

SYLLABUS
FOR
POST GRADUATE PROGRAM IN
EDUCATION

Choice Based Credit System



Siddharth University, Kapilvastu
Siddharth nagar, Uttar Pradesh, India-272202

MINOR PAPER

Course Code	Paper Title	Total Credit	Total Marks
MEDM-400	DIMENSIONS OF EDUCATION	4	100

M.A. EDUCATION SEMESTER- 1

Course Code	Paper Title	Total Credits	Total Marks
MEDC-401	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	4	100
MEDC-402	INTRODUCTION TO EDUCATIONAL RESEARCH	4	100
MEDC-403	EDUCATIONAL PSYCHOLOGY	4	100
MEDC-404	HISTORY OF MODERN INDIAN EDUCATION	4	100
MEDL-405	PRACTICAL	4	100
MEDP-406	RESEARCH PROJECT	—	—

M.A. EDUCATION SEMESTER- 2

Course Code	Paper Title	Total Credits	Total Marks
MEDC-411	EDUCATIONAL SOCIOLOGY	4	100
MEDC-412	METHODOLOGY OF EDUCATIONAL RESEARCH	4	100
MEDC-413	PSYCHOLOGICAL TESTING AND EXPERIMENTS	4	100
MEDC-414	PROBLEMS OF INDIAN EDUCATION	4	100
MEDL-415	PRACTICAL	4	100
MEDP-416	RESEARCH PROJECT	8	100

M.A. EDUCATION SEMESTER- 3

Course Code	Paper Title	Total Credits	Total Marks
MEDC-501	POLITICAL FOUNDATIONS OF EDUCATION	4	100
MEDC-502	RESEARCH DESIGN AND STATISTICAL APPLICATIONS	4	100

OPTIONAL PAPER (GROUP- 1)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-503(A)	EDUCATIONAL TECHNOLOGY	4	100
MEDE-504(A)	DISTANCE AND OPEN EDUCATION	4	100

OPTIONAL PAPER (GROUP- 2)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-503(B)	HIGHER EDUCATION	4	100
MEDE-504(B)	CHAMPIONS OF HIGHER EDUCATION IN MODERN INDIA	4	100

OPTIONAL PAPER (GROUP- 3)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-503(C)	PRE-PRIMARY AND PRIMARY EDUCATION	4	100
MEDE-504(C)	SECONDARY EDUCATION	4	100
MEDL-505	PRACTICAL	4	100
MEDP-506	RESEARCH PROJECT	—	—

M.A. EDUCATION SEMESTER-4

Course Code	Paper Title	Total Credits	Total Marks
MEDC-511	INCLUSIVE EDUCATION	4	100
MEDC-512	WRITING OF RESEARCH REPORT & RESEARCH PAPER	4	100

OPTIONAL PAPER (GROUP- 1)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-513(A)	ANCIENT INDIAN EDUCATION	4	100
MEDE-514(A)	MEDIEVAL INDIAN EDUCATION	4	100

OPTIONAL PAPER (GROUP- 2)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-513(B)	ENVIRONMENTAL EDUCATION	4	100
MEDE-514(B)	POPULATION EDUCATION	4	100

OPTIONAL PAPER (GROUP- 3)

Course Code	Paper Title	Total Credits	Total Marks
MEDE-513(C)	GREAT EDUCATORS OF WORLD	4	100
MEDE-514(C)	GREAT INDIAN EDUCATORS	4	100
MEDL-515	PRACTICAL	4	100
MEDP-516	RESEARCH PROJECT	8	100

SIDDHARTHA UNIVERSITY, KAPILVASTU
SYLLABUS OF M.A. (EDUCATION)

ORDINANCES

1. Syllabus of M.A. (Education) shall consist of '12 Compulsory Papers', '04 Optional Papers', 'Practical Work' and a 'Research Project'. This course of study will be completed in four Semesters.
2. Each of the four semesters shall comprise of four papers and a 'Practical Work'.
3. There shall one 'Research Project' the work of which shall be spread in all the four semesters.
4. The structure of whole M.A. (Education) course of study shall be as follows:

SEMESTER 1:

It will comprise of following four compulsory papers of 100 marks each and a Practical work of 100 marks and part of Research Proposal.

Paper I: Philosophical Foundations of Education

Paper II: Introduction to Educational Research

Paper III: Educational Psychology

Paper IV: History of Modern Indian Education

Practical work carrying maximum marks of 100.

Research Project: Preparation and submission of Research Proposal (to be evaluated in semester 2).

SEMESTER 2:

It will comprise of following four compulsory papers of 100 marks each, a Practical work of 100 marks and part of Research Proposal.

Paper I: ~~Sociological Foundations of Education~~ *Educational Sociology*

Paper II: Methodology of Educational Research

Paper III: Psychological Testing and Experiments

Paper IV: Problems of Indian Education

Practical work carrying maximum marks of 100.

Research Project: Writing of Report based on Introduction, objectives and Methodology of research including sample, instruments and data collection & tabulation (this part of Research Project shall be evaluated jointly with Research proposal prepared in Semester 1. This will carry maximum of 50 + 50 = 100 marks).

SEMESTER 3:

It will comprise of following two compulsory papers of 100 marks each, two optional papers (belonging to any one Optional Group) of 100 marks each, a Practical work of 100 marks and part of Research Project.

Paper I: Political Foundations of Education

Paper II: Research Design and Statistical Applications

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(Prof. M. VARMA)

Paper III & Paper IV: Two optional papers from any one of the following Optional Groups:

Optional Group 1:

Paper III: Educational Technology,

Paper IV: Distance and Open Education

Optional Group 2:

Paper III: Higher Education,

Paper IV: Champions of Higher Education in Modern India

Optional Group 3:

Paper III: Pre-primary and Primary Education,

Paper IV: Secondary Education

Practical work carrying maximum marks of 100.

Research Project: Writing of 'Research Project Report' based on the parts of Research Project work completed in Semesters 1, 2, and 3. Research Project Report shall be submitted in the institution for evaluation out of 50 marks.

SEMESTER 4:

It will comprise of following two compulsory papers of 100 marks each, two optional papers (belonging to any one Optional Group) of 100 marks each, a Practical work of 100 marks and part of Research Project.

Paper I: Inclusive Education

Paper II: Writing of Research Report & Research Paper

Paper III & Paper IV: Two optional papers from any one of the following Optional Groups:

Optional Group 1:

Paper III: Ancient Indian Education,

Paper IV: Medieval Indian Education

Optional Group 2:

Paper III: Environmental Education,

Paper IV: Population Education

Optional Group 3:

Paper III: Great Educators of World,

Paper IV: Great Indian Educators

Practical work carrying maximum marks of 100.

Research Project: Writing of 'Research Paper' based on the completed Research Project. The Submitted research Project shall be evaluated through a Viva Voce examination with maximum marks of 25.

The candidates, having published a Research Paper based on their Research Project, shall be awarded 25 extra marks in addition to their awards in Viva Voce Examination. The research paper should have been published in a UGC recognized/ peer reviewed Journal of Education.

PT Sankar

(Signature)

M. M. S. S.
01.06.22

SIDDHARTHA UNIVERSITY, KAPILVASTU
M.A. (EDUCATION) SYLLABUS
EDUCATIONAL PSYCHOLOGY PRACTICAL
(REVISED ON 06.01.2024)

ORDINANCE:

1. There will be a Practical work in each Semester of M.A. (Education)
2. The Practical examination in each Semester shall carry the weight of maximum 100 marks/ 4 credits.

SEMESTER	PSYCHOLOGICAL TEST	PSYCHOLOGICAL EXPERIMENT	CREDITS	MAX MARKS
SEMESTER 1	Intelligence Test: Raven's Progressive Matrices' Test (Standard)	Mental Work and Fatigue	04	100
SEMESTER 2	Personality: 16 Personality Factors	Division of Attention	04	100
SEMESTER 3	Adjustment: Asthana Adjustment Inventory	Transfer of Training by Mirror Drawing	04	100
SEMESTER 4	Interest: Kuder Preference Record, <u>OR</u> Educational Interest Record (EIR) By S. P. Kulshreshtha	Effect of Set on Attention	04	100

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06.01.2024

SIDDHARTHA UNIVERSITY, KAPILVASTU

M.A. (EDUCATION) SYLLABUS

EDUCATIONAL PSYCHOLOGY PRACTICAL

ORDINANCE:

1. There will be a Practical work in each Semester of M.A. (Education)
2. The Practical examination in each Semester shall carry the weight of maximum 100 marks/ 4 credits.

