



**ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)**

**Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)**

U.P. STATE GOVERNMENT UNIVERSITY,

(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

## **Department of Education**

**Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)**

# **Choice Based Credit System (CBCS) Syllabus For M.A. Education (Semester System) For Academic Sessions 2026-2027**



## **Department Of Education**



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## **Department of Education**

**Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)**

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## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### 1. Applicability

These Regulations shall apply to the Master of Arts (M.A.) in Education programme from the session 2022-24.

#### 2. Minimum Eligibility for Admission

A three/four years Bachelor's degree (with any subject in faculty of social science) or its equivalent awarded by a University or Institute established as per law and recognized as equivalent by this University with minimum 45 percentage of marks or equivalent grade, shall constitute the minimum requirement for admission to the M.A. in Education programme.

#### 3. Programme Objectives

To prepare students to –

1. Master over the prescribed academic content with reflective thinking approach.
2. Critically examine different prevailing and anticipated issues dealing with local to global levels.
3. Preserve the academic ingredients rooted to Indian culture, heritage, and values.
4. Create new knowledge for giving a befitting shape to the Indian Society for meeting 21st century requirements.
5. Cherish knowledge with multidisciplinary approach.
5. Extend the benefits of generated knowledge to all the stake holders.
6. Shift the focus from individual self to collective self.

#### 4. Programme Outcomes

After completing Master's programme, students will be able to -

- PO1. Demonstrate competence on academic ingredients from philosophical, psychological, social, and scientific perspective.
- PO2. Reflect critical and collaborative/cooperative abilities to not only understand but also provide guidance for coming generations.
- PO3. Not just cover the curriculum but discover the curriculum to enrich their knowledge.
- PO4. Interlink existing knowledge with the new generated knowledge with the help of research and collaborative efforts.
- PO5. Demonstrate the skills to serve the society from the knowledge generated in higher education institutes.
- PO6. Develop their personality to make themselves valuable at national as well as international level.



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#### 5. Specific Programme Outcomes

After completion of this programme, students will be able to –

PSO1. Explore the basis of Education to develop Education subject as an enriched body of knowledge.

PSO2. Infer the real meaning of Education and its catalyst power to enrich the strength of the stake holders.

PSO3. Generate critical thinking regarding issues related to modern trends, anticipated educational challenges and global scenario.

PSO4. Develop research capabilities to create new knowledge for better understanding of the society.

PSO5. Enrich conceptual, transactional, and judging capacities to make them techno driven, socially comprehensive and leaders of the society.

PSO6. Establish linkages between rooted to culture and committed to progress academic environment.

PSO7. Show the competencies to be academically rich with explorative approach to move from individual self to collective self.

#### 6. Course Structure

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



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| SEMESTER-1        |                                                                                               |            |              |             |
|-------------------|-----------------------------------------------------------------------------------------------|------------|--------------|-------------|
| Course No.        | Name of the Course                                                                            | Credit     | Marks        | Course Type |
| EDUCC-101         | Philosophical Foundations of Education                                                        | (CREDIT-5) | 75+25=100    | Core Course |
| EDUCC-102         | Sociological Foundations of Education                                                         | (CREDIT-5) | 75+25=100    | Core Course |
| EDUCC-103         | Psychological Foundations of Education                                                        | (CREDIT-5) | 75+25=100    | Core Course |
| EDUCC-104         | Methodology of Educational Research                                                           | (CREDIT-5) | 75+25=100    | Core Course |
| EDUIRA 105A/B/C/D | - Life Skills in Education / Understanding the Self / Lifelong Learning / Any MOOC            | (CREDIT-4) | 75+25=100    | Course      |
| EDUCC-106         | Practicum –<br>1. Critical Analysis of any two Educational Schemes<br>2. Psychology Practical | (CREDIT-4) | 50<br><br>50 | Core Course |
| Semester Total    |                                                                                               | 28 CREDITS |              |             |



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| <b>SEMESTER-II</b>       |                                                                                              |                   |              |                                   |
|--------------------------|----------------------------------------------------------------------------------------------|-------------------|--------------|-----------------------------------|
| <b>Course No.</b>        | <b>Name of the Course</b>                                                                    | <b>Credit</b>     | <b>Marks</b> | <b>Course Type</b>                |
| <b>EDUCC-201</b>         | Educational Thinkers and Reformers                                                           | (CREDIT-5)        | 75+25=100    | Core Course                       |
| <b>EDUCC-202</b>         | Indian Society and Education                                                                 | (CREDIT-5)        | 75+25=100    | Core Course                       |
| <b>EDUCC-203</b>         | Learner and Learning Processes                                                               | (CREDIT-5)        | 75+25=100    | Core Course                       |
| <b>EDUCC-204</b>         | Methods of Data Analysis in Education                                                        | (CREDIT-5)        | 75+25=100    | Core Course                       |
| <b>EDUIRA-205A/B/C</b>   | Value and Peace Education / Gender Issues and Human Rights Education/ Any MOOC or ODL course | (CREDIT-4)        | 75+25=100    | Course                            |
| <b>EDUCC-206</b>         | Practicum –<br>1. Research Proposal for Dissertation<br>2. Educational Excursion             | (CREDIT-4)        | 100          | Core Course                       |
| <b>EDUVNC-207A/B/C/D</b> | Personality Development / Communication Skill / Ethics in social media / Cyber Security      | <b>00</b>         | <b>00</b>    | Value added course (non-Credited) |
| <b>Semester Total</b>    |                                                                                              | <b>28 CREDITS</b> |              |                                   |



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| <b>SEMESTER-III</b>   |                                                                             |                   |              |                      |
|-----------------------|-----------------------------------------------------------------------------|-------------------|--------------|----------------------|
| <b>Course No.</b>     | <b>Name of the Course</b>                                                   | <b>Credit</b>     | <b>Marks</b> | <b>Course Type</b>   |
| <b>EDUCC-301</b>      | History and Problems of Education in INDIA                                  | (CREDIT-5)        | 75+25=100    | Core Course          |
| <b>EDUCC-302</b>      | Measurement and evaluation                                                  | (CREDIT-5)        | 75+25=100    | Core Course          |
| <b>EDUEL-303A/B</b>   | Inclusive Education/ Higher Education and its Champions in India            | (CREDIT-5)        | 75+25=100    | Core Course Elective |
| <b>EDUEL-304A/B</b>   | Teacher Education/ Environment Education                                    | (CREDIT-5)        | 75+25=100    | Core Course Elective |
| <b>EDUIN-305</b>      | Internship for one month in any Educational Institution with its Case Study | (CREDIT-4)        | 100          | Summer Internship    |
| <b>Semester Total</b> |                                                                             | <b>24 CREDITS</b> |              |                      |





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| SEMESTER-IV     |                                                                                                         |             |           |                      |
|-----------------|---------------------------------------------------------------------------------------------------------|-------------|-----------|----------------------|
| Course No.      | Name of the Course                                                                                      | Credit      | Marks     | Course Type          |
| EDUCC-401       | Educational Technology                                                                                  | (CREDIT-5)  | 75+25=100 | Core Course          |
| EDUEL-402A/B /C | Mental Hygiene and Education/ Curriculum Development/Population Education                               | (CREDIT-5)  | 75+25=100 | Core Course Elective |
| EDUEL-403A/B/C  | Guidance & Counseling /Management and Administration in Education / Educational Management and Planning | (CREDIT-5)  | 75+25=100 | Core Course Elective |
| EDUCC-404       | Contemporary Issues in Indian Education                                                                 | (CREDIT-5)  | 75+25=100 | Core Course          |
| EDUMT-405       | Dissertation and its Viva Voce                                                                          | (CREDIT-4)  | 100       | Master Thesis        |
| Semester Total  |                                                                                                         | 24 CREDITS  |           |                      |
| GRAND TOTAL     |                                                                                                         | 104 CREDITS |           |                      |

|                                                                            |
|----------------------------------------------------------------------------|
| Minimum Credits Required for award of Post Graduate Diploma& Master Degree |
| 56 Credits Post Graduate Diploma                                           |
| 104 Credits Master's Degree                                                |





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### Semester I

### Philosophical Foundations of Education

Paper Code: EDUCC-101

Total Marks (75+25=100), Credits 5

#### Course Outcomes:

Lectures = 65

- CO1. Understand the nature and scope of Philosophy of Education,
- CO2. Understand the different branches of Philosophy
- CO3. Appreciate the Western schools of Philosophy and its application in Education,
- CO4. Understand the contemporary philosophers and their contribution in Education

#### UNIT-I

- Education & Philosophy: Concept, Nature, and Relationship
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic
- Introduction of Indian Philosophy: Basic features and characteristics of Indian Philosophy

#### UNIT-II

- Western Philosophies: Naturalism, Idealism, Pragmatism with special reference to the concept of knowledge, reality, values and their educational Implications

#### UNIT III

- Indian Schools of Philosophy: Orthodox -Samkhya, Yoga, Nyaya, Jainism, Buddhism, with special reference to the concept of knowledge, reality, values and their educational Implications.

#### UNIT-IV

- Educational Thinking of Plato, Immanuel Kant, Jean-Jacques Rousseau, Maria Montessori.
- Modern Trends in Philosophy: Reconstructionism, Logical Positivism, Grounded Theory, Naturalistic Inquiry, Interpretivism

#### UNIT- V

- Study of National Educational Institutions: Jamia Millia Islamia, Banasthali Vidyapeeth, Vishwabharti



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- Discuss about the values enshrined in the Constitution of India.

### Suggested Readings -

- *Kneller, G.F.*, : Introduction to the Philosophy of Education, New York : John Wiley & Sons
- *Butler, D.J.*: Four Philosophies in Education, London, Harpar& Row.
- *Kabir, Humyum* Indian Philosophy of Education Asia Publishing House, Mumbai.
- *Mani, R.S.* Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
- *Pandey, R.S.*: An Introduction to Major Philosophies of Education, Agra: VinodPustakMandir.
- Kneller G.S. - Introduction to the philosophy of Education, (N. Y, John Wiley & Sons, 1971)
- Brubacher J.S(Ed) - Modern Philosophy of Education 54th Yearbooks NSSE Chicago, Universityof Chicago press, 1953
- Chaube S.P. &Chaube A- Philosophical and Sociological foundation^ Education
- Pandey R.S.- An introduction to Major philosophies of Education, VinodPustakMandir, Agra
- Ross J.S- Groundwork of Educational theory, London, George G. Harreo& Co. Ltd.
- Kabir H- Indian Philosophies of Education, Bombay, Asia Publishing House, 1962
- Pandey R.S.-ShikshaDarshan, Agra VinodPustakMandir
- Pathak&Tyagi- ShikshakeDarshnikSiddhant Agra VinodPustakMandir
- Sharma RamNath- BhartiyaShikshaDarshan
- ShuklaDr. Rama- AlokPrakashanLucknow
- Pandey R.S.-Vishwakeshreshthashikshashastri
- Aggarwal J.C.: Theory and Principles of Education, New Delhi Vikas Publishing House.
- Havinghurst R.J. & B.L. Newgarben : Society and Education, Allyn & Bacon.
- Mathur, S.S. : A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir
- Ottaway, A.K.C. : School and Society, London Routledge and Keganpal.
- Saxena, N.R. Swaroop : Principles of Education, Meerut R. Lal Book Depot, 1996.
- लाल रमन बिहारी रू शिक्षा के सिद्धान्त
- माथुर एस0एस0 रू शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, आगरा : विनादे पुस्तक मन्दिर। पाण्डेय, राम शकल, रू शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि आगरा : विनादे पुस्तक मन्दिर।
- पाठक पी0डी0 रू शिक्षा के सिद्धान्त, विनादे पुस्तक मंदिर, आगरा।
- पाल, एस0के0 लक्ष्मी नारयण गुप्त एवं मदनमाहेन रू शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद : कैलाश प्रकाशन
- *Kneller, G.F.*, Introduction to the Philosophy of Education, New York: John Wiley & Sons
- *Butler, D.J.*: Four Philosophies in Education, London, Harpar& Row.
- *Kabir, Humyum* Indian Philosophy of Education Asia Publishing House, Mumbai.



