

Study & Evaluation Scheme

of

**Master of Arts
(Education)**

[w.e.f Session 2020-21 & onwards]



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश

IFTM University, Moradabad, Uttar Pradesh

NAAC ACCREDITED

IFTM UNIVERSITY

N.H.-24, Lodhipur Rajput, Delhi Road, Moradabad, Uttar Pradesh-244102

E-mail Id: info@iftmuniversity.ac.in

website, www.iftmuniversity.ac.in



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Study & Evaluation Scheme Of

Master of Arts (Education)

[w.e.f Session 2020-21]

Summary

Programme:	Master of Arts (Education)
Course Level:	PG Degree
Duration:	Two years (four semesters) Full Time
Medium of Instruction:	English / Hindi
Minimum Required Attendance:	75%

Objective of the course:

Education is both a training of minds and soul, it should give both knowledge and wisdom. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot preserve our freedom. Educations find its guiding principle in the aims of the social order for which it prepares. Student must develop thought for the poor and suffering, regards and respect for women, faith in brotherhood regardless of race, colour, religion.

Evaluation of theory Papers

Internal	External	Total
30	70	100

Internal Evaluation of theory

Class Test I	Class Test II	Class Test III	Assignment(s)	Others activities (including attendance)	Total
Best two out of the three					
10	10	10	5	5	30

Duration of Examination

Internal	External	Practical
1 hrs	3 hrs	3 hrs

**Study and Evaluation Scheme
Programme, Master of Arts (Education)**

S. N.	Paper Code	Title of the Paper	Credits	Period			Evaluation Scheme		
				L	T	P	Internal	External	Total
SEMESTER -I									
1.	MAED111	Philosophical and Sociological Foundation of Education-I	4	4	--	--	30	70	100
2.	MAED112	Psychological Foundation of Education-I	4	4	--	--	30	70	100
3.	MAED113	Educational Research and Statistics-I	4	4	--	--	30	70	100
4.	MAED114	Educational Measurement and Evaluation-I	4	4	--	--	30	70	100
5.	MAED115	Guidance and Counseling-I	4	4	--	--	30	70	100
									500
SEMESTER –II									
1.	MAED211	Philosophical and Sociological Foundation of Education-II	4	4	--	--	30	70	100
2.	MAED212	Psychological Foundation of Education-II	4	4	--	--	30	70	100
3.	MAED213	Educational Research and Statistics-II	4	4	--	--	30	70	100
4.	MAED214	Educational Measurement and Evaluation-II	4	4	--	--	30	70	100
5.	MAED215	Guidance and Counseling-II	4	4	--	--	30	70	100
									500
		<i>First Year Total</i>							1000
SEMESTER -III									
1.	MAED311	Teacher Education	4	4	--	--	30	70	100
2.	MAED312	Educational Technology - I	4	4	--	--	30	70	100
3.	MAED313	Special Education	4	4	--	--	30	70	100
4.	MAED314	Environmental Education	4	4	--	--	30	70	100
5.	MAED315	Educational Administration	4	4	--	--	30	70	100
									500
SEMESTER –IV									
1.	MAED411	Comparative Education	4	4	--	--	30	70	100
2.	MAED412	Educational Technology - II	4	4	--	--	30	70	100
3.	MAED413	Curriculum Development	4	4	--	--	30	70	100
4.	MAED414	Value Education and Human Rights	4	4	--	--	30	70	100
		Optional Paper (Select any one)							
5.	MAED 415	Child Development	4	4	--	---	30	70	100
6-	MAED416	Dissertation & Viva-Voce	4	2	4	--	30	70	100
									500
		<i>Second Year Total</i>							1000
First Year Total									1000
Second Year Total									1000
TOTAL DEGREE MARKS									2000

FIRST YEAR
IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - I

**Paper Code: MAED111; PHILOSOPHICAL AND SOCIOLOGICAL
FOUNDATIONS OF EDUCATION-I**

Course Objectives:

Objective of this course is to familiarize students with the critical evaluation of aims, ideas and education, analysis of human nature, Educational values, theory knowledge and relationship of education and social progress.

Unit- I

Philosophy of Education, Meaning, Nature, Scope, Importance, Functions. Relationship of Philosophy and Education. Modern concept of Philosophy- logical analysis, logical empiricism etc.

Unit- II

Educational visions of Shri Aurobindo, Rabindra Nath Tagore, Mahatma Gandhi and Swami Vivekananda. Brief discussion of following Schools of Philosophy, Buddhism, Jainism and Islam.

Unit- III

Sociology of Education, Meaning, Nature, Scope and Importance. Approaches of Sociology and its impact on Education with special references to structural, functional and system approach. Social Change, Concept and determinants of Social Change, Education as an agency of Social Change.

Unit- IV

Equity and Equality of Educational opportunity, Concept and Determinants of educational opportunity with special reference to socio-economically disadvantaged sections of society based on caste, class, gender, locale, income disparity and different disabilities. Social Stratification and Social Mobility, Concepts and Effecting Factors; Education in relation to Social Stratification and Social Mobility with special reference to Indian Society.

Course Outcomes:

Students completing this course will be able to:

1. Understand the nature and function of Philosophy education.
2. Understand and use of philosophical methods in studying educational data.
3. Understand the nature and function of sociology of education.
4. Understand concepts and processes of philosophical assumptions and social organizations.

References:

1. Banerjee, A.C. & Sharma, S.R. (1999), Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.
2. Brubacher, John S. (ed) (1962), Modern Philosophy of Education, Prentice-Hall Inc., Englewood Cliffs, New Jersey.

3. Hiriyanna, M. (1995), The Essentials of Indian Philosophy, Motilal Banarasidas Publishers, Delhi.
4. Kneller G.F., (1963), Foundations of Education, John Wiley and Sons, Inc, London and New York.
5. Pandey R.S., (1997), East West Thoughts on Education, Horizon Publishers, Allahabad.
6. Park, J. (1961), The Philosophy of Education, Macmillan Company, New York.
7. Phenix, P.H. (1960), Philosophy of Education, Holt, Rinehart and Winston, New York.
8. Sharma, A.P. (1997), An Approach to Philosophy of Education, Indian Publications, Delhi.

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2. ebooks.lpude.in
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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - I

Paper Code: MAED112; PSYCHOLOGICAL FOUNDATION OF EDUCATION-I

Course Objectives:

Objective of this course is to familiarize students with realizing goals and ideals that helps primarily in answering questions of how and when.

Unit- I

Psychology of Education, Meaning, Nature, Aims, Scope and Needs of Educational Psychology. Relationship between Education and Psychology. Recent Trend in Educational Psychology. Methods of Educational Psychology, Observation, Experimental and Case Study.