SEMESTER	PSYCHOLOGICAL TEST	PSYCHOLOGICAL EXPERIMENT	CREDITS	MAX MARKS
SEMESTER 1	Intelligence Test: Raven's Progressive Matrices' Test (Standard)	Mental Work and Fatigue	04	100
SEMESTER 2	Personality: 16 Personality Factors	Division of Attention	04	100
SEMESTER 3	Adjustment: Asthana Adjustment Inventory	Transfer of Training by Mirror Drawing	04	100
SEMESTER 4	Interest: Kuder Preference Record	Effect of Set on Attention	04	100

T. Sankar



M. Sankar
01.06.2022

SYLLABUS OF M. A. (EDUCATION) COURSE

एम0ए0 शिक्षाशास्त्र: रिसर्च प्रोजेक्ट

अध्यादेश

- 1- प्रत्येक विद्यार्थी को एक रिसर्च प्रोजेक्ट पूर्ण करना होगा, जिसका कार्य चारों सेमेस्टरो में विभाजित होगा।
- 2- रिसर्च प्रोजेक्ट प्रथम सेमेस्टर से प्रारंभ होकर चतुर्थ सेमेस्टर में पूर्णतः संपन्न होगा।
- 3- रिसर्च प्रोजेक्ट पूर्ण करके उसका लिखित अथवा कंप्यूटर टाइपड प्रतिवेदन न्यूनतम दो प्रतियों में महाविद्यालय में तृतीय सेमेस्टर में प्रस्तुत करना होगा।
- 4- रिसर्च प्रोजेक्ट निम्नलिखित में से किसी एक विषय/क्षेत्र पर आधारित होगा..
 - अ- पूर्व प्राथमिक, प्राथमिक माध्यमिक अथवा उच्चतर शिक्षा स्तर की किसी संस्था का सर्वेक्षणात्मक अध्ययन।
 - आ- किसी विशेष प्रकार की शिक्षा देने वाले किसी संस्था का सर्वेक्षणात्मक अध्ययन, जैसे मंदबुद्धि, मूकबधिर, विकलांग।
 - इ- व्यवसायिक शिक्षा (जैसे आई0टी0आई0) देने वाली संस्था का सर्वेक्षणात्मक अध्ययन।
 - ई- किसी समस्याग्रस्त विद्यार्थी, शिक्षक अथवा संस्था का व्यक्ति इतिहास अध्ययन (केस स्टडी)
 - उ- मनोवैज्ञानिक मापन, परीक्षण अथवा मूल्यांकन आधारित अध्ययन।
 - ऊ- किसी ग्राम, शहरी मोहल्ला अथवा कस्बे का शैक्षिक सर्वेक्षण।
 - ए- समुदाय की शैक्षिक अपेक्षाओं व उपलब्ध शैक्षिक सुविधाओं का सर्वेक्षणात्मक अध्ययन।
 - ऐ- शैक्षिक क्षेत्रीय कार्य अथवा क्षेत्रीय प्रयोग।
 - ओ- स्त्री शिक्षा/साक्षरता/जागरूकता से संबंधित सर्वेक्षणात्मक अध्ययन।
 - औ- दुर्बलतर वर्गों एवं अल्पसंख्यको की शिक्षा से संबंधित सर्वेक्षणात्मक अध्ययन इत्यादि।
- 5- प्रत्येक सेमेस्टर में रिसर्च प्रोजेक्ट के जो भाग एवं क्रियाकलाप संपन्न करने होंगे, उनसे संबंधित अध्यादेश निम्नवत है..

व. साहू

Dr. Manoj
01/06/2022

प्रथम सेमेस्टर

महाविद्यालय के शिक्षाशास्त्र विभाग द्वारा सेमेस्टर के प्रारंभ में ही रिसर्च प्रोजेक्ट करने के लिए विद्यार्थी को शोध पर्यवेक्षक आबंटित कर दिए जाएंगे। अंतःविषयक शोध समस्याओं के मामले में यथा आवश्यकतानुसार एक सह-शोध पर्यवेक्षक (जो किसी अन्य संस्था/ विभाग/ उद्योग का भी हो सकता है) की भी नियुक्ति की जा सकती है। "शैक्षिक अनुसंधान का परिचय" नामक प्रश्नपत्र के अध्ययन से प्राप्त ज्ञान तथा शोध पर्यवेक्षक से प्राप्त परामर्श के आधार पर विद्यार्थी शोध समस्या का चयन करके एक शोध प्रस्ताव तैयार करेगा, जिसमें शोध कार्य के उद्देश्य, पृष्ठभूमि, संबंधित साहित्य का अध्ययन तथा शोध की क्रियाविधि एवं प्रस्तावित उपकरणों का स्पष्ट उल्लेख होगा। इस प्रकार निर्मित शोध प्रस्ताव हस्तलिखित अथवा कंप्यूटर टाइपड रूप में विभाग/ संस्था में जमा करना होगा।

द्वितीय सेमेस्टर

रिसर्च प्रोजेक्ट के द्वितीय चरण में विद्यार्थी को शोध न्यादर्श / क्षेत्र / विद्यालय या विशिष्ट व्यक्ति का चयन करना होगा तथा शोध में अपेक्षित उपकरणों/ परीक्षणों का चयन/निर्माण करना होगा। पूर्वनिर्मित व मानकीकृत उपकरण भी लिए जा सकते हैं, जैसे बुद्धि परीक्षण, व्यक्तित्व परीक्षण, समायोजन मापनी, सामाजिक आर्थिक स्तर मापनी आदि अथवा उपकरण विद्यार्थी द्वारा स्वनिर्मित भी हो सकते हैं। जैसे प्रश्नावली, अभिवृत्ति मापनी, साक्षात्कार अनुसूची, उपलब्धि परीक्षण आदि। अपनाई गई न्यादर्श चयन प्रक्रिया, रिसर्च प्रोजेक्ट हेतु चयनित स्वनिर्मित उपकरण तथा दत्तसंग्रह करने की विधि का उल्लेख एवं दत्तों का सारणीयन इस सेमेस्टर के रिसर्च प्रोजेक्ट प्रतिवेदन में किया जाएगा, जिसे हस्तलिखित अथवा कंप्यूटर टाइपड रूप में संस्था / विभाग में जमा करना होगा।

तृतीय सेमेस्टर

प्रथम सेमेस्टर में निर्मित शोध प्रस्ताव में निहित शोध उद्देश्यों तथा द्वितीय सेमेस्टर में उपयुक्त उपकरणों और विधियों की सहायता से किए गए दत्त संग्रह के आधार पर दत्तों का संकलन, सारणीयन और सांख्यिकीय विश्लेषण करके शोध परिणाम एवम् निष्कर्ष प्राप्त कर लिए जाएंगे और इस संपूर्ण कार्य को रिसर्च प्रोजेक्ट के अध्यायों के रूप में प्रतिवेदित कर लिया जाएगा। रिसर्च प्रोजेक्ट प्रतिवेदन का समस्त कार्य सेमेस्टर प्रथम, द्वितीय और तृतीय में कृत कार्य के आधार पर

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01.06.2022

पर्यवेक्षक के दिशा निर्देश में पूर्ण करके तृतीय सेमेस्टर के अंत में विभाग/संस्था में जमा करना होगा।

चतुर्थ सेमेस्टर

इस सेमेस्टर में विद्यार्थी को रिसर्च प्रोजेक्ट प्रतिवेदन में वर्णित शोधकार्य पर आधारित एक रिसर्च पेपर तैयार करना होगा और उसे यूजीसी रिसर्च जर्नल अथवा पीयर रिव्यूड जनरल में प्रकाशित कराना होगा।

रिसर्च प्रोजेक्ट की परीक्षा / मूल्यांकन योजना

1- रिसर्च प्रोजेक्ट का मूल्यांकन विश्वविद्यालय द्वारा नियुक्त आंतरिक एवं बाह्य परीक्षक के परीक्षक मंडल द्वारा किया जाएगा। मूल्यांकन प्रक्रिया विभिन्न सेमेस्टरो में विभाजित होगी।

2- द्वितीय सेमेस्टर के अंत में रिसर्च प्रोजेक्ट का मूल्यांकन प्रथम एवं द्वितीय सेमेस्टर में विद्यार्थी द्वारा कृत एवं प्रस्तुत निम्नलिखित कार्य के आधार पर परीक्षक मंडल द्वारा किया जाएगा..

अ- प्रथम सेमेस्टर में निर्मित एवं प्रस्तुत शोध प्रस्ताव।


आ- द्वितीय सेमेस्टर में रिसर्च प्रोजेक्ट के कृत कार्य का प्रतिवेदन, जिसमें शोध विधि (न्यादर्श, उपकरण तथा सांख्यिकीय विधियों) तथा संग्रहीत दत्तों का सारणीयन सम्मिलित होगा।

उपरोक्त के मूल्यांकन के आधार पर मौखिकी परीक्षा में परीक्षक मंडल निष्पादनानुसार विद्यार्थियों को अधिकतम 100 में से अंक प्रदान करेंगे।

3- तृतीय सेमेस्टर में रिसर्च प्रोजेक्ट का लेखन एवं संपादन करके अंतिम रूप से विभाग / संस्था में न्यूनतम दो प्रतियों में जमा करना होगा। जो संस्था द्वारा मूल्यांकनार्थ विश्वविद्यालय को प्रेषित कर दी जाएगी। परीक्षक मंडल के 2 में से प्रत्येक सदस्य अधिकतम 50 अंकों में रिसर्च प्रोजेक्ट का मूल्यांकन करके अंकपत्र विश्वविद्यालय को प्रेषित करेंगे। विश्वविद्यालय रिसर्च प्रोजेक्ट के दोनों मूल्यांकनो का औसत निकालकर विद्यार्थियों को रिसर्च प्रोजेक्ट के अंक प्रदान करेगा।