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### Semester I

### Sociological Foundations of Education

Paper Code: EDUCC-102

Total Marks (75+25=100), Credits 5

Lectures = 65

#### Course Outcomes

- CO1.To understand Meaning and Nature of Educational sociology.
- CO2.Explain relationship between sociology and Education.
- CO3.Discuss the education as social process.
- CO4.Explain education and socialization
- CO5.State different agencies of education and their functions.
- CO6.Justify the importance of education for social change.
- CO7.Describe the role of education in modernization and globalization.
- CO8.Describe the function of education to ensure equality and equity.

#### UNIT-I

- Sociology of Education - concept, nature, scope, Difference between Educational Sociology and Sociology of Education
- Need for a sociological approach in Education. • Education as social sub system - in relation to and interaction with other social institutions and sub systems as family, community, economy, political system, and religion.

#### UNIT-II

- Social interactions and their educational implications, social group inter-group relationship – group dynamics, social stratifications – concepts of social stratification and Social Mobility its educational implications. Meaning and Nature

#### UNIT-III

- Socio-culture change: Meaning and nature- Role of education in social and cultural context Cultural determinants of education. Cultural Lag
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity



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#### UNIT IV

- Concept of Urbanization, Modernization, Westernization with special reference to Indian society and its educational implications, Socio-economic factors, and their impact on education.

#### UNIT V

- Study of Social Thoughts and contribution of Emile Durkheim, Talcott Parsons, P.A. Sorokin, and Charles Cooley
- Human Rights and Value Education
- Cultural unity and diversity in India; Concept of composite culture

#### Suggested Readings

- Aggarwal J.C.: Theory and Principles of Education, New Delhi Vikas Publishing House.
- Havinghurst R.J. & B.L. Newgarben: Society and Education, Allyn & Bacon.
- Mathur, S.S.: A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir
- Ottaway, A.K.C. : School and Society, London Routledge and Keganpal.
- Saxena, N.R. Swaroop: Principles of Education, Meerut R. Lal Book Depot, 1996.
- Kabir, Humyum Indian Philosophy of Education Asia Publishing House, Mumbai.
- Mani, R.S. Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
- Pandey, R.S.: An Introduction to Major Philosophies of Education, Agra : Vinod Pustak Mandir.
- Ramchandani S. Great thoughts on Education, D.V.S. Publication Distribution, Guwahati.
- Sharma, S.R.: Philosophy of Education, New Delhi; Mohit Publications.
- माथुर एस0एस0 माथुर एस0एस0 रु शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, आगरा : विना'द पुस्तक मन्दिर।
- पाण्डेय रामशकल, पाण्डेय रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, आगरा, विनोद पुस्तक मन्दिर।
- चौबे, एस0पी0 एवं अखिलेश चौबे, चौबे, एस0पी0 एवं अखिलेश चौबे, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, इलाहाबाद शारदा पुस्तक भवन।
- अग्रवाल एस0के0, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, आगरा, भार्गव बुक हाउस।
- गुप्त लक्ष्मी नारायण, गुप्त लक्ष्मी नारायण, महान पाश्चात्य एवं भारतीय शिक्षा शास्त्री, इलाहाबाद, कैलाश प्रकाशन।
- लाल रमन बिहारी : लाल रमन बिहारी : शिक्षा के दार्शनिक आधार रस्तौगी पब्लिकेशन आगरा
- Saxena, N.R.S.: Philosophical and sociological foundation of education Meerut: Surya Publishing
- T. Raymont: The Principles of Education Bombay: Orient-Longman's limited.
- Pandey, R.S.: Principales of Education, Agara-2 Vinnod Pustak Mandhir.



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- Nunn, T.P.: Education its Data and First Principles London:Edward Arnold.

**Semester I**  
**Psychological Foundations of Education**  
**Paper Code: EDUCC-103**

**Total Marks (75+25=100), Credits 5**

**Lectures = 65**

### Course Outcomes

- CO1.Explain the concept of educational psychology and its relationship with psychology.
- CO2.Understand different methods of educational psychology.
- CO3.Describe the theoretical perspectives of educational psychology.
- CO4.Explain the concepts of Growth and Development, Creativity
- CO5.State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- CO6.Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

### UNIT-I

- Meaning of Education and Psychology: Relationship of education and psychology. Schools of Psychology (Behavioristic, Psychoanalytic, Humanistic, Cognitive) Scope of Educational Psychology. Methods of Educational Psychology.

### UNIT-II

- Growth and Development, Stages of Development, Growth and Development during childhood and adolescence: Physical, Social, Emotional, Mental. Individual Differences: Concept and areas. Determinants: Role of heredity and environment in developing individual differences.
- Determinants of Development – Heredity and Environment

### UNIT-III

- Language Development • Cognitive development: Piaget's theory
- Creativity: Concept, Characteristics, Development, and types of creativity, Importance of creativity in education.



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#### UNIT IV

- Gifted and Learning-Disabled Children: Meaning and Characteristics. Needs and Problem
- Mental Health & Hygiene: Concept, Principles of mental hygiene

#### UNIT V

- Individual differences: concept and determinants - heredity and environment
- Sources of individual differences- Attitude, Achievement, Interests, Values, Abilities
- Defense mechanism – concept and types.

#### Suggested Readings

- Bhatnagar, Suresh : Advanced, Educational Psychology, Lal Book Depot, Meerut.
- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- Crow L.D. and Alice crow: Educational Psychology, New York, Willey.
- Burt, C. : The Back ward child, London, University in London Press.
- Shonkar, Udai: Problem Children, Atma Ram and Sons, Delhi.
- Bhatnagar, Suresh: Advanced, Educational Psychology, Lal Book Depot, Meerut.
- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- Crow L.D. and Alice crow: Educational Psychology, New York, Willey. 5 Burt, C.: The Back ward child, London, University in London Press.
- Shonkar, Udai: Problem Children, Atma Ram and Sons, Delhi.
- Terman, L.M. & Oden M.H. : The Gifted child Grous UP Calijornia, Standard University, Press.
- Sorenson, H.: Psychology of Education, New York: McGraw Hill. 8 Morgan, J.B. & Gilliland, A.R. An Introduction to Psychology, New York: McMillan.
- Munn, N.L. : An Introduction to Psychology, Delhi, Oxford & IBH
- पाठक, पी०डी० रू शिक्षा मना'विज्ञान, विना'द पुस्तक मन्दिर, आगरा।
- माथुर, माथुर, एस०एस० रू शिक्षा मना'विज्ञान, आगरा दिनाक पुस्तक मन्दिर।
- सारस्वत, मालती सारस्वत, मालती रू शिक्षा मना'विज्ञान, आला'क प्रकाशन, लखनऊ।
- अग्रवाल, एस०के०, अग्रवाल, एस०के०, रू शिक्षण कला, आगरा, भार्गव बुक हाउस
- सिंह, सिंह ए०के० रू शिक्षा मना'विज्ञान, पटना, भारती भवन।
- Bhatia, H.R.: Text Book of Educational Psychology, Delhi, Mc MillanCo.,1977.
- Bigge, M.L. and Hunt, M.P. : Psychological Foundations of Education, New York, Harper and Row,1962.
- Kuppaswamy, B: Advanced Educational Psychology, New Delhi: Delhi University Published.





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- Lazarus, R.S.: Personality and Adjustment, New Jersey : Prentice Hall Inc., 1963

### Semester I

### Methodology Of Educational Research

Paper Code: EDUCC-104

Total Marks (75+25=100), Credits 5

Lectures = 65

### Course Outcomes

- CO1.Enable Students to understand a general definition of research design.  
CO2.To Enable Students, know why educational research is undertaken, and the audiences that profit from research studies.  
CO3.To Enable Students familiar with ethical issues in educational research,including those issues that arise in using quantitative and qualitative research.  
CO5.To Enable Students, understand primary characteristics of quantitative research and qualitative research.  
CO6.To Enable Students to identify a research problem stated in a study  
CO7.To Enable Students, understand Population and Sampling  
CO8.Explain the characteristics, types and formulation of Hypothesis  
CO9.To Enable Students Writing Research Report: Developing a research proposal (synopsis)

### UNIT-I

- Meaning, purpose, scope, and areas of Educational Research • Kinds of Educational Research: basic & applied, and action research, and their characteristics • Approaches to Research in Education: qualitative, quantitative, and mixed and their characteristics, Types of research under each paradigm

### UNIT-II

- Meaning and difference between assumptions, postulates and hypotheses. • Nature and types of hypotheses: their sources • Characteristics of good hypotheses • Role of hypotheses in theory building. • Hypothesis testing and Types of errors.

### UNIT-III

- Concept of population and sample. • Sample frame, units of sampling. • Determiners of sample size. • Various methods of probability and non-probability sampling. • Characteristics of a good sample. • Sampling errors and avoidance of sampling bias





## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT IV

- Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources Research Ethics
- Research Ethics

#### UNIT V

- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal.

#### Suggested Readings

- Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publications.
- Kothari, C.R (1990). *Research Methodology: Methods and Techniques (2ndEd.)*. New Delhi: VishwaPrakashanshersh.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press
- Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide forBeginners*. New Delhi: Pearson Publication.
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers. Reference Books
- Nanda, G.C. & Khato, P.K. (2012). *Fundamentals of Educational Research and Statistics*. New Delhi: Ludhiana.
- Gay, L.R. (1990). *Educational research-competencies for analysis and application (3rd Ed.)*, Macmillan Publishing Company, New York Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education (6th Ed.)*. Belmont, CA: Wadsworth/Thomson Learning.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research (4th Ed.)*. New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt.Ptd.)