Unit- II

Growth and Development, Concept, Differences, Principles of development; factors affecting human development. Cognitive, Social and Emotional development during adolescence and their Educational Implication.

Individual differences, Concept and its Determinant. Implication of Individual differences for organizing educational programmed.

Unit- III

Learning, Meaning, Types and Factor Affecting learning, Gagne's Hierarchy of learning. Transfer of learning, Meaning, Types and Implications for education. Motivation, Concept, types and various techniques for motivating the students.

Unit IV

Learning Theories, S-R theories by Thorndike, Skinner's operant conditioning and Hull's Reinforcement Theory. Cognitive and Contextual Learning Theories by Kohler, Bandura, Vygotsky.

Course Outcomes:

Students completing this course will be able to:

1. Understand the nature, concept and principles of Educational psychology.
2. Understand the implications of various psychological theories for education.
3. Understand the structure, functioning and development of personality and their implications for education.

References:

1. Alur, M. & Timmons, V. (Eds.). (2009). *Inclusive education across cultures, Crossing boundaries, sharing ideas*, SAGE Publications, Pvt Ltd, New Delhi, India.
2. Baron, R.A. (2007), *Psychology*, Porling Kindersley & Pearson Education, India.
3. Bigge, Morris L. & Hunt, Maurice P. (1968), *Psychological Foundations of Education*, 2nd Edition. Harper & Row, N.Y.
4. Biggee Morris, C., and Row, (1971), *Learning Theories for Teachers*, 2nd Edition, Harper, N.Y.
5. Chauhan, S.S. (1978), *Advanced Educational Psychology*, Vikas Publishing House.
6. Danion, W. (1983), *Social and Personality Development Infancy Through Adolescence*, Norton, New York.
7. Dash, M. (1994), *Educational Psychology*, Deep & Deep Publications, New Delhi.

8. Dececco, John P., (1968), *The Psychology of Learning and Instruction*, Prentice Hall of India, New Delhi.
9. Engler, Barbara (1991), *Personality Theories, An Introduction*, 3rd Ed. Boston, Houghton Mifflin Company.
10. Gagne, Peter M. (1965), *Conditions of Learning*, Hall, N. Y.
11. Good, Thomas L. & Brodhy, Jore E. (1977), *Educational Psychology and Realistic Approach*, Holt, N.Y.
9. Hall, C.S. & Lindsey (1976) , *Theories of Personality*, John Wiley and Sons.
12. Hegarty, S & Alur, M. (2002), *Education and children with special needs, From segregation to inclusion*, Sage, New Delhi.
10. Hilgard, E.R. and Bower, S.H., (1975), *Theories of Learning*, Cliffs, Prentice Hall.
13. Hurlock, EB (2004), *Developmental Psychology, A Life span Approach* (5th Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.
14. Jaan Valsiner & Kevin Connolly (2003), *Handbook of Developmental Psychology*, Sage Publication, New Delhi.
15. Kundu, C.L. & Tutoo., D.N. (1989), *Educational Psychology*, Sterling Publishers Pvt. Ltd, New Delhi.
11. Lazrus Richard, S. (1963), *Personality and Adjustment*, Englewood Cliffs, Prentice Hall.
16. Mangal, S.K. (2006), *Advanced Education Psychology*, Prentice Hall of India, New Delhi.
17. Mathur, S.S., (1986), *Educational Psychology, Revised and Enlarged Text Edition*, Vinod Pustak Mandir, Agra.
18. Mazur, J.E. (1994), *Learning and Behaviour. (3rd ed.)*, Englewood Cliffs, Prentice Hall, New Jersey.
19. Santrock, J.W. (2007). *Child Development* (11th ed.), Tata McGraw-Hill Publishing Co. Ltd, New Delhi.
12. Singh, D. (2000), *Emotional Intelligence at work*, Sage, New Delhi.
13. Vergas, J.S. (1977), *Behaviour Psychology for Teachers*, Harper Row, New York.
20. Wnag, M.C. & Walber, H.J. (eds) (1985), *Adopting instruction to Individual Differences*, Berkeley Cl. Mg. Catchan.
21. Woolfolk, Anita, E. (1987), *Educational Psychology* (3rd Ed.) Englewood Cliffs, Printice Hall.
22. Zohar Danah & Marshal Ian (2001), *Spiritual Intelligence, the ultimate intelligence*, Bloomsbury Publishing, New York.

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2. www.preservearticles.com
3. www.shareyouressays.com
4. www.scientificworldinfo.com

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - I

Paper Code: MAED113; EDUCATIONAL RESEARCH AND STATISTICS-I

Course Objectives:

Objective of this course is to focus on describing the nature of something that previously was unknown. It is also used when the researchers try to understand the specificity of some phenomena or some situation to develop a tentative hypothesis or generalization about it.

Unit- I

Research in Education, Meaning, nature and characteristics of research as a scientific method. Significance of research in Education. Fundamentals, applied and action research. Qualitative and quantitative research. Priority areas in educational research.

Unit-II

Major Approaches to Research in Education, Historical research, Descriptive research, Experimental research, Ex-post facto research. Writing of a Research report.

Unit-III

Statistics, Meaning and importance; descriptive and inferential statistics; Organization and tabulation of data, frequency distributions. Meaning, uses, limitations, computation and relative selection of the following measures of Central Tendency, Mean, Median, Mode. Meaning, uses, limitations, computation and relative selection of the following measures of Variability, Range, Quartile deviation, Average deviation, Standard deviation.

Unit-IV

Graphical Representation of Data, Histogram. Frequency Polygon, Ogive, Pie diagram, Simple and Multiple Bar diagram. Normal Probability curve, significance, characteristics and five applications.

Course Outcomes:

Students completing this course will be able to:

1. Understand the meaning and concept of educational research.
2. Know about the educational research as basic, applied and scientific.
3. Acknowledge the research problems and methods of research.
4. Acquaint yourself with different sampling methods.

References:

1. Aggarwal, Y.P. (1989), Statistical Methods, Sterling, New Delhi.
2. Best, J.W. (1981), Research in Education, Prentice Hall, New Delhi.
3. Dalen, Van D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Ferguson, G.E. (1981), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
5. Garret, H.E. (1978), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
6. Gay, L.R. (1992), Educational Research Competencies for Analysis and Applications, Macmillan.
7. Good, C.V. (1966), Essentials of Educational Research, Methodology and Design, Appleton-Century Crafts, New York.