4- चतुर्थ सेमेस्टर में विश्वविद्यालय द्वारा नियुक्त परीक्षक मंडल, विद्यार्थी के रिसर्च प्रोजेक्ट, जो तृतीय सेमेस्टर में जमा हो चुका है, पर आधारित मौखिकी परीक्षा संपन्न कराकर अधिकतम 25 में से



 M. Sharma
01.06.22

निष्पादनानुसार विद्यार्थियों को अंक प्रदान करेंगे। यदि कोई विद्यार्थी अपने रिसर्च प्रोजेक्ट पर आधारित शोधपत्र मौखिकी परीक्षा के दिन तक यूजीसी रिसर्च जर्नल अथवा पीयर रिव्यूड जर्नल में प्रकाशित करवाकर प्रमाण प्रस्तुत करता है, तो उसे परीक्षक मंडल मौखिकी परीक्षा में उसके प्राप्तांकों के अतिरिक्त 25 अंक और प्रदान करेंगे।

प्रायोगिक कार्य

अध्यादेश

प्रत्येक सेमेस्टर में प्रायोगिक कार्य समाविष्ट रहेगा, जिसमें एक मनोवैज्ञानिक परीक्षण तथा एक मनोवैज्ञानिक प्रयोग प्रत्येक सेमेस्टर में करना होगा।

प्रथम सेमेस्टर

मनोवैज्ञानिक परीक्षण: रैवेन्स प्रोग्रेसिव मैट्रिसेज टेस्ट (एडवांस्ड) नामक बुद्धि परीक्षण।

मनोवैज्ञानिक प्रयोग: मानसिक कार्य और थकान नामक प्रयोग।

द्वितीय सेमेस्टर

मनोवैज्ञानिक परीक्षण: आर0 बी0 कैटिल निर्मित "16 पर्सनालिटी फैक्टर्स" नामक व्यक्तित्व परीक्षण।

मनोवैज्ञानिक प्रयोग: ध्यान का विभाजन नामक प्रयोग।

तृतीय सेमेस्टर

मनोवैज्ञानिक परीक्षण: एच0 एस0 अस्थाना निर्मित "अस्थाना एडजेस्टमेंट इन्वेंटरी" नामक समायोजन का परीक्षण।

मनोवैज्ञानिक प्रयोग: मिरर ड्राइंग उपकरण की सहायता से प्रशिक्षण का स्थानांतरण नामक प्रयोग।

चतुर्थ सेमेस्टर

मनोवैज्ञानिक परीक्षण: "कूडर प्रेफरेंस रिकॉर्ड" के द्वारा अभिरुचियों का परीक्षण।




 M. K. Sharma.

9/10/2022

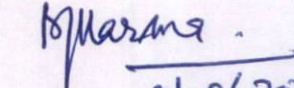
मनोवैज्ञानिक प्रयोग: मानसिक सेट का अवधान पर प्रभाव नामक प्रयोग से अवधान का अध्ययन करना।

प्रायोगिक कार्य की परीक्षा / मूल्यांकन योजना

1 प्रत्येक सेमेस्टर के अंत में प्रायोगिक कार्य का मूल्यांकन विश्वविद्यालय से नियुक्त आंतरिक एवं बाह्य परीक्षकों से गठित परीक्षक मंडल द्वारा अधिकतम 100 अंकों में से किया जाएगा।




01/6/22


01/06/2022
(Prof. M. VARMA)

M.A. (EDUCATION), SEMESTER 1
Paper I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Time allowed- Three hours

Max Marks- 100

OBJECTIVES:

1. To make the student understand the deep inter-relation between the disciplines of philosophy & education.
2. To acquaint the student about the modern philosophies and their educational implications.
3. To enable the student, philosophize various ideas and activities embedded in educational circumstances.
4. To clarify, to the students, the concept and philosophy of values and their inculcation in children.

COURSE OF STUDY:

UNIT I

1. Relationship between education and philosophy
2. Schools of Educational Philosophy: Idealism, Pragmatism, Naturalism, Existentialism.
3. Very brief introduction to educational implication of Fascism, Communism and Democracy

UNIT II

1. Educational aims and their importance. Proximate aims of education, Ultimate aims of education.
2. Freedom and authority in education. Moral principles and the curriculum.
3. The religious education, secularism, humanistic religious education. Religious education in a secular state.

UNIT III

1. Values: meaning and definition, Types of values: intrinsic and instrumental, Hierarchies of values.
2. Idea of Value based education and its methods. Difficulties and Problems in value-based education.

UNIT IV

1. Idea of Indoctrination, idea of academic freedom in education.
2. Professional ethics of teacher and its application.

ASaulz  *01.06.22*

M. A. (EDUCATION), SEMESTER 1

Paper II: INTRODUCTION TO EDUCATIONAL RESEARCH

Time allowed- Three hours

Max Marks- 100

OBJECTIVES:

1. To clarify, to the student, the relevance and purpose of studying research and various types of educational research and to enhance their spirit of enquiry.
2. To develop the habit of thorough study and use of library and online resources.
3. To enable the student know various tools, techniques and methods of conducting educational research.
4. To equip the student with the skills of preparation of research proposal.

COURSE OF STUDY:

UNIT I

1. Why should research be studied? Search for knowledge, Science and objectivity, Operational definitions of variables.
2. Purposes of research: Fundamental or basic research, Applied Research, Action Research
3. Types of Educational Research: Historical research, Descriptive research (quantitative), Qualitative Descriptive Research (using non quantitative methods), and Experimental Research.

UNIT II

1. Selecting a problem: academic research problem, levels of research projects, sources of research problems, evaluating the problem
2. Using the library and finding related literature, references and bibliography
3. Research Objectives, The Hypothesis: The Research Hypothesis, The Null Hypothesis.

UNIT III

1. Methods & Tools of Research: Qualities of a good research tool: Reliability, Validity, Economy, Interest.
2. Achievement tests, Aptitude tests, interest inventories, Personality inventories, Projective devices, Observation, Inquiry forms: the questionnaire, the opinionnaire, the interview.

UNIT IV

1. Preparation of a research proposal
2. Evaluation of research proposal
3. Ethics in human experimentation: Research Ethics and Regulations. Plagiarism.

T. B. Smith  *M. Parame*
01.06.2022

REVISED SYLLABUS DATED 20.01.2023

M. A. (EDUCATION), SEMESTER 1

Paper III: EDUCATIONAL PSYCHOLOGY

Time allowed- Three hours

Max Marks- 100

Objectives:

1. To enable the students understand psychology as a scientific discipline and its applications to Education and life.
2. To enable the students understand the nature of growth and development and to appreciate the common characteristics, needs and children's and adolescents' behavioural problems at successive stages of development.
3. To enable the students appreciate and synthesize the basic concepts of major learning theories and their educational implications.
4. To enable students to understand the concept and nature of personality and adjustment.

UNIT I

1. Learning: Meaning and concept. Factors affecting learning. The Learning Curve. Fatigue and its types. Effect of Fatigue on Learning. Experiment on 'Mental Work and Fatigue'.
2. Major learning theories- Thorndike's Connectionism and Laws of learning. Skinner's Reinforcement theory and Programmed instruction.
3. Definitions and nature of memory. Components of memory. Factors affecting memory. Forgetting. The Ebbinghaus' forgetting curve and its educational implications.

UNIT II

1. Psychology of Individual differences. Heredity and Environment as determinants of individual differences & personality. Implications of individual differences for organizing educational programmes.
2. Concept of Human Growth and Development. Laws of human development. Developmental stages.
3. Jean Piaget's developmental approach and stages of cognitive development.

UNIT III

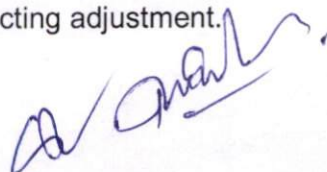
1. Definitions of Intelligence. Intelligence Theories: Spearman, Thurstone, Thorndike and Guilford.
2. Concept of IQ. History of Intelligence testing. Individual and group tests of intelligence, verbal, non-verbal and performance tests. Contribution of following: Stanford- Binet Intelligence scale. Wechsler's Intelligence Scales (WAIS & WCIS) and Raymond B. Cattell's Culture Fair Intelligence Tests. Theory and administration of Raven's Standard Progressive Matrices' Test.
3. Creativity: Definitions, Components. Creativity and divergent thinking. Role of Education in development of creativity.

UNIT IV

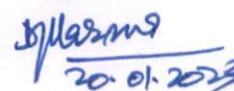
1. Personality: Concept, Meaning and Definitions. Personality Theories: Eysenk's Trait theory, Cattell's Factor theory.
2. Assessment of Personality: Observational and interview methods, Self- inventory methods (viz. MMPI). Projective techniques: Rorschach Ink Blot Test.
3. Psychology of Adjustment: Meaning and definition. Characteristics of well adjusted and maladjusted people. Factors affecting adjustment.










20.01.2023

M.A. (EDUCATION), SEMESTER 1

Paper IV: HISTORY OF MODERN INDIAN EDUCATION

Time allowed- Three hours

Max Marks- 100

OBJECTIVES:

1. To acquaint the students with the East India Company's acceptance of the responsibility of for education of Indians (1600-1813) and official and non- official experiments in education (1813-1853).
2. To tell the students about history of Indian education in the Victorian era (1854-1902), and the contributions of Lord Curzon to Indian Education followed by fast growth of education and onset of Nationalistic movement in education.
3. To make the students appreciate the post-independence developments in Indian education.