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Kerlinger, F.N. (1973). Foundation of behavioral research. New York: Holt Rinehart & Winston.
- Rao, U. (2007). Action research. Himalaya Publishing House, New Delhi. • Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.
- Corey, S. M. (1953), Action research to improve school practice, New York: Teachers College Press
- Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. London: Sage Publication
- 1 Blomes, Paul & E.F.Lindquist, (1960): Elementary statistical methods in Psychology and Education, Calcutta: Oxford Publications.
- 2 Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications
- 3 Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications
- 4 Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
- 5 Agarwal, J.C. (1997) Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-I  
Life Skills in Education  
Paper Code: EDUIRA-105A

Total Marks (75+25=100), Credits -4  
Lectures = 65

### Course Outcomes:

After studying the course, the students will be able to-

- CO1.To understand the concept of life skills and its evolution.
- CO2.To recognize and analyze the importance of life skills education by studying the reports of international organizations and committees.
- CO3.To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

### UNIT I:

- Definition and Importance of Life Skills, Life Skills Education in the Indian Context, Thinking Skills, Thinking - Nature, Elements of Thought - Types of Thinking, Creative and Critical Thinking
- Problem Solving, Definition, Steps in Problem Solving, Factors Influencing Problem Solving

### UNIT II

- Decision Making; Definition, Process, Need, Consequences, Models of Decision Making -Goal Setting

### UNIT III:

- Coping skills: coping with emotions definition, characteristics, types of emotions causes and effects of different emotions strategies of coping with emotions strategies to develop
- Leadership and Management Skills, Entrepreneurial Skills

### UNIT IV

- skills of managing emotions: classroom discussion; brainstorming; role-plays, audio, and visual activities e.g., arts, music, theatre, dance; case studies, storytelling, debates



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Universal Human Values: Universal Human Values, Love and Compassion (Prem and Karuna), Truth (Satya), Non-Violence (Ahimsa), Righteousness (Dharma), Peace (Shanti), Service (Seva), Renunciation (Sacrifice) Tyaga, Constitutional Values, Justice, and Human Rights,

#### UNIT-V

- Coping with Stress; Definition, Stressors, Sources of Stress, The General Adaptive Syndrome Model of Stress, Coping Strategies

#### Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
- Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darker Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-I Understanding the Self Paper Code: EDUIRA -105 B

Total Marks (75+25=100), Credits -4  
Lectures = 65

#### Course Outcomes

Students will be able to-

- CO1.Build an understanding about themselves i.e. the development of self as a person as well as a teacher
- CO2.Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- CO3.Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.
- CO4.Appreciate the critical role of teachers in promoting 'self' and student's 'well-being'

#### UNIT I

- Self: Meaning, Concept, Characteristics, its educational implication
- Identity: Meaning, Concept, Characteristics, its educational implication
- Identifying factors in the development of 'self' and in shaping identity

#### UNIT II

- Building an understanding about philosophical and cultural perspectives of 'self' as teacher
- Understanding and sharing one's identity and socio-cultural, historical, and political influences in shaping the professional identity

#### UNIT III

- Development of Self and Yoga
- Yoga: Concept, Steps
- Exploring, reflecting self through yoga in becoming a teacher

#### UNIT IV



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Development of Self and Ego
- Ego: Concept, Characteristics; three levels of mind: Id, Ego & Superego
- To explore ego as self, Defense mechanism
- Understanding the role of teacher as facilitator and partner in well-being among learners

### UNIT V

- Development of Self and Emotion
- Emotion: Concept, Characteristics, factors
- Understanding emotions: Happiness, Anger, Disgust & Love
- To develop self through emotions and developing well-being among teacher and learners

### Suggested Readings

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf>
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO: Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Baroda: Centre for advanced study in Education, M. S. University of Baroda.
6. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.
7. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? Harper Collins: A handbook of child learning.
10. Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development: New models of learning, teaching and schooling (pp. 9 -27). Cambridge, MA: Basil Blackwell.





ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)

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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-I Lifelong Learning Paper Code: EDUIRA -105C

Total Marks (75+25=100), Credits -4  
Lectures = 65

#### Course Outcomes

- CO1.Educate students regarding critical issues of ageing workforce, its prospects, opportunities, and challenges,
- CO2.Promote awareness regarding national policies and programs in context of ageing and adult continuing education.

#### UNIT I

- An introduction to gerontology
- Nature, scope and rationale
- National policies and programmes

#### UNIT II

- Health issues and management
- Adjustment issues and mental health after retirement.
- Stress of caregivers, geriatric counselling.

#### UNIT III

- Approach of gerontology, third age education, social cohesion.
- Participatory and qualitative ageing,
- Employment opportunities

#### UNIT IV

- Ageing workforce as a resource,
- Adult continuing education and lifelong learning strategies,
- Skills enhancement



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### UNIT V

- Some success stories and practical exposure
- Case study of old age homes and communities
- Hands-on experience of students

### Suggested Readings

- Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewell Research and Advocacy Centre.
- Chadha, N.K., & Bhatia, H. (2009). Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, Ping kwong (2003). Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.
- Lloyd, peter (2002). The Empowerment of the elderly people. London: School of Social Sciences, University of Sussex.
- Ministry of Law and Justice, Government of India (2007). The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.
- Shah, S.Y. (2003). Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

### Semester-I

#### Any MOOC

**Paper Code: EDUIRA -105D**

**Total Marks (75+25=100), Credits -4**

**Lectures = 65**

### Semester-I

**Paper Code: EDUCC-106**

Practicum –

**Total Marks (100), Credits 4**

1. Critical Analysis of any two Educational Schemes

50

2. Psychology Practical

50



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester II

Educational Thinkers and Reformers

Paper Code: EDUCC-201

Total Marks (75+25=100), Credits 5

Lectures = 65

#### Course Outcomes:

- CO1. Understand the Indian thinkers and reformers their Philosophy
- CO2. Understand the Educational Values
- CO3. Understand the Problems and Solutions of Women Education In India

#### UNIT-I

- Indian thinkers and reformers their Philosophy with reference to their educational views: Vivekananda, Aurobindo, Tagore, Gandhi, Sarvapalli Radhakrishnan, Shankaracharya

#### UNIT-II

- Contributions of Great Modern Indian Thinkers: Mahatma Madan Mohan Malviya, Dr. Bheem Rao Ambedkar, Dr. APJ Abdul Kalam.

#### UNIT-III

- Educational philosophy of J. Krishnamurti, Zakir Hussain, John Dewey

#### UNIT-IV

- Educational Values; Meaning of Value, Kinds of Educational Values, Hierarchy of Educational Values, Educational Values as Determinants,
- Value and Attitude formation in a child for the Present Indian Value System and National Values enshrined in Indian Constitution

#### UNIT-V

- Problems And Solutions of Women Education In India; Progress In Women Education Through 'Padhen Betiyan Badhe Betiyan', Effort For Women Education In Independent India

#### Suggested Readings -

- *Kneller, G.F.*, : Introduction to the Philosophy of Education, New York : John Wiley & Sons
- *Butler, D.J.*: Four Philosophies in Education, London, Harpar & Row.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- *Kabir, Humyum* Indian Philosophy of Education Asia Publishing House, Mumbai.
- *Mani, R.S.* Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
- *Pandey, R.S.:* An Introduction to Major Philosophies of Education, Agra: VinodPustakMandir.
- *Kneller G.S.* - Introduction to the philosophy of Education, (N. Y, John Wiley & Sons, 1971)
- *Brubacher J.S(Ed)* - Modern Philosophy of Education 54th Yearbooks NSSE Chicago, Universityof Chicago press, 1953
- *Chaube S.P. &Chaube A-* Philosophical and Sociological foundation^ Education
- *Pandey R.S.-* An introduction to Major philosophies of Education, VinodPustakMandir, Agra
- *Ross J.S-* Groundwork of Educational theory, London, George G. Harreo& Co. Ltd.
- *Kabir H-* Indian Philosophies of Education, Bombay, Asia Publishing House, 1962
- *Pandey R.S.-ShikshaDarshan*, Agra VinodPustakMandir
- *Pathak&Tyagi-* ShikshakeDarshnikSiddhant Agra VinodPustakMandir
- *Sharma RamNath-* BhartiyaShikshaDarshan
- *ShuklaDr. Rama-* AlokPrakashanLucknow
- *Pandey R.S.-Vishwakeshreshthashikshashastri*
- *Aggarwal J.C.:* Theory and Principles of Education, New Delhi Vikas Publishing House.
- *Havinghurst R.J. & B.L. Newgarben :* Society and Education, Allyn & Bacon.
- *Mathur, S.S. :* A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir
- *Ottaway, A.K.C. :* School and Society, London Routledge and Keganpal.
- *Saxena, N.R. Swaroop :* Principles of Education, Meerut R. Lal Book Depot, 1996.
- लाल रमन बिहारी रू शिक्षा के सिद्धान्त
- माथुर एस0एस0 रू शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, आगरा : विना'द पुस्तक मन्दिर।  
पाण्डेय, राम शकल, रू शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि आगरा : विना'द पुस्तक मन्दिर।
- पाठक पी0डी0 रू शिक्षा के सिद्धान्त, विना'द पुस्तक मंदिर, आगरा।
- पाल, एस0के0 लक्ष्मी नारयण गुप्त एवं मदनमा'हन रू शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद : कैलाश प्रकाशन
- *Kneller, G.F.,* Introduction to the Philosophy of Education, New York: John Wiley & Sons
- *Butler, D.J.:* Four Philosophies in Education, London, Harpar& Row.
- *Kabir, Humyum* Indian Philosophy of Education Asia Publishing House, Mumbai.



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester II  
Indian Society and Education  
Paper Code: EDUCC-202

Total Marks (75+25=100), Credits 5

Course Outcomes:

Lectures = 65

- CO1.To enable the students to understand about the
- CO2.Culture of India and role of education to make a composite culture,
- CO3.Different agencies of socialization and their impact on education,
- CO4.Need and importance of national integration and international understanding,
- CO5.Concept of School- community relationships

### UNIT-I

- Meaning and definition of socialization, factors affecting socialization, role of teacher in the process of socialization
- Social Deviants: Influences on Personality Development
- Education and its Relationship with other Social Subsystems: Economy, Polity, Culture, Health, Nature & Metaphysics

### UNIT-II

- Agents of socialization: Family, School, Religion, Community, Education: a social system, a social process and a process of social progress
- Social Structure: Ancient to Modern India, Socio-Political ideology, Role of Education in Social Mobility, Preservation, Transmission and Evolution
- Role of Education in Changing Indian Society

### UNIT-III

- Concept and Process of Social Change: Modernization, Industrialization, Technological Change and Development, Factors affecting Social Change: Nature and Impact of the Factors
- Meaning and Characteristics of Culture, types of culture, cultural lag, influence of culture on education and vice-versa

### UNIT IV



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- : Current Issues in the Context of Education and Indian Society: Neo-Colonialism, Neo-Capitalism & Neo-Liberalism, Divergence of the State, School, and Community, Indigenous Knowledge System of Tribal Communities, Parents' Participation in Education, NEP-2020: Implementation and Challenges, Equity & Equality in Education, Education for Socially Disadvantaged: Identity and Autonomy of Education, Educational Determinism & Challenges
- School- community relationships: Need of relation between school and community; measures to develop corporate life in school.