8. Guilford, J.P. (19789), Fundamental Statistics - In Psychology and Education (6th Edition), McGraw Hill, New York.
9. Kamber, D. (2000), Action Learning and Action Research, Kogan Page Ltd, London.
10. Kaul, L. (2000), Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi.
11. Siegel, S. & Castellan, N.J. (1988), Nonparametric Statistics for the Behavioural Sciences, McGraw Hill.

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3. www.researchgate.net
4. www.tandtonline.com

IFTM University, Moradabad
Master of Arts (Education)
Programme

Semester - I

**Paper Code: MAED114; EDUCATIONAL MEASUREMENT AND
EVALUATION-I**

Course Objectives:

Objective of this course is to familiarize students with measure abilities and levels of attainment by students in areas such as reading, writing, mathematics, science and so forth.

Unit-I

Measurement and Evaluation- Meaning, importance, functions and Levels of measurement. Tools of measurement- Questionnaires, Schedules, Inventories, and Performance Tests.

Unit-II

Norm-referenced and Criterion referenced Tests, standardized and teacher made tests; Steps, Construction and standardization of Achievement test.

Unit-III

Measurement of personality, Intelligence and Attitude tests.

Unit-IV

Test standardization and Norms, Age Norms, Grade Norms, T- Score and Standard score. Step in the Standardization of a test.

Course Outcomes:

Students completing this course will be able to:

1. Describe measurement in the educational and classroom setting.
2. Explain how assessment is integrated with instruction and learning.
3. Distinguish the critical features of measurement, evaluation and assessment.
4. Provide the uses of evolution results.

References:

1. Anastasi, A. (1988), Psychological Testing (6th Ed.), The Macmillan Co., New York.
2. Ebel, L.R. and Fristris, D.A. (1991), Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd, New Delhi.
3. Edwards, A.L. (1957), Techniques of Attitudes Scale Construction, New York.
4. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Rinehart and Winston, New York.
5. Gakhar, S.C.(2009), Statistics - in Education and Psychology.
6. Garret, H.E. (1973), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
7. Guilford, S.P. and Fruchter, B. (1973), Fundamental Statistics - In Psychology and Education (5th Edition), McGraw Hill and Co., New York.

8. Thorndike, R.L. and Hagen, E. (1977), Measurement and Evaluation - In Psychology and Education, John Wiley and Sons, Inc, New York.

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2. www.tripurauniv.ac.in
3. www.jstar.org
4. www.academia.edu

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - I
Paper Code: MAED115; GUIDANCE AND COUNSELLING-I

Course Objectives:

The objective of this course is to familiarize students with academic, social, emotional and personal development. To reach this aim guidance and counseling helps students get to know themselves better and find effective solutions to their daily problems.

Unit-I

Guidance, Concept, Objectives, Needs and Principles. Guidance programmed for Primary, Secondary and Higher Education Students. Problems and Improvement of Guidance in India.

Unit-II

Educational, Vocational, Individual and Group Guidance – Meaning, Aims, Needs and Process. Role of Teacher in Educational and Vocational Guidance.

Unit-II

Counseling - Meaning, Nature, Purpose, Types, Scope, Techniques, Skill and Process.

Unit- IV

Approaches and Principles of counseling - Directive, Non-directive and Eclectic Counseling. Counseling for Special Children, Gifted, Mentally Retarded, Physically Handicapped, Problematic and Backward Children.

Course Outcomes:

Students completing this course will be able to:

1. Thrive in a safe learning environment.
2. Promote developmental interpersonal skills to build positive relationships with peers, adults and community around him.
3. Recognize their individual strengths and challenges.
4. Focus on development of knowledge and skills necessary for education.

References:

1. Anastasi, A. & Urbina, S. (1997), Psychological testing, 7th Ed., Upper Saddle River, Prentice Hall.
2. Bantole, M.D. (1984), Guidance and counseling, Sheth and Sheth Publications, Bombay.
3. Bhatnagar, A. & Gupta, N (Eds) (1999), Guidance and counseling, vol. I, a practical approach, Vikas, New Delhi.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, vol. II, a theoretical perspective, Vikas, New Delhi.
5. Chaturvedi, R. (2007), Guidance and Counselling Skills, Crescent Publishing Corporation, New Delhi.
6. Gardner, H. (1999), Multiple Intelligence, Intelligence, Understanding and The Mind, National Professional Resources, NY.
7. Ghosh J. (1995), Vocational guidance, U.S.S. Publication, New Delhi.
8. Gibson, R.L. & Mitchell, M. H. (2008), Introduction to Counseling and Guidance (7th Edition), Pearson Education, Inc, New Delhi.

9. Gupta, N. (1991), Career Maturity of Indian School Students, Anupam Publications, New Delhi.
10. Isaacson, L. E. & Broen, D. Career Information, Career Counseling and Career Development (5th ed.), Allyn & Bacon, Boston.
11. Joneja, G. K. (1997). Occupational Information in Guidance, NCERT, New Delhi.
12. Mohan, S. & Sibia, A. (1998). Handbook of Personality Measurement in India, NCERT, New Delhi.
13. Mohan, S. (1998). Career Development InIndia, Theory, Research and Development, Vikas Publishing House, New Delhi.
14. Myers, G.E. (1948). Principles and Techniques Of Vocational Guidance, Mcgraw Hills Company, London.

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3. www.shareyouressays.com
4. www.gcoekmr.org

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - II

Paper Code: MAED211; PHILOSOPHICAL AND SOCIOLOGICAL
FOUNDATIONS OF EDUCATION-II

Course Objectives:

Objective of this course is to familiarize students with the philosophical and sociological foundation of education includes evaluation of aims, ideas and education, analysis of human nature, educational values, theory of knowledge and relationship of education and social progress.

Unit – I

Concept and Educational Implications of following Schools of Philosophy, Sankhya, Vedanta and Marxism.

Unit- II

Western Schools of Philosophy with Special reference to their concept of Reality, Knowledge, values and their educational implications for the Aims, Contents and Methods of Education, Idealism, Realism, Naturalism, Pragmatism and Existentialism.

Unit –III

National Values as enshrined in Indian Constitution and Provision for Education. Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

Unit –IV

Culture, meaning and nature, Cultural Lag, Acculturation. Relationship of Culture & Education. **Economic of Education**- Meaning, Aims, Role of Education in Economic Development.

Course Outcomes:

Students completing this course will be able to:

1. Understand the concept and Educational implications of schools of Philosophy.
2. Understand national values as enshrined in India.
3. Understand the relationship of culture and education.
4. Understand the economics of education.

