

**RAJA MAHENDRA PRATAP SINGH UNIVERSITY
ALIGARH**



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

(Syllabus for Four Semester Two Year)

(Effective from Academic Session 2025-2026)

**As per the guideline of National Education Policy
2020(Revised)
Semester VII to Semester X**

**Bachelor Honours / Bachelor Honours Degree with Research / M.A. Education
Syllabus for Four Semester
Two Year**

Year	Semester	Course Code	Paper Title	Theory/ Practical	Credits
4	VII	E010701T	EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	Theory	4
4	VII	E010702T	SOCIOLOGICAL FOUNDATION OF EDUCATION	Theory	4
4	VII	E010703T	EDUCATIONAL PSYCHOLOGY-I	Theory	4
4	VII	E010704T	RESEARCH IN EDUCATION-I	Theory	4
4	VII	E010705T	CURRICULUM DEVELOPMENT AND EVALUATION (Only for Bachelor Hounors Degree)	Theory	4
4	VII	E010706R	Research Project -Prepare a Research Proposal (Only for Bachelor Honours Degree with research)	Research Project	4
4	VIII	E010801T	EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	Theory	4
4	VIII	E010802T	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Theory	4
4	VIII	E010803T	EDUCATIONAL PSYCHOLOGY-II	Theory	4
4	VIII	E010804T	RESEARCH IN EDUCATION - II	Theory	4
4	VIII	E010805T	ENVIRONMENTAL EDUCATION (Only for Bachelor Hounars Degree)	Theory	4
4	VIII	E010806R	RESEARCH PROJECT- DESSERTATION FOR BECHOLAR HONOURS DEGREE WITH RESEARCH	Research Project	4

Year	Semester	Code	Paper Title	Theory/ Practical	Credits
5	IX	E010901T	HISTORY OF INDIAN EDUCATION: PRE- INDEPENDENT ERA	Theory	4
5	IX	E010902T	EDUCATIONAL TECHNOLOGY-I	Theory	4
5	IX	E010903T	TEACHER EDUCATION	Theory	4
5	IX	E010904aT E010904bT	GUIDANCE AND COUNSELLING OR YOGA EDUCATION	Theory	4
5	IX	E010905R	Research Project -Prepare a Research Proposal	Research Project	4
5	X	E011001T	HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENT ERA	Theory	4
5	X	E011002T	EDUCATIONAL TECHNOLOGY- II	Theory	4
5	X	E011003T	PEDAGOGY, ANDRAGOGY AND ASSESSMENT	Theory	4
5	X	E011004aT E011004bT	INCLUSIVE EDUCATION OR GENDER, STUDIES	Theory	4
5	X	E011005R	RESEARCH PROJECT-DISSERTATION	Research Project	4

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010701T	Course Title - EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes: After going through this course, the learners will develop the following competencies:

1. Know the meaning of philosophy and philosophical foundations of education.
2. Comprehend the nature and functions of philosophy of education.
3. Logically analyze, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understand and use of philosophical methods in studying educational data.
5. Develop philosophical insight for resolution of educational issues.
6. Critically appraise contributions of great educators to education and society.
7. Be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/traditions.

Unit	Topics	No. of Lectures
I	Introduction to Indian Philosophy: - <ul style="list-style-type: none"> • Main Characteristics of Indian Philosophy • Historical Review of Indian Philosophy • Classification of Indian Philosophical Systems 	15
	Indian Philosophical Schools - Orthodox and Implications <ul style="list-style-type: none"> • Introduction to Orthodox Schools • Samkhya Darshan • Yoga Darshan • Nyaya Darshan • Vaishesika Darshan 	

II	<ul style="list-style-type: none"> • Vedanta Darshan • Mimamsha Darshan (With reference to Concepts of Knowledge, Reality, Values and Educational Implications.) 	15
III	Indian Philosophical Schools - Heterodox and Implications <ul style="list-style-type: none"> • Introduction to Heterodox Schools • Jainism and its Philosophical Tenets • Buddhism and its Contributions to Education • Lokayat Darshan (with reference to Concepts of Knowledge, Reality, Values and Educational Implications) 	15
IV	Educational Philosophies of: Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, J. Krishnamurthy and Savitribai Phule	15

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

SUGGESTED READINGS:

- राधाकृष्णन, स. (2005). भारतीय दर्शन का संक्षिप्त इतिहास. दिल्ली: ओक्सफोर्ड यूनिवर्सिटी प्रेस।
(मूल अंग्रेजी संस्करण 1948 में प्रकाशित)
- शुक्ल, र. च. (2012). भारतीय शिक्षा और दर्शन. वाराणसी: गंगा प्रकाशन।
- मिश्र, वि. (2008). शिक्षा और भारतीय संस्कृति. दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी)।
- भगवानदीन. (2003). प्राचीन भारत में शिक्षा प्रणाली. इलाहाबाद: भारतीय साहित्य संस्थान।
- सक्सेना, ए. एन. (2010). दार्शनिक आधारशिलाएँ एवं शिक्षा. मेरठ: विनोद पुस्तक मंडल।
- सिंह, य. (2015). भारतीय ज्ञान परंपरा और आधुनिक शिक्षा. दिल्ली: संकल्प प्रकाशन।
- सरस्वती, स. (2001). योग दर्शन और शिक्षा. मोंगेर: योग प्रकाशन ट्रस्ट।
- कश्यप, भि. ज. (1995). बौद्ध दर्शन और शिक्षा. दिल्ली: मोतीलाल बनारसीदास।
- जैन, ज. क. (2007). जैन दर्शन और शिक्षा. आगरा: अरिहंत पब्लिकेशन।
- कुमार, क. (2011). गांधी और शैक्षिक दर्शन. दिल्ली: शिल्पायन प्रकाशन।
- Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books., P.110.
- Sinha,J.(2004). Outlines of Indian philosophy,Pilgrims publishing,Varanasi,Pp.435.
- Radhakrishnan, S. (2004) Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind Pocket Books., P.116.

- Radhakrishnan,S. (2004) Hamari Virasat, New Delhi, Hind Pocket Books.,P.98.
- Radhakrishnan,S. (2004) Upnishado Ka Sandesh, New Delhi, Hind Pocket Books., P.160.
- Kirilenko,G. And Korshunova,L.(1988).What is philosophy? (Hindi translation by J.C.Pandey), Jaipur: Rajasthan Pupils Publishing House,Pp.272
- Upanishads (nine major), Gorakhpur: Gita Press
- Negi,W.D.(2003). Dhammapad, The corporate body of Buddha educational foundation,Taipei,Taiwan.
- Vazhayil,J.(2001). Reflections on the philosophy of education, NCERT, New Delhi,.
- Mishra,U.(2003).Bhartiya darshan,Uttar Pradesh Hindi Samsthan, Lucknow, Pp.504
- Verma,V.P.(2004).Nitishashtra ke mool siddhant,Allied Publishers Pvt.Limited, Mumbai,Pp.472.
- Agrawal.B.S.(2002).Paschatya darshan, Uttar Pradesh Hindi Samsthan, Lucknow, Pp.301
- Devraj, N.K. (2002). Bhartiya darshan, Uttar Pradesh Hindi Samsthan, Lucknow, Pp.782
- Sampurnanand. (2006). Yoga darshan, Uttar Pradesh Hindi Samsthan, Lucknow.

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010702T	Course Title - SOCIOLOGICAL FOUNDATION OF EDUCATION	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture;
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related

to educationally excluded / disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.

5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

Unit	Topics	No. of Lectures
I	Foundations and Scope of Sociology of Education Relationship in between education and sociology <ul style="list-style-type: none"> • Origin and Development of Educational Sociology • Concept of Educational sociology and Sociology of Education • Nature and Scope of Educational Sociology • Methods of Study in Educational Sociology 	15
II	Education, Social Systems, and Culture <ul style="list-style-type: none"> • Concept and Elements of Social System - Education as a Social Subsystem • Role of Family, Community, Economy, Political System, and Religion • Culture: Functional Characteristics and Cross-Cultural Transmission • Characteristics of Indian Culture • Role of Education in Assimilation of Indian Traditions and New Cultural Patterns 	15
III	Education, Social Control, and Social Change <ul style="list-style-type: none"> • Social Control: Nature and Agencies • Role of Education in Social Control • Social Change and Modernization: Concepts and Factors • Constraints on Social Change and Modernization in India • Social Mobility and Role of Education 	15
IV	Contemporary Social Issues in Education <ul style="list-style-type: none"> • Social Stratification and Equity in Education • Equalization of Educational Opportunities • Education for Socially and Economically Disadvantaged Groups (SC, ST, Women, Rural Population) • Social Movements in India • De-schooling and Futurology 	15

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

SUGGESTED READINGS:

1. Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah, M. (eds.). Education and the Process of Change. New Delhi: Sage. pp. 64-79
2. Acharya, Poromesh, (1988). Is Macaulay Still Our Guru? Economic and Political Weekly, Vol. XXIII, No. 22. May 28. pp. 1124-1130.
3. Aikara, J., (1994). Sociology of Education. Indian Council of Social Sciences Research, New Delhi
4. Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation'. Lenin and Philosophy and Other Essays. New Left Books.
5. Annamalai, E., (2001). Managing Multilingualism in India: Political and Linguistic Manifestations. New Delhi: Sage Publications.
6. Apple, Michael, (1979). Ideology and Curriculum. London: Routledge & Kegan Paul.
7. Apple, M.W., (1988). Teaches and Texts: A Political Economy of Class and Gender Relations in Education. New York: Routledge.
8. Bona, J. E. Di., 1973. Change and Conflict in the Indian University. Lilavati Publishing House: Bombay
9. Gore, M. S., 1995. Indian Education: Structure and Process. Jaipur: Rawat Publications.
10. Ilaiah, K. (1996). Why I am not a hindu: A sudra critique of hindutva philosophy, culture and political economy. Samya Publications: Kolkata.
11. Kumar, Krishna, 1989. Social Character of learning. New Delhi: SAGE.
12. Kumar, Krishna, 1991. Political Agenda of Education: A study of Colonialist and Nationalist Ideas. SAGE: New Delhi
13. Kumar, K., 1983. Educational experience of scheduled castes and tribes. Economic and Political Weekly, Vol. -17 No.36-37 Sept. 3-10
14. शुक्ला, एस. सी., & कुमार, वी. (2005). शिक्षा का समाजशास्त्र. दिल्ली: एनसीईआरटी।
15. तिवारी, डी. पी. (2012). शिक्षा और समाज. मेरठ: विनोद पुस्तक मंदिर।
16. अग्रवाल, जे. सी. (2009). शिक्षा का सामाजिक आधार. दिल्ली: आर्य बुक डिपो।
17. ओझा, आर. पी. (2011). शिक्षा का समाजशास्त्रीय परिप्रेक्ष्य. लखनऊ: भारतीय पुस्तक भवन।
18. दुबे, एस. सी. (1990). भारतीय समाज. दिल्ली: नेशनल बुक ट्रस्ट।
19. पांडेय, के. पी. (2007). शिक्षा का दार्शनिक एवं समाजशास्त्रीय आधार. मेरठ: विनोद पुस्तक मंदिर।
20. श्रीवास्तव, जी. एन. (2010). शिक्षा और समाज: एक समाजशास्त्रीय विश्लेषण. वाराणसी: ज्ञान भारती प्रकाशन।
21. आनंद, सी. एल. (2008). भारतीय समाज में शिक्षा. दिल्ली: विकास पब्लिशिंग हाउस।
22. वर्मा, एल. एन. (2013). शिक्षा एवं समाजशास्त्र. पटना: छात्र साहित्य निकेतन।

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010703T	Course Title - EDUCATIONAL PSYCHOLOGY-I	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. Explains the meaning, scope and functions of concepts of education and psychology.
2. Explains the history and fields of psychology.
3. Explains the importance and necessity of educational psychology.
4. Explains the fundamentals of development.
5. Explains the fundamental concepts of development.

Unit	Topics	No. of Lectures
I	Foundations of Educational Psychology <ul style="list-style-type: none"> • Education and Psychology: Concept and Relationship • Concept and Scope of Educational Psychology • Methods Used in Educational Psychology • Importance of Educational Psychology for teachers 	15
II	Developmental Dimensions of Learners <ul style="list-style-type: none"> • Growth and Development: Concept, Principles and differences • Aspects of human development – physical, mental and emotional • Stages of Development Infancy, childhood, adolescent and Developmental Tasks • Determinants of Development: Heredity and Environment 	15
III	Theories of growth and development <ul style="list-style-type: none"> • Jean Piaget: cognitive Development Theory • Lev Vygotsky: Social and cultural theory 	15

	<ul style="list-style-type: none"> • Eric Erikson: psycho-social Development • Lowrance Kohalberg: Moral Development • Golman: theory of emotional intelligence 	
IV	Mental Health and adjustment <ul style="list-style-type: none"> • Mental Health and Hygiene: Concept and Principles • Stress and its management • Concept and process of adjustment • Characteristics of a well-adjusted person • Causes of maladjustment and Coping behavior 	15

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

SUGGESTED READINGS:

1. Allport, W. G. (1961). Pattern and Growth in Personality.
2. Woolfolk, A. (2006). Educational Psychology (9th ed.) Pearson Education.
3. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
4. Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.). 5. Jaypee Brothers Medical Publishers. · Hallahan,
6. P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special Education (5th ed.). Allyn & Bacon.
7. Mangal SK, "Education Psychology"
8. चौहान, एस) .एस .2010). *शैक्षिक मनोविज्ञान*. दिल्ली :विकाश प्रकाशन।
9. माथुर, एस) .एस .2012). *शैक्षिक मनोविज्ञान*. आगराविनोद पुस्तक मंदिर। :
10. शर्मा, आर) .ए .2015). *शैक्षिक मनोविज्ञान एवं बाल विकास*. मेरठपब्लिकेशन। .ल.ल.र :
11. गुप्ता, एम) .एस .2014). *शैक्षिक मनोविज्ञान का परिचय*. दिल्लीलक्ष्मी नारायण अग्रवाल। :
12. तिवारी, डी) .पी .2011). *शैक्षिक मनोविज्ञान एवं शिक्षा में इसका प्रयोग*. लखनऊभारत बुक सेंटर। :
13. यादव, एस) .के .2016). *शैक्षिक मनोविज्ञानसिद्धांत एवं व्यवहार* .: दिल्लीज्ञानोदय प्रकाशन। :
14. सिन्हा, यू.के ., & सिंह, आर) .पी .2013). *शैक्षिक मनोविज्ञान और शिक्षक का व्यवहार*. पटनाप्रकाश बुक डिपो। :
15. अग्रवाल, जे) .सी .2010). *शैक्षिक मनोविज्ञान*. दिल्लीआर्य बुक डिपो। :
16. मिश्रा, के) .2009). *अधिगम और शिक्षण मनोविज्ञान*. इलाहाबादभारतीय पुस्तक भवन। :
17. श्रीवास्तव, जी) .एन .2017). *शिक्षा मनोविज्ञानआधुनिक दृष्टिकोण* .: वाराणसीज्ञान भारती प्रकाशन। :

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010704T	Course Title – RESEARCH IN EDUCATION - I	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the meaning nature, type and uses of educational research.
2. To find out the measuring tools of educational research.
3. To understand the research methods and designs of educational research.
4. To understand the formulation of hypothesis.
5. To study the basics of educational research.

UNIT	TOPICS	NO OF LECTURES
I	<u>FOUNDATIONS OF EDUCATIONAL RESEARCH</u> <ul style="list-style-type: none"> •Research- Meaning, Nature, Need and Scope •Scientific Method - Meaning & Steps, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive) •Aims of Research as a Scientific Activity- Problem-solving, Theory Building and Prediction 	10
II	<u>DESIGNS & APPROACHES OF EDUCATIONAL RESEARCH</u>	17

	<ul style="list-style-type: none"> •Types of Research- Fundamental, Applied and Action •Designs in Educational Research- Descriptive, Experimental and Historical •Approaches to Educational Research- Qualitative, Quantitative & Mixed Methodological Approaches 	
III	<p>LITERATURE REVIEW, VARIABLE, HYPOTHESIS AND SAMPLING</p> <ul style="list-style-type: none"> •Review of Related Literature & Selection of a Research Problem •Variables-Meaning & Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) •Hypotheses - Concept, Sources, Types (Research, On-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis •Population & Sampling Concepts, Characteristics of a good Sample, Techniques of Sampling- Probability and Non-probability Sampling, Sampling Design 	18
IV	<p>DATA COLLECTION, RESEARCH PROPOSAL & RESEARCH REPORT</p> <ul style="list-style-type: none"> •Tools & Techniques of Data Collection- Questionnaire, Rating scale, Attitude Scale, Tests, Sociometry, Observation, Interview •Types of Measurement Scale- Nominal, Ordinal, Interval and Ratio •Writing a Research Proposal & Research Report •Referencing & Bibliography Techniques 	15

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

SUGGESTED READINGS:

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal, Kurukshetra · Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi ·
2. Burns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi
3. Edward, Allen L (1968), Experimental Designs in psychological Research, Holt, Rinehart and Winston, New York
4. Good, C.V. and Douglas, E. Scates (1954), Methods in Social Research, McGraw Hill, New York ·
5. Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York ·
6. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
7. McMillan, James H. and Schumacher, S. (1989), Research on Education: A Conceptual Introduction, Harper and Collins, New York ·
8. Mouly, A.J. (1963), The Science of Educational Research, Eurasia, New Delhi
9. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon,
10. Boston Travers, R.M.W. (1978), An introduction to educational research, Mcmillan, New York ·
11. Van Dalen, D.B. (1962), Understanding Educational research, McGraw Hill, New York
12. Young, P.V. (1960), Scientific Social Surveys and research, Prentice Hall, New Delhi.
13. शर्मा, आर) .ए .2016). *शैक्षिक अनुसंधान*. मेरठ विनोद पुस्तक मंदिर। :
14. तिवारी, डी) .पी .2014). *शिक्षा में अनुसंधान विधियाँ*. आगरा एलन प्रकाशन। :
15. सिंह, एके) .2015). *मूल्यांकन एवं शैक्षिक अनुसंधान*. पटना भारतीय पुस्तक भवन। :
16. चौहान, एस) .एस .2012). *शैक्षिक अनुसंधान के सिद्धांत एवं प्रविधियाँ*. दिल्ली: विकास प्रकाशन।
17. पांडेय, के) .पी .2011). *शिक्षा में अनुसंधान की प्रविधियाँ*. मेरठ पब्लिकेशन। .ल.ल.र :
18. मिश्रा, बी) .के.2013). *शिक्षा अनुसंधान सिद्धांत एवं प्रयोग* :: लखनऊ भारत पुस्तक के :ंद्र।
19. त्रिपाठी, ए) .एन .2010). *शिक्षा में अनुसंधान और सांख्यिकी*. इलाहाबाद किताब महल। :
20. यादव, एस) .के .2018). *शिक्षा में अनुसंधान अवधारणाएँ और प्रयोग* :: दिल्ली ज्ञानोदय प्रकाशन :
21. श्रीवास्तव, जी) .एन .2017). *शिक्षा में कार्यव्यापी अनुसंधान (Action Research)*. वाराणसी ज्ञान : भारती प्रकाशन।