### UNIT V

- Study of social thoughts and contribution of Indian social thinkers - G. S. Ghurye, R. K. Mukerjee, M. N. Srinivas, S. C. Dubey
- Education and national welfare
- Nationalism and Education, obstacles in National Integration and educational programmes for National Integration

### Suggested Readings

- Aggarwal J.C.: Theory and Principles of Education, New Delhi Vikas Publishing House.
- Havinghurst R.J. & B.L. Newgarben: Society and Education, Allyn & Bacon.
- Mathur, S.S.: A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir
- Ottaway, A.K.C.: School and Society, London Routledge and Keganpal.
- Saxena, N.R. Swaroop: Principles of Education, Meerut R. Lal





## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons.
- Bhattacharya, S. (1996): *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. & Cook, E. (1970). *Sociological Approach to Education*. New York, McGraw Hill.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin.
- Dewey John (1940). *Democracy & Education*. New York: Mac Millan.
- D'Souza A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*, New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- J.A. Walia, (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jullundhur City.
- Jayaram, (1990). *Sociology of Education*, New Delhi: Rawat.
- Kneller, George F., *Foundations of Education*, John Wiley and Sons, 1978.
- Mathur S.S., (2008): *A Sociological approach to Indian Education*, Agra: Vinod Pustak Mandir.
- Mishra. B.K. & Mohanty R. (2002). *Trends and issues in Indian education*, New Delhi: Kanishka Publishers.
- Mohanty J. (1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers.
- Ruhela S.P. (1970) *Sociological Foundation of Education in Contemporary India*, Dhanpat Rai, Delhi.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1970). *Basic Readings in the Sociology of Education*, London: Routledge and Kegan Paul.
- पाठक, आर.पी. एवं भारद्वाज अमिता पाण्डेय (२०१३) *भारतीय समाज में शिक्षा का उदयीमान परिदृश्य, कनिष्का प्रकाशन, नई दिल्ली।*
- रमन बिहारी लाल (१९९५) *उदयीमान भारतीय समाज में शिक्षा, आर.लाल बुक डिपो, मेरठ (उ.प्र.)।*
- पाठक, आर.पी. एवं चौधरी, रजनी जॉशी (२०१३) *शिक्षा सिद्धांत, कनिष्का प्रकाशन, नई दिल्ली।*
- पाण्डेय के.पी. (२००५) *शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी*



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester II

Learner and Learning Processes

Paper Code: EDUCC-203

Total Marks (75+25=100), Credits 5  
Lectures = 65

#### Course Outcomes

- CO1.Explain the concept of educational psychology and its relationship with psychology.
- CO2.Understand different methods of educational psychology.
- CO3.Describe the theoretical perspectives of educational psychology.
- CO4.Explain the concepts of Learning& Motivation and Theories of Learning principles.
- CO5.Explain the theory of Intelligence& Personality and its educational implications.
- CO6.Explain the theory of Mental Health- Concept and Characteristics and its educational implications
- CO7.State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.

#### UNIT-I

- Intelligence: Definition and nature of intelligence, Theories: Two factor theory (spearman), Multifactor theory (Thorndike), Group factor theory (Thurston), Guilford model of intellect, Measurement of intelligence, Howard Gardner; theory of multiple intelligence

#### UNIT-II

- Personality, Mental Health and Adjustment: Meaning and determinants theories of personality. Concept of mental health. Processes of adjustment, mental hygiene

#### UNIT-III

- Motivation: Concept, kinds of motivation and process , Maslow's theory of hierarchy of needs, Factors affecting motivation

#### UNIT-IV

- Learning: Meaning, methods of learning, suggestions for improvement in learning, Theories, and their educational implications: Pavlov's classical conditioning,



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Thorndike, Skinner's operant conditioning, gestalt theory, Hull reinforcement theory  
Gagne's hierarchy of learning

#### UNIT V

- Exceptional Children: concept and its classification
- Educationally Backward children: concept, problems, and educational provisions
- Gifted Children and MR: concept, problems educational provisions

#### Suggested Readings

- Bhatnagar, Suresh: Advanced, Educational Psychology, Lal Book Depot, Meerut.
- Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- Crow L.D. and Alice crow: Educational Psychology, New York, Wiley. 5 Burt, C.: The Back ward child, London, University in London Press.
- Shonkar, Udai: Problem Children, Atma Ram and Sons, Delhi.
- Terman, L.M. & Oden M.H.: The Gifted child Grous UP California, Standard University, Press.
- Sorenson, H.: Psychology of Education, New York: McGraw Hill. 8 Morgan, J.B. & Gilliland, A.R. An Introduction to Psychology, New York: McMillan.
- Munn, N.L.: An Introduction to Psychology, Delhi, Oxford & IBH
- पाठक, पी०डी०रू शिक्षा मना'विज्ञान, विना'द पुस्तक मन्दिर, आगरा।
- माथुर, माथुर,ए स०एस० रू शिक्षा मना'विज्ञान, आगरा दिनाक पुस्तक मन्दिर।
- सारस्वत, मालती सारस्वत, मालती रू शिक्षा मना'विज्ञान, आला'क प्रकाशन, लखनऊ।
- अग्रवाल,ए स०क'०, अग्रवाल, एस०क'०, रू शिक्षण कला, आगरा, भार्गव बुक हाउस
- सिंह, सिंह ए०क'० रू शिक्षा मना'विज्ञान, पटना, भारती भवन।
- Bhatia, H.R.: Text Book of Educational Psychology, Delhi, Mc MillanCo.,1977.
- Bigge, M.L. and Hunt, M.P.: Psychological Foundations of Education, New York, Harper and Row,1962.
- Kuppaswamy, B: Advanced Educational Psychology, New Delhi: Delhi University Published.
- Lazarus, R.S.: Personality and Adjustment, New Jersey: Prentic Hall Inc.,1963.
- 1 Bhatnagar, Suresh: Advanced, Educational Psychology, Lal Book Depot, Meerut.
- 2 Chauhan, S.S: Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- 3 Chronback, L.J.: Education Psychology Harcourt – Bruce & Co. New York
- 4 Crow L.D. and Alice crow: Educational Psychology, New York, Wiley.
- 5 Burt, C.: The Back ward child, London, University in London Press.
- 6 Shonkar, Udai: Problem Children, Atma Ram and Sons,



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester II

Methods of Data Analysis in Education

Paper Code: EDUCC-204

Total Marks (75+25=100), Credits 5

Lectures = 65

### Course Outcomes

- CO1. Describe the importance of Methods of Data Analysis in.
- CO2. Organize and represent educational data in tabular and graphical form.
- CO3. Compute and use various statistical measures of average, variation, and bi-variate distribution to in analysis and interpretation of educational data.
- CO4. Describe the concept and Parametric Tests Non-parametric test computer programme in Data analysis-SPSS

### UNIT-I

- Meaning and uses of Statistics, Scales of measurement, Graphical representation of data: frequency distribution, frequency polygon, histogram,

### UNIT-II

- Measures of Central Tendency: Definition, computation, and uses of Mean, Median, Mode. Measures of Variability: Concept and uses of Range, Average Deviation, Standard Deviation,

### UNIT-III

- Measure of Relative Position: Percentiles and Percentile Ranks concept and uses.
- Correlation –Concept, types, coefficient of correlation, computation and uses of rank order and product moment correlation Regression and prediction-concept and uses of regression. Normal Probability Curve: Meaning, significance, Characteristics, and applications.

### UNIT-IV

- Concept of population, sample, and sampling error, Parameter and statistic, degree of freedom. Standard error, confidence limits and confidence intervals.
- Concept and testing of null hypothesis, Type –I and Type-II error, Level of significance, one tailed and two tailed tests

### UNIT-V

- Parametric Tests: t-test and its application in varied situations of educational research. ANOVA and its application in educational research



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Non-parametric test- concept assumption and uses. Chi square test, sign test, computer programme in Data analysis-SPSS

#### Suggested Readings

- Aggarwal, Y.P. (2009). Statistical methods: concepts, application and computation. New Delhi: Sterling Publishers Pvt. Ltd.
- Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher
- Mangal, S.K. (2008). Statistics in education and psychology. New Delhi: Prentice Hall of India Private Limited Reference Books
- Ferguson, G.A. (1971). Statistical analysis in psychology and education. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Richter, B. (1981). Fundamental statistics in psychology and education. New York: McGraw Hill
- McCall, R. (1993). Fundamental statistics for the behavioral Science. New York: Harcourt Brace
- Ravid, Ruth. (2000). Practical statistics for education. New York: University Press of America. BA Education (Honours, Elective & Pass) Syllabus 2019-2020 Page 18 of 71
- Seigel, S. & Castel Ian N.J. (1988). Non-parametric statistics for the Behavioral Science. Singapore: Graw- Hill Book Co
- Blomes, Paul & E.F.Lindquist, (1960): Elementary statistical methods in Psychology and Education, Calcutta: Oxford Publications.
- Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications
- Singh A.K. (2004), Tests Measurements & Research Methods in Behavioral Science, New Delhi; Behari Publications
- Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
- Agarwal, J.C. (1997) Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
- Singh, A.K. (1983): Measurement in Education: An Introduction. New York; McGraw Hill Publications.
- Aggarwal, R.N. & Bipin Asthana (1982): Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
- / Blomes, Paul & E.F.Lindquist, (1960): Elementary statistical methods in Psychology and Education, Calcutta : Oxford Publications.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- 2 Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications
- 3 Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications
- 4 Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
- 5 Agarwal, J.C. (1997) Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
- 6 Singh, A.K. (1983): Measurement in Education: An Introduction. New York; McGraw Hill Publications.
- 7 Aggarwal, R.N. & Bipin
- Asthana (1982): Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.





## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-II

Value and Peace Education

Paper Code: EDUIRA-205A

Total Marks (75+25=100), Credits -4

Lectures = 65

### Course Outcomes

Students will be able to-

- CO1. Understand the nature and classification of values.
- CO2. Understand the importance of values in human life.
- CO3. Examine the role of values in Education.
- CO4. Understand the concept of world peace from different perspective.

### UNIT I

- Meaning, Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of values in behavioral sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) – their bearing on education in varying degrees, Indian culture and values.

### UNIT II

- Classification of values: Material, Social, Moral and Spiritual; Inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life.
- Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Status of women in family and society, caring for needy and elderly, Time allotment for sharing ideas and concerns.