References:

1. Aggarwal, J.C. (2005), Theory and Principles of Education Philosophical and Sociological Basis of Education, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhattacharya, S. (1996), Sociological Foundation of Education, Atlantic Publishers and Distribution, New Delhi.
3. Blake, N. Smeyers, P.et.al., (eds) (2008), The Blackwell guide to the Philosophy of Education, 350 Main Street, Maiden, Blackwell Publishing Ltd, U.S.A.

4. Brucacher, J.S. (1962), Eclectic Philosophy of Education, Prentice- Hall Inc, Englewood Cliffs, New Jersey.
5. Chaudhary, K. (2008), A Handbook of Philosophy of Education, New Delhi.
6. Mathur, S.S. (1998), A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
7. Seetharamu, A.S. (2004), Philosophies of Education, Ashish Publishing House, New Delhi.
8. Taneja, V.R. (2002), Foundation of Education, Philosophical and Sociological, Mohindra Capital Publisher, Chandigarh.
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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - II

**Paper Code, MAED212; PSYCHOLOGICAL FOUNDATION OF
EDUCATION-II**

Course Objectives:

The objective of this course is to familiarize students with understanding human nature so that they may be able to motivate and direct the learning and growth and conduct.

Unit –I

Intelligence, Meaning; Nature, Concept and Theories (Spearman, Thurston, Guilford, Gardner and Sternberg). I.Q and E.Q, their implication for organizing teaching learning process. Measurement and type of Intelligence, uses of intelligence test in education.

Unit- II

Personality, Meaning, Determinants of personality. Theories by Catell, Eysenck, Allport and Freud, Assessment of Personality. Adjustment, Nature, process, Defense- Mechanism and characteristics of well adjusted person.

Unit- III,

Psychology and Education of Children with special needs, Mentally Challenged, Learning Disabled, Giftedness. Creativity, Concept, differences, Nature and Measurements.

Unit- IV,

Social Learning, Concept & Importance, factors affecting social learning. Social Conformity, Nature and Socio-cultural environment of School and Classroom. Classroom dynamics, concept, need and its relevance, strategies for promoting healthy classroom dynamics. Measures to create healthy Socio-cultural environment of School and Classroom. Violence in School, Types – Bullying, Relational Aggression, Punishment, Defaming, Vandalism and their effects. Role of teacher in curbing.

Course Outcomes:

Students completing this course will be able to:

1. Understand the nature, concept and theories of intelligence.
2. Understand theories of personality.
3. Understand psychology and the needs of special children.
4. Understand concepts, and factors of social learning.

References:

1. Bigge, M.L. & Hunt, M.P. (1968), Psychological Foundations of Education (2nd Edition).
2. Dececco, J.P. (1968), The Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
3. Gagne, P.M. (1965), Conditions of Learning. Prentice Hall, N.Y.
4. Goleman, D.L. (1995), Emotional Intelligence, Bloomsbury, London.
5. Good, T.L. & Brodhy, J.E. (1977), Educational Psychology and Realistic Approach, Rhine Holt, N.Y.
6. Hall, C.S. & Lindsey. (1976), Theories of Personality, John Wiley & Sons.
7. Hilgard, E.R. & Bower, S.H. (1975), Theories of Learning, Cliffs, Prentice Hall.
8. Laarus, R.S. (1963), Personality and Adjustment, Cliffs, Prentice Hall.

9. Mathur, S.S. (1986), Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
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11. Singh, D. (2000), Emotional Intelligence at Work, Sage Publications, New Delhi.

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IFTM University, Moradabad
Master of Arts (Education)
Programme

Semester - II

Paper Code: MAED213, EDUCATIONAL RESEARCH AND STATISTICS-II

Course Objectives:

Objective of this course is to familiarize students and try to understand the specific of some phenomena or some situation to develop tentative hypotheses or generalization about it.

Unit – I

Formulation of Research Problem, Criteria and sources for identifying the problem. Delineating and Operationalising the variables. Review of previous research. Hypothesis, Definition, types, importance and criteria of a good hypothesis.

Unit – II

Collection of Data, Concept of population and sample. Methods of sampling, probability, non-probability, Characteristics of a good sample, sampling errors. Tools and Techniques of Research, - Characteristics of a good research tool, Type of research tools and techniques, Their Uses. - Questionnaires, Interview, Observations.

Unit – III

Measures of Relationship, Meaning, Uses and Computation of Product Moment Correlation, Rank Difference Correlation, Partial and Multiple Correlation and Biserial & Point Biserial correlation.

Unit – IV

Significance of Statistics (Mean only), Meaning, standard error of mean, levels of significance. Significance of Test, Types of Error - type I and type II error, One tailed and Two tailed tests, t-test. Analysis of variance. Chi square test.

Course Outcomes:

Students completing this course will be able to:

1. Enable to understand formulation of research problems.
2. Understand the concept of population and sample.
3. Understand measures of relationship.
4. Understand the concept of statistics.

References:

1. Aggarwal, Y.P. (1989), Statistical Methods, Sterling, New Delhi.
2. Best, J.W. (1981), Research in Education, Prentice Hall, New Delhi.
3. Dalen, Van D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Ferguson, G.E. (1981), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
5. Garret, H.E. (1978), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.

6. Gay, L.R. (1992), Educational Research Competencies for Analysis and Applications, Macmillan.
7. Good, C.V. (1966), Essentials of Educational Research, Methodology and Design, Appleton-Century Crafts, New York.
8. Guilford, J.P., Fundamental Statistics - In Psychology and Education (6th Edition), McGraw Hill, New York.
9. Kaul, L. (2000), Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi.
10. Siegel, S. & Castellan, N.J. (1988), Nonparametric Statistics for the Behavioural Sciences, McGraw Hill.

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IFTM University, Moradabad
Master of Arts (Education)
Programme

Semester - II

**Paper Code: MAED214, EDUCATIONAL MEASUREMENT AND
EVALUATION-II**

Course Objectives:

The objective of this course is to familiarize students with measurement determines the degree which an individual possesses a defined characteristic. It involves first defining the characteristics to be measured and then selecting the instrument with which measure.

Unit – I

Characteristics of a good measuring tool. Reliability, Meaning, Types and factors affecting reliability.

Unit – II

Validity- Meaning, Types and factors effecting validity. Formative and Summative Evaluation.

Unit – III

Measurement of Achievement, Aptitudes and Interest.

Unit – IV

Innovation evaluative practices, Question Bank, grading system, continuous and comprehensive evaluation, semester system.

Course Outcomes:

Students completing this course will be able to:

1. Understand the concept, types and factors of reliability.
2. Understand formative and summative evolution.
3. Understand aptitude and interest.
4. Understand evaluative practices.

