International Center for Human Values, New Delhi, Education for Human Values (2009).
12. Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010). Peace and
13. Human rights education, A.P.H. Publishing Corporation, Anrari Road, Darya Ganj. New Delhi-110002 UNESCO: 1:earning the treasure within, Delors Commission Report.

M.A. (Education) Semester: IV Paper -3 (Elective)			
Course: Educational Technology and Management (E011004TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- get acquainted with various types of technological trends in education and become effective users of them. get comprehended with the various challenges and opportunities of integrating ICT tools in education process. develop an understanding E-learning and further become a good practitioner of ICT.			
Blocks	Units		
Block-1:	Unit-1: Concept of Educational Technology, Meaning, Nature, Scope and significance of ET. Unit-2: Components of ET: Software, Hardware Unit-3: Educational technology and instructional technology.		
Block-2:	Unit-1: Communication and Instruction: theory, concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology Unit-2: Designing Instructional system, Formulation of instructional objective, Task analysis, Designing of Instructional strategies such as lecture, team teaching discussion, seminar and tutorials.		
Block-3:	Unit-1: Teaching levels: Memory, Understanding and Reflective levels of teaching. Teaching Strategies: Meaning, Nature, Functions and Types. Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching) Unit-2: Modification of teaching behaviour. Micro teaching, Flander's Interaction Analysis, Simulation.		
Block-4:	Unit-1: Programmed instruction (linear/branching model)- Origin and types- linear and branching. Unit-2: Development of the programmed instruction material. Teaching machines. Computer Assisted Instruction. Unit-3: Research in Educational Technology, Future priorities in Educational Technology		
Block-5:	Unit-1: Educational Technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology. Unit-2: Emerging trends in Educational Technology, Video type, Radio-vision, tele-conferencing, CCTV, CAI, INSAT-Problems of New Technologies. Evaluation and Educational Technology Unit-3: Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State, ET Cells, AVRC, EMRC, NIST etc.- their activity for the improvement of teaching- learning.		

Suggested Readings

1. Mukhopadhyay, M. : Educational Technology
2. Kulkarni, S.S. : Educational Technology.
3. Mohanty, J. : Educational Technology.
4. Sahoo, P.K. : Open Learning System
5. Sahoo, P.K. : Educational Technology in Distance Education
6. Sampat, K. et.al. : Introduction to Educational Technology
7. Sharma, M.L. : System Approach – Its application in education
8. Sharma, R.A. : Educational Technology.
9. Singh Madhurima, Educational Technology and Management, Alok prakashan, Lucknow, Allahabad



M.A. (Education) Semester: IV Paper -3 (Elective)			
Course: Education and Rural Development (E011005TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- understand the significance of rural management and planning for jobs. develop expertise about how can rural institution be efficiently managed. get acquainted with trends and rural financing in India. get cognizant with various abilities in managing different departments and rural educational institutions efficiently.			
Blocks	Units		
Block-1:	Unit-1: Concept and nature and rural society in India. Unit-2: Characteristics of rural society in India. Unit-3: Importance of rural society in India.		
Block-2:	Unit-1: Concept and scope of rural development. Unit-2: The Agrarian historicity of Indian culture. Unit-3: Causes of rural backwardness.		
Block-3:	Unit-1: Need of rural development. Unit-2: Policies for rural development. Unit-3: Constraints of rural development.		
Block-4:	Unit-1: Issues in rural development- Electricity, Sanitation, Clean water and food, Road, Health care, Education, Agricultural development Unit-2: Mahatma Gandhi's 'Basic Education System' and its relevance for education in rural society Unit-3: Education with emphasis on Primary, Adult and Community Education. Participatory rural development programme in India with special reference to rural youth.		
Block-5:	Unit-1: Poverty and unemployment alleviation through Micro Finance Unit-2: SHGs (Self Help Groups), Women empowerment through SHGs and MGNREGA.		