### UNIT III

- Levels of values realization, value conflict and their resolution, development of values as a personal and lifelong process.
- Social awareness, Consumer awareness, Consumer rights and responsibilities, Redressal mechanisms.



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## **Department of Education**

**Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)**

### **UNIT IV**

- Effect of international affairs on values of life, Issue of Globalization- Modern warfare- terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
- Concept of World Peace in Indian Perspective- Vasudhaiv Kutubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace.

### **UNIT V**

- Relevance of World Peace in Global World: First world war- causes, countries involved and result, Establishment of League of Nation, Second World War: causes, countries involved and result, Establishment of United Nations Organization (U.N.O.) Some Important Organizations in the world for World Peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters)



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### Suggested Readings

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub
2. Chakravarthy, S. K. (1999). Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.
4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.
5. Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT.
6. Rao, R. K.(1986).Moral Education: A Practical Approach. Mysore: RIMSE.
7. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.
8. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.
9. Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission.
10. VenKataiash, N. (1998). Value Education, New Delhi: APH.



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-II

Gender Issues and Human Rights Education

Paper Code: EDUIRA-205B

Total Marks (75+25=100), Credits -4

Lectures = 65

#### Course Outcomes:

The Pupil teacher will be able to:

- CO1.Develop understanding of basic concepts related to Gender.
- CO2.Learn about gender issues in school and curriculum.
- CO3.Develop understanding between gender, power, and sexuality in relation to education
- CO4.Develop understanding of different personality and their assessment

#### Unit-I

- Gender and sex-meaning and concept, sexuality, patriarchy, masculinity, and feminism
- Equity and equality in relation with caste, religion, ethnicity, disability, and region Contemporary period; Recommendations of policy initiatives commissions and programmes.

#### Unit II

- Theory on gender and education: socialization theory, gender difference, structural theory, deconstructive theory. Gender identities and socialization practices in schools, family, formal and non-formal organizations. Schooling of girls: inequalities and resistances

#### Unit- III

- Human Rights: -Definition, Need and Importance of Human Rights, Nature of Human Rights Provisions for Human Rights in Indian constitution, Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender

#### Unit- IV

- Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India Agencies for Human Right Education Viz. Family, School, State and NGOs



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### UNIT-V

- Agencies of Value Inculcation - Home, school, poor group, community, society, media, and their contribution in value inculcation among students
- Therapeutic measures - simple physical exercises, yoga and meditation
- Methods of teaching Human Rights - Seminars, symposia, debate, brain storming, role playing, sensitization workshop.
- Types of activities in school for inculcation of values - prayer assembly etc.

#### Practicum:

- Visit to orphanage, women protection home, child protection home Collection of data related to Human Rights and its analysis

#### Suggested Readings:

- Human Rights Education: Selection from University News
- Human Rights in India: Chiranjiri J.Nirmal
- Human Rights and Peace: Ujjawal kumarSingh
- Human Rights Education: Jagannath Mohan
- Prospective teachers will identify and collect the materials of the above content from the school curriculum.
- Prospective teachers will visit the web pages of various commissions and institutions.
- Prospective teachers will also collect content from the daily national newspapers and magazines, periodicals etc.

Semester-II

Any MOOC

Paper Code: EDUIRA-205C

Total Marks (75+25=100), Credits -4

Lectures = 65



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-II

Paper Code: EDUCC-206

Total Marks (100), Credits -4  
Lectures = 65

Practicum –

1. Research Proposal for Dissertation
2. Review writing of two Classic Books on Education

### Semester-II

Paper Code: EDVNC-201A/B/C/D

Total Marks (0), Credits –NON-CREDIT  
Lectures = 65

- A. Personality Development
- B. Communication Skill
- C. Ethics in social media
- D. Cyber Security





## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester -III

History and Problems of Education in INDIA

Paper Code: EDUCC-301

Total Marks (75+25=100), Credits -5

Lectures = 65

Course Outcomes:

- CO1.Understand the Diverse Issues in Education
- CO2.Understand the Problems and Solutions of Diverse Issues in Education
- CO3.To understand the history of Indian Education in different periods of time.
- CO4.To understand the socio-political factors of affecting the development of education.
- CO5.To understand the contribution of various educational policies and programs during the pre- and post-independence.
- CO6.To understand the objectives of primary, secondary, and higher education.
- CO7.To understand the role of educational agencies at the national and state level.
- CO8.To understand various challenges related to education and developing necessary remedial measures.

### UNIT-I

- Vedic Period-characteristics and method of teaching, its merits and demerits,
- Buddhist characteristics and method of teaching, its merits and demerits.
- Medieval Period-characteristics and method of teaching, its merits and demerits.

### UNIT II

- Macaulay's, Minutes (1835), Woods Dispatch (1854), Hunter Commission (1882), Sadler Commission (1917), Basic Education (1937),

### UNIT-III

- University Education Commission (1948-49), Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66), National Policy of Education (1986), POA (1992), National Curriculum Framework for Teacher Education (2005),
- National Education Policy\_2020: Teachers, Recruitment & deployment, Continuous Professional Development, Approach to Teacher Education



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT IV

- Contemporary Issues in Indian Education in Global Perspective: Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula Issues in respect of emotional integration and International Understanding in the context of Globalization

#### UNIT-V

- Diverse Issues in Education: Education and Employment Computer Education in Schools Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence Educational Programmes for disabled children. Privatization of education.

#### Suggested Readings:

1. Garg, B. R. Educational for Tomorrow. (Ambla Can't; International Book Agency, 1979)
2. Garg, B. R. Educational Crises in India. (Ambla Cant; International Book Agency, 1977)
3. Hughes, A. G. Education: Some fundamental Problems. Hughes, C (Longman, 1966)
4. Ivina, W. H. Work Experience in High School, Runge, W. (New York: Ronal Press, 1957)
5. Joshi, K. L. Problems of Higher Education in India (Bombay: Popular Prshashma, Pvt., Ltd., 1977)
6. Naik, J. P. The Education Commission and After. (New Delhi: Allied Publishers Pvt., Ltd., 1982)
7. Ramanathan, G. Problems of Educational Planning & National Integration.
8. Ruhell, S. P. Social Determinants of Educability in India-Papers in the Sociological Context, Context of India Education. (Delhi: Jain Brothers., 1969).
9. Salamatullah Education in the Social Context. (New Delhi: NCERT, 1979)



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester III

#### Measurement and Evaluation

Paper Code:EDUCC-302

Total Marks (75+25=100), Credits 5

Lectures = 65

#### Course Outcomes:

- To understand the meaning, trends and functions of measurement & evaluation.
- To relate educational objectives with evaluation.
- To understand the interpretation of test scores.
- To develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback scores
- To get acquainted with various examination reforms and alternative assessment strategies.
- To get develop ability to apply theoretical knowledge gained through the course.

#### UNIT I

- The Measurement and Evaluation Process: Concept, need, relevance and scope.
- Relation between measurement and evaluation. Basic principles and functions of evaluation.

#### UNIT II

- Evaluation and curriculum. Tools of Measurement and Evaluation: nature, purpose and types (Physical, Educational, and Psychological). Subjective and Objective Tests.

#### UNIT III

- Norm referenced and criterion referenced Test. Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Scaling – standard scores, T scores, C scores.
- Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms

#### UNIT IV

- Measurement of –Achievement, Aptitude, Personality: Interpretation of scores on these tests. Behavioristic vs. holistic approaches to measurement and evaluation. Types of Evaluation: Formative vs. Summative; Continuous vs. Interval; Semester System, Grading, Question-Bank.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT V

- New Trends in Evaluation – Broad and Narrow Evaluation; Qualitative vs. Quantitative; Behavioristic vs. wholistic approaches to measurement and evaluation. Use of computers in Data Analysis.

#### Suggested Reading:

- Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
- Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
- Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York
- Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
- Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
- Dweck, C. S. (2006). Mind set: The new psychology of success. New York: Ballantine Book  
विजयांती श्रैंक. बड़ेपमनेपरआंकलन: अनुवि औरनजररय . विक्ष - विमिच. मचच-अप्रल, 2013.
- Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), Sage handbook of research on classroom assessment. California, USA: Sage.
- Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. Assessment in Education: Principles, Policies and Practices, 6(2),
- Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)
- Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
- Popham W.J., (1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon.
- Popham W. James. (Ed.). (1974). Evaluation in Education: Current Applications. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California. 36
- Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16.



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Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- ए. के. जललुद्दीन. (मचच– अप्रल, 2011).रटनसेअचचननमचणतकः पठ्ययचच, ििक्षिणस्त्रऔरमूलयांकनमेंफेर –बदल. ििक्षिििमच.
- vLFkkuk] fofiu ,oa vkj0,u0 vLFkkuk] : euksfoKku vkSj f'k{kk esa ekiu ,o a ewY;kWdu] vkxjk( fofiu ifCyd s'kuA
- JhokLro Mh0,u0 ,oa oekZ izhrh] : euksfoKku ,oa f'k{kk esa lk af[;dh] fouksn iqLrd efUnj] vkxjka
- 'kekZ] ih0lh0 : vk/kqfud ekiu ,oa ewY;kWdu fof/k;ka] bykgkckn] vkyksd izdk'kuA
- ik.Ms;] d s0ih0 ¼1968½] : f'k{kk esa ewY;kWdu] esjB( ehukBh ifCyd s'kuA
- xqIrk] ,l0ih0 ¼1995½ : vk/kqfud ekiu rFkk ewY;kWdu] bykgkckn] lkjnk ifCyd s'ku
- dfiy] ,p0ds0 ¼1997½] : lkWf[;dh; ds ewy rRo] vkxjk( foKku ifCyds'ku



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-III

Inclusive Education

Paper Code: EDUEL-303A

Total Marks (75+25=100), Credits -5  
Lectures = 65

### Course Outcomes:

- CO1.Completion of the course the students shall be able to:
- CO2.Define meaning and scope of inclusive education.
- CO3.Identify the assumptions of disability underlying current general and special education practices
- CO4.Understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of “Universalization of Education”.
- CO5.Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- CO6.Explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy
- CO7.examine the different support services and collaboration for inclusive Education

### UNIT I

- Inclusive Education: Concept, Meaning and Importance of Inclusive Education; Objectives of Inclusive Education; Models of Inclusion; Difference between Special Education and Inclusive Education. Historical perspective of inclusive Education for children with special needs.

### UNIT II

- Inclusive Education in India: Constitutional provisions Person with Disability PWD Act 1992 (Revised), Rehabilitation Council of India RCI Act, RTE Act 2009. • National institutes of Special Education

### UNIT III

- Socially disadvantaged children: Meaning of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Slum children). • Discrimination based on gender, caste and minority, Forms of disadvantage, • Problems of socially disadvantaged children





## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT IV

- Children with special needs: Concept, Meaning, Classification, Characteristic and identification of gifted children. • Types of disabilities. Characteristics, Cause, and identifications of the educational needs of mental disabilities, physical disabilities, and learning disabilities

#### UNIT V

- Inclusive practices in the classroom. Pedagogical strategies: co-operative learning strategies, peer tutoring, social learning, and multisensory teaching. • Supportive services available in school to facilitate inclusive special teacher, speech therapist, physiotherapy, occupational therapist, and Counselor.