Bachelor Honours Degree	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010705T	Course Title – CURRICULUM DEVELOPMENT AND EVALUATION (only for Bachelor Honours Degree)	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. Develop an in-depth understanding of the fundamental concepts and principles of curriculum and the key stages and strategies involved in its systematic development.
2. Analyses the philosophical, sociological, and psychological foundations of curriculum planning, with a focus on national, democratic, socio-cultural, and learner-centered perspectives.
3. Examine the roles and responsibilities of statutory bodies such as UGC, NCTE, and universities in shaping and regulating curriculum development in higher education.
4. Familiarize students with a range of traditional and contemporary curriculum design models, including discipline-based, competency-based, outcome-based, and integrative models.
5. Explore effective instructional systems, techniques, and media that support curriculum transaction and enhance teaching-learning processes.
6. Understand various approaches to curriculum and instruction, and critically evaluate curricula using established models such as those by Tyler, Stake, Scriven, and Kirkpatrick.
7. Investigate the nature, factors, and approaches to curriculum change, emphasizing the dynamic roles of students, teachers, and educational administrators in facilitating continuous improvement.
8. Promote awareness of the scope and significance of curriculum research, and introduce students to various types and methodologies used in curriculum studies

Unit	Topics	No. of Lectures
	Foundations and Principles of Curriculum Development <ul style="list-style-type: none"> • Concept and principles of curriculum 	

I	<ul style="list-style-type: none"> Strategies and stages in the process of curriculum development Foundations of curriculum planning: <ul style="list-style-type: none"> Philosophical (National, Democratic) Sociological (Socio-cultural reconstruction) Psychological (Learner's needs and interests) Benchmarking in curriculum development Role of statutory bodies: UGC, and Universities in curriculum development 	15
II	Models of Curriculum Design <ul style="list-style-type: none"> Traditional and contemporary models of curriculum design: <ul style="list-style-type: none"> Academic/Discipline-Based Model Competency-Based Model Social Functions/Activities Model (Social Reconstruction) Individual Needs and Interests Model Outcome-Based Integrative Model Intervention Model CIPP Model (Context, Input, Process, Product) 	15
III	Curriculum Transaction and Evaluation <ul style="list-style-type: none"> Instructional system and techniques for curriculum transaction Role of instructional media and materials Approaches to curriculum and instruction: <ul style="list-style-type: none"> Academic Approach Competency-Based Approach Curriculum evaluation models: 	15

	<ul style="list-style-type: none"> • Tyler's Model • Stake's Model • Scriven's Model • Kirkpatrick's Model 	
IV	Curriculum Change and Research <ul style="list-style-type: none"> • Meaning and types of curriculum change • Factors influencing curriculum change • Approaches to curriculum change • Role of students, teachers, and educational administrators in curriculum improvement • Scope and types of research in curriculum studies 	15

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

SUGGESTED READINGS:

1. शर्मा, आर. ए. (2015). पाठ्यक्रम विकास एवं मूल्यांकन. मेरठ: विनोद पुस्तक मंदिर।
2. सिंह, यू. के., & नायका, डी. एन. (2012). पाठ्यक्रम निर्माण और मूल्यांकन. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
3. तिवारी, डी. पी. (2014). पाठ्यक्रम विकास एवं शिक्षण विधियाँ. लखनऊ: भारत पुस्तक केंद्र।
4. अग्रवाल, जे. सी. (2010). शिक्षा में पाठ्यक्रम नियोजन और मूल्यांकन. दिल्ली: आर्य बुक डिपो।
5. जोशी, एन. डी. (2013). पाठ्यक्रम और मूल्यांकन: एक शिक्षाशास्त्रीय परिप्रेक्ष्य. दिल्ली: ज्ञानगंगा पब्लिकेशन।
6. पांडेय, के. पी. (2007). पाठ्यक्रम एवं निर्देश प्रणाली. मेरठ: र.ल.ल. पब्लिकेशन।
7. माथुर, एस. एस. (2011). पाठ्यक्रम विकास: सिद्धांत और प्रयोग. आगरा: विनोद पुस्तक मंदिर।
8. मिश्रा, बी. के. (2016). शिक्षा में पाठ्यचर्या एवं मूल्यांकन. वाराणसी: ज्ञान भारती प्रकाशन।

9. Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson Education.
10. Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Pearson.
11. Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press. (Original work published 1949)
12. Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.
13. Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). McGraw-Hill.
14. Oliva, P. F., & Gordon, W. R. (2018). *Developing the curriculum* (9th ed.). Pearson.
15. Print, M. (1993). *Curriculum development and design*. Allen & Unwin.
16. Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE Publications.

Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010706R Credits: 4	Research Project -Prepare a Research Proposal (Only for Bachelor Honours Degree with research)	

Learning Outcomes:

- The students will be able to understand the procedure of educational research.

	Topics	No. of Lectures
	<ul style="list-style-type: none"> • Research Project -Prepare a Research Proposal (Only for bachelor honours Degree with research) 	8 hours /Per Week

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		

Course Code: E010801T	Course Title – EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

- To understand the meaning, nature, scope and aims of education and philosophy
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To Explain the western philosophies
- To study the ideas of major philosophers.

Unit	Topics	No. of Lectures
I	Foundations of Philosophy and Education <ul style="list-style-type: none"> • Meaning and nature of Philosophy - Scope of Educational Philosophy. • Relationship between Philosophy and Education • Need and functions of Educational Philosophy. 	15
II	Classical Approaches to Educational philosophy – <ul style="list-style-type: none"> • Idealism, naturalism, pragmatism and realism with special reference to meta-physics, epistemology, axiology and their educational implications 	15
III	Modern and Contemporary Philosophies in Education <ul style="list-style-type: none"> • Marxism and existentialism, humanism and logical positivism with special reference to meta physics, epistemology, axiology and their educational implications. 	15
IV	Western Educational Thinkers: <ul style="list-style-type: none"> • John Dewey • Paulo Freire, • Wollstonecraft, • Nel Noddings 	15

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

SUGGESTED READINGS:

1. ओ पी, आर. ए. (2015). शिक्षा का दार्शनिक आधार (पाश्चात्य एवं भारतीय संदर्भ में). मेरठ: विनोद पुस्तक मंदिर। (पाश्चात्य विचारकों – सुकरात, प्लेटो, अरस्तू, रूसो, ड्यूई, पेस्टलॉजी आदि के शैक्षिक दृष्टिकोणों का विश्लेषण।)
2. चौहान, सी. पी. एस. (2012). शिक्षा के महान विचारक (पाश्चात्य एवं भारतीय). दिल्ली: राष्ट्रीय पुस्तक न्यासा।
3. सिंह, यू. के., & नायका, डी. एन. (2010). शैक्षिक दर्शन. दिल्ली: कॉमनवेल्थ पब्लिशर्स।
4. मिश्रा, बी. एन. (2013). शिक्षा एवं दर्शन: पाश्चात्य परिप्रेक्ष्य. वाराणसी: ज्ञान भारती प्रकाशन।
5. पांडेय, के. पी. (2008). शिक्षा का दार्शनिक एवं समाजशास्त्रीय आधार. मेरठ: र.ल.ल. पब्लिकेशन।
6. अग्रवाल, जे. सी. (2011). शिक्षा के दार्शनिक एवं सामाजिक आधार. दिल्ली: आर्य बुक डिपो।
7. वर्मा, एल. एन. (2014). शिक्षा दर्शन: पाश्चात्य चिंतन की व्याख्या. पटना: छात्र साहित्य निकेतन।
8. माथुर, एस. एस. (2010). शिक्षा और दर्शन. आगरा: विनोद पुस्तक मंदिर।
9. श्रीवास्तव, जी. एन. (2016). पाश्चात्य शिक्षा दर्शन. प्रयागराज: भारतीय पुस्तक भवन।
10. तिवारी, डी. पी. (2017). शिक्षा दर्शन एवं शैक्षिक चिन्तन. लखनऊ: भारत पुस्तक केंद्र।
11. Henderson: Introduction to Philosophy of Education.
12. Horn: Democratic Philosophy.
13. Butler: Four Philosophies: Their Practice in Education and Religion.
14. Will Durant: The Story of Philosophy.
15. Cunningham: Problems of Philosophy.
16. Cunningham: Pivotal Problems of Education.
17. Butts: A Cultural History of Education.
18. Wynne J.P.: Philosophy of Education in Cultural Perspective.
19. Brameld : Philosophy of Education in Cultural Perspective.
20. Kneilerm G.F.: Philosophy of Education.
21. O.Connor,D.G.: Introduction of Philosophy of Education.
22. Collins: The Existentialism.
23. Eric Fromm : Marx's Concept of Man
24. Tutus: Living Issues in Philosophy.
25. Wingo G.: Philosophies of Education

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010802T	Course Title – EDUCATIONAL ADMINISTRATION AND MANAGEMENT	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. To enable the student teachers to understand meaning, nature, scope, function, principle and approaches of educational management.
2. To develop an understanding in the students about various approaches to educational planning.
3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.
4. To orient students with the concept of educational supervision, inspection and improvement in the field of education.
5. To acquaint the students with specific trends in educational management.

