



PROF. RAJENDRA SINGH (RAJU BHAIYA) UNIVERSITY, PRAYAGRAJ

Structure of Syllabus for the

Program: M.A. Subject: EDUCATION

Structure of Syllabus Developed by			
Name of BoS Convener/ BoS Member	Designation	Department	College/ University
Dr. Vineeta Singh (convener)	Professor	Education	MMM PG College, Pratapgarh
Mr. Nishant Kumar Pandey	Assistant Professor	Education	HNB PG College, Pratapgarh
Dr. B. B. Singh	Professor	Education	RBS College, Agra

Course Code		Course Title	Credits	T/P	Evaluation	
A	B				CIE	ETE
A	B	C	D	E	F	G
SEMESTER I (YEAR I)						
E010701T	CORE	Philosophical Bases of Education: Western Philosophies	5	T	25	75
E010702T	CORE	Sociological Bases of Education	5	T	25	75
E010703T	CORE	Methodology of Educational Research	5	T	25	75
E010704T	FIRST ELECTIVE (Select any one)	History of Indian Education	5	T	25	75
E010705T		Population Education				
E010706P	SECOND ELECTIVE (Select any one)	Review of Two Books/Research Papers and its Presentation	4	P	50	50
E010707P		Educational Tour and Its Presentation				
SEMESTER II (YEAR I)						
E010801T	CORE	Measurement, Evaluation and Statistics	5	T	25	75
E010802T	CORE	Psychological Bases of Education	5	T	25	75
E010803T	CORE	Educational Administration and Management	5	T	25	75
E010804T	THIRD ELECTIVE (Select any one)	Comparative Education	5	T	25	75
E010805T		Value Education				
E010806P	FOURTH ELECTIVE (Select any one)	Psychological Texts-I and Report Writing	4	P	50	50
E010807P		Psychological Texts-II and Report Writing				
SEMESTER III (YEAR II)						
E010901T	CORE	Indian Philosophies of Education	5	T	25	75
E010802T	CORE	Foundation of Technology	5	T	25	75
E010803T	CORE	Educational Guidance and Counselling	5	T	25	75
E010804T	FIFTH ELECTIVE (Select any one)	Special Education	5	T	25	75
E010805T		Environmental Education				

E010806P	SIXTH ELECTIVE (Select any one)	PPT with any One Research Paper/School Profile	4	P	50	50
E010807P		Survey of Any Two Higher Institution with ICT and Presentation				
SEMESTER IV (YEAR II)						
E011001T	CORE	Teacher Education	5	T	25	75
E011002T	CORE	Distance Education	5	T	25	75
E011003T	SEVENTH ELECTIVE (Select any one)	Curriculum Studies	4	T	25	75
E011004T		Contemporary Educational Issues				
E011005R	RESEARCH PROJECT/ DISSERTATION	Major Research Project/ Dissertation	10	R	50	50

NOTE:

1. Do not mark any Code/Information in Column-A, it will be indorsed by the University.
2. T/P in Column-E stands for Theory/Practical.
3. CIE in Column-F stands for 'Continuous Internal Evaluation' and depicts the maximum internal marks. Respective examination will be conducted by subject teacher.
4. ETE in Column-G stands for 'External Evaluation' and depicts the maximum external marks. Respective Examination will be conducted by the University.
5. Column-B defines the nature of course/paper. The word CORE herein stands for **Compulsory Subject Paper**.
6. Column-D depicts the credits assigned for the corresponding course/paper.
7. **First Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
8. **Second Elective:** It will designate a Practical Paper or equivalently a Field Visit or Project Presentation. In case of Field Visit, student is required to submit a detailed report of the visit for the purpose of evaluation. The report should include the observational features and benefits of the visit. In case of Project Presentation, the student may be assigned to go for a survey/practical or theoretical project/assignment or seminar with presentation.
9. **Third Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
10. **Fourth Elective:** It will accommodate a practical paper or Industrial Training or Project Presentation. In case of Industrial Training, student may be allowed for the summer training and is required to submit a detailed training report including training certificate for the evaluation.
11. **Fifth Elective:** It will be a Subject Elective. Students may select one of the two subject papers under this category.
12. **Sixth Elective:** It will be a Practical Paper or equivalently a Project Presentation based on Survey/ Seminar/ Assignment. In case of Project Presentation, student has to submit an exhaustive report on respective topic and to face an open presentation for the evaluation.
13. **Seventh Elective:** It will be a Generic Elective. The student may study or receive training of the any subject of his interest (depends on the availability in his institution of enrollment).
14. **Master Research Project:** It will be a Major Research Project or equivalently a research-oriented Dissertation on the allotted topic. The student will have to complete his/her research project under any supervisor. The supervisor and the topic for research project shall be allotted in second semester. The student straight away will be awarded 05 credits if he publishes a research paper on the topic of Research Project or Dissertation.

Semester - I
Paper - I (core)

Philosophical Bases of Education : Western Philosophies

Course Objectives-

To enable the students to develop an understanding about the :

1. Contribution of Philosophy to the field of education.
2. Impact of Western Philosophies on Indian Education.
3. Contribution of a few of the Great Western Thinkers.
4. Nature and success of knowledge getting process.