COURSE OF STUDY:

UNIT I

1. Charter Act (1813) and Anglo-Oriental controversy, Macaulay's Minute (1834) and Downward Filtration Theory. Recommendations of Wood's Dispatch (1854) and Establishment of Universities in India

UNIT II

1. Recommendations of Hunter Commission's Report (1882-83), Shimla Conference (1901), Indian University Commission (1902), Indian University Act (1904), Lord Curzon's Education Policy (1904).
2. National Education Movement: Gandhi's Idea of Basic Education, Establishment and role of Nationalistic Institutions: Viswa Bharati, Jamia Millia Islamia, Gurukul Kangari, Banasthali Vidyapeetha

UNIT III

1. Contributions of Secondary Education Commission (1952- 53), Education Commission (1964- 66).
2. Major recommendations of National Policy on Education, 1968, National Policy on Education, 1986 and Programme of Action, 1992.

UNIT IV

1. Implications of the Report of National Knowledge Commission (2007) for Indian education
2. Highlights of Yashpal Committee Report (2009), Justice Verma Committee Report (2012).

MS  *M. M. M. M.*
01/06/2022

SIDDHARTHA UNIVERSITY, KAPILVASTU
SYLLABUS FOR M. A. (EDUCATION): SEMESTER 2
PAPER I: EDUCATIONAL SOCIOLOGY

OBJECTIVES:

1. To develop, in the students, a familiarity with social stratification based on caste, religion & culture,
2. To acquaint the students with various social institutions, social groups, social process,
3. To develop a realization among the students of the role of education in socio-political and economic change in modern India and world and to acquaint them with some social movements of modern India.

Time allowed: 3 Hours

MM- 100

UNIT I

1. Need for a sociological approach in Education. Scope and functions of Sociology of Education. Inter-relationship between Education and Society. How do education and the social system mutually affect each other?
2. Meaning and concept of Socialization. Factors affecting an individual's socialization. Role of Social institutions of family, community, school and State in shaping people's attitudes and values.
3. Implications of Social structure and stratification for public education. Idea of 'Equality of educational opportunity' and hurdles in its achievement.

UNIT II

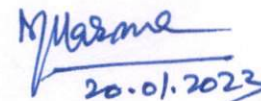
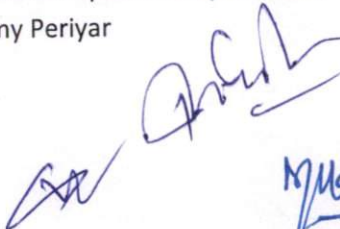
1. Educational implications of major social theories:
 - (a) Functionalism: Emile Durkheim's thought on Scientific Outlook and Social facts
 - (b) Thought of Talcott Parsons on: Social System, Structure and functions of Social system
 - (c) Social Stratification in the light of P. A. Sorokin'.

UNIT III

1. Social change: Formal and Non-formal Agencies of Social Change. Education and School as agencies of Social Change. Concepts of Modernization and Westernization.
2. Role of education in Social Mobility. Other factors affecting Social Mobility.
3. Inter-relationship of Culture and Education. Idea and concepts of Enculturation, Acculturation, Assimilation. Cultural traits, Cultural Conflict.

UNIT IV

1. Social change brought out by The Constitution of India. Education of the Constitutional categories of Indian citizens: Scheduled tribes, Scheduled Castes, Other Backward Classes, and Minorities.
2. Socio-educational movements in modern India:
 - a. Baroda Movement of Sayajirao Gaekwad,
 - b. Movements of Jyotiba Phule and Chhatrapati Shahuji Maharaj
 - c. Social Movement of E. V. Ramasamy Periyar



20.01.2023



SYLLABUS FOR M. A. (EDUCATION): SEMESTER 2
Paper II: Methodology of Educational Research

OBJECTIVES:

1. To train the students in identifying and reading the literature, reviewing research and drawing implications of review for his/ her own research.
2. To make the student select and explain the method appropriate for his/ her research study .
3. To make the students aware of various sampling methods and help him in selection of proper sample suitable for his/ her research.
4. To train the students in proper selection of the most appropriate research tool for his/ her research study/project.

Time allowed: 3 Hours

MM- 100

UNIT I

1. Review of related research: reading established Indian and foreign research journals, Research Abstracts, Encyclopedia of research, Proceedings of reputed international conferences, *Dissertation abstracts International*, and old Ph.D. theses.
2. Findings gaps and pitfalls in previous research. Drawing inferences from previous research and draw implications for present study.

UNIT II

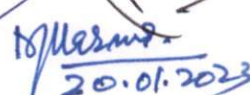
1. Population: concept and definition. Sample: concept, need of sample in research. Units of sample. Importance of randomness in sample. Determiners of sample size in various types of researches. Characteristics of a good sample.
2. Sampling Methods:
 - a. Probability sampling: The random sample, Random numbers, The systematic sample, The stratified random sample, The area or cluster sample.
 - b. Non-probability sampling.

UNIT III

1. The standardized tools for research: Precautions in Selection of tests. The standardization sample, Suitability for present sample and age group, Cultural and linguistic background of sample, educational status, verbal, non-verbal, or performance test. The tool should possess high Validity and Reliability. Concept of adaptation of the tool for present sample.
2. Self-made tool/ test: When to use self-made test? Steps of self- made test construction: Item preparation, judging of the items, item analysis, item selection, First draft, Try out, Final draft, Finding out validity and reliability.

UNIT IV

1. The field work: Planning for Field work, contacting and approaching the sample personally, by post, or electronically, establishing the rapport.
2. The data: collection of data, scoring of answer sheets, manual and mechanical scoring, systematization of data, Tabulation of data and preparing it ready for statistical treatment.



20.01.2023

SYLLABUS FOR M. A. (EDUCATION): SEMESTER 2
Paper III: PSYCHOLOGICAL TESTING AND EXPERIMENTATION

OBJECTIVES:

1. To develop, in the students, a familiarity with basic concepts of psychological testing and experimentation.
2. To acquaint the students with the properties of standardized psychological tests and their norms and enable them in skills of test administration.
3. To introduce the students with some established standardized psychological tests so that they may enjoy hands on experience in psychology laboratory while practically administering those tests on subjects.
4. To train the students in planning and conduct of psychological experiments pertaining to learning and fatigue, perception, memory and attention.

Time allowed: 3 Hours

MM- 100

UNIT I

1. Basics of psychological testing, standardization of psychological tests. Validity and reliability of the test.
2. Scores, norms and use of related statistics (mean, standard deviation, correlation). Age norms, Percentile norms, Centile scores, z scores. Precautions to be observed in psychological testing.
3. General Steps in psychological testing.
 - a. The subject, rapport, venue and conditions
 - b. Parts of a test: Test Manual, Test booklet, Answer sheet, Scoring key.
 - c. Test administration, referring to norms. Reporting of the test and results.

UNIT II

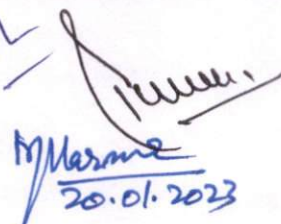
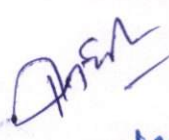
1. Personality and its testing: Observational and interview methods, Self- inventory methods (viz. MMPI), Personality questionnaires (viz. Cattell's CPQ, ESPQ, HSPQ, and 16 PF), Introduction to Projective techniques. Theory and administration of Sixteen Personality Factors Test (16 PF Test).
2. Interests and their testing. Interest inventories. Introduction to Various interest inventories:
 - a. Kuder Preference Record- Occupational, Kuder Preference Record- Personal, Kuder Preference Record- Vocational. Strong Vocational Interest Blank (for Men), Strong Vocational Interest Blank (for Women)
 - b. Theory and administration of Kuder Preference Record- Personal.
3. Psychology and testing of adjustment: Theory and administration of Asthana's Adjustment Inventory.

UNIT III

1. Basic principles of experiment. Brief history of Experimental Educational Psychology
2. Manipulation and control of variables. Difference between psychological testing and experimentation.
3. General steps of a psychological experiment and its reporting.
 - a. The subject, rapport, venue and conditions. Setting the Experiment: material and equipment required, recording the observations in tables, instructing the subject, taking Subject's Introspection report.
 - b. Calculations, drawing conclusion and educational implications. Reporting the Experiment.

UNIT IV

1. Transfer of training: its concept of and types. Importance of transfer of training in Education. Experiment on 'Transfer of Training by Mirror Drawing'.
2. Attention: Meaning and concept. Characteristics of attention. Factors distracting attention. Importance of attention in Education. 'Experiment on 'Division of Attention'.
3. Formation of mental set. Effect of set formation on attention. 'Experiment on 'Effect of Set on Attention'.



M. Masome
20.01.2023



SYLLABUS FOR M. A. (EDUCATION): SEMESTER 2
PAPER IV: PROBLEMS OF INDIAN EDUCATION

OBJECTIVES:

1. To develop, in the students, a familiarity with the problems confronting elementary education in India.
2. To acquaint the students with the status of Indian secondary education and problems therein.
3. To develop a realization among the students of the higher education and other sector of education in India and the problems encountered by these sectors.