References:

1. Anastasi, A. (1988), Psychological Testing (6th Ed.), The Macmillan Co., New York.
2. Ebel, L.R. and Fristris, D.A. (1991), Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1957), Techniques of Attitudes Scale Construction, New York.
4. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Rinehart and Winston, New York.
5. Fruchter, B. (1954), Introduction to Factor Analysis.
6. Gakhar, S.C. (2009), Statistics - in Education and Psychology.
7. Garret, H.E. (1973), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
8. Guilford, S.P. and Fruchter, B. (1973), Fundamental Statistics - In Psychology and Education (5th Edition), McGraw Hill and Co., New York.

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IFTM University, Moradabad
Master of Arts (Education)
Programme

Semester - II

Paper Code: MAED215, GUIDANCE AND COUNSELLING-II

Course Objectives:

The objective of this course is to familiarize students with academic, social, emotional and personal development. Promote developmental interpersonal skills to build positive relationships with the community around them.

Unit –I

Carrier Guidance and Development, Concept, aims, needs and methods of carrier guidance. Factors affecting of carrier development. Process of carrier Development.

Unit –II

Organizing Guidance Services, Information Service, Self Inventory Service, Counseling Service, Placement Service, Follow-up Service and Research Service.

Unit – III

Techniques for collection of guidance information about the Individual, Standardized techniques, Intelligence test, Achievements test, Aptitudes test, Interest test and Personality test.

Unit – IV

Non-Standardized techniques for collection of guidance information about the Individuals, Questionnaire, Interview, Observation, Cumulative Record, Sociometry, Case Study, Rating, Anecdotal Record and Autobiography

Course Outcomes:

Students completing this course will be able to:

1. Understand concept, needs and aims of carrier guidance.
2. Understand organizing guidance services.
3. Understand techniques for collection of guidance information.

References:

1. Arbuckle, D.S. (1965), Counseling, Philosophy, Theory and Practice, Allyn and Bacon, Boston.
2. Bantole, M.D. (1984), Guidance and Counseling, Sheth and Sheth Publications, Bombay.
3. Blocher, D.H. (1987), The Professional Counselor, Macmillan, N.Y.
4. Gelso, C.J. and Fretz, B.R. (1995), Counseling Psychology Prisin Book, Bangalore.
5. George, R.I. and Critiani T.S. (1990), Counseling Theory and Practice, Prentice Hall, New Jeray.
6. Ghose, J. (1995), Vocational Guidance, U.S.S Publication, New Delhi.
7. Jones A.J. (et.al)(1970), Principles of Guidance, Megraw Hill Book Company.
8. Jones, A.J. (1970), Principles of Guidance, McGraw Hill Book Company, New York.
9. Lewis, M.D., Mayer, R.L. and Louis, J.A. (1986), An Introduction to Counseling, Profession, illinas, F.E. Peacock Publishers.
10. Mohan, S. (1999), Career Development - In India (Ed.), Vikas Publishing House, Pvt. Ltd., Delhi.

11. Saxena, A. (2007), Modern Techniques of Counseling, Rajat Publications, New Delhi.
12. Shertzer, B. & Stone, S.C. (1981), Fundamentals of Guidance, Houghton, Mifflin Co., U.S.A.
13. Taxler, A.E. (1964), Techniques of Guidance, McGraw Hill, New York.
14. Tolbert, E.L. (1978), An Introduction to Guidance, Little Brown and Company, Toronto.

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4. www.gcoekmr.org

SECOND YEAR
IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - III
Paper Code: MAED311; TEACHER EDUCATION

Course Objectives:

The objective of this course is to familiarize students enabling the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically.

Unit -I

Teacher Education, Meaning, scopes and Objectives of teacher education at- Primary Level, Secondary Level and College Level. Historical Perspective of teacher education, Recommendation of Kothari commission and National Education Policy 1986 on teacher Education.

Unit -II

Teaching as a profession, Professional organization for various level of teacher and their role. Performance Appraisal of Teachers, Faculty Programme for teacher Education, Modification of teacher behaviour.

Unit -III

Types of Teacher Education Programme and Agencies, In-service and Pre-service teacher education, Distance Education and Teacher Education, Orientation & Refresher courses.

Unit -IV

Currents Problems, Teacher education and practicing schools, teacher education other Institution, Preparing teacher for special school, Implementation of Curriculum of Teacher Education.

Course Outcomes:

Students completing this course will be able to:

1. Impart an adequate knowledge of the subject matter.
2. Enable the teacher to acquire understanding of child psychology.
3. Develop proper attitudes towards teaching.
4. Develop self confidence in the teachers.

References:

1. Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.
2. Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publishing House, New Delhi.
3. Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publisher and Pvt. Ltd. N. Delhi.
4. Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' NCERT, New Delhi.
5. Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.

6. Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

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IFTM University, Moradabad
Master of Arts (Education)
Programme

Semester – III

Paper Code, MAED312, EDUCATIONAL TECHNOLOGY- I

Course Objectives:

The objective of this course is to familiarize students with improving the quality of education and enhance the learning process and facilitate better performance of educational systems as it emphasizes upon effectiveness and efficiency.

Unit-I

Educational Technology, Concept, nature, Scope and Importance of Educational Technology. Components of Educational Technology, Approaches (Hardware, Software and System) in educational technology and its characteristics.

Unit – II

Teaching, Concept, Nature and Characteristics of a good teaching. Models of Teaching, Difference between teaching and Education, Teaching and Learning, Teaching and Training, Teaching instruction and Learning.

Unit-III

Stages of Teaching, Pre-active, Inter-active, and Post-active. Teaching at Different Level, Memory, Understanding and Reflecting.

Unit-IV

Teaching Principles, General & Psychological Principles of teaching, Maxims of teaching. Modification of teaching behaviour, Micro-teaching, Flander's Interaction analysis, Simulation teaching.

Course Outcomes:

Students completing this course will be able to:

1. Understand the concept of educational technology.
2. Identify educational needs and aspirations of the community.
3. Responsibility of educational technology.
4. Manage the whole educational system.

References:

1. Ahuja, M. (2000), Implementing Mastery Learning Strategies, Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
2. Ahuja, M. (2007), Mastery Learning, A Practical Approach, Vivek Publishers, Meerut.
3. Anderson, L.W. (1996), Individualized Instruction, In Plomp. T., Jeerd & Ely, Donald P. (Eds.), International Encyclopedia of Educational Technology, Cambridge, U.K.
4. Bhushan, A. & Ahuja, M. (2003), Educational Technology, Theory & Practice (2nd Edition), Bawa Publications, Patiala.
5. Bigge, M. L. (1967), Learning Theories for Teachers, Universal Book Stall, Delhi.
6. Block, J. N. (1971), Mastery Learning, Theory & Practice, Holt Rinehart & Winston, Inc., New York.
7. Das, R.C. (1993), Educational Technology, A Basic Text, Sterling Publishers Private Limited, New Delhi.