Suggested Readings

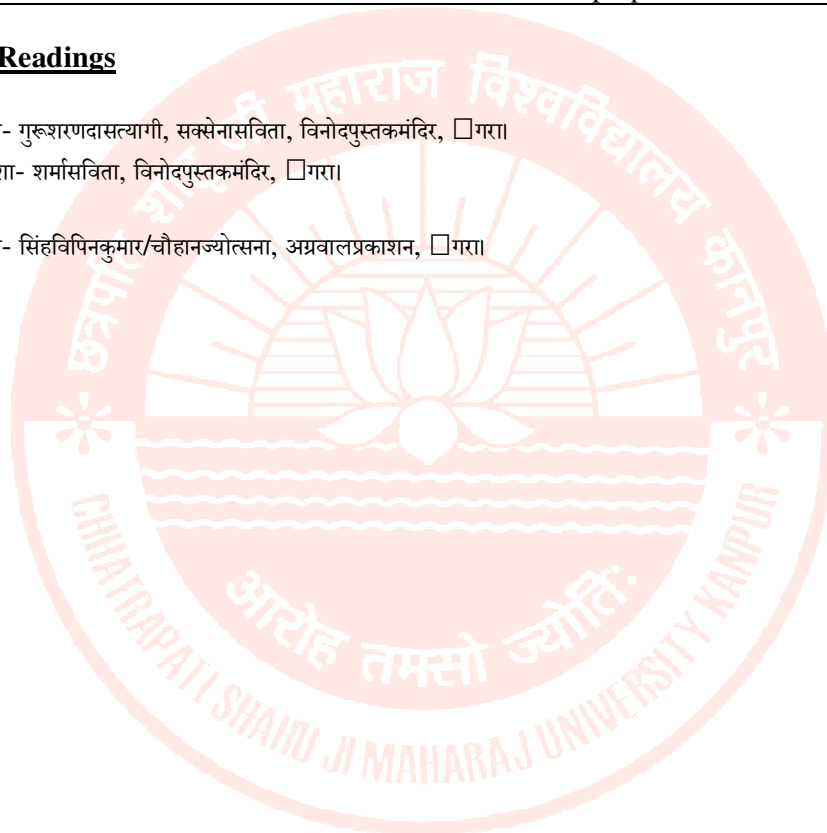
1. Singh, Katar- Rural Development- Principles Policies and Management, Sage Publications, New Delhi.
2. Gautam, B.S.- Cooperatives and Rural Development in India, Radha Publication, 2007.
3. Shreedhar G. and Rajashekhar-Rural Development in India, Concept Publishing Company
4. सिंह, हरेकृष्ण - ग्रामीणविकासऔरसाक्षरता (2011), मनीषप्रकाशन, वाराणसी।

M.A. (Education) Semester: IV Paper -4 (Elective)			
Course: Inclusive Education (E011006TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- get knowledge about the concept of inclusive education. develop sensitization towards children with special needs. get evolved with skills and strategies for teaching special children in inclusive classrooms. get cognizant with innovative practices in this field. incorporate innovative practices in education and formulation of laws and policies for the children with special needs.			
Blocks	Units		
Block-1:	Unit-1: Definition, concept and importance of inclusive education. Historical perspectives of inclusive education for children with diverse needs. Unit-2: Difference between special education, integrated education and inclusive education. Unit-3: Advantages of inclusive education for education of all children in the context of Right to Education. NCF-2005 and adaption of teaching learning material.		
Block-2:	Unit-1: Recommendations of Indian Education Commission (1964-66). Scheme of Integrated Education for Disabled Children. SSA Inclusive Education of Disabled at Secondary Stage (IEDSS). National Policy on Education (NPE, 1986-92). National Curriculum Framework, 2005 NCERT Unit-2: The Convention on the Rights of the Child (Article 23, 28, 29a2, 3,6 and 10 & 12). The World Declaration on the Survival, Protection and Development of children and the plans of action (Outcome of the UNICEF World Summit for Children (1990). Educational provisions in Person with Disability Act. Rehabilitation Council of India Act (1992). Unit-3: National Trust Act (1999). UN convention on the Rights of Persons with Disabilities. Promoting Inclusion Preventing Exclusion. The National Trust for the Welfare of Persons with Autism. Retardation and Multiple Disabilities Act 1999.		
Block-3:	Unit-1: Diversity- Meaning and definition. Disability- Legal definition, discrimination. Giftedness. Concept, Nature, and characteristics of Multiple Disabilities Unit-2: Concept, Nature, and characteristics of Multiple Disabilities		