#### Suggested Readings:

- Panda, K.C. (nd). *Education of Exceptional Children*
- Daniels, H. (1999) . *Inclusive education*. London: Kogan.
- Mangal, S.K. (2013). *Exceptional Childred*. New Delhi: PHI Learning Pvt. Ltd.
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida:Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.



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- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA:Harvard Education Press.
- □ Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-III

Higher Education and Its Champions in Modern India

Paper Code: EDUEL-303B

Total Marks (75+25=100), Credits -5

Lectures = 65

### UNIT I

- The idea of The University: Jawaharlal Nehru, Mahatma Gandhi
- Higher Education in *The Constitution of India*. Institutions of Higher Education and research in India: (a) Professional, Technical and General Education, (b) Formal and distance education, (d) Research

### UNIT-II

- Institutions of Higher Education and research in India Central, State, Private and deemed Universities. U.P. State University Act.

### UNIT III

- Structure and features of university: (a) General structure of a university, (b) Role of Vice Chancellor/ President of a University

### UNIT-IV

- Madan Mohan Malviya's idea of university and higher education. Benares Hindu University, Sir Syed Ahmed Khan's idea of university and higher education. Aligarh Muslim University
- Tagore's idea of University and Higher Education. The Vishwa- Bharati University, Shanti Niketan

### UNIT-V

- Mahatma Gandhi: Seer, Patriot, and Visionary
- Gandhian idea of university and higher education. Gujarat Vidyapeeth: Aims, Organization, Special Features achievements and contributions.
- Jrd Tata: Visionary with Spirit of Skies, Perfectionist and Industrialist.

### SUGGESTED READINGS:

1. Crammer and Browne. *Contemporary Education*.
2. H.G. Good. *A History of Western Education* (1949). New York: The Macmillan Company.
3. M.K.Gandhi. *Sri Kulpatiji Ke Bhashan*. Ahmedabad: Gujarat Vidyapeetha.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

4. M.K. Gandhi. *India of my Dreams*. Ahmedabad: Navjivan Trust.
5. Paul Munroe. *A Brief Course in the History of Education (1951)*. London: The Macmillan Company.
6. R. N. Tagore: *The Universal Man*.
7. *The Aligarh Muslim University Act*, New Delhi: Government of India, Ministry of Education.
8. *The Benaras Hindu University Act*
9. *The Constitution of India*, New Delhi: Government of India, Ministry of Law, Justice, and Company Affairs.
10. *The Maharaja Sayajirao Gaekwad University Act, 1949*.
11. *The Visva-Bharati, Santi Niketan Central University Act*. New Delhi: Government of India.
12. [www.tata.com/0\\_about\\_us/history/pioneers/index.htm](http://www.tata.com/0_about_us/history/pioneers/index.htm)
13. [www.tata.com/tcs/media/20040730\\_jrd.htm](http://www.tata.com/tcs/media/20040730_jrd.htm)
14. [www.isro.org/krangan/krangan\\_lecture-01.htm](http://www.isro.org/krangan/krangan_lecture-01.htm)

Semester-III  
Teacher Education  
Paper Code: EDUEL304A

Total Marks (75+25=100), Credits -5  
Lectures = 65

#### Course Outcomes:

- CO1.To enable the students to understand the concept of Teacher Education
- CO2.To examine the growth and development of teacher education in the country
- CO3.To develop necessary skills in Teacher Education
- CO4.To develop insight into the problems of Teacher Education at different levels.
- CO5.To understanding regarding organization and supervision School Experience Programme
- CO6.To understand new trends, and techniques in Teacher Education
- CO7.To examine the role and contribution of various Regulatory Bodies and support institutions for Improving quality of Teacher Education

#### UNIT- I

- Teacher Education: concept, aim, need and scope. National Policy on Education -- Review of national level recommendations and N.P.E.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT- II

- Structure of Teacher Education: Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. Teacher Education Programmes: In-Service, Pre-Service and orientation and Refresher – courses – their problems and limitations.

#### UNIT -III

- Teaching and Teaching Models: Nature, definition and principles of teaching, Models of Teaching, teaching as a Profession: characteristic features of profession features of teaching for being recognized as a profession hurdles and drawbacks in the way

#### UNIT IV

- Teacher Effectiveness: Concept, issues, evaluation – procedures, tools, Qualities of a good teacher Innovations in Teacher Education: meaning of innovation factors and constraints in their Acceptance and implementation.

#### UNIT V

- Research in Teacher Education: Need, areas, problems, and trends.
- Organization of Practice-teaching and Supervision of practice lessons: Block Teaching Group-teaching, intermittent-teaching, Internship related problems, observation, and assessment of practice-lessons

#### Suggested readings:

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCERT (2006): The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines,.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. \
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE





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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-III

Environmental Education

Paper Code: EDUEL304B

Total Marks (75+25=100), Credits -5

Lectures = 65

Course Outcomes:

To make the students to:

- CO1. Develop a foundational knowledge of environmental education.
- CO2. Understand the importance of developing an environmentally literate population.
- CO3. Critically examine environmental issues in nearby area.
- CO4. Understand how local, regional, state, national, and international laws and regulations influence environmental decisions.
- CO5. Be able to locate and use environmental education teaching and learning materials.
- CO6. Integrate instructional technology into environmental education settings.

### Unit I

- Meaning, Concept, Nature, Importance and Scope of Environment. • Meaning, Concept, Nature, Scope, Objectives and Importance of Environment Education. • Meaning, Concept and Importance of Ecosystem, Man and Environment Relationship.

### Unit II

- Methods of teaching Environmental Education- Seminar, Workshop, Problem Solving, Field trips and Surveys, Projects, Exhibition. • Rain Water Harvesting, Eco Tourism, Environmental Ethics. • Global Environmental Problems: Global Warming, Climatic Change, Ozone Layer Depletion.

### Unit III

- Interdisciplinary and Multidisciplinary Approach of Including Environmental Education in the School Curriculum. • Environmental Awareness and Management-Conservation, Protection and Sustainable Development. • Use of Media and Technology in Environmental Education, Environmental Projects: Ganga Action Plan, Save Tiger Project.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### Unit IV

- Co-curricular activities in Environmental Education including Plantation, Awareness Campaigns, Monuments and Community work. • Concept and Techniques of Evaluation with Reference of Environmental Awareness, Attitudes, and values.

#### Unit V

- Factors responsible for flora and fauna extinction, Measures to conserve flora and Fauna, Causes of forest fire and its measures of prevention

#### BOOKS RECOMMENDED

- Archie, M.&McCrea, E.(1996). Environmental education in theUnited States: Definition and Direction.In M. Archie(Ed.), Environmental education in theUnited States – Past, present, and future. Collected papers of the1996 National Environmental Education Summit. (pp.1-8). Burlingame, CA.
- Audet, Richard, andLudwig, Gail. (2000). GISinSchools.Redlands, CA: ESRIPress. pp. 5-12, 55-61.
- Bodzin, A. (2008)Integratinginstructional technologies in alocal watershed investigation with urban elementarylearners. TheJournal of Environmental Education, 39(2), 47-58.
- Rwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
- Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
- Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
- Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
- Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
- Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
- Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
- Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation.



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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- I-VI, New Delhi: A.P.H. Co.
- Website: [www.unep.org](http://www.unep.org)

Semester-III

Paper Code: EDUIN305

Credit-4

TOTAL MARKS-100

Internship for one month in any Educational Institution with its Case Study



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester IV  
Education Technology  
Paper Code: EDUCC-401

Total Marks (75+25=100), Credits 5  
Lectures = 65

### Course Outcomes

- CO1.To understand the meaning, nature, scope, and significance of educational technology
- CO2.To develop and design a sound instructional system.
- CO3.To acquaint students with levels, strategies, and models of teaching for their professional development.
- CO5.To acquaint the students with various behavior modification techniques and enable them to apply the techniques in teaching learning process.
- CO6.To enable the students to understand and critically review the applications of ICT, e-learning, Communication Technology in teacher education.
- CO7.To judiciously use academic and research content on the web
- CO8.To apply student centric teaching strategies in classroom
- CO9.To be acquainted with the system approach
- CO10.To develop an understanding of the use of computer in education and communication

### UNIT- I

- Educational Technology- Meaning & Definitions, scope and significance.
- Development of Educational Technology
- Technology in Education and Technology of Education
- Forms of Educational Technology
- Difference among Educational Technology, Instructional Technology, and Information Technology
- Concept of Systems Approach in Education

### UNIT-II

- Concept of teaching: Meaning, definition, nature and scope of teaching.
- Taxonomy of teaching objectives; Writing teaching objectives in behavioral terms
- Modalities of teaching: Conditioning, Training, Instruction, and Indoctrination,
- Difference between teaching and Instruction, conditioning & training,
- Phases of teaching: Pre-active, Interactive and Post-active phase of teaching
- Levels of Teaching: Memory, Understanding and Reflective levels



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT III

- Concept of Communication
- Models of Teaching: -Definition and characteristics and Families
- Information processing models (ii) Inquiry training model (iii) Concept attainment Model (iv) Advance organizer model (v) Social interaction model (vi) Jurisprudential model. (vii) Personal development model (viii) Nondirective teaching, modification: Programmed Instruction.
- Teaching machines, Overhead projector (OHP), LCD Projector, Role of Computers in Education, Instructional Television, Closed circuit television (CCTV) and uses.
- Blended learning; Mobile learning (M learning). Web Based Instruction (WBI),
- Concept of OER and MOOCs, Virtual Universities; Concept of Artificial Intelligence

#### UNIT – IV

- Edger Dale's Cone of experience, ,
- Programmed Instruction
- Role and Importance of major institutions of educational technology in India – UGC, IGNOU, CIET, SIET, NOS, NIST, CEC and EMMR

#### UNIT – V

- Concept of Distance Education: Meaning, nature and scope of distance education.
- Differences in distance and open Learning,
- Methods of distance education, Evaluation strategies in Distance Education; Counseling in Distance Education.
- Problems of Distance Education.

#### Books Recommended (English)

- Annad S.P. 'Educational technology: Challengingly issues: New Delhi, SterlingPub.
- Brate R. 'Media for interactive communication' New Delhi, Sage Pub.
- Dest E.G. Audio-visual Hand book, Chicago-society for visual education.
- Erikson 8 other 'fundamental of teaching with AV technology' New York Mcmillan.
- Kumar K.L. 'Edu. Technology' New Delhi-New Agra. Pub.
- Marshal Mecalhas' understanding media' New York Megrattill.
- Mohagly J. 'School Broadcast-New Delhi sterling pub.
- Richard V. 'Technology media of methods' New York Mackgras Hill book co.
- RourtreesDevek 'Teaching through self-instruction' London kogar Page.