Unit	Topics	No. of Lectures
I	Evolution of Educational Administration and Management Theories <ul style="list-style-type: none"> • Educational management and administration: meaning principle, function and importance • The Scientific Management Movement • Fayol's Process Theory - Administration as Bureaucracy • Human Relations Approach to Management • Social Systems Approach to Management • The Integrated Approach (1970 onwards) 	15
II	Educational Planning and Institutional Development <ul style="list-style-type: none"> • Educational Planning: Meaning, Nature and Need • Approaches to Educational Planning • Institutional Planning 	12
III	Leadership and Supervision in Education <ul style="list-style-type: none"> • Meaning and Nature of Leadership – Theories (Traits, Behavior, Contingency, Transformation) and Styles of Leadership • Evaluating Styles of Leadership - Functions of Educational Leader/Manager 	18

	<ul style="list-style-type: none"> • Educational Supervision: Meaning, Nature, Scope, Need & Functions • Supervision as a Process • Evaluation of Supervisory Effectiveness • Inspection vs Supervision 	
IV	Trends and Techniques in Educational Management <ul style="list-style-type: none"> • Total Quality Management (TQM) - Management by Objectives (MBO) • Organizational Compliance - Decision Making in Education • PERT (Program Evaluation and Review Technique) • Participatory Management - Conflict Management • Research in Educational Management 	15

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

SUGGESTED READINGS:

1. Adolph and Turner Harold, E. Supervision for change & Innovation. Houghton Mifflin Company.
2. Agarwal, J.C. : School Administration, Delhi: Arya Book Depot.
3. Bhatnagar and Verma. Educational Supervision. Meerut: International Pub. House.
4. Kimbrough, S.Ralph, Michall & Nunnery. Educational Administration. New York: Mc Millan Company.
5. Kimprough, R.B. and Nuunery, M.Y. : Educaitonal Administration : An Introduction, N.Y.: MacMillan Publishing Co. Inc
6. शर्मा, आर. ए. (2016). शैक्षिक प्रशासन, प्रबंधन और नेतृत्व. मेरठ: विनोद पुस्तक मंदिर।
(प्रशासनिक सिद्धांतों, संगठनात्मक व्यवहार एवं नेतृत्व शैलियों का विस्तृत विवेचना)
7. सिंह, यू. के., & नायका, डी. एन. (2014). शैक्षिक प्रबंधन एवं योजना निर्माण. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स
8. तिवारी, डी. पी. (2015). शैक्षिक प्रशासन एवं प्रबंधन. लखनऊ: भारत पुस्तक केंद्र।
9. माथुर, एस. एस. (2012). शैक्षिक संगठन, प्रशासन और पर्यवेक्षण. आगरा: विनोद पुस्तक मंदिर।
10. मिश्रा, बी. एन. (2013). शैक्षिक प्रबंधन: सिद्धांत और व्यवहार. वाराणसी: ज्ञान भारती प्रकाशन।
11. अग्रवाल, जे. सी. (2010). शैक्षिक प्रशासन, योजना एवं प्रबंधन. दिल्ली: आर्य बुक डिपो।
12. श्रीवास्तव, जी. एन. (2017). शिक्षा का प्रबंधन एवं नेतृत्व. प्रयागराज: भारतीय पुस्तक भवन।
13. त्रिपाठी, एल. (2011). प्रभावी शैक्षिक प्रबंधन. कानपुर: शारदा पब्लिकेशन।
14. वर्मा, एल. एन. (2016). शैक्षिक नेतृत्व और संस्था प्रबंधन. पटना: छात्र साहित्य निकेतन।
15. पांडेय, के. पी. (2009). शैक्षिक प्रशासन एवं पर्यवेक्षण. मेरठ: र.ल.ल. पब्लिकेशन।

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010803T	Course Title – EDUCATIONAL PSYCHOLOGY-II	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

To enable the students

1. To develop an understanding about theories of learning
2. To develop an understanding about learners' cognitive, thinking and learning styles.
3. To develop an understanding about learners' development and the characteristics associated with it.
4. To develop an understanding of classroom as social group and Group processes.
5. To develop an understanding of concept, models and types of Intelligence
6. To develop an understanding of concept, models and types of Meta-cognition.
7. To develop an understanding of theories of personality and its measurement.

Unit	Topics	No. of Lectures
I	Learning and Theories of Learning <ul style="list-style-type: none"> • Concept of Learning and transfer of learning • Behaviorist Theories: Thorndike, Pavlov, Skinner, Hull • Cognitive Theories: Learning by Insight, Tolman's Theory, Lewin's Field Theory • Gagne's Hierarchy of Learning • Bandura's Social Learning Theory 	15
II	Motivation and Personality <ul style="list-style-type: none"> • Concept and Theories of Motivation, Hierarchy of Motivation by Abraham Maslow • Meaning and Theories of Personality: Traits, types and psychology • Measurement of Personality 	15
III	Intelligence and Its Measurement <ul style="list-style-type: none"> • Intelligence, concept theories and measurement. • Creativity Meaning characteristic and importance 	15

	<ul style="list-style-type: none"> Specific cognitive process- memory, thinking, problem solving 	
IV	Indigenous Educational Psychology: <ul style="list-style-type: none"> Indigenous Psychology: meaning and concepts Indian Concept of Development Indian concept of personality- Panch-kosha and Trigunas Chitt meaning and its states Methods of study- Sravan, Manan and Nidhidhyasan 	15

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

SUGGESTED READINGS:


- चौहान, एस. एस. (2010). शैक्षिक मनोविज्ञान. दिल्ली: विकास प्रकाशना
(शिक्षा के छात्रों के लिए सर्वाधिक मान्यता प्राप्त पुस्तक।)
- माथुर, एस. एस. (2012). शैक्षिक मनोविज्ञान. आगरा: विनोद पुस्तक मंदिर।
(व्यवहार, अधिगम सिद्धांत, अभिप्रेरणा, स्मृति आदि का सरल प्रस्तुतीकरण।)
- शर्मा, आर. ए. (2015). शैक्षिक मनोविज्ञान एवं बाल विकास. मेरठ: र.ल.ल. पब्लिकेशन।
- गुप्ता, एम. एस. (2014). शैक्षिक मनोविज्ञान का परिचय. दिल्ली: लक्ष्मी नारायण अग्रवाल।
- तिवारी, डी. पी. (2011). शैक्षिक मनोविज्ञान एवं शिक्षा में इसका प्रयोग. लखनऊ: भारत बुक सेंटर।
- यादव, एस. के. (2016). शैक्षिक मनोविज्ञान: सिद्धांत एवं व्यवहार. दिल्ली: ज्ञानोदय प्रकाशना।
- सिन्हा, यू. के., & सिंह, आर. पी. (2013). शैक्षिक मनोविज्ञान और शिक्षक का व्यवहार. पटना: प्रकाश बुक डिपो।
- अग्रवाल, जे. सी. (2010). शैक्षिक मनोविज्ञान. दिल्ली: आर्य बुक डिपो।
- मिश्रा, के. (2009). अधिगम और शिक्षण मनोविज्ञान. इलाहाबाद: भारतीय पुस्तक भवन।
- श्रीवास्तव, जी. एन. (2017). शिक्षा मनोविज्ञान: आधुनिक दृष्टिकोण. वाराणसी: ज्ञान भारती प्रकाशना।
- Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson.
- Santrock, J. W. (2020). *Educational psychology* (7th ed.). McGraw-Hill Education.
- Ormrod, J. E. (2020). *Essentials of educational psychology: Big ideas to guide effective teaching* (5th ed.). Pearson.
- Slavin, R. E. (2020). *Educational psychology: Theory and practice* (13th ed.). Pearson.
- Eggen, P., & Kauchak, D. (2015). *Educational psychology: Windows on classrooms* (9th ed.). Pearson.
- Snowman, J., McCown, R., & Biehler, R. (2014). *Psychology applied to teaching* (14th ed.). Wadsworth Cengage Learning.
- Lefrancois, G. R. (2011). *Psychology for teaching* (11th ed.). Wadsworth Cengage Learning.
- Borich, G. D., & Tombari, M. L. (2003). *Educational psychology: A contemporary approach* (2nd ed.). Pearson Education.
- Davis, H. A., & Florian, L. (2004). *Teaching strategies and educational psychology*. Open University Press.
- Mangal, S. K. (2012). *Essentials of educational psychology*. PHI Learning Pvt. Ltd.

Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010804T	Course Title – RESEARCH IN EDUCATION - II	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. To understand the various data collection tools
2. To find out the various data analysis approaches
3. To understand the statistics in education
4. Explain and adopt different strategies of research to solve educational problems.
5. Write scientific reports and research papers.
6. Acquire skills for evaluating and critiquing research in a meaningful way

UNIT	TOPICS	NO OF LECTURES
I	QUANTITATIVE DATA ANALYSIS Descriptive Statistics- •Measures of Central Tendency, •Measures of Variability •Measures of Position •Graphical Presentation of Data	17
II	PARAMETRIC & NON-PARAMETRIC TECHNIQUES & HYPOTHESIS TESTING •Parametric & Non- Parametric Techniques- Meaning & Difference •NPC- Uses & Characteristics •Type I and Type II Errors •One Tailed and Two Tailed Tests •Levels of Significance •Degree of Freedom	11

III	QUANTITATIVE DATA ANALYSIS Inferential Statistics- •Correlation	17
	•t-test •ANOVA •Chi-square (Equal Probability and Normal Probability Hypothesis)	
IV	<u>QUALITATIVE RESEARCH DESIGNS-</u> •Grounded Theory- Types, Characteristics, Designs, Steps, Strengths & Weakness •Narrative Research- Meaning, Characteristics, Steps •Case Study- Meaning, Characteristics, Components, Types, Steps, Strengths and Weaknesses •Ethnography- Meaning, Characteristics, Assumptions, Steps, Strengths and Weaknesses •Mixed Method-Meaning, Characteristics, Types (Triangulation, Explanatory and Exploratory) Steps, Strengths and Weakness	15
		

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

SUGGESTED READINGS:

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

11. शर्मा, आर. ए. (2016). शैक्षिक अनुसंधान. मेरठ: विनोद पुस्तक मंदिर।
(शोध प्रक्रिया, प्रकार, नमूना निर्माण, आंकड़ा संग्रह व विश्लेषण की संपूर्ण जानकारी।)
12. तिवारी, डी. पी. (2014). शिक्षा में अनुसंधान विधियाँ. आगरा: एलन प्रकाशन।
13. सिंह, एके. (2015). मूल्यांकन एवं शैक्षिक अनुसंधान. पटना: भारतीय पुस्तक भवन।
(शैक्षिक मूल्यांकन के साथ-साथ अनुसंधान के सिद्धांत।)
14. चौहान, एस. एस. (2012). शैक्षिक अनुसंधान के सिद्धांत एवं प्रविधियाँ. दिल्ली: विकास प्रकाशन।
15. पांडेय, के. पी. (2011). शिक्षा में अनुसंधान की प्रविधियाँ. मेरठ: र.ल.ल. पब्लिकेशन।
16. मिश्रा, बी.के. (2013). शिक्षा अनुसंधान: सिद्धांत एवं प्रयोग. लखनऊ: भारत पुस्तक केंद्र।
17. त्रिपाठी, ए. एन. (2010). शिक्षा में अनुसंधान और सांख्यिकी. इलाहाबाद: किताब महल।
18. यादव, एस. के. (2018). शिक्षा में अनुसंधान: अवधारणाएँ और प्रयोग. दिल्ली: ज्ञानोदय प्रकाशन।
19. श्रीवास्तव, जी. एन. (2017). शिक्षा में कार्यव्यापी अनुसंधान (Action Research). वाराणसी: ज्ञान भारती प्रकाशन।
20. सिंह, यू. के. (2012). शैक्षिक अनुसंधान: विधियाँ और प्रविधियाँ. पटना: प्रकाशन संस्थान।

Bachelor Honours Degree	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010805T	Course Title – ENVIRONMENTAL EDUCATION (only for Bachelor Honours degree)	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. To help learners acquire an awareness of and sensitivity to the total environment and its allied problems (Awareness).
2. To help learners acquire a set of values and feelings of concern for the improvement and protection (Knowledge, Attitude)
3. To help learners acquire the skills for identifying and solving environmental problems (Skills).
4. To enable learners to develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and nonformal/informal education.
5. To provide learners with an opportunity to be actively involved at all levels in working toward resolution of environmental problems (Participation)

Unit	Topics	No. of Lectures
I	Environmental Education: <ul style="list-style-type: none"> • Meaning, Aims, Needs, and Scope • Curriculum Design for Environmental Education: Features and Frameworks • Approaches to Environmental Education: Interdisciplinary vs. Multidisciplinary Models 	15

II	Understanding Environment and Pollution <ul style="list-style-type: none"> • Environment and Ecology: Meaning, Definition, and Scope • Human-Environment Relationship: Historical and Contemporary Perspectives • Impact of Population Growth on Environmental Resources Environmental Pollution: Types (Air, Water, Noise, Soil), Causes, and Ecological Effects	15

III	Pedagogy and Institutional Support <ul style="list-style-type: none"> • Teacher Training in Environmental Education: Needs and Frameworks • Methods of Teaching Environmental Education: Pedagogy and Co-curricular Activities • Role of Universities, Media, and NGOs in Promoting Environmental Literacy 	15
IV	Environmental Governance and Sustainable Development <ul style="list-style-type: none"> • Environmental Protection Programs : Local, National, and Global Initiatives • Environmental Laws and Policies: Frameworks for Conservation and Regulation • Environmental Management: Strategies for Sustainable Development 	15

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

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

SUGGESTED READINGS:

1. Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.
2. George, Martin and Turner, Environmental studies, UK. Blend Education.
3. Odum, E.P., Fundamental of Ecology; W. B. Saunders Company London (1971).
4. NCERT (1981), Environmental Education at school level.
5. Saxena, A. B; Environmental Education, National Psychological Corporation (1986) ·
6. Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi Justin Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education

7. V.C. Pandey, Environmental Education
8. James M Major, Environmental Education Objectives and Field Activities
9. अग्रवाल, के. सी. (2016). पर्यावरण शिक्षा. नवीन प्रकाशन.
10. वाजपेयी, पी. एस. (2019). पर्यावरण अध्ययन. लक्ष्मी नारायण अग्रवाल.
11. कुमार, नेन्द्र. (2020). पर्यावरण शिक्षा. अशोक प्रकाशन.
12. गुप्ता, वी. के. (2017). पर्यावरण एवं पारिस्थितिकी. रत्ना सागर.
13. सिंह, ए. के. (2018). पर्यावरण अध्ययन: एक समग्र दृष्टिकोण. भारती पुस्तक भवन.
14. मिश्रा, डी. डी. (2015). पर्यावरण विज्ञान. लक्ष्मी नारायण अग्रवाल.
15. शर्मा, जे. पी. (2014). पर्यावरण अध्ययन. साहित्य भवन पब्लिशर्स.
16. पांडे, बी. एन. (2012). पर्यावरण शिक्षा एवं जागरूकता. राज पब्लिकेशन्स.
17. सिन्हा, एस. पी. (2016). पर्यावरण शिक्षा: सैद्धांतिक एवं व्यवहारिक पक्ष. शारदा पब्लिकेशन.
18. त्रिपाठी, एम. पी. (2018). पर्यावरण शिक्षा एवं सतत विकास. विनीत पब्लिकेशन

Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010806R	RESEARCH PROJECT-DESSERTATION FOR BACHOLAR HONOURS DEGREE WITH RESEARCH	
Credits: 4	Core Compulsory	Max Marks - 100

Learning Outcomes:

- To understand the process of complete research projects.
- Students will be able to understand the process of research in education.
- Students will understand the fundamentals of research process in social sciences.

	Topics	No. of Lectures
	Research Project-dissertation for bachelor honours degree with research (STUDENTS WILL BE REQUIRED TO SUBMIT THE DISSERTATION THE EVALUATION OF THE DISSERTATION REPORT SHALL BE CONDUCTED BY THE INTERNAL AND EXTERNAL EXAMINERS APPOINTED BY THE UNIVERSITY FOLLOWED BY VIVA-VOCE EXAMINATION)	8 hours/week

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010901T	Course Title – HISTORY OF INDIAN EDUCATION: PRE-INDEPENDENT ERA	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the historical development of education in India.
2. To find out the characteristics of ancient Indian education.
3. To study about major commissions and committees.
4. To study the relevancy of ancient Indian thoughts in present scenario.

Unit	Topics	No. of Lectures
I	Indigenous Systems of Education in Ancient India <ul style="list-style-type: none"> • Vedic System of Education: Aims, Curriculum, Methods, Features and Practices • Centers of Vedic Education. 	15
II	Ancient and Medieval Educational Institutions <ul style="list-style-type: none"> • Buddhist Systems of Education: Aims, Curriculum, Methods, Features and Practices. • Islamic Systems of Education: Aims, Methods, Curriculum Features and Practices. • Centers of Buddhist and Islamic Education. 	15

III	Development of Education During British Rule - I <ul style="list-style-type: none"> • Charter Act of 1813 and 1833 • Macaulay's Minute-1835, • Wood Dispatch-1854 • Hunter Commission-1882, • Gokhale's Bill-1911 • Calcutta University Commission (1917-19) 	15
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IV	Development of Education During British Rule - II <ul style="list-style-type: none"> • Hartog Committee-1929 • Wardha Scheme of Basic Education/Nai Talim-1937 • Abbot-wood report-1937 • Sargent Plan -1944 	15
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Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
2. Sharma, S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
3. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
4. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
5. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
6. शर्मा, आर. ए. (2012). भारतीय शिक्षा का इतिहास एवं विकास. मेरठ: विनोद पुस्तक मंदिर।
(प्राचीन गुरुकुल परंपरा से लेकर 1947 तक के शैक्षिक परिवर्तनों का विश्लेषण।)
7. सिन्हा, वी. पी. (2014). भारतीय शिक्षा का इतिहास (प्राचीन से स्वतंत्रता तक). पटना: छात्र साहित्य निकेतन।
8. दुबे, एस. पी. (2010). भारत में शिक्षा का ऐतिहासिक विकास. दिल्ली: शिखा प्रकाशन।
9. श्रीवास्तव, जी. एन. (2015). स्वतंत्रता पूर्व भारतीय शिक्षा व्यवस्था. प्रयागराज: भारतीय पुस्तक भवन।
10. मिश्रा, बी. एन. (2011). प्राचीन, मध्यकालीन और ब्रिटिश भारत की शिक्षा. वाराणसी: ज्ञान भारती प्रकाशन।
11. तिवारी, डी. पी. (2013). भारतीय शिक्षा का इतिहास: एक अध्ययन. लखनऊ: भारत पुस्तक केंद्र।
12. अग्रवाल, जे. सी. (2009). भारतीय शिक्षा का इतिहास. दिल्ली: आर्य बुक डिपो।
13. सिंह, यू. के., & नायक, डी. एन. (2011). शिक्षा का ऐतिहासिक परिप्रेक्ष्य (भारत में). नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
14. पाठक, आर. एस. (2010). ब्रिटिश काल में भारतीय शिक्षा. इलाहाबाद: किताब महल।
15. माथुर, एस. एस. (2008). भारत में शिक्षा: प्राचीन से आधुनिक काल तक. आगरा: विनोद पुस्तक मंदिर।

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010902T	Course Title – EDUCATIONAL TECHNOLOGY – I	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the meaning, nature, scope and aims of educational technology.
2. To understand the various approaches of education technology.
3. To understand the uses of educational technology in classroom teaching.