Block-4:	Unit-1: Guidelines for adaption for teaching practicing science, mathematics, social studies, languages, physical education, yoga, heritage, arts theatre, drama etc in inclusive setting. Unit-2: Utilization of records/case profiles for identification, assessment, and intervention for inclusive classrooms. Techniques and methods used for adaptation of contemn, laboratory skills and play material.
Block-5:	Unit-1: Review existing educational programmes offered in secondary school (general, special education). Unit-2: Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Unit-3: N.C.F. 2005 and curriculum for teacher preparation and transaction modes

Suggested Readings

1. समावेशीशिक्षा- गुरुशरणदासत्यागी, सक्सेनासविता, विनोदपुस्तकमंदिर, □गरा।
2. समावेशीशिक्षा- शर्मासविता, विनोदपुस्तकमंदिर, □गरा।
3. समावेशीशिक्षा- सिंहविपिनकुमार/चौहानज्योत्सना, अग्रवालप्रकाशन, □गरा।



M.A. (Education) Semester: IV Paper -4 (Elective)			
Course: Curriculum Development and Test Construction (E011007TODL)			
Credit:5	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Learning Outcomes: The student will be able to- Understand the importance of principles of curriculum development. comprehend the basics, designs, process and techniques of curriculum development. get sensitized with issues and trends in curriculum development. get acquainted with various pedagogical approaches in teaching learning process.			
Blocks	Units		
Block-1:	Unit-1: Meaning, Concept, Theories, Procedures & Domains of Curriculum Unit-2: Foundation of Curriculum- Philosophical Sociological, Psychological & Historical. Types & Categories of Curriculum Unit-3: Curriculum Change: Determinance & Role of Teacher, Implications to Pedagogical Practices		
Block-2:	Unit-1: Objectives, Sources & Formations. Curriculum Planning, Framework, Need & Relevance Unit-2: Approaches to Curriculum, Development: Lecture Centred, Subject Centred, Community Centred Unit-3: Principles of Curriculum Development		
Block-3:	Unit-1: Concept of Instructions, Instructional Design & Instructional Media Unit-2: Role of Communication in Effective Curriculum Transaction (Verbal & Non-Verbal), Factor Affecting Curriculum & Transaction Unit-3: Approaches for Curriculum Transactions: Collaborative Learning, Co-operative Learning & Team Teaching.		
Block-4:	Unit-1: Concept & Purpose – Types of Tests: Formative & Summative, Non-Reference & Criterion Unit-2: Construction of the Tests- Contribution & Comprehensive, Types of Tests – Transparency & Objectivity in Evaluation Unit-3: Techniques of Curriculum Assessment: Grading, Computer Assisted, Self-Assessment, Content Analysis, Peer Assessment		
Block-5:	Unit-1: Grading, Marking and Credit System Semester System Unit-2: Question Bank, Continuous Internal Assessment, Moderation and revaluation, Online Examination Unit-3: Researches in Measurement & Evaluation present status and future priorities		

Suggested Readings

1. The Child & The Curriculum, John Dawey.
2. Curriculum Development, Theory and Practices, Kelley A.V.
3. Curriculum Development, Theory and Practices, N. Tabah.
4. An Introduction to Curriculum Research & Development, Sterhouse L.
5. National Curriculum Framework for School Education, NCERT.
6. Reflection of Curriculum, NCERT.
7. Curriculum Development, J.C. Agarwal.
8. Fundamentals of Curriculum, Walker D.F.

M.A. (Education) Semester: IV Practical Work and Viva-Voce Practical Core (E011008RODL)			
Credit:8	Internal evaluation: 25	Final Evaluation: 75	Maximum Marks: 100
Practical (Core)			
Research Project: Field work, data collection analysis and Report writing submission OR Dissertation: final submission OR Internship: two weeks training in any organization, Certificate, attendance + written report of 15-20 pages on it. OR Survey: School or Institute/Rural/Slum/Old age home/Library visit: Construction of tool collection of data, analysis+writing of reports, submission (Maximum 15-20 pages on Content) OR Viva-voce			