Course Content

Unit - i

Meaning, Nature and Scope of Education and Philosophy;
Relationship between Education & Philosophy.

Unit-II

Western Philosophies : Major schools.

- (I)
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
- (II) Modern concepts of Philosophy
 - i. Logical positivism
 - ii. Existentialism
 - iii. Marxism


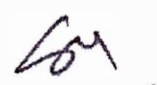
Their educational implications with special reference to epistemology axiology and the process of education.

Unit-III

Great Western Education

- i. Plato
- ii. Rousseau
- iii. John dewey

2. Criwin, R.G. (1965) : A Sociology of Education, New Jersey : prentice Hall.
3. Gore, M.S., I.P. Desal (1975) : The Sociology of Education in India. New Delhi, N.C.E.R.T.
4. Halsey, A.. (1975) : Sociology and the Equality Debate, Oxford Review of Education Vol. 1, No. 1.
5. Kumar Krishna (1989) : Social Character of Learning, New Delhi, Sage.
6. पाण्डेय, कै०पी० (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विश्वविद्यालय प्रकाशन, वाराणसी।
7. पाण्डेय, रामसकल (2009), उदीयमान भारतीय समाज में शिक्षक, विनोद पुस्तकमंदिर, आगरा।
8. माथुर, एस०एस० (2009), शिक्षा के दार्शनिक तथा सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा।
9. लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, मेरठ।
10. सक्सेना, एन०आर० स्वरूप (1978), शिक्षा का समाजशास्त्रीय आधार, एम०एल० प्रिन्टर्स, सुभाषनगर, मेरठी।
11. शर्मा, सरोज (2003), उदीयमान भारतीय समाज में शिक्षा, शीतल प्रिन्टर्स, सिंह कालोनी, जयपुर।

Semester - I
Paper - II (Core)

Sociological Bases of Education

Course Objectives-

To enable the students to develop an understanding about the :

1. Meaning and nature of Sociology of Education.
2. Social role of Education.
3. Meaning of culture and concept of Modernization and Socialization.
4. Various Socio-economic factors and their impact on education.
5. Use of social theories in understanding the process of education.

Course Content

Unit - I

Meaning and scope of Sociology of Education. Need of Sociological perspective in Education.

Unit-II

Culture : Meaning and nature of culture; role of education in culture context and cultural determinant of education.

Unit-III

Social Change : Meaning and concept; education as an agent of social change and constraints on social change (Caste, class, language and regionalism). Social mobility.

Unit-IV

Education as related to social stratification with special reference to the education of S.C. S.T. Women and Rural population.

Books Recommended

1. Brookover, W (1957) : The Sociology of Education, New York, American Book Co.
2. Criwin, R.G. (1965) : A Sociology of Education, New Jersey : prentice Hall.
3. Gore, M.S., I.P. Desai (1975) : The Sociology of Education in India, New Delhi, N.C.E.R.T.

Unit-IV

Democracy and Education ✓

Education and Freedom.

Books Recommended

1. Bayles, E.E. : pragmatism In Education, Philosophy of Education Series Harper row Ne York, 1971
2. Boyed, William and King : The History of Western Education, 1972.
3. Brubacher, J.S. : Modern Philosophies of Education
4. नेलर, जार्ज एफ (1971), इन्ट्रोडक्शन अू फिलासफी ऑफ एजुकेशन, जान विली एण्ड सन्स।
5. पाण्डेय, के०पी० (1988), परस्पेक्टिब्ज इन सोशल फाउन्डेशन ऑफ एजुकेशन, अमिताभ प्रकाश, दिल्ली।
6. पाण्डेय, रामसकल (1983), शिक्षा दर्शन, विनोद पुस्तक मन्दिर, आगरा।
7. बेकर, जान एल मार्टन (1980), फिलासफीज ऑफ एजुकेशन, टाटा मेग्राहिल।
8. त्रिपाठीएल० एवं पाण्डेय, एस०डी० (2013), शिक्षा के दार्शनिक आधार, भारतीय पब्लिशर्स, फ़ैजाबाद।

Semester - I
Paper - II (Core)

Methodology of Educational Research

Objectives-

The study of this paper will enable the students to:

1. Know the meaning and purpose of research.
2. Understand the research problem and its various phases.
3. Know different methods used in educational research.

Course Content

Unit - I

Nature and need of educational research. Qualitative and Quantitative research.

Unit-II

Selection and formulation of research problem, guiding principles of problem selection. Review of related literature and formulation of hypothesis.

Unit-III

Population and sampling. Types of sampling-simple random sampling, stratified random sampling,, cluster sampling, systematic sampling, purposive sampling, snowball sampling.

Unit-IV

Method of educational research, Historical, Descriptive and Experimental research.