Time allowed: 3 Hours

MM- 100

UNIT I
ELEMENTARY EDUCATION

1. Problem in achievement of universal, compulsory and free elementary education and ensuring right to education for all.
2. Problem of Schools with inadequate teachers. Elementary teachers over- loaded with multiple roles and responsibilities.
3. Problems of lack of proper research input in Basic education. Elementary education as a neglected area in State's priorities.

UNIT II
SECONDARY EDUCATION

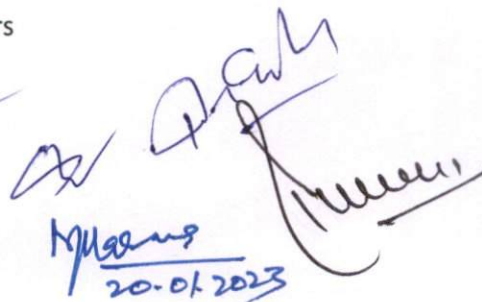
1. Problem of unrelatedness of secondary education to practical life
2. Problem of vocationalization of secondary education. Problem of lack of continuity of vocational education in higher education.
3. Lack of innovation and research in functioning and practices of State Boards of Secondary Education

UNIT III
HIGHER EDUCATION

1. Problem of standards in higher education: poor parity with international standards.
2. Problem of University's autonomy and increasing over governance of University by the State.
3. Problem of State's gradual withdrawal from higher education and increasing privatization

UNIT IV
OTHER SECTORS

1. Problem of education of weaker sections of Indian Society.
2. Problems in women education
3. Problem of teacher education and supply of teachers



Musings
20.01.2023

SIDDHARTHA UNIVERSITY, KAPILVASTU
M. A. (EDUCATION) SEMESTER- 3
Compulsory Paper I: POLITICAL FOUNDATIONS OF EDUCATION

MM: 100

COURSE OBJECTIVES:

1. To make the students understand the idea of education as inherent in various parts of 'The Constitution of India' and to acquaint the students about the values inherent in 'The Constitution of India'.
2. To give an idea that the type of state decides the shape and form the education will take in any country.
3. To illustrate with various examples, 'How the form of education is dependent on the concept of democracy a nation state follows'?
4. To emphasize the role of education in political socialization of the citizens.

COURSE OF STUDY:

UNIT I
EDUCATION AS IN THE COSTITUTION OF INDIA

Position of education in 'Fundamental rights', 'Directive Principles of State Policy', and 'The Seventh Schedule': The Union List, The Concurrent List. The Values inherent in The Constitution of India.

UNIT II
EDUCATION IN DIFFERENT TYPES OF STATES


Education in Pluralistic and Totalitarian States, Education in a Theocratic State, Education in 'The Laissez Faire State', Education in 'The Positive or Welfare State'.

UNIT III
EDUCATION IN VARIOUS FORMS OF DEMOCRACY

Education in Socialistic Democracy versus Capitalistic Democracy. Education in 'Democracy as Respect for Person's Dignity', Education in 'Democracy as Freedom', Education in 'Democracy as Equalitarianism', Education in 'Democracy as Sharing'.

UNIT IV
POLITICAL SOCIALIZATION, NATIONALISM AND INTERNATIONALISM

Concept of Political Socialization of Citizens, Role of Education in Political Socialization, Nationalism and Internationalism.


topkasmms.
23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU

M. A. (EDUCATION) SEMESTER- 3

Compulsory Paper II: RESEARCH DESIGN AND STATISTICAL APPLICATIONS

MM: 100

COURSE OBJECTIVES:

1. To make the students understand the basic nature of experimental research and research designs.
2. To acquaint the students with various types of research designs commonly used in Educational research.
3. To give an idea of descriptive data analysis in educational research.
4. To emphasize the importance of inferential data analysis in educational research and to develop the awareness and skills of using computer and the computer software in the data analysis.

COURSE OF STUDY:

UNIT I

EXPERIMENTAL RESEARCH AND RESEARCH DESIGNS

1. Experimental and quasi experimental research: Concept of experiment. Experimental and control groups. The Variables and their types. Control of variables.
2. Meaning and purpose of Research Design, Criteria of good research design.

UNIT II

TYPES OF RESEARCH DESIGNS

1. Pre-experimental designs, True experimental designs, quasi experimental designs.
2. General principles of Single Subject Experimental Research: Repeated measurements, baselines. Manipulating the variables. Basic designs: A-B-A-B Designs, Multiple baseline designs, other designs.

UNIT III


DESCRIPTIVE DATA ANALYSIS IN EDUCATIONAL RESEARCH

1. What is Statistics? Parametric and non-parametric data, Descriptive and Inferential analysis.
2. Statistical measures: Measures of Central tendency, Measures of Dispersion.
3. Concept of Normal distribution, practical applications of Normal Curve. Measures of Relationship: rank order correlation and its interpretation.

UNIT IV

INFERENTIAL DATA ANALYSIS & COMPUTER DATA ANALYSIS

1. Parametric tests, Testing statistical significance
2. Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA)
3. Non-parametric tests: The Chi - square test
4. Using computer for data organization and analysis. Data analysis using computer software: SPSS software


M. M. M. M. M.
23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU
MA (EDUCATION) SEMESTER 3

OPTIONAL GROUP I
Paper III: EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES:

1. To acquaint the students with the history of educational technology and its software and hardware approaches
2. To make the students understand the basics of programmed learning and other form of self-learning technology along with mass media approach.
3. To teach the importance of teaching models and to illustrate the same with the examples of several models
4. To train the students in the use of various computer and internet based techniques such as power point presentation and meeting apps.

COURSE OF STUDY:

Unit – I

1. Meaning, scope and significance of Educational Technology. A brief history of the development of Educational Technology. Software and Hardware Approaches to Educational Technology.
2. Resource centers for Educational Technology- CIET, UGC, IGNOU AVRC, EMRC, NIST.

Unit-II

1. Programmed learning, Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI).
2. Use of Mass media approach in Education: Radio programmes, Educational television (ETV), Instructional Satellite programmes (INSAT).

Unit - III

1. Models of teaching: Idea of teaching models. Role and Functions of teaching models.
2. Types of teaching Models: Glasier's Basic Teaching Model, Bruner's Concept Attainment Model (CAM), Skinner's Contingency Management Model (CMM).

Unit - IV

1. Teaching through Power point Presentation.
2. Application of 'Google Meet', and 'Zoom app' in Teaching – learning


M. Narasimha
23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU, SIDDHARTHANAGAR

M.A. (EDUCATION), SEMESTER 3

Optional Group 1

Paper IV: Distance and Open Education

MM- 100

Course Objectives:

1. To understand the difference between correspondence, distance and open education.
2. Learn about the construction of course design in distance education.
3. Be familiar with the use of ICT in distance education.
4. To understand the standard, norms and structure of open school and open universities.

Course of Study:

Unit- I

1. Idea of continuing education, lifelong learning and online education.
2. Correspondence, Distance and Open Education: Concept, Origin, need and limitations.
3. Theories of distance education: Charles Wedemeyer, Michael Moore.

Unit- II

1. Course design in distance education, online learning materials.
2. Multimedia communication and teaching strategies: SITE, EDUSAT, Student support services, and counselling in distance education.

Unit- III

1. Strategies of teaching in open education: Home assignments, contact programmes, Internet and E-mail, Voice chat, WhatsApp. Role of Educational Radio & Television programmes.
2. Concept of Artificial intelligence and its role in open education.

Unit- IV

1. History and Concept of Open University. IGNOU: aims, functioning and problems. The Virtual Universities.
2. Open School: National Institute of open Schooling (NIOS).

M. Harsha.
23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU

M. A. (EDUCATION) SEMESTER- 3

OPTIONAL GROUP II

PAPER III: HIGHER EDUCATION

MM: 100

COURSE OBJECTIVES:

1. To make the students understand and appreciate the history of University and higher education in modern India.
2. To acquaint the students about the various types of Universities in India and their constitution.
3. To give an idea of higher education in the State of Uttar Pradesh.
4. To make the students aware of current issues and problems in the field of higher education in India.

COURSE OF STUDY:

UNIT I

HIGHER EDUCATION

1. World's three Mother Universities: Bologna, Paris and Oxford. Their history and basic features.
2. The First Indian Universities: Bombay, Calcutta, Madras: History, constitution and special features.
3. Position of Higher Education in 'The Constitution of India'. The Seventh Schedule: Higher Education in the Union List (entries 63, 64, 65, & 66), and in the Concurrent List.

UNIT II

THE UNIVERSITY: TYPES, STRUCTURE & FUNCTIONS

1. Central and State Universities. Institutions deemed to be University. The Private Universities.
2. General Structure of a University: Power and Functions of University. The Act, Statute and Ordinances. Officers of the University, Authorities of the University.
3. Role of Vice Chancellor in a University.