4. To study the applied nature of resources to improve the quality of education

Unit	Topics	No. of Lectures
I	Foundations of Educational Technology <ul style="list-style-type: none"> • Meaning, Concept, Scope and Development of Educational Technology • Types of educational technology: Instructional, Behavioral, Instructional design and system approach • Approaches: Hardware, Software, and Systems Approach 	15
II	Applications and Learning Theories <ul style="list-style-type: none"> • Teaching: Meaning and Characteristics • Levels of Teaching: Memory, Understanding and Reflective • Applications of Educational Technology in Formal, Non-formal (ODL), Informal and Inclusive Education 	15
III	Instructional Design <ul style="list-style-type: none"> • System Approach to Instructional Design • Models of Instructional Design: ADDIE, ASSURE, Dick and Carey • Gagne's Nine Events of Instruction 	15

IV	Constructivism and Evaluation Systems <ul style="list-style-type: none"> • Constructivist Instructional Models: Five E's, Nine Elements of Constructivist Instructional Design • Relationship Between Learning Theories and Instructional Strategies • Flanders' Interaction Analysis and Galloway's System of Teacher Evaluation 	15
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Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
2. Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998
3. Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992
4. Sharma R. A. Technology of Teaching, Meerut, International Publishing House, 1991. .

5. Sharma R. A. Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982
6. S.k.Mangal subhra mangal shiksha takneeki published by Phi publication New Delhi.

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010903T	Course Title – TEACHER EDUCATION	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the meaning, nature, scope and aims of teacher education.
2. To understand the historical development of teacher education.
3. National and state level institutions of teacher education in India
4. To acquaint the learners with the concept, need and scope of teacher education.
5. To develop understanding of the structure of teacher education curriculum at different levels.
6. To familiarize learners with programs of pre-service and in-service teacher education at state and national level.
7. To acquaint learners with the models, transactional approaches of teacher education
8. To develop interest in innovative practices in teacher education for continuous professional development.

Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none">• Concept, need and scope of Teacher Education,• Types of Teacher Education program.• The structure of Teacher education curriculum at Elementary, Secondary and Higher secondary Level.• The vision of Teacher Education in curriculum Document of NCERT and NCTE	15
II	<ul style="list-style-type: none">• Concept, need, purpose and scope of Pre-service Teacher Education• Educational Organization of In-Service Teacher Education Programmes at District, State and National levels.	15

	<ul style="list-style-type: none">• Continuous Professional Development of Teachers	
III	<ul style="list-style-type: none">• Transactional approaches in teacher education:<ul style="list-style-type: none">➤ expository,➤ collaborative and➤ experiential learning• Models of Teacher Education –<ul style="list-style-type: none">➤ Behavioristic,➤ Competency-Based➤ Inquiry oriented Models.	15

IV	<ul style="list-style-type: none"> • ICT Integration and Innovation in Teacher Education. • Professional Ethics of Teachers. • Personal and contextual factors affecting Teacher Development. 	15
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Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Arora, G.L.(2012). Teachers and their teaching. Delhi; Ravi Books.
2. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
3. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
4. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
5. Irvine, J.J. (2003): Educating Teachers for Diversity: Seeing with a cultural eye. New York: Teachers College Press.
6. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
7. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
8. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
9. Delors, J. (1996) Learning: The Treasure with in UNESCO publishing.
9. शर्मा, आर. ए. (2015). अध्यापक शिक्षा. मेरठ: विनोद पुस्तक मंदिर।(शिक्षक प्रशिक्षण की नीतियाँ, विधियाँ एवं मूल्यांकन प्रक्रियाएँ)
10. तिवारी, डी. पी. (2014). शिक्षक शिक्षा के सिद्धांत एवं अभ्यास. लखनऊ: भारत पुस्तक केंद्र।
11. सिंह, यू. के., & नायका, डी. एन. (2011). शिक्षक शिक्षा: एक आधुनिक परिप्रेक्ष्य. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
12. माथुर, एस. एस. (2010). शिक्षक प्रशिक्षण एवं शिक्षण कौशल. आगरा: विनोद पुस्तक मंदिर।
13. श्रीवास्तव, जी. एन. (2013). शिक्षक शिक्षा और पेशेवर विकास. प्रयागराज: भारतीय पुस्तक भवना
14. मिश्रा, बी. एन. (2012). अध्यापक शिक्षा: नीतियाँ एवं चुनौतियाँ. वाराणसी: ज्ञान भारती प्रकाशन।
15. चतुर्वेदी, एन. डी. (2009). शिक्षक शिक्षा का समाजशास्त्रीय एवं मनोवैज्ञानिक आधार. जयपुर: नीलकमल प्रकाशन।
16. पांडेय, के. पी. (2010). शिक्षक शिक्षा का दार्शनिक और व्यावहारिक पक्ष. मेरठ: र.ल.ल. पब्लिकेशन।
17. अग्रवाल, जे. सी. (2011). अध्यापक शिक्षा और प्रशिक्षण. दिल्ली: आर्य बुक डिपो।
18. एनसीटीई. (2009). शिक्षक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या रूपरेखा. नई दिल्ली: राष्ट्रीय अध्यापक शिक्षा परिषद।

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010904aT	Course Title – GUIDANCE AND COUNSELLING	
Credits: 4	Elective	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the meaning, nature, scope and aims of guidance and counseling.
2. To understand Theoretical approaches of guidance and counseling
3. To understand the various techniques of guidance and counselling. To study the various schools' programs helpful in guidance and counseling.
4. To understand the uses and importance of uses of guidance and counselling.
5. To explain the factors of education guidance and counselling.

Unit	Topics	No. of Lectures
I	Foundations and Practices of Guidance and Counseling <ul style="list-style-type: none"> • Concept and Principles of guidance. • Meaning, Need and importance of educational and vocational guidance. • Meaning, Need and importance of personal development of guidance. 	15
II	Theoretical Approaches and Modalities: <ul style="list-style-type: none"> • Types of guidance – Health and Social, individual and group guidance. • planning and Organization of guidance services at school level. • Problems in setting up guidance services and measures of improvement. 	15
III	Program Planning and Intervention Techniques <ul style="list-style-type: none"> • Meaning and nature of counselling. • Scope of counselling, Relationship between guidance and counselling. • Theories of Counselling Behavioristic, Rational, Emotive and Reality. 	15
	Application Areas in Guidance and Counseling	

IV	<ul style="list-style-type: none"> • Professional preparation and training for the counsellor. • characteristics traits of a counsellor, Skill in counselling (Listening, Questioning, Responding, commutating), • Role of a teacher as a counsellor and professional ethics associated with it. 	15
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Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Aggarwal J.C, (2005). Career Information in Career Guidance Theory & Practice Doaba House, Delhi.
2. Aggarwal R. (2010) Elementary Guidance and counselling, Shipra Publication, New Delhi:
3. Aggarwal R. (2006) Educational Vocational Guidance and counselling, Shipra Publication, Delhi.
4. Chandra R. (2009). Career Information and Guidance & Counselling, Isha Books, Descr Delhi
5. Chandra R. (2007). Career information and Guidance and Counseling. Isha Books, Delhi
6. Chauhan S.S. (2007). Principle and Techniques of Guidance: Vikas Publishing House, New Delhi
7. David A. (2009) Guidance and counseling. Commonwealth Publisher. Delhi
8. Gibson & M. Mitchell (2008). Introduction Counseling and Guidance, PHI Learning Pvt.Ltd. New Delhi.
9. चौधरी, एस. एन. (2019). मार्गदर्शन और परामर्श. राज प्रकाशन.
10. चौहान, एस. एस. (2017). शैक्षिक एवं व्यावसायिक मार्गदर्शन. विकास पब्लिशिंग हाउस.
11. शास्त्री, आर. ए. (2016). परामर्श और मार्गदर्शन. अग्निपथ प्रकाशन.
12. श्रीवास्तव, डी. एन. (2018). मार्गदर्शन एवं परामर्श का सिद्धांत एवं प्रयोग. राधा प्रकाशन.
13. अग्रवाल, जे. सी. (2015). शैक्षिक मार्गदर्शन और परामर्श. विकास पब्लिशिंग हाउस.
14. माथुर, एस. एस. (2014). शैक्षिक मनोविज्ञान एवं मार्गदर्शन. विनीत पब्लिकेशन.
15. शुक्ला, एस. एस. (2013). व्यक्तित्व विकास, मार्गदर्शन एवं परामर्श. नवीन प्रकाशन.
16. मिश्र, बी. एन. (2020). परामर्श मनोविज्ञान. भारत बुक डिपो.
17. त्रिपाठी, आर. पी. (2016). मानव व्यवहार और परामर्श. विश्वविद्यालय प्रकाशन.
18. गुप्ता, वी. पी. (2012). मार्गदर्शन एवं परामर्श की आधारशिला. भारती पुस्तक भवन.