8. Erikson, B. (1969), A Systems Approach to Education, Educational Technology, Vol. IX. No.6.
9. Hill, W.F. (1967), Learning, Methuen & Co. Ltd., London.
10. Joyce & Weils (1985), Models of Teaching, Prentice Hall of India, New Delhi.
11. Mehra, V. (2004), Educational Technology, SSP, New Delhi.
12. Mohanty, (1992)., Educational Technology, Deep and Deep Publications, New Delhi.
13. Russell, M. (1993), Instructional Media (4th Ed.), Macmillan Publishing Company, Canada.

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2. edutechwiki.unige.ch
3. vafulucknow.ac.in
4. education.indiana.edu

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - III
Paper Code: MAED313; SPECIAL EDUCATION

Course Objectives:

The objective of this course is to familiarize students ensure that children are safe and cared for, that their social and emotional needs are met and supported and that they have required support necessary for them to reach their true academic potential.

Unit I

Special Education, Concept, Nature, Objectives and types of special education. Various issues and trends in special education, Historical perspective of special education, Legislation and policies regarding special education in India.

Unit II

Education of Mental Retarded, Meaning and Characteristics of the mentally Retarded; Educable teaching strategies of the mentally retarded; Enrichment remedial and prevention programmes; mental hygiene as remediation.

Education of the visually impaired, Meaning and Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Unit III

Education of the hearing impaired, Meaning, Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Education of the Learning Disabled or orthopedically handicapped, Meaning, types, Characteristics and educational programmes.

Unit IV

Education for Gifted and Creative Children, Meaning & characteristics, Creative and identification process and Educational programmes.

Education of juvenile Delinquent children, Meaning, characteristics, identification and Educational programmes.

Course Outcomes:

Students completing this course will be able to:

1. do all round development in their personality.
2. Make familiar with their abilities and capacities.
3. Make yourself independent.
4. Help in adjustment to the environment.

References:

1. Dessent, T, 'Making the Ordinary School Special', The Farmer Press, London.
2. John S.W. and Merasky, 'Learning Disabilities', Allyne and Bacon.
3. Naryan J (2003), 'Educating Children with Learning Problem in Regular Schools,' N.M.H. Sikandrabad.
4. Overton T., 'Assessment in Spcial Education'. An Applied Approach', Mcmillan, New Delhi.
5. Panda, K.C., 'Education of Exceptional Children', Vikas Publishing House, New Delhi.

6. Panda, R.S. and Advani, 'Perspective in Disabilities and Rehabilitation', Vikas Publishing House, New Delhi.
7. Peshwaria R. and Verma V., 'Behaviour of retarded children, A Manual for Teacher', N/MH, Sikandrabad.

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2. www.scarsdaleschools.k12.ny.us
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4. thepeterpancentre.co.uk
5. impactofspecialneeds.weebly.com

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - III
Paper Code: MAED314; ENVIRONMENTAL EDUCATION

Course Objectives:

The objective of this course is to familiarize students to create new patterns of behavior of individuals, groups and society as a whole towards the environment.

Unit - I

Environmental Education, Meaning, Status, Features, teaching techniques and importance.

Unit - II

Programmes of environmental education for Primary, Secondary and Higher institutions.
Programmes of environmental education for attitude change among children.

Unit -III

Curriculum and method of teaching for Environmental Education at a primary, secondary and University level. Silent feature of environmental awareness through education.

Unit -VI

Environmental Stressors, Nature and manmade disasters. Role of Educational Institution in Disaster Management. National Efforts of Environmental preservation and improvement. Role of Education in environmental conservation and sustainable development.

Course Outcomes:

Students completing this course will be able to:

1. Foster clear awareness of and concern about, economic, social, political and ecological interdependence in rural urban areas.
2. Acquire knowledge, values and skills to protect the environment.
3. Actively involved at all levels in working toward resolution of environmental problems.

References:

1. Mishra, B.D. (1986), Environmental Education, Publication Bureau, Panjab University, Chandigarh.
2. Nanda, V.K. (1997), Environmental Education, Armal Publications, New Delhi.
3. Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi.
4. Shandilya, T.K. (ed.) (1985), Population Problem and Development, Deep and Deep Publications, New Delhi.
5. Sharma, R.A. (1998), Environmental Education, R. Lall Book Department, Meerut.
6. UGC (2004), UGC scheme on Population Education 10th Plan guidelines, Non Formal Education.
7. Bureau, UGC, 35 Ferozeshah Road.
8. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988), An Elementary Book on Environmental Education, Publication Bureau, Panjab University.

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2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm.

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester – III

Paper Code: MAED315; EDUCATIONAL ADMINISTRATION

Course Objectives:

The objective of this course is to familiarize students regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purpose of a programme of an educational institution.

Unit - I

Educational Administration, Meaning, type, scope, function and principle of Educational Administration and Management. Trends in Educational Administration, Modern trends in educational Management- PERT, PPBS, MBO and TQM.

Unit - II

Leadership in Educational Administration, Meaning, Nature, Theories, Style and measure events of leadership. Educational Planning, Meaning, Nature, Types and approaches to Educational Planning.

Unit III

Educational Supervision, Meaning, Nature, types, process, functions and needs of educational supervision. Modern Supervision and Supervision as service activities. Educational Inspection, Meaning, Nature, Kinds and Method of Inspections. Difference between inspection and supervision.

Unit VI

Recent trends in Educational Management in India, Decentralized Management; Problems and Issues, Institutional Autonomy and Accountability, Assessment and Accreditation in Education; Concept and role of ISO, QCI and NAAC.

Course Outcomes:

Students completing this course will be able to:

1. Implies quantitative expansion and qualitative improvement of education.
2. Ensure adequate utilization of all resources.
3. Ensure professional ethics and professional development among teachers.
4. Mobilize the community.

References:

1. Bhatnagar S.S. & Gupta P.K. Educational Administration and Management.
2. Sharma R.A., Education Administration and Management.
3. Chandra S.S. & Chakraborty A.K., School Administration organization and Management.
4. Kudesia Umesh Chandra - Educational Administration.
5. Gupta Ram Babu - Educational Administration.

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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - IV
Paper Code: MAED411; COMPARATIVE EDUCATION

Course Objectives:

The objective of this course is to familiarize students with the relationship between education and society attempts to use cross national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes.