UNIT III


HIGHER EDUCATION IN UTTAR PRADESH

1. Governance of Higher Education in U.P. - Several Ministries governing the Universities: Ministry of Higher Education, Ministry of Agriculture, Ministry of Medical Education, Ministry of Technical Education, Ministry of Culture, Ministry of Social Welfare, Law Ministry.
2. Basic features of the following 'University Acts': 'The Uttar Pradesh State Universities Act, 1973', 'The Uttar Pradesh Private Universities Act, 2019'.
3. System of Affiliation. Higher Education in Colleges. Types of Colleges. The Structure, functions and functioning of the Directorate of Higher Education.

UNIT IV

ISSUES AND PROBLEMS IN HIGHER EDUCATION

1. Problem of Standards and quest for quality in higher education: American concept of Accreditation and benchmarking of Higher Education Institutions, Accreditation in India by NAAC.
2. Meaning and concept of University's autonomy. Political interference in University's functioning. Autonomy versus accountability.
3. Idea of Liberalization, Privatization and Globalization (LPG): Self- financed Higher Education, Privatization of Higher Education and Emergence of Private Universities in India. State's gradual withdrawal from Higher Education.

 *M. A. (Education)*
23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU

M. A. (EDUCATION) SEMESTER- 3

OPTIONAL GROUP II

PAPER IV: CHAMPIONS OF HIGHER EDUCATION IN MODERN INDIA

MM: 100

COURSE OBJECTIVES:

1. To make the students understand the idea of higher education held and professed by the two patriots and seers of modern India: Gandhi and Tagore.
2. To acquaint the students about the unparalleled contribution of Sayajirao Gaekwad and JRD Tata, the two modernists, to the field of higher education and research.
3. To give an idea that of the great service done to Higher Education by the two humanists, Madan Mohan Malviya and Sir Syed Ahmed Khan.
4. To illustrate through the examples of the Universities established by them, the great service done to the cause of women's education by D.D. Karve and Hiralal Shastri.

COURSE OF STUDY:

UNIT I

PATRIOTS AND SEERS

1. **Mahatma Gandhi: Gandhian Idea of University.** Gujarat Vidyapeetha: Aims, Organization and special features.
2. **Rabindra Nath Tagore:** Tagore's Idea of 'Universal man' and the 'Synthesis of East and West' as reflected in his Idea of University. Visva Bharati Santiniketan: Its history, present status, special features and achievements.

UNIT II

THE MODERNISTS

1. **Maharaja Sayaji Rao Gaekwad:** History and contributions of Baroda College. The M. S. University, Baroda: Its History and Constitution. Special features and achievements.
2. **J. R. D. Tata:** Tata's perfectionist vision of higher education and research in Medicine, Sciences, Social Sciences and Arts. Special features of the Tata funded Institutions with Specialized Research par excellence: TIFR, TISS, Tata Cancer Research Institute, Tata Eco-Technology Centre., Tata National Centre for Performing Arts.

UNIT III

HUMANISTS AND EDUCATORS

1. **Madan Mohan Malviya:** His Idea of University and Higher Education. The Benaras Hindu University: Its History, constitution, special features, and contributions.
2. **Sir Syed Ahmad Khan:** His life, mission and the Idea of the University. The Aligarh Muslim University: History of its establishment, constitution, special features, and contributions.

UNIT IV

CHAMPIONS OF WOMEN'S EDUCATION

1. **Dhondho Keshav Karve:** Influenced by Japan's ideology for Women's education and empowerment. His life, vision and mission. Karve established first Women's University of India. History, constitution, special features, and contributions of SNTD Women's University, Bombay.
2. **Hiralal Shastri:** Influenced by Gandhian views on women's empowerment. Shastriji's 'Idea of Panchmukhi Shiksha' for women. Banasthali Vidyapeetha: A Women's University Cherishing Modern Indian Values.. Its History, constitution, special features, and contributions.


23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU
M.A. (EDUCATION), SEMESTER 3
Optional Group III ✓
Paper III: PRE-PRIMARY AND PRIMARY EDUCATION

MM- 100

COURSE OBJECTIVES:

1. To understand the scope, need, importance and objectives of Pre- Primary and Primary education.
2. To make the students distinguish between Pre-Primary and Primary levels of education.
3. Assess the root cause of challenges faced by pre- primary and elementary education in India.
4. To inform and clarify the recent changes and innovations in pre- primary and elementary education in India.

COURSE OF STUDY:

UNIT – I

1. Position of pre-primary education in Constitution of India. Pre- Primary Education: Concept, history, aims, and importance.
2. Some Models of Pre-Primary education: Montessori and Kindergarten.
3. Background and present Scenario of Pre-Primary Education in India.

UNIT – II


1. Problems of Pre-Primary Education: unsatisfactory Conditions of Pre-Primary Schools, Unavailability of Teaching Material, Poor of Supervision and Administration
2. Problem of Training of Pre-Primary Teachers.
3. Pre-Primary Education in NEP 2020.

UNIT – III

1. Primary Education: Concept, Objective, Importance. Present Scenario of Primary Education in India.
2. Constitutional mandate of Universalization of Elementary Education in India.
3. Role of BRC, DIET, SIEMAT, SCERT, NCERT in elementary education. U. P. Basic Shiksha Parishad: History, Structure and functions.

UNIT – IV

1. Problems of Primary Education: Access and Equity, Multilingualism, Child's mother tongue and the Language of Classroom. Factors Affecting growth of Primary Education in India: Poverty, Over-population
2. Schemes of Mid-Day Meals, Mission Prerana, Diksha, Sharda/Samarth, Nipun Bharat in Primary Education
3. Position of Primary Education in NEP 2020.


23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU
M.A. (EDUCATION), SEMESTER 3
Optional Group III
Paper IV: SECONDARY EDUCATION

MM- 100

COURSE OBJECTIVES:

1. To understand about the scope need objectives and importance of Secondary Education.
2. Identify the problem of Indian education at different level of education.
3. Assess the root cause of challenges faced by Indian education system.
4. Identify the level of Secondary Education and concern governing/ regulatory bodies.

COURSE OF STUDY:

UNIT – I

1. Secondary Education: Aims and Importance and structure
2. Present Scenario and problems of Secondary Education in India.

UNIT – II

1. Problems of Secondary Education: diversification of curriculum, Vacationalization of secondary education.
2. Problems due to non-availability of guidance services at terminal stage of secondary education.
NEP- 2020: Idea of 'National Skills Qualifications Framework (NSQF)'.

UNIT – III

1. History, Structure and functions of the following:
 - a. Boards of Secondary Education: U.P. Board, CBSE Board, ICSE Board, National Open School Board
 - b. Directorate of Secondary Education in U. P.- organization and functions.
2. Relevance of the following in context of Secondary education in India:
 - a. Rashtriya Madyamik Shiksha Abhiyan (RMSA),
 - b. 'Jawahar Navodaya Vidyalayas' and 'Kasturba Gandhi Balika Vidyalaya (KGBV)',
 - c. Pradhan Mantri School For Rising India (PMSHRI)

UNIT – IV

1. NCERT's Role in Secondary Education: NCERT'S history, Structure and functions in Indian school education.
2. NCERT's Major contributions: Publication of School text books, Educational Research and Publication of Research literature and Journals. Leadership to Teacher Education. Governance of Regional Institutes of Education. Training and extension.


23.06.23

SIDDHARTHA UNIVERSITY, KAPILVASTU

M.A. EDUCATION

SYLLABUS OF MINOR PAPER DIMENSIONS OF EDUCATION

ORDINANCES:

1. This syllabus shall come in force with effect from the academic session 2022-23
2. This paper shall be a part of the 'Minor Optional Paper' of University's Master's Degree course.
3. Any student of M. A., M. Sc., or M. Com classes may opt this paper as a 'Minor Paper in Education'.
4. The students opting this paper, shall be required to pass it only in any of the semesters of his or her 1st year or 2nd year of the Master's Degree course.
5. This paper shall carry 4 credits. The paper shall be divided in four units and each unit shall carry one credit or 25% of the maximum 100 marks.
6. A minimum of 60 lectures in a single semester shall be required for teaching this paper.

SCHEME OF EVALUATION:

1. This paper shall carry the Maximum marks of 100 and the time allowed shall be three hours.
2. The student who fails in this paper at any semester examination shall be allowed to reappear in the semester examinations of the subsequent academic session in accordance with the general policy and examination ordinances of the University.

OBJECTIVES:

1. To acquaint the post-graduate students about the idea, process and the role of the discipline of 'Education' for individual and society.
2. To make the student appreciate and understand the present system of education in India at various levels.
3. To develop an understanding, in the students, about the functioning of secondary education Boards and Universities in India.
4. To develop awareness, in the students, regarding the alternative forms and modes of education nowadays.


COURSE OF STUDY:

UNIT I

1. Meaning and scope of education. Informal, Non-formal, and formal education.
2. Aims of education: proximate and ultimate
3. Educational provisions and the Values inherent in The Constitution of India: 'Fundamental rights', Directive Principles, and 'Seventh schedule.'

UNIT II

1. Idea of 'public instruction' and its development in modern India.
2. An introduction to Central and State Boards of Secondary Education in India
3. Governance, structure and functioning of a University in India.

FR Baul 

M. Manoj
01.06.22

UNIT III

1. Role of education in individual's socialization and democratization
2. Meaning and concept of Intelligence and creativity. Role of education in development of mental abilities and creativity.
3. Psychology of 'Learning' and educational implications of 'Thorndike's Laws of Learning'.