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		

Course Code: E010904bT	Course Title – YOGA EDUCATION	
Credits: 4	Elective	Max Marks - 100 (75+25)

Learning Outcomes:

1. To explore the educational significance of yoga from Indian philosophical perspectives.
2. To understand the psychological and physiological benefits of yoga for learners and educators.
3. To develop the ability to integrate yoga into educational settings.
4. To train in basic yoga practices relevant to holistic development

Unit	Topics	No. of Lectures
I	Philosophical and Historical Foundations of Yoga Education <ul style="list-style-type: none"> • Meaning, aims, and scope of Yoga in education • Historical development of Yoga in India: Vedic, Upanishadic, Classical, Modern • Schools of Yoga: Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja yoga and Hatha Yoga • Yoga in ancient Indian education systems (Gurukula, Ashram) • Yoga and Indian philosophies: Sankhya and Vedanta 	15
II	Educational Relevance of Yoga <ul style="list-style-type: none"> • Yoga and holistic education: physical, mental, emotional, and spiritual dimensions • Role of Yoga in value education and character building • Yoga for enhancing concentration, discipline, and emotional regulation in learners • Integration of Yoga in school curriculum (NCERT & NEP 2020 perspectives) • Teacher as a yogic role model: self-discipline, awareness, and mindfulness 	15
	Psychological and Health Perspectives of Yoga <ul style="list-style-type: none"> • Psychological basis of yoga: Yogic theories of personality and consciousness 	

III	<ul style="list-style-type: none"> • Yoga and mental health: stress management, anxiety, and emotional well-being • Neuropsychological effects of Yoga practices Yoga for learners with special needs and inclusive education • Yoga as a tool for cognitive development and learning enhancement 	15
IV	Practical Aspects and Pedagogy of Yoga <ul style="list-style-type: none"> • Introduction to key yoga practices: • Asanas (postures) • Pranayama (breath regulation) • Dhyana (meditation) • Shatkarma (cleansing practices – basic overview) • Pedagogical approaches for teaching yoga in educational settings • Designing yoga modules for different age groups (children, adolescents, teachers) • Safety, ethics, and precautions in yoga practice • Evaluation and feedback in yoga education 	15

Suggested Practicum/Fieldwork:

- Maintain a yoga practice diary (self-practice and guided practice)
- Conduct a yoga session for peers or college students
- Prepare a plan integrating yoga with classroom teaching
- Reflective journal on the impact of yoga on personal development

Suggested Readings:

- 1. Swami Satyananda Saraswati – Asana Pranayama Mudra Bandha
- 2. T.K.V. Desikachar – The Heart of Yoga
- 3. NCERT (2015) – Yoga: A Healthy Way of Living (Teachers' Handbook)
- 4. Georg Feuerstein – The Yoga Tradition
- 5. Government of India – NEP 2020 (sections on holistic and value-based education)

M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010905R	Course Title – Prepare a Research Proposal	

Credits: 4		Compulsory	
Learning Outcomes <ul style="list-style-type: none">• The students will be able to understand the procedure of educational research.• The students will able to develop the research design.			
	M.A. EDUCATION		8 hours/week
M.A. Education		Year: Fifth	Semester: Tenth
Subject – Education			
Course Code: E011001T		Course Title – HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENT ERA	
Credits: 4		Core Compulsory	Max Marks - 100 (75+25)
Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">• To understand the historical development of education in India.• To find out the characteristics of ancient Indian education.• To study about major commissions and committees.• To study the relevancy of ancient Indian thoughts in present scenario.			
Unit	Topics		No. of Lectures
I	Evolution of Indian Education Post-Independence <ul style="list-style-type: none">• Overview of Educational Developments before -1947• University Education Commission (Radhakrishnan Commission) 1948-49• Secondary Education Commission (Mudaliar Commission) 1952-53• Indian Education Commission (Kothari Commission) 1964-66		15
	National Educational Policies and Frameworks		

II	<ul style="list-style-type: none"> • National Policy on Education (NPE) 1968: Features, Implementation and Impact • National Policy on Education (NPE) 1986: Features, Implementation and Impact • Review Committee of NPE 1986 and Action Plan of 1992 • National Curriculum Framework for school education (NCFSC) 2023 • National Curriculum Framework for Teacher Education (NCFTE) 2022 	15
III	National Education Policy 2020: Vision and Reforms <ul style="list-style-type: none"> • School Education in NEP 2020: Features, Importance and Impact • Higher Education in NEP 2020: Features, Importance and Impact • Other focus areas of NEP 2020: Teacher Education, Vocational Education and Multilingualism 	15
IV	NEP 2020: Implementation and Challenges <ul style="list-style-type: none"> • Strategies for Strengthening the Education System • Ensuring Financially Affordable and Equitable Access to Quality Education • Building Institutional Capacity and Governance Reforms • Monitoring, Evaluation, and Capacity Building for NEP Implementation 	15

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

Suggested Reading:

1. Education in India, Ramachandran P. And Ramkumar
2. Future Of Indian Education 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. Agrawal
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. शर्मा, आर. ए. (2012). भारतीय शिक्षा का इतिहास एवं विकास. मेरठ: विनोद पुस्तक मंदिर।
(प्राचीन गुरुकुल परंपरा से लेकर 1947 तक के शैक्षिक परिवर्तनों का विश्लेषण)
10. सिन्हा, वी. पी. (2014). भारतीय शिक्षा का इतिहास (प्राचीन से स्वतंत्रता तक). पटना: छात्र साहित्य निकेतन।
11. दुबे, एस. पी. (2010). भारत में शिक्षा का ऐतिहासिक विकास. दिल्ली: शिखा प्रकाशन।
12. श्रीवास्तव, जी. एन. (2015). स्वतंत्रता पूर्व भारतीय शिक्षा व्यवस्था. प्रयागराज: भारतीय पुस्तक भवन।

13. मिश्रा, बी. एन. (2011). प्राचीन, मध्यकालीन और ब्रिटिश भारत की शिक्षा. वाराणसी: ज्ञान भारती प्रकाशन।
14. तिवारी, डी. पी. (2013). भारतीय शिक्षा का इतिहास: एक अध्ययन. लखनऊ: भारत पुस्तक केंद्र।
15. अग्रवाल, जे. सी. (2009). भारतीय शिक्षा का इतिहास. दिल्ली: आर्य बुक डिपो।
16. सिंह, यू. के., & नायका, डी. एन. (2011). शिक्षा का ऐतिहासिक परिप्रेक्ष्य (भारत में). नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
17. पाठक, आर. एस. (2010). ब्रिटिश काल में भारतीय शिक्षा. इलाहाबाद: किताब महल।
18. माथुर, एस. एस. (2008). भारत में शिक्षा: प्राचीन से आधुनिक काल तक. आगरा: विनोद पुस्तक मंदिर।

M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011002T	Course Title – EDUCATIONAL TECHNOLOGY- II	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

1. To enable the learner to understand the role of educational technology in education
2. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in educational process.
3. To enable the learner to understand ICT and its applications in Education
4. To make the learner familiar with new trends, techniques in education along with e-learning.
5. To enable the learner to become a good practitioner of Educational technology and e-learning

Unit	Topics	No. of Lectures
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I	Technology-Enhanced Learning <ul style="list-style-type: none"> • Application of Computers in Education: CAI, CAL, CBT, CML • Concept and Approaches to E-Learning: Offline, Online, Synchronous, Asynchronous, Mobile, Blended Learning • Emerging Trends in E-Learning: Social Learning, Web 2.0 Tools, Blogs, Chats, Video Conferencing 	15
II	Open Resources and E-Inclusion <ul style="list-style-type: none"> • Open Educational Resources (OERs): Creative Commons, MOOCs • Concept of E-Inclusion and Assistive Technology in E-Learning • Ethical Issues in E-Learning: For Teachers and Learners 	15
III	ICT in Education and Administration <ul style="list-style-type: none"> • Use of ICT in Evaluation: Online & Offline Tools (Survey Tools, Test Generators) • ICT in Educational Administration and Research • E-Portfolios, Online Repositories, and Online Libraries 	15
	Quality Assurance in E-Learning	
IV	<ul style="list-style-type: none"> • Measuring Quality in E-Learning: D&M IS Success Model (2003) • Teacher Evaluation Criteria and Rubrics for Self and Peer Evaluation • Process of Preparing Open and Distance Learning Materials (ODLM) 	15

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

Suggested Reading:

- Mukhopadhyay, M. : Educational Technology
 Kulkarni, S. S. : Educational Technology
 Mohanty, J. : Educational Technology
 Sahoo, P. K. : Open Learning System
 Sahoo, P. K. : Educational Technology in Distance Education
 Sampat, K. et al. : Introduction to Educational Technology
 Sharma, M. L. : System Approach – Its application in education
 Sharma, R. A. : Educational Technology
 VedNayagam, E. G. : Teaching Technology for College Teachers
 Joyce, B. and Weil M. : Models of Teaching
 Plomp, T. : International Encyclopaedia of Educational Technology
 Mahapatra, B. C. : Information Technology and Education

M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011003T	Course Title – PEDAGOGY, ANDRAGOGY AND ASSESSMENT	
Credits: 4	Core Compulsory	Max Marks - 100 (75+25)

Learning Outcomes:

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

1. To understand the meaning, nature, scope and aims of educational measurement and valuation
2. To study the tools and divides of measurement and evaluation.
3. To study the modern techniques using in pedagogy and andragogy

4. To understand the errors in measurement and evaluation and ethics in measurement and evaluation.

Unit	Topics	No. of Lectures
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I	Pedagogical Concepts and Models <ul style="list-style-type: none"> • Pedagogy: Meaning, Nature and Scope • Pedagogical Analysis: Concept and Stages • Critical Pedagogy: Meaning, Need and Implications in Teacher Education • Models of Teaching: Memory Level – Herbartian Model, Understanding Level – Morrison Model and Reflective Level – Bigge and Hunt Model 	15
II	Andragogy and Learner Autonomy <ul style="list-style-type: none"> • Concept of Andragogy: Meaning, Principles • Competencies of Self-Directed Learning • Theory of Andragogy – Malcolm Knowles • The Dynamic Model of Learner Autonomy • Comparison between Pedagogy and Andragogy 	15
III	Educational Assessment • <ul style="list-style-type: none"> • Assessment: Meaning, Nature and Perspectives • Assessment for Learning, Assessment of Learning Assessment as Learning • Types of Assessment: Placement, Formative, Summative • Domains of Learning: Cognitive (Anderson & Krathwohl) , Affective (Krathwohl) and Psychomotor (R.H. Dave) 	15
IV	Assessment Practices and Teacher Evaluation <ul style="list-style-type: none"> • Feedback Devices: Meaning, Types, Criteria • Innovative Assessment Tools: Portfolios, Reflective Journals and Field Engagement (using Rubrics) • Assessment in Andragogy: • Rubrics for Self and Peer Evaluation (Meaning, Steps of Construction) 	15
Suggested Comprehensive and continuous Evaluation Method (Total Marks-25) M.C.Q./assignment/presentation/any other activity related to content.		