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Sampath K. Pannirselvam-introduction to Education Technology'-New Delhi slevlina pub.
- Sharma R.A. 'Educational technology and Management', Meerut: R. Lall Book Depot.
- Skinner, B.F. 'Technology of Teaching'. New York: Meredith Corporation.
- Thayer L. 'Communication conleb13 8c prospective' London' Mcmillon 8 c combasy.
- Venkaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.
- Sharma, A.R. - Educational Technology, VinodPustakMandir, Agra.
- Mangal, S.K. - Educational Technology, Tandon Publication, Meerut.
- Kumar, K.L. - Educational Technology, New Age International Publisher.
- Garrett, H.E. - Statistics in Psychology and Education Kalyani Publishers, New Delhi.
- Levin, J. - Elementary statistics in Social Research, Harper and Row Publication, New York.
- Siddhu, K.S. - Statistics in Education and Psychology, Sterling Publications, New De
- Annad S.P. 'Educational technology: Challengingly issues: New Delhi, SterlingPub.
- Brate R. 'Media for interactive communication' New Delhi, Sage Pub.
- Dest E.G. Audio visual Hand book, Chicago-society for visual education.
- Erikson 8 other 'fundamental of teaching with AV technology' New YorkMcmillan.
- Kumar K.L. 'Edu. Technology' New Delhi-New Agra. Pub.
- Marshal Mecalhas' understanding media' New York Megrattill.
- Richard V. 'Technology media of methods' New York Mackgras Hill book co.
- RourtreesDevek 'Teaching through self instruction' London kogar Page.
- Sampath K. Pannirselvam-introduction to Education Technology'-New Delhi slevlina pub.
- Sharma R.A. 'Educational technology and Management', Meerut: R. Lall Book Depot.
- Venkaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.





## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester IV

#### Mental Hygiene and Education

Paper Code: EDUEL402A

Total Marks (75+25=100), Credits -5

Lectures = 65

#### UNIT-I:

- Mental Health and Mental Hygiene; Concepts of Mental Health and Mental Hygiene □, Criteria of Mental Health □
- Principles of mental hygiene

#### UNIT-II

- Concept of Wholesome and Abnormal Personality □□Aspects, Goals and Principles of Mental Hygiene □

#### UNIT-II:

- Adjustment; Concept and Process of Adjustment □, Concept and Causes of Maladjustment □, Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation. □, Conflict: - Concept and Types of Conflict.

#### UNIT IV

- School and Mental Health, Teacher and Mental Health □, Some Questionable School Practices □, Personality Problems in Classrooms □, □Classroom approaches to mental health □

#### Selected Readings

1. Arkoff, Abe: Adjustment and Mental Health, New York: Mc Graw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd



## Department of Education

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ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc. 1956.

10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.

11. Crow, Lester D. & Crow, Alince: Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.

12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.

13. Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.

14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.

15. Sinha, A.K.: The Concept of Mental Health in India

### Semester-IV Curriculum Development Paper Code: EDUEL402B

Total Marks (75+25=100), Credits -5

Lectures = 65

#### Course Outcomes

CO1.To enable the students to explain various determinants of curriculum

CO2.To analyze various approaches to curriculum development

CO3.To examine curriculum design, process and construction of curriculum development from various perspectives.

CO4.To develop insight and appreciation for curriculum designed by various agencies.

CO5.To develop activities and tools for curriculum evaluation

#### UNIT I

- Curriculum: Concept and meaning. Curriculum, syllabus, and Textbooks – selection, gradation and organization of subject matter. Basic elements and principles of curriculum. Curriculum theories and procedures.

#### UNIT II

- Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Windowshopping, Frontline, Crash, Spinal., Correlated Curriculum design and organization: Components, source, principles and approaches.



## Department of Education

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#### UNIT III

- Models of curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hilda-Taba), Demonstration

#### UNIT IV

- . Curriculum Evaluation: Importance and Models of curriculum evaluation. Types of curriculum evaluation (formative, summative). Interpretation of evaluation results and the methods

#### UNIT V

- Issues and Trends in curriculum development and curriculum research in India. Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986). NPE2020

#### Suggested Readings:

- Berman, L.U.: New Principles in the Curriculum, Ohio, Charles, E. Merrill Book, 1968.
- Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education, Harper & Row, New Delhi, 1968.
- Brent, Allen: Philosophical Foundations for the Curriculum, Allen & Unwin, Boston, 1978.
- Brent, R. Ken & Uurub, A.: Secondary School Curriculum, Lexington's D.C. Heath, 1969.
- CERI: Hand Book on Curriculum Development, Organization for Economic Cooperation and Development, Australia, 1975.
- Dewey, J.I: Democracy and Education, Macmillan Co., New York, 1961
- Daview, I.: Objectives in Curriculum Design, McGraw Hill, London, 1976.
- Douglas, H.P.: High Schools Curriculum, Ronald Press, New York, 1974
- Education Commission (1964-66)
- Galen Saylor & William Alexander Holt, : Planning Curriculum
- For Schools, New York, Rinehart & Winston Inc. 1974.
- Golby, M.(ed.) : Curriculum Design, Open University, London, 1975.
- 12.Gwynn, J.M. & Chase, J.B. : Curriculum Principles and Social Trends, Macmillan
- ggarwal. J. C (1990). *Curriculum Reform in India*: Delhi, Doaba.
- Aggrawal, J.C. and Gupta, S. (2005) Curriculum development. New Delhi: Shiprapublisher
- Brent, Allen (1978). *Philosophical foundations for the Curriculum*. Boston, Allen and Unwin,
- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): *Handbook of Formative and summative Evaluation Student Learning*. New York: McGraw Hill.



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- Bruner, J.S. (1966): *Towards a Theory of Instruction*. Cambridge: Mass, Harvard University Press.
- Caskey, M. M. (2002). Chapter 6: Authentic curriculum—strengthening middle level education. In A. Anfura & S. Staeci (Eds.), *Middle school curriculum, instruction and assessment* (pp. 103–118). Greenwich, CT: Information Age Publishing.
- Dell, Ronald C. (1986). *Curriculum Improvement: Decision Making & Process*, (6th edition). London: Allyn & Bacon.
- Education Scotland. (2012). Process of change. Retrieved February 7, 2012, from <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/howwasthecurriculumdeveloped/processofchange/index.asp>
- Eurybase. (2009/2010). Organization of the education system in Finland: 2009/2010. Retrieved from [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/FI\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/FI_EN.pdf)
- Forsyth, I., Jolliffe, A. & Stevens, D. (1999). *Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers*. London: Kogan Page.
- Khamari, J. and Mahapatra, S. N.: An Investigation into the Relevance of Present M. Ed. Curriculum in the Universities of Chhattisgarh State. *IOSR Journal of Research & Method in Education*, Volume 1, Issue 5 (May-June, 2013), P P 01-08 ([www.iosrjournals.org](http://www.iosrjournals.org))
- McKernan, J. (2008). *Curriculum and imagination: Process theory, pedagogy and action research*. New York, NY: Routledge.
- MHRD (1993): *Learning Without Burden* (Yashpal Committee Report). New Delhi.
- MHRD (2012) *Vision of Teacher Education in India Quality and Regularity Perspective* (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi
- National Curriculum Framework (2005): New Delhi: NCERT.
- Ornstein, A.C. and Hunkins, F.P. (1988): *Curriculum: Foundations, Principles and Issues*. London: Prentice Hall International Ltd.
- Ornstein A. C., & Hunkins, F. P. (2009). *Curriculum foundations, principles and issues*. (5th edition). Boston, MA: Allyn and Bacon
- Pratt, D. (1980): *Curriculum Design and Development*. N.Y.: Harcourt.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-IV

Population Education

Paper Code: EDUEL-402-C

Total Marks (75+25=100), Credits -5

Lectures = 65

### Course Outcomes

CO1.Explain the concept of Population Education.

CO2.To understand the Rural and Urban composition, Concept of Quality of Life

CO3.To know the theory Social theory, Demographic theory

CO4.To understand Population growth – its consequences

### UNIT I

- Meaning, Need and Importance Objectives Emergence of Population Education in India

### UNIT II

- Age structure/sex Rural and Urban composition Family welfare programmes
- Fertility – concept, determinants & Measurement of fertility:
- Mortality, concept, determinants & Measurement of mortality:

### UNIT III

- Social theory (K. Marx)
- Demographic theory (Malthus)

### UNIT IV

- Concept of Quality-of-Life reference to, nutrition, education, employment
- Population growth – its consequences and effect

### Unit V

- Problems of Population Growth: family life, health and nutritional problems (with special reference to developing countries)
- Population growth and Population policies: major institutions involved in population policies and implementation of programmes for population control. 12. Role of Teacher in Population Education:



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### Books Recommended

1. Agarwal, S. N. Age at Marriage in India, Allahabad, Kital Mahal, 1962.
2. Alikhan, M, and N. Ayesha, Status of Rural Women in India, New Delhi, Uppal Publishing House, 1982.
3. Brembeck, C.S. Ed, New Strategies for Educational Development. East Lansing, Michigan State University Press, 1973.
4. Coroc, N, and T. Dyson, India's Demography: Essay on the Contemporary Population, New Delhi, South Asia Publications, 1984.
5. Desia, P.B. Size and Sex Composition of Population in India, Asia Publication, 1969.
6. D' Souza V. S. Economic Development, Social Structure and Population growth, sage, New Delhi, 1985.
7. Eckholm, Erick, P. Losing ground: Environmental Stress and World food prospects, New York, W.W. Norton, 1976.
8. Fraser, Steward E. China: Population Education and People Canberra.





## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-IV

Guidance and Counseling

Paper Code: EDUEL-403A

Total Marks (75+25=100), Credits -5

Lectures = 65

Course Outcomes:

- CO1. Recognize the different areas of counseling
- CO2. Understand the essential services involved in school guidance programme
- CO3. Understand the resources required and their optimum use in managing a school guidance programme
- CO4. Understand the concept and process of counseling in group situation
- CO5. Analyze the relationship between guidance and counseling
- CO6. Develop acquaintance with various techniques of group guidance
- CO7. Appreciate the need and importance of guidance and counseling
- CO8. Become acquainted with the skills and qualities of an effective counselor

### UNIT I

- Guidance and counseling: Concept, need and purpose; relationship with education; issues and problems; role of teacher, Basic types of Guidance and the underlying principles, nature scope and purposes; basic approaches of counseling and their underlying assumptions.