UNIT IV

1. Idea of continuing education, lifelong learning and online education.
2. Distance and Open Education. Open school and open University
3. Information and Communication Technology (ICT) in Education

PA Sachz

②

M Sharma
01.06.22

M. A. SEMESTER 4

SUBJECT: EDUCATION

Compulsory Paper I: INCLUSIVE EDUCATION

MM- 100

Course Objectives:

1. To acquaint the student with historical perspective of inclusive education in the national and international context.
2. To develop, in the students, an understanding of the policies and Constitutional provisions for special children and their inclusive education.
3. To equip the students with knowhow to identify different types of disabilities and the categories of special children.
4. To make the students aware of a variety of practices of inclusive being used in schools across the world.

UNIT-I: HISTORICAL PERSPECTIVE OF INCLUSIVE EDUCATION

1. History and development of the idea of children's inclusive education. Difference between 'Special Education' and 'Inclusive Education'. Prevalent Models of inclusion and special education.
2. Global perspective: 'UN Declaration', 'Salamanca Declaration, 1997', 'Dakar Framework for Action, 2000'.
3. Milestones: Segregation- Special Education, Integration- Integrated Education, Inclusion- Inclusive Education

UNIT-II: POLICIES & PERSPECTIVES OF INCULSIVE EDUCATION

1. The Constitution of India: Implications of the following provisions for the Special Children and their Inclusive Education: Articles 14, 15, 16, 17, 21, 21 A, 30, 45 & 46.
2. Salient features of following in context of inclusive education: 'PWD Act, 1992 (Revised)', 'RCI Act', 'RTE Act, 2009'.
3. National Policies on Education, 1986 & 2020: Their recommendations regarding 'Education of the Special child and Inclusive Education.

UNIT-III: INCLUSION OF SEDGs AND SPECIAL CHILDREN

1. Children with special needs: concept, meaning and classification. Types of disabilities: Physically challenged, the Mentally Deficient, the Socially Disadvantaged.
2. Educational needs of children with following disabilities: a) mental disability, b) neurological disability, c) physical disability, d) learning disability.
3. Problems in inclusive education of socially disadvantaged children: Scheduled Castes, Scheduled Tribes, OBCs, Linguistic and Religious minorities. Trans-gender.

UNIT-IV: INCLUSIVE PRACTICES IN SCHOOLS

1. Inclusive classroom practices and Pedagogical strategies: a) Cooperative learning strategies, b) Peer tutoring, c) Social learning, d) Multi-sensory teaching.
2. Idea of 'Embedded Support', 'Outside Support', 'Inside classroom support' in Inclusion. Inclusion facilitative Services necessary in schools: a) special teacher, b) speech therapy, c) physiotherapy, d) Occupational therapy, e) Counseling.
3. State Universities for Special/ inclusive education. Brief introduction of National Institutes for Special/ Inclusive Education:
 - a. National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun
 - b. Ali Yavar Jung National Institute of Speech & Hearing Disabilities (AYJNISHD), Mumbai
 - c. National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad
 - d. National Institute for the Empowerment of Persons with Multiple Disabilities (NIEPMD), Chennai
 - e. National Institute for Locomotor Disabilities (NILD), Kolkata

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M. A. SEMESTER 4
SUBJECT: EDUCATION

Compulsory Paper II: WRITING OF RESEARCH REPORT & RESEARCH PAPER

MM- 100

Course objectives:

1. To acquaint the student with the purpose of writing research report and its general structure.
2. To develop, in the students, the skills of and precautions in writing different parts of research report.
3. To equip the students with concept & purpose of writing research paper and various levels/ types of research paper.
4. To introduce the students to reputed national and international journals of Education.

UNIT-I: THE RESEARCH REPORT

1. Principles OF Scientific writing. Purpose of writing research report/ thesis.
2. General Structure of Research Report: **Preliminaries, Body of Research Report:** Chapter I: Introduction, Chapter II: Review of related research, Chapter III: Methodology, Chapter IV: Findings, Chapter V: Findings & discussion of findings, Chapter VI: Summary and Conclusion. References/ Bibliography. **Appendix.**
3. Structure of Research Report in various forms of research: Descriptive Research, Experimental Research, Historical Research, Field based research, case study research.

UNIT-II: WRITING DIFFERENT PARTS OF RESEARCH REPORT

1. Principles of writing the Chapters: a) Introduction of Title, objectives, definitions and limitations. b) Taking material from reviews, abstracts, journals, websites and Govt. reports for writing 'Review of Related Research', c) Methodology: sample, tools, data and its analysis, d) reporting Findings according to objectives, e) Discussion and implications, f) Summary and Conclusion. Writing the References and Bibliography: Chicago Manual of Style, APA Style
2. Rules for designing and inclusion of Tables, Footnotes, Endnotes, Diagrams, Pictures, Photographs, Maps. Rules of Pagination and Heading Plan.
3. Appendix: Sample, Data, Tools, Interview transcripts, Observation Notes, Own Published Papers.

UNIT-III: THE RESEARCH PAPER

1. Types of research publications: 'Research Report or Thesis', 'Project Report', 'Research Monograph', 'Research Paper'. Place of research paper in various forms of research writing. Difference between 'Research Report' and 'Research Paper'. Purpose of writing and publishing a 'Research Paper'.
2. **Parts of Research Paper:**
Part I: Preliminaries: Paper title, Details of author/authors, Abstract,
Part II: Body of Paper:- Title's Brief Introduction including Title's Theoretical background and the Related Research. Research Methodology, and procedure, The Instruments and their suitability. Findings and Discussion. Conclusion including original contribution,
Part III: References.
3. Problem of Plagiarism. Tools to check and quantify plagiarism.

UNIT-IV: PAPER PUBLICATION: THE JOURNALS

1. Idea of Research Journals: Print and online. Local, Regional, National, and International Journals. Edited Journals, Peer Reviewed Journals, Refereed Journals. UGC's Care listed Journals. Impact factor.
2. Brief introduction of some great Journals of Education in the world: American Educational Research Journal (USA), Review of Educational Research (USA), Educational and Psychological Measurement (USA), Journal of Educational Psychology (USA), British Journal of Educational Psychology (UK).
3. Good Indian journals in Education: Indian Educational Review (NCERT), Journal of Indian Education (NCERT), Journal of Educational Planning and Administration (NUEPA), Bharatiya Aadhunik Shiksha (NCERT), Pariprekshya (NUEPA).

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M. A. SEMESTER 4

SUBJECT: EDUCATION

OPTIONAL GROUP 1

Paper III: ANCIENT INDIAN EDUCATION

MM- 100

Course Objectives:

1. To acquaint the student with the socio-political scenario and the foundations of education during the Vedic period.
2. To develop, in the students, an understanding of the transformations in education taking place in Brahminic period.
3. To equip the students with knowledge of socio-political scenario and changing educational practices during the Buddhist Period.
4. To make the students aware of the great centres of higher learning established and run during the Buddhist period.
- 5.

UNIT-I: RIGVEDIC PERIOD

1. The Rigvedic period (from Rigveda to 1000 BC): Political and socio-economic scenario. Education dominated by the Varnashram Vyavastha.
2. Education during Vedic period: Early childhood education at home and later childhood education in Gurukulas. Aims of Education, Curriculum, Teacher and Pedagogy. Sanskars: *Vidyarambha, Upnayana, Samapvartana*.
3. Funding and Governance of Gurukulas. Life and duties of the Guru and Shishya in Gurukulas. Position of Freedom and Discipline in Gurukulas. Practice of Monitorial system.

UNIT-II: BRAHMINIC PERIOD

1. The Brahminic Period (from 1000 BC TO 500 BC): Political and socio-economic scenario.
2. Transformation of Varnashram Vyavastha into hierarchical social stratification based on Caste. Its influence on education, curriculum, pupil and teacher.
3. Limitations of 'Education during Brahminic period'.

UNIT-III: BUDDHIST PERIOD

1. The Brahminic Period (from 500 BC TO 1200 AD): Political and socio-economic scenario. Vital Role of Bauddh Mathas and Vihars in organizing the educational process.
2. Aims of education, Curriculum, Teacher and Pedagogy during Buddhist period.
3. Sanskars: Pabajja, Upsampada sanskar. Levels of Education: Elementary education, higher education, Education of Monks

UNIT-IV: RISE AND FALL OF UNIVERSITIES IN BUDDHIST PERIOD

1. Brief introduction to great centres of learning in Buddhist period: Nalanda, Txila, Vikramshila, Nadiad, Odantpuri, Vallabhi, Pushpagiri, Sarnath, Jagaddala, Kanchi.
2. Establishment, Governance, and funding of Ancient Centres of Higher Learning.
3. Factors responsible for the downfall of Buddihist centres of learning.

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M. A. SEMESTER 4
SUBJECT: EDUCATION
OPTIONAL GROUP 1
Paper IV: MEDIEVAL INDIAN EDUCATION

MM- 100

Course Objectives:

1. To acquaint the student with the conditions prevailing in the medieval period of Indian history and the role of State and emperors in education of masses.
2. To develop, in the students, an understanding of the education of the children under Maktabas
3. To develop, in the students, an understanding of the education of the children under Madarsa.
4. To make the students understand the limitations of medieval Indian education.