Unit - I

Comparative Education – Meaning, aims, Characteristics, Scope and factor influencing (Structural, Functional and Mixed) of Comparative Education. Juxtaposition, International and Intra-nation educational analysis of comparative education.

Unit - II

Approaches and Method of comparative education, Philosophical, Historical, Survey, Analytical, synthetical and statistical.

Unit -III

A comparative study of the education systems of countries with special reference to, Primary Education - USA, UK, India, Secondary Education - USA, UK, India. Higher Education - USA, UK and India.

Unit -IV

A comparative study of the education systems of countries with special reference to, 1) Teacher Education- USA, UK, India. 2) Distance Education- USA, UK, India. 3) Adult Education- USA, UK, India. UNO/UNESCO and its role in world educational development.

Course Outcomes:

Students completing this course will be able to:

1. Assist in the development of educational institutions and practices.
2. Highlight the relationships between education and society.
3. Help the current generation, understand the nowadays education system with reference to the past.
4. Describe educational system and process.

References:

1. Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.
2. Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publishing House, New Delhi.
3. Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publisher and Pvt. Ltd. N. Delhi.
4. Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' NCERT, New Delhi.
5. Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.
6. Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

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2. www.gcoekmr.org
3. www.eduintellecs.com
4. definitions.uselegal.com

IFTM University, Moradabad

Master of Arts (Education) Programme

Semester - IV

Paper Code: MAED412; EDUCATIONAL TECHNOLOGY - II

Course Objectives:

The objective of this course is to familiarize students with magnifying the teaching and learning process as well as facilitate better performance of educational systems.

Unit – I

Models of Teaching, Model of School Learning (J.B. Carroll), Basic training model (Glasser), Development Model (Jean Piaget), Classroom teaching Model (Dunkin and Bidil), Tabas teaching models.

Unit – II

Programmed Instruction, Origin, types (Liner, Branching, Mathetics) Development of Programmed Instructional Material, Teaching Machine, Computer Assisted Instruction.

Unit – III

Designing Instructional System- Formulation of Instructional objectives, Task Analysis, Identification of Teaching objective and Writing-Learning Process.
Designing of Instructional Strategies such a lecture, team-teaching, discussion, Pannel-discussion, Seminar and tutorial.

Unit – IV

Communication Process, Concept, Principles, Model and barriers of communication, Classroom Communication (Verbal and Non-Verbal).
Mass-Media, Role of mass-media- radio, T.V. and Print material in teaching-learning process.

Course Outcomes:

Students completing this course will be able to:

1. Facilitate to improve education.
2. Develop certain models leading to improvement of the process of teaching.
3. Plan the teaching strategies.

References:

1. Bhatnagar, R.P. and Aggarwal, V. (1987), Educational Administration, Supervision Planning and Financing, India Surya Publications, Meerut.
2. Bush, T. & Bell, L. (2003), The Principles and Practice of Educational Management, Paul Chapman Publishing, New Delhi, Sage Publication, London.
3. Gakhar, S.C. (2005), Educational Administration and Management, NM Publication.
4. Gupta, S.K. & Joshi, R. (2007), Organizational Behaviour, Kalyani Publishers, New Delhi.
5. Kaur, K. (1985), Education - In India (1981-1985) Policies, Planning and Implementation, Arun and Rajive Pvt. Ltd., Chandigarh.

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8. Thakur, D. & Thakur, D.N. (1996), Educational Planning and Administration, Deep and Deep Publications, New Delhi.
9. Trivedi, P.R. & Sudershan, K.N. (1996), Management Education, Discovery Publishing House, New Delhi.

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2. vaynerchuknow.ac.in
3. www.loyala.edu
4. education.india.edu

IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - IV

Paper Code: MAED413; CURRICULUM DEVELOPMENT

Course Objectives:

The objective of this course is to familiarize students, improve the district's educational offerings and its instructional activities and practice in the learning process and improve student achievement.

Unit – I

Curriculum- Introduction, Concept, Meaning, Scope, Significance and type of curriculum.
History of curriculum development.

Unit – II

Construction and development of Curriculum-Different Models and Principles, Curriculum Construction, Administrative Consideration, Grass-root level planning and System analysis.

Unit – III

Curriculum Implementation strategies, Role of curriculum, support materials, Philosophical considerations, Psychological considerations, Sociological consideration, Curriculum for the Modern Indian society.

Unit – IV

Curriculum Evaluation, Importance of evaluation of curriculum, Models of curriculum evaluation, Interpretation of evaluation results and methods. Formative and Summative evaluation of curriculum.

Course Outcomes:

Students completing this course will be able to:

1. Embrace actions and the kinds of learning outcomes anticipated.
2. Have Goal imply References: values, judgments, priorities, emphases.
3. Define the direction of educational development.
4. Select content and desirable learning experience.

References:

1. Godson, I.F., 'Studying Curriculum, Cases and Methods,' Buckingham, Open University Press.
2. Gwynn, J.M. and Chase, J.B., 'Curriculum Principles and Social Trends', M.C. Milan Co., New York.

3. Lawton D., 'Theory and Practice of Curriculum Studies', Routledge and Kegan Paul, London.
4. NCERT, Curriculum Framework, Publication Deptt., NCERT.
5. Tanner D. and Tanner, 'Curriculum Development', McMillan Co. New York.

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4. onlinelibrary.willey.com
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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - IV

Paper Code: MAED414; VALUE EDUCATION AND HUMAN RIGHTS

Course Objectives:

The objective of this course is to familiarize students and to achieve the long term values and behaviors that are identified as being more real for the good of ourselves and others. Rights are part of the foundation of freedom, justice and peace in the world.

Unit- I

Value Education, Concepts, Needs and Importance. Values in Indian Schools of Philosophy (Sankhya, Vedant, Buddhism and Jainism). Values in Western Schools of philosophy (Idealism, Naturalism, Realism and Pragmatism.

Unit –II

National values as enshrined in the Indian constitution. Value Education according Indian thinkers- Gandhi, Swami Vivekanand and Sri Aurbindo. Value Education at School Level, Primary, Secondary and Higher.

Unit –III

Philosophical foundations of Human Rights, Sources of Human Rights. Modern Human Rights Theories. Human Rights of vulnerable persons and groups, Women's Rights, Rights of the Child, Rights of persons belonging to Minorities, Migrant Workers Rights, Indigenous Peoples Rights.

Unit –IV

Civil, Political, Economic, Social and Cultural Rights and corresponding obligations. Human Rights in India (Constitutional provisions) Right to Education and its implications. Education about Human Rights, Teacher preparation.