### UNIT II

- Educational Guidance: basic assumptions and principles, Curricular choice, and its implications for Career guidance Vocational Guidance: basic principle vocationalisation of secondary education and career development
- Personal Guidance: basic assumptions; types of behavioral problems of school stage Students

### UNIT III

- Guidance services: Individual Inventory and Information counseling Group guidance services, Placement services and follow-up services, Guidance of children with special needs, Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels, Evaluation of Guidance programmes



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT IV

- Guidance Appraisal of the Individual: meaning, need, purpose and place of appraisal  
Techniques of Appraisal: Testing techs-ability tests (Viz. Intelligence, Aptitude, Achievement), Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records, and socio-metric tools.

#### UNIT V

- Guidance and Counselling in Groups: nature, aim, principles, and procedure.
- Comparison of Group Counselling and Individual Counselling.
- Types of Group Guidance and Counselling Activities - their merits and demerits

#### Books Recommended (English)

- Chauhan, S.S. Principles and techniques of guidance NewDelhi, Vikas publishing House.
- Nayak, A.K. guidance and counselling, New Delhi: APH publishing corporationPandey, K.P. Educational and vocational guidance in India varanasi :Vish wavidyalayaPrakashan.
- Smith, G.E. Principles and practices of the guidance program: A Basic Text
- Book, New York, Mac Millan Company.Traxller, A.E. Techniques of guidance, New York: Harper and Brother Publishers.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. II: A Practical Approach. NewDelhi: Vikas.
- Egan, Gerard (1994). TheSkilled Helper. 5thEd. California: Brookes Cole PublishingCo.
- Gazda George R.M.(1989). Group Counselling: A Development Approach.London: Allyn and Bacon.
- Gibson, R.L.&Mitchell,M.H. (2014). Introductionto Guidance. New York:McMillan.
- Gladding, Samuel, T.(1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt.Ltd.
- Nugent, Frank A. (1990). An Introductionto the Profession ofCounselling. Columbus: Merrill publishingCo.
- Pietrofesa,J.J, Bernstein,B., &Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (2013). CounsellingPsychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. &Gaur,J.S.( 1994). Manual for Guidance Counsellors. NewDelhi” NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).Guidance andCounselling, Vol. II: A Practical Approach. NewDelhi: Vikas.



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## **Department of Education**

### **Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)**

- Joneja, G. K. (1997). Occupational Information in Guidance. New Delhi: NCERT publishing house.
- Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi: Vikas Publishing House.
- Osipow, S. H. & Fitzgerald, L.F. (1996). Theories of Career Development. (4th ed.). Boston: Allyn and Bacon.
- Siddiqui, Mujibul H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation.
- Saraswat, R. K. & Gaur, J.S. (1994). Manual for Guidance Counsellors. New Delhi: NCERT.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-IV

Management and Administration in Education

Paper Code: EDUEL403B

Total Marks (75+25=100), Credits -5

Lectures = 65

#### Course Outcomes:

- CO1. After studying the course, students will be able to
- CO2. Understand the basic concepts of Educational Administration
- CO3. Understand the various Constitutional and Legal Framework related with Education
- CO4. Understand the Institutional Mechanism for Educational Planning and Administration in India.
- CO5. Understand the Current/ Emerging Issues in Educational Administration

#### UNIT-I

- Administration and Management; concept meaning, scope and functions; differences and relationship between the two, concept of scientific Management. Administration- as a process; as a bureaucracy, Human relations approach to Administration and Management; Special and Modern Trends in Educational Management and Administration; Decision making, organizational compliance, organizational Development, PERT.

#### UNIT II

- Educational Administration: Levels classification of administrative problems
- Personnel Administration; Meaning, importance, functions, and special features.
- Leadership in context of Educational Administration and Management: Meaning, nature, Theories and leadership styles; Leadership and motivation of the work personnel's; Leader-Effectiveness and Adaptability description.

#### UNIT III

- Educational supervision: Meaning, nature, need and scope, Inspection vs. Supervision, Academic vs. Administrative supervision. Supervision-functions, techniques, methods and problems; supervision as evaluation for Performance and accountability.

#### UNIT -IV

- Planning: as a rational approach and process of management, Planning strategy and Policy and Programme. Educational Planning: concept, meaning, need, Types and functions. Planning of supervisory programmes-organization and implementation



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

#### UNIT V

- Planning of supervisory programmes-organization and implementation.
- Institutional Planning: Meaning, importance and procedure; organizing, directing and recruiting and planning for Human Resources-Training coordinating and controlling; budgeting, recording and reporting.

#### Books Recommended

- Bhatnagar, R.P., Agrawal Vidya-Educational Administration.
- Boadmein Charles W. - Democratic Supervision.
- Desai D.N. - Outlines of Educational Administration How in India, Ahmedabad, A.R. Seth & Co. 1964.
- Getzels, J.W. - Educational Administration as a Social Process, New York, 1968 Marker and Row.
- Halping, A.W. - Theory and Research in Educational Administration, CollierMac.
- Khan & Khan - Educational Administration New Delhi : Ashish PublishingHoboes.
- Kimbrough and Nunnary, M.T.-Educational Administration : An Introduction.
- Kochar, SK - Secondary School Administration, Jalandhar University, Publications 1994.
- Mukherjee S.N. - Secondary School Administration Baroda, Archarya Book Depot.
- Naik J.P. - Institutional Planning, New Delhi, Asian Institute of Planning and Administration, 1969.
- Owenss, Rober G - Organizational Behaviour in Schools Prentice Hall, N.J. 1970.
- Safaya R. Shaida B.D. - School Administration and Organisation, Delhi
- Aggarwal, D.D. (2007). Educational Administration in India. ISBN: 8176257729. [www.easternbookcorporation.com/moreinfo](http://www.easternbookcorporation.com/moreinfo)
- Batra, Sunil (2003). From School Inspection to School Support. .
- Cambolell, R.F. and Gregg, R.T. (ed.) (1957). Administrative Behaviour in Education. Harpar
- Gupta, L.D. (1983). Educational Administration at Callege Level. New Delhi: Oxford and IBH.
- Kaufman, Herman, Watters (eds.) (1996). Educational Planning: Strategic Tactical Operational. Tecnomnic.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-IV

Educational Management and Planning

Paper Code: EDUEL-403C

Total Marks (75+25=100), Credits -4

Lectures = 65

#### Course Outcomes:

After studying the course, students will be able to

CO1.Understand the basic concepts of Educational Administration

CO2.Understand the various Constitutional and Legal Framework related with Education

CO3.Understand the Institutional Mechanism for Educational Planning and Administration in India

CO4.Understand the Role and Functions of Various Government Agencies in Education

CO5.Understand the Current/ Emerging Issues in Educational Administration

#### UNIT-I

- Basic Concepts
- Meaning and Nature of Educational Management
- Scope of Educational Management
- Meaning, Nature and Functions of Leadership ❖ Theories and Styles of Leadership ❖ Transformational Leadership in Educational Management, Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

#### UNIT-II

- Educational supervision: Meaning, nature, need scope and approaches (traditional and Modern supervision); supervision as educational leadership.
- Inspection vs. Supervision, Academic vs. Administrative supervision.
- Supervision-functions, techniques, methods, and problems; supervision as evaluation for performance and accountability

#### UNIT-III

Monitoring of school performance

- Performance appraisal of the teachers.
- Financial and administrative management of educational institutions.
- Nature and characteristics of resource available in education.





## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

- Need for resource management in education.
- Material resources.

#### UNIT IV-

##### Educational Planning

- Concept of Educational Planning
- Need and importance of Educational Planning
- Process of Educational Planning

#### UNIT V

- Educational Planning in India: Agencies and Process
- Education under Five Year Plans in India
- Appraisal of Educational Planning in India
- Role and Functions of Department of Culture and Education of the Union Ministry of Human Resource Development
- Role and Functions of Department of Education in States with special reference to UP
- Role and Functions of University Grants Commission
- Role and Functions of Technical Bodies such as NUEPA, CABE, NCERT, NCTE, SCERTs

#### Suggested Readings

- Bhatnagar, R.P., Agrawal Vidya-Educational Administration.
- Shukla P.D.-Administration of Education in India.
- Kimbrough and Nunnary, M.T.-Educational Administration : An Introduction.
- Desai D.N. - Outlines of Educational Administration How in India, Ahmedabad, A.R. Seth & Co. 1964.
- Getzels, J.W. - Educational Administration as a Social Process, New York, 1968 Marker and Row.
- Halping, A.W. - Theory and Research in Educational Administration, Collier Mac.
- Kochar, SK - Secondary School Administration, Jalandhar University, Publications 1994.
- Naik J.P. - Institutional Planning, New Delhi, Asian Institute of Planning and Administration, 1969.
- Mukherjee S.N. - Secondary School Administration Baroda, Archarya Book Depot.
- Safaya R. Shaida B.D. - School Administration and Organization, Delhi Dhampat Rai & Sons 1964.
- Owenss, Rober G - Organizational Behaviour in Schools Prentice Hall, N.J. 1970.
- Boadmein Charles W. - Democratic Supervision.



## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

### Semester-IV

Contemporary Issues in Indian Education

Paper Code: EDUCC-404

Total Marks (75+25=100), Credits -5  
Lectures = 65

#### Course Outcomes:

- CO1.Understand the Diverse Contemporary Issues in Indian Education
- CO2.Understand the Problems and Solutions of Diverse Issues in Education
- CO3.To know the different commission and recommendation to issues.

#### UNIT-I:

- History of Education in India: Post Independence era:
- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)

#### UNIT-II

- National Policy of Education, 1986 □
- Ramamurti Committee □
- Revised National Policy, 1992 □

#### UNIT-III:

- Elementary education: Promotion of UEE through SSA, Right to Education 2010, challenges of universalization of elementary education
- Secondary education: Mudaliar Commission in reference to diversification of secondary education, Role of Rastriya Madhyamic Shiksha Abhiyan (RMSA),
- National Education Policy\_2020: Principles& Vision; Institutional Restructuring & Consolidation of Higher Education Institutions

#### UNIT-IV

- Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities-Population, poverty-illiteracy-measures adopted for eradicating illiteracy Child labour-causes for child labour-government measures of child labour- Transit schools Unemployment and under employment-Privatization in Educatio
- Issues relating to quality in education and excellence Issues pertaining to Distance Education and open learning system □ Issues relating to medium of instruction three



## Department of Education

### Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

language formula □ □ Issues in respect of emotional integration and International Understanding in the context of Globalization. □

#### UNIT- V.

- Vision of society in the Indian Constitution: preamble and its influence on educational values
- Education for persevering Indian cultural heritage, strengthening democracy
- Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSCHIE in relation to the development of education.

#### Selected Readings:

- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission (1948) , Ministry of Education, Govt. Of India, New Delhi, 1949.
- M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi, 1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, 1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Yearbook of Education. Youth, Education and Work



ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)

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U.P. STATE GOVERNMENT UNIVERSITY,

(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

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## Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2026-2027)

Semester-IV

Dissertation and Its Viva Voce

Paper Code: EDUMT405

Total Marks (100), Credits -4

Lectures = 65

Dissertation and its Viva Voce