UNIT-I: INTRODUCTION

1. The Medieval period (1206 to 1757 AD): political scenario, Socio-economic conditions,
2. Some learned men during medieval period: Al Beruni, Ibne Batuta, Rahim, Kabir Das, Tansen, Amir Khusro, Abul Fazal, Salima Sultan, Noor Jehan, Mumtaz, Jahan ara, Jebunnisa, Gul Badan, Tulsidas, Sant Ravidas, Meera Bai, Guru Nanak.
3. Role of State and emperors in Education: Land and Jagirs, Scholarships, Protection from invasion. Development of Art and culture

UNIT-II: EDUCATION UNDER MAQTABS

1. Bismillah ceremony, Noorani quaida, Aims of education.
2. Khankah and Sufi tradition. Dargaah for Persian learning. Education in Yatimkhanas attached to mosques, Quran School for Islamic education.
3. Education in Maqtabas: Admission process, Curriculum, Teacher and teaching method. Concept of discipline
4. Teaching of Regional languages, and Sanskrit by Pandits and Gurus in Gurukulas and and Pathshalas

UNIT-III: EDUCATION UNDER MADARSA

1. Madarsa: Its concept, organization, Governance and funding. Madarsa with specialization in some branches of knowledge. Awards: Aamil, Kabil, Fazil.
2. Curriclum in Madarsa: languages: Arabic, Persian and Urdu, Religious education: Quran and Hadis. Mathematics and Astronomy, military education.
3. Prominent Madarsas: Delhi, Ferozabad, Agra, Fatehpur Sikri, Rampur, Lahore, Badayun, Jaunpur. Gayasuddin established Madarsa for Women. Arabic schools and Persian Schools were also centres of higher learning.

UNIT-IV: PROBLEMS IN MEDIEVAL INDIAN EDUCATION

1. Neglect of Education of women. Neglect of Technical education.
2. Over domination of curriculum by the religious content.
3. Very limited role of State in education of masses.

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M. A. SEMESTER 4

SUBJECT: EDUCATION

OPTIONAL GROUP 2

PAPER III: ENVIRONMENTAL EDUCATION

M.M-100

Course objectives:

1. To make the students know the scope, need, objectives and importance of environmental education.
2. To acquaint the students with the relationship between man and environment.
3. To clarify to the students the concept of sustainable development.
4. To teach the students the impact of man-made & natural disasters on Environment.

UNIT I: INTRODUCTION

1. Concept, objectives and scope of environmental education. Its need in present context.
2. Ecological and Psychological Perspective of Environmental Education.
3. Relationship between man and environment.

UNIT II: ENVIRONMENT & ECOSYSTEM

1. Human System: human being as a part of environment, man's adaptation to environment, Over-population and depletion of natural resources.
2. Impact of Industrialization on environment.
3. Idea of sustainable development. Thoughts of Schumacher and Gandhi.

UNIT III: HAZARDS TO ENVIRONMENT

1. Types of Environmental Pollution: Pollution of air, water and soil. Pollution due to sound & chemicals.
2. Environmental Issues—Green house effect, Global warming, Ozone layer depletion, Climate change.
3. Deforestation, soil erosion, green house effect.

UNIT IV: CONSERVATION OF ENVIRONMENT

1. Global consensus on Environmental Issues. Resolutions of National and International Summits.
2. Environmental laws and Environment related provisions in constitution of India. Environmental awareness through Media: Print, Film, TV and Social media.
3. Curriculum and Strategies of Environmental Education at Elementary, Secondary and Higher levels.

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M. A. SEMESTER 4

SUBJECT: EDUCATION

OPTIONAL GROUP 2

PAPER IV: POPULATION EDUCATION

M.M-100

Course objectives:

1. To make the students know the scope, need, objectives and importance of population education.
2. To acquaint the students with the fact that well educated population is nation's wealth.
3. To clarify to the students that population explosion is hazardous to nation and society.
4. To teach the students the organization of population education in the educational institutions.

UNIT I: INTRODUCTION

1. Concept, objectives and scope of population education. Its need in present context.
2. Population: distribution & density, Composition of population - Age, Sex, Rural, Urban, literacy. Theories of Population: Malthus, Doubleday, Spencer.
3. Factors affecting Population Growth- Fertility, Mortality and Migration. Government initiatives for population control and population study

UNIT II: POPULATION AS NATION'S WEALTH

1. Adam Smith: Population is Nation's Wealth but Uneducated population is a burden on nation.
2. Manpower planning: concept, need and initiative. Educated, skilled and trained population: Skill India.
3. Population and Quality of Life: health status, nutrition, health services and Education.

UNIT III: HAZARDS OF POPULATION EXPLOSION

1. Causes of population explosion. Its effects on economy, society, environment and development.
2. Illiteracy, Unemployment, depletion of resources, poverty, crime, threat to national integration, socio-economic disparity.
3. Population explosion and threat to nation's prosperity and progress.

UNIT IV: ORGANIZATION OF POPULATION EDUCATION

1. Population Education at different stages of education: Elementary, secondary, higher.
2. Curricular and co-curricular strategies of Population Education
3. Agencies of Population Education: Family, community, School, media, State, and International agencies: UNFPA, WHO, UNESCO.

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M. A. SEMESTER 4
SUBJECT: EDUCATION
OPTIONAL GROUP 3

Paper III: GRAET EDUCATORS OF WORLD

MM- 100

Course Objectives:

1. To acquaint the student with the life and contributions of Froebel to Education.
2. To acquaint the student with the life and contributions of Maria Montessori to early childhood education.
3. To equip the students with knowledge of life and contributions of Pestalozzi to Education and teacher education.
4. To acquaint the student with John Dewey's thought and his contribution to Education.

UNIT-I: FRIEDRICH WILHELM AUGUST FROEBEL

1. Froebel's Life, work and educational thought. The Kindergarten system of schooling: Its basic principles and the action plan.
2. Objectives, curriculum & pedagogy of kindergarten method. Materials and equipments used in this system.
1. Merits and shortcomings of Froebel's Kindergarten system.

UNIT II: MARIA MONTESSORI

1. Maria Montessori's Life, work and educational thought. Stages of Montessori system.
2. Montessori School- 'The Children's Home'. Role of teacher.
1. Montessori Method of teaching and the equipments. The Didactic apparatus.

UNIT III: PESTALOZZI

1. Pestalozzi's Life and work. Pestalozzi's educational thought: a mix of naturalism, idealism, and realism.
2. Pestalozzi: The first Teacher Educator. Pestalozzi based education and teacher's training on the foundations of Psychology.
3. Pestalozzi's Pedagogy and supervision of teaching: observational method.

UNIT IV: JOHN DEWEY

1. John Dewey's Life and work. The Progressive education and Progressive School. The project method and laboratory schools.
2. John Dewey's Pragmatic educational thought, experimentalism and reconstructionism.
3. John Dewey's ideas on curriculum and pedagogy, 'schools and society', 'democracy as a way of life'.

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M. A. SEMESTER 4
SUBJECT: EDUCATION
OPTIONAL GROUP 3

Paper IV: GREAT INDIAN EDUCATORS

MM- 100

Course objectives:

1. To acquaint the student with the life and contribution of Rabindranath Tagore to Education.
2. To develop, in the students, the understanding of Gandhian thought and its contribution to Indian Education.
3. To equip the students with GijjuBhai Badheka's contribution to modern Indian Education.
4. To introduce the students to Maharshi D. D. Karve and his contribution to women's education in India.

UNIT I: RABINDRANATH TAGORE

1. Tagore's Life and work. Tagore's thought: a blend of idealism, naturalism and humanism.
2. Education in 'Path Bhavan', 'Sri Niketan' and 'Viswa Bharati, Santiniketan'
3. Tagore's views on:
 - a. 'Synthesis of East and West'
 - b. 'Idea of Universal Man'
 - c. 'Education of *Sahitya, Sangeet, Kala*'

UNIT II: M. K. Gandhi

1. Gandhi's Life and work. Definition and purpose of education in view of Gandhiji.
2. Fundamental principles of Gandhi's basic education. Purpose of University and higher education.
3. Gandhi's views on:
 - a. 'Vocationalization of Education'
 - b. 'Anarchism and education'
 - c. 'Education of Head, Heart and Hand'

UNIT-III: GIJJU BHAI BADHEKA

1. Gizubhai's Life and work. Child Centered Primary Education: Badheka's thought, aims of education and pedagogy.
2. Basic lessons from the study of 'Divaswapna' and 'Totto Chan', for the school education
3. Gizubhai's views on:
 - a. Children's world or temple
 - b. Dakshin Murti Bhavnagar Gujarat,
 - c. Bal Devo Bhavah

UNIT IV: MAHARSHI DHONDO KESHAV KARVE

1. Karve's Life. His work as emancipator and educator of widows, and other women.
2. Karve's pioneering contribution in establishment of First Women's University in India.
3. Other contributions of Karve:
 - a. Nishkam Karma Math
 - b. Samata Sangh
 - c. Scheme of Rural Education

S. Marmar
06.01.2024

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