Course Outcomes:

Students completing this course will be able to:

1. Develop a sensible person with strong character and values.
2. Have right attitude and standards to face the outside world.
3. Know the real purpose of life.
4. Enhance the knowledge and understanding of human rights.
5. Develop skills for practicing human rights.

References:

1. Borgohain, B. (1999), Human Rights Social Justice & Political Challenge, Kanishka Publishers, New Delhi.
2. Dhand, H. (2000), Teaching Human Rights, A Handbook, Bhopal Asian Institute of Human Rights.
3. Fraenkel, J.R. (1977), How to teach about Values, An Analytic Approach, New Jersey & E. Cliffs, Prentice Hall, Inc.

4. Mohanty, J. (2005), Teaching of Human Rights, New Trends and Innovations, Deep and Deep Publications PVT. LTD., New Delhi.
5. Mohanty, Jagannath Ed. (2000), Human Right, Deep and Deep Publications, New Delhi.
6. Palai, A.K. (1999), National Human Rights Commission of India, Formation, Functioning and Future Prospects, Atlantic Pub.New Delhi.
7. Pandey, V.C. (2005), Value Education and Education for Human Rights, Isha Books, Delhi.
8. Promila Pandit Barooch, Handbook on child, Concept Publishing Company, New Delhi.
9. Rokeach, M. (1967), Values Survey, Sunnyvale & California, Halgren Tests.
10. Rokeach, M. (1988), Beliefs, Attitudes and values, Jossey Bass, San Francisco.
11. Symonides, J (2002), Human Rights Concept and Standards, Rawat Publications.
12. Tarrow, N.B. (1987), Human Rights and Education Vol-3. Programon Press.

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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester - IV
Paper Code: MAED415; CHILD DEVELOPMENT

Course Objectives:

The objective of this course is to familiarize students with molding kids right from childhood to help them identify the good and the bad, make them understand cultural differences and form a foundation which will help them in their life journey.

Unit- I

Child Development, Concept, Objects, Needs and Importance. Method of studies of child development, Case Study, Observation, Interview, Questionnaire and Sociometric.

Unit –II

Theories of Child Development, General theories and specific theories- Erikson Psycho-Social Theory, Jean Piaget cognitive theory, Bandura's Social – Learning Theory, Kohlberg's Moral Development Theory and Vygotsky Social Cultural Theory.

Unit –III

Adolescence, Meaning, Theories, Needs, Importance and Aspiration. Problems & Guidance – Counseling of Adolescence. Chief Characteristics of Adolescence in Indian Context. Adolescence and Developmental Task.

Unit –IV

Agencies of Child Development, Concept and types of child development agencies. Responsibilities and Functions of Family, Community and School in the development of child.

Course Outcomes:

Students completing this course will be able to:

1. Ensure each child is valued, respected, feels safe and secure.
2. Enable children for effective communication.
3. Enable a sound foundation for physical and motor development of children.
4. Promote developmental and integration of the senses.

References:

1. Dash, M. (1994), Educational Psychology, Deep & Deep Publications, New Delhi.
2. Hegarty, S & Alur, M. (2002). Education and children with special needs, from segregation to inclusion, Sage, .New Delhi.
3. Hurlock, EB (2004), Developmental Psychology, A Life span Approach (5th Ed.), Tata Mc Graw- Hill publishing Co. Ltd., New Delhi.
4. Jaan Valsiner & Kevin Connolly (2003), Handbook of Developmental Psychology, Sage Publication, New Delhi.
5. Kundu, C.L. & Tutoo., D.N. (1989), Educational Psychology, Sterling Publishers Pvt. Ltd., New Delhi.

6. Lazrus Richard, S. (1963), Personality and Adjustment, Englewood Cliffs, Prentice Hall.
7. Mangal, S.K. (2006), Advanced Education Psychology, Prentice Hall of India, New Delhi.
8. Mathur, S.S., (1986), Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
9. Santrock, J.W. (2007). Child Development (11th ed.), Tata McGraw-Hill Publishing Co. Ltd., New Delhi.
10. Singh, Satish Kumar (2018). Childhood and Growing Up, APH Publication, New Delhi.

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IFTM University, Moradabad
Master of Arts (Education)
Programme
Semester – IV

Paper Code: MAED416; DISSERTATION and Viva-Voce

Course Objectives:

The purpose of this course is to expose the student:

- To provide a capacity to learn continually and interact with multidisciplinary groups.
 - To provide innovative methods and techniques to solve research problem.
 - To interpret the research material of dissertation phase – I in a critical manner and to proceed with an analysis/simulation/experimentation and critical review.
 - To discover and provide a framework within which research is conducted so that student's answers are fact based and backed-up by solid information.
 - To craft an extensive and comprehensive piece of written work so as to convey research in the most efficient and effective way and therefore confirm to the reader that the thesis is, as a minimum, of a worthy standard and quality.
- This is paper in M.A Education. The topic of dissertation will be finalized by the end of semester IV.
 - Complete form of the Dissertation will be submitted by the end of semester IV and Viva-Voce will be conducted in Semester- IV.

Note:

The students under the supervision of faculty member will select a topic from his/her field of specialization for the dissertation work. It will contain at least 70-100 pages. The dissertation report duly signed by the teacher supervisor concerned will be submitted in the department before the theory examination. There shall be internal/external viva-voce on dissertation. The viva-voce examination will be internal/external and will be conducted before submission of the dissertation to the university. The student will present his/ her findings before the audience of department teachers and P.G. students. The questions will be asked by the faculty members and students. The supervisor will act as an internal examiner, and the internal marks will be awarded by him/ her. The distribution of marks for dissertation course will be as follows,

Scheme of Evaluation and Viva-Voce, (out of 100)

1. Internal - 30 Marks
2. External - 70 Marks

Course Outcomes:

After going through this course the students will be able to:

- Identify key research questions within the field of Demography on which you will carry out independent research.

- Manage your time effectively whilst working on your independent research.
- Demonstrate appropriate referencing and develop skills in other aspects of academic writing.
- Demonstrate knowledge and understanding of report writing.
- Apply the demographic/statistical research training acquired in the taught element of the programme by designing an appropriate research strategy and research methodology to carry out your research.
- Use and develop written and oral presentation skills.
- Identify, summarise and critically evaluate relevant literature and write a literature review of the relevant field.
- Identify, analyse and interpret suitable data to enable the research question to be answered.
- Understand and apply theoretical frameworks to the chosen area of study.
- Show evidence of clarity of argument, understanding of the chosen topic area, and presentation of technical information.
- Describe the process of carrying out independent research in written format and report your results and conclusions with reference to existing literature.
- Analyse and synthesize research findings.