Suggested Reading:

1. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir
2. G.N. Masters (editor), J.P. Keeves (editor), Advances in Measurement in Educational Research and Assessment (1999), Pergamum Press
3. MHRD-NIEPA, (2000) Assessment – Educational for All: INDIA, New Delhi: Government of India
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon.
5. Linn, R. L. & Gronlund, N. E. (2003), Measurement and Assessment in Teaching (8th ed.). New Delhi: Pearson Education.
6. R. A. Technology of Teaching, Meerut, International Publishing House, 1991.
7. Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakvill
8. वर्मा, आर. एन. (2018). शिक्षण शास्त्र के सिद्धांत. विनीत पब्लिकेशन.
9. गुप्ता, एस. के. (2017). शिक्षण कौशल और अधिगम प्रक्रिया. राधा पब्लिकेशन.
10. शर्मा, आर. ए. (2019). शिक्षण विधियाँ. लाल बुक डिपो.
11. पांडेय, के. पी. (2016). शिक्षा मनोविज्ञान एवं शिक्षण अधिगम. विनीत पब्लिकेशन.
12. सिंह, बी. पी. (2015). वयस्क शिक्षा का सिद्धांत और व्यवहार. भारतीय विद्या संस्थान.
13. त्रिपाठी, एम. पी. (2018). वयस्क शिक्षा एवं सतत अधिगम. विनीत पब्लिकेशन.
14. मिश्रा, बी. एन. (2017). वयस्क शिक्षा: एक सामाजिक परिप्रेक्ष्य. राधाकृष्ण प्रकाशन.

M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011004aT	Course Title – INCLUSIVE EDUCATION	
Credits: 4	Elective	Max Marks - 100 (75+25)

Learning Outcomes:

- To develop understanding of the concept and need for inclusive education.
- To familiarize learners with policies and provisions related to inclusion.
- To equip teachers with strategies for addressing diverse needs in classrooms.
- To promote values of equity, empathy, and social justice.

Unit	Topics	No. of Lectures
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I	Concept and Philosophical Foundations of Inclusive Education <ul style="list-style-type: none"> • Concept, meaning, and need of inclusive education • Historical perspectives: From segregation to inclusion • Difference between integration and inclusion • Philosophical underpinnings: Equity, equality, and social justice • Constitutional provisions and educational rights (RTE, NEP 2020) 	15
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II	Policies, Acts, and Frameworks <ul style="list-style-type: none"> • National and international policies on inclusive education: <ul style="list-style-type: none"> • UNCRPD, Salamanca Statement, SDGs o • RPWD Act 2016, National Policy on Education (1986, 2020), SSA & RMSA • Role of organizations: NCERT, UGC, RCI, UNESCO • Inclusive education in the context of gender, caste, tribe, language, and economic background 	15
III	Understanding Learner Diversity <ul style="list-style-type: none"> • Types of disabilities and special needs (cognitive, physical, sensory, learning, behavioral) • Gifted and talented learners, slow learners • Socio-cultural diversity and intersectionality • Barriers to learning: attitudinal, infrastructural, pedagogical • Psychological and emotional needs of diverse learners 	15
IV	Pedagogical Practices and Inclusive Strategies <ul style="list-style-type: none"> • Adaptation and instructional planning • Use of assistive technologies and teaching-learning materials • Collaborative teaching, peer tutoring and cooperative learning • Classroom management and assessment in inclusive settings • Role of teacher, parents, community and support systems 	15

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

Suggested Reading:

1. NCERT. (2014). Inclusive Education.
2. Sharma, U. (2015). Teaching Children with Special Needs in Inclusive Settings.
3. Booth, T. & Ainscow, M. (2011). The Index for Inclusion.
4. Government of India. (2016). Rights of Persons with Disabilities Act.
5. UNESCO (2009). Policy Guidelines on Inclusion in Education.
6. शर्मा, आर. ए. (2018). समावेशी शिक्षा. राधा पब्लिकेशन.
7. चौधरी, एन. के. (2019). समावेशी शिक्षा: अवधारणा और प्रयोग. विनीत पब्लिकेशन.
8. अग्रवाल, जे. सी. (2017). विशेष आवश्यकता वाले बालकों की शिक्षा. शिप्रा पब्लिकेशन.
9. सिंह, अर्चना. (2020). समावेशी शिक्षा का सिद्धांत एवं व्यवहार. नीलकमल प्रकाशन.
10. मिश्रा, बी. एन. (2016). समावेशी शिक्षा और विशेष शिक्षा. भारत पुस्तक भवन.
11. वर्मा, एस. पी. (2015). समावेशी शिक्षा: सिद्धांत एवं प्रयोग. लाल बुक डिपो.
12. त्रिपाठी, एम. पी. (2019). समावेशी शिक्षा एवं विशेष आवश्यकता वाले शिक्षार्थी. विनीत पब्लिकेशन.
13. सिन्हा, एस. पी. (2014). समावेशी शिक्षा का मनोवैज्ञानिक दृष्टिकोण. भारतीय विद्या प्रकाशन.
14. गुप्ता, वी. के. (2018). समावेशी शिक्षा: नीति और व्यवहार. शारदा पब्लिकेशन.
15. तिवारी, आर. पी. (2016). समावेशी कक्षा शिक्षण. भारती पुस्तक भवन.

M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011004bT	Course Title – GENDER STUDIES	
Credits: 4	Elective	Max Marks - 100 (75+25)



Learning Outcomes:

1. To develop an understanding of the historical perspectives and experiences of women's education across different socio-cultural contexts.
2. To develop the ability to discern gender in educational contexts (pedagogy and curriculum, school setting and policies).
3. To understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
4. To gain a critical perspective on the ways in which education maintains and legitimates gender relations in society and
5. To critically analyse policies and programmes for their gendered basis and outcomes

Unit	Topics	No. of Lectures
I	Core Concepts in Gender Studies <ul style="list-style-type: none">• Patriarchy, Biological Determinism• Feminism/s, Femininity and Masculinity• Social Construction of Gender and Identity	15
II	Feminist Epistemology and Methodologies <ul style="list-style-type: none">• Feminist Empiricism and Standpoint Epistemology: Double Consciousness, Strong Objectivity• Feminist Pedagogy• Feminist Approaches to Research Methods: In-depth Interviewing, Content Analysis, Oral History, Ethnography	15
III	Nationalism, Gender and Educational Discourse <ul style="list-style-type: none">• Definition, Concept and Construction of Nationalism• Relationship between Nationalism and Gender• Role of Education in Constructing Nationalism and Gender• Gender, Ideology and School Curriculum• History of Women's Education in India• Post-Independence Gender and Educational Discourse in India	15

IV	Women in Higher Education and Power Structures <ul style="list-style-type: none">• Subject Choices and Gender in Higher Education• Privatization of Higher Education and Its Effects• Gender, Education, and Nation	15
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Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West Bengal. Kolkata: Street Publishers.
2. Batliwala, Srilatha.(1993). Empowerment of Women in South Asia: Concepts and Practices.
3. Bhasin, Kamla.(2000). Understanding Gender. New Delhi: Kali for Women.
4. Bhasin, Kamla.(2004). Exploring Masculinity. New Delhi: Women Unlimited.
5. Chanana, Karuna(ed.). (1988). Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
6. Colombo: Asian-South Pacific Bureau of Adult Education.
7. Gould, S. J. (1981). The Mismeasure of Man. London: Penguin Books.
8. Govinda, R. (ed.). (2002). India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press.
9. Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
10. Kushwaha, Madhu (2014). Gender aur Shiksha. Varanasi: Gangasaran & Grand Sons.
11. Menon, N. (2012). Seeing like a feminist. India: Penguin.
12. मिश्रा, अर्चना. (2018). जेंडर अध्ययन: सिद्धांत एवं व्यवहार. नीलकमल प्रकाशन.
13. फातिमा, सायरा. (2019). लैंगिक संवेदनशीलता और महिला सशक्तिकरण. भारती पब्लिकेशन.
14. शर्मा, कुसुम. (2020). लैंगिक अध्ययन: स्त्री विमर्श की दृष्टि से. शिप्रा पब्लिकेशन.
15. सिंह, अंजू. (2017). स्त्री अध्ययन: विमर्श और विश्लेषण. राधा पब्लिकेशन.
16. तिवारी, रेखा. (2016). लैंगिक समानता और शिक्षा. विश्वविद्यालय प्रकाशन.
17. पांडेय, रमा. (2018). भारतीय समाज में जेंडर और शिक्षा. विनीत पब्लिकेशन.
18. यादव, शशि. (2021). स्त्री विमर्श और शिक्षा. साहित्य भवन पब्लिशर्स.
19. शुक्ला, रेखा. (2015). लैंगिक अध्ययन: सामाजिक संदर्भ में. भारतीय विद्या प्रकाशन.
20. मेहता, कुसुम. (2014). महिला अध्ययन और सामाजिक परिवर्तन. नीलम प्रकाशन.
21. श्रीवास्तव, अनीता. (2020). शिक्षा और जेंडर न्याय. शारदा पब्लिकेशन.

M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011005R	Course Title – RESEARCH PROJECT-DISSERTATION	
Credits: 4	Core Compulsory	Max Marks - 100

Learning Outcomes:

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

- To understand the process of complete research projects.
- Students will be able to understand the process of research in education.
- Students will understand the fundamentals of research process in social sciences.

Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
	Topics: Dissertation	No. of Lectures
	(STUDENTS WILL BE REQUIRED TO SUBMIT THE DISSERTATION THE EVALUATION OF THE DISSERTATION REPORT SHALL BE CONDUCTED BY THE INTERNAL AND EXTERNAL EXAMINERS APPOINTED BY THE UNIVERSITY FOLLOWED BY VIVA-VOCE EXAMINATION)	8hours/week