Books Recommended

- 1 Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- 2 Best, John W. Research in Education, New Delhi Prentice Hall of India, 1982

- 3 Bhatanagor, R.P. et al. : Shiksha Anusandhon, Meerut: Loyal Book Depot, 1995.
- 4 Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- 5 Guilford, J.P. & B. Fruchter: Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- 6 Kerlinger, F.N. : Foundations of Behavioural Research, New York: Hail Rinehart and Winston, Inc, 1973.
7. पाण्डेय, के०पी० (2006), शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन, वाराणसी।
8. राय, पारसनाथ (1985), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।
9. शर्मा, आर०ए० (2011), शिक्षा अनुसंधान के मूल तत्व एवं शोध प्रक्रिया, आर० लाल, बुक डिपो मेरठ।
10. पाण्डेय एस०डी० (2005) शिक्षाम में मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी भवदीय प्रकाशन अयोध्या, फैजाबाद।

Semester - I
Paper - IV (Elective)

HISTORY OF INDIAN EDUCATION

Objectives-

After going through this paper the students will be able to

- Appreciate the glorious past of education during the ancient period.
- Comprehend the assimilating role of education in medieval India.
- Analyses the impact of Western education on indigenous system.
- Understand the contribution of colonial rule to the spread of modern education.
- Know the development of education in the post independence period.

Course Content

Unit - I

- Education during the ancient period
 - (a) Vedic education
 - (b) Buddhist Education

With special reference to aims, curriculum, methods of instruction, teacher-taught relations and educational institutions.

- Education during the medieval period.
 - (a) Muslim education with special reference to aims, curriculum, methods of instruction, teacher-taught relations and the centres of learning.

Unit-II

Education during the British period.

- (a) Charter Act of 1813 and oriental occidental controversy.
- (b) Macaulay's Minute-1835
- (c) Wood's despatch of 1854.
- (d) Hunter Commission, 1882-83
- (e) Calcutta University Commission (1917-19).

Unit-III

Indian response to western education.

- (a) Hartong Committee - 1929
- (b) Basic education - 1937
- (c) National educational institution with special reference to Vishwa Bharati, Jamia Millia, Gujarat Vidyapeeth and Kashi-Vidyapeeth.

Unit-IV

Education in the post Independence Period

- (a) University Education Commission (1948-49).
- (b) Secondary Education Commission (1952-53)
- (c) Education Commission (1964-66).
- (d) National Policy on Education 1986 and 1992.

Books Recommended

1. Altekar, A.S. (1934), Education in Ancien India, Varanasi : The Indian Book shop.
2. Ghosh, S.C. (1989), Education Policy in India Since Warren Hasting Calcutta.
3. Jaffar, S.M. (1936), Education in Muslim India, Lahore.
4. Kumar, Krishna (1991), Political Agenda of Education Delhi : Sage
5. Mukhaerjee, R.K. (1960), Ancient Indian Education, Delhi : Motilal Banarasi Das.
6. Nurulha S. and J.P. Naik, (1974) A Student;s History of Education in India, New Delhi : The Macmillan.
7. अग्रवाल, जे०सी० (2007), भारत में शिक्षा व्यवस्था का विकास, शिप्रा पब्लिकेशन, दिल्ली।
8. गुप्ता, एस०पी० (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, इलाहाबाद।
9. पाठक, पी०डी० (1974), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
10. नुकरजी, आर०के० (1960), एंसियंट इण्डियन एजुकेशन, मोती लाल बनारसी दास, दिल्ली।
11. शर्मा, आर०ए० (2007), भारतीय शिक्षा प्रणाली का विकास, आर० लाल बुक डिपो, मेरठ।

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Semester - I
Paper - IV (First Elective)
Population Education

Objectives

- * Understand meaning, concept of population education.
- * Explain the need and significance of population education.
- * State the goals and objectives of population education.
- * To understand problems created by population.
- * Describe the origin, growth and development of population education including its present status.

Contents

Unit - I

Nature, meaning and definition of population education; distinguishing attributes of population education; Need and significance of population education.

Unit - II

Objectives and goals of population education; scope of population education; present scenario of population in India; causes and solutions of excessive population growth.

Unit - III

Origin and growth of population education at international level; growth and development of population education in India; Population policies and programs in India.

Unit IV :-

Population and Development - Population & gender development, women empowerment; Economic development and growth, consequences of rapid population growth (food & nutrition, health services, housing, social security, natural resources etc); The role of teacher to decrease the ratio of male & female in India;

Books Recommended -

- * Pandey, V.C; Population Education, Disha Books
- * Srivastava, D.M., Jansankhya avam paryavarniya shiksha
Agarwal Publication.
- * Srivastava K.K.; Population Education Kaniska
Publication (2013)
- * Aggarwal, J. C. Population education, Shipra
Publication (2009)
- * Malliya, K.C.; Jansankhya shiksha avam paryavarniya
shiksha, Vinod Pustak Mandir, Agra
- * Chandel, Narendralal Singh; Jansankhya shiksha,
Shri Vinod Pustak Mandir, Agra

Semester - I

⑪

Paper - V (second elective)

Practical / Presentation

Choose Any One -

Paper - V (A)

- (i) Review of any two books and make a comprehensive report and present it (one report).
- (ii) Write and present a research paper

Paper - V (B)

- (i) Educational tour, and its detailed documentation and presentation