



**MANDSAUR
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**M.A. Education
Detailed Syllabus**

**Semester – I
M.A. Edu 103
Methodology of Educational Research**

Course Category
L T P C
4 0 0 4

Course Objective:

- To familiarize students on basic concepts of Educational Research, Research Types & its Nature
- To understand the process of framing the research topic & foundations of Educational Research
- To Apply the knowledge of Educational Research Methodology & review of related literature
- To Analyze the concept of Population, Sample, Sampling, Characteristics of good sample, Hypothesis & its testing
- To Evaluate various techniques of data collection, data analysis & its tools

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basic concepts of Educational Research, Research Types & its Nature	L1
CO2: Apply the knowledge of Educational Research Methodology & review of related literature.	L2
CO3: Analyze the basic concepts of educational research and its applicability	L3
CO4: Evaluate techniques of Sampling, Population and Sample Size	L4
CO5: Create Research Proposal by using different techniques of the Educational Research	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs \ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	-	-	-	1	-	1	-	3	-	-
CO2	1	2	3	1	1	1	1	-	1	-	3	1	-
CO3	1	3	3	-	1	1	1	-	1	1	3	1	-
CO4	1	3	3	-	1	1	1	-	1	-	3	1	-
CO5	1	3	3	1	1	2	1	1	2	1	3	2	1

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:**UNIT I: Introduction to Educational Research****12 Hours**

1. Meaning and Nature of Educational Research
2. Need and Importance of Educational Research
3. Scope of Educational Research
4. Types of Educational Research: Fundamental & Applied Research
5. Action Research: Meaning, Concept & Importance

UNIT II: Methods of Educational Research**12 Hours**

1. Historical Research: Need & Significance, Types, Sources of data Collection
2. Descriptive Research: Survey, Case Studies, Content Analysis
3. Developmental & Correlational studies, Nature, Use, Steps & Interpretations
4. Experimental Research: Need & Significance, Nature, Steps, Internal & External validity, Research Designs

UNIT III: Review of Literature, Variables and Hypothesis**12 Hours**

1. Review of related literature: Purpose, Need & Importance
2. Research Problem: Source, Selection Criteria, Scope, limitations & Delimitations
3. Organization of Research Related Literature
4. Variables: Concept, Nature, Characteristics and Types, Hypothesis: Concepts, Importance, Characteristics, Formulation and Testing

UNIT IV: Sampling Techniques**12 Hours**

1. Population and Sampling: Concept, Needs and importance
2. Characteristics of Good Sample
3. Methods of Sampling: Probability & Non Probability Sampling
4. Sample Size and Errors of Sampling

UNIT V: Research Tools of Data Collection and Research Proposal**12 Hours**

1. Tools and Techniques of Data Collection
2. Measurement Scale
3. Test: Aptitude Test, Standardized Test, Inventories
4. Tools: Questionnaires, Rating Scales, Check lists, Standardization of Research
Tools and Techniques: Observations, Interviews

Total: 60 Hours**Examination Scheme: Total – 100 marks**

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- 1 Aggrawal, Y.P. (1998), Statistical Methods, New Delhi, Sterling Publisher Pvt. Lmt.
- 2 Best, J.W., & Kahn, J.V. (1992) Research in Education, New Delhi: Prentice Hall of India
- 3 Best, J.W., (1963) Research in Education, New Delhi: Prentice Hall of India. Pvt. Ltd
- 4 Buch (2006) Surveys of Education Nos. 1, 2,3, & 4 New Delhi: NCERT. Campbell, DT. (1966)
- 5 Gupta, S. P. (1996) Statistical Methods, New Delhi: Sultan Chand & Sons. Kothari, C. R, (1998)

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



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**M.A. Education
Detailed Syllabus**

Semester – I

MAEdu-105 (a) (Elective)

Environmental Education

Pre-requisites: Basics of environmental pollution

Course Category

L	T	P	C
4	0	0	4

Course Objectives

- To acquire knowledge to student about the concept of Environment and Ecology.
- To make awareness and create interest of student in Environmental Education.
- To enable the student–teachers understand about Pollution and its control.
- To develop a sense of responsibility towards about the Global Environmental problems.
- To develop reasonable understanding to the need for Conservation of the resources.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concept of Environmental education.	L1
CO2: Apply the concepts, characteristics and functioning of various ecosystems in developing environmental awareness.	L1&L2
CO3: Analyze biodiversity, its distribution, threats, and conservation strategies at different levels.	L2&L3
CO4: Analyze the role of human beings in spreading environmental pollution and the damage caused by them to environment.	L2 & L3
CO5: Evaluate the role of human beings in spreading environmental pollution and the damage caused by them to environment.	L1, L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	–	–	–	–	3	–	1	2	2	–	1
CO2	2	2	–	–	–	–	3	–	1	2	1	2	1
CO3	2	3	1	–	–	–	3	–	1	2	2	1	1
CO4	1	3	1	–	–	–	3	1	1	3	2	–	1
CO5	2	3	2	1	1	1	3	2	2	3	3	2	2

High-3 Medium-2 Low-1

Course Contents:

Total: 60 Hours

UNIT I – The Multidisciplinary Nature of Environmental Studies

12 Hours

1. Definition, scope and importance
2. Need for public awareness
3. Renewable and Non-renewable Resources: Natural resources and associated problems in Resources – Forest, Water, Food, Energy, Mineral, Land.
4. Role of an individual in conservation of natural resources

UNIT II- Ecosystems

12 Hours

1. Concept of an ecosystem; Structure and function of an ecosystem.
2. Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.
3. Food chains, food webs and ecological pyramids.
4. Introduction, types, characteristic features, structure and function of Eco systems – Grass Land, Desert, forest, Aquatic.

UNIT III- Biodiversity and Its Conservation

12 Hours

1. Introduction, definition: genetic, species and ecosystem diversity.
2. Biodiversity at global, National and local levels and its values, Hot-spots of biodiversity, India as a mega-diversity nation.
3. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
4. Endangered and endemic species of India, In-situ and ex-situ conservation of biodiversity

UNIT IV- Environmental Pollution

12 Hours

1. Definition, Causes, effects and control measures of
 - (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution
 - (b) (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards

2. Solid waste management: Causes, effects and control measures of urban and industrial wastes.
3. Role of an individual in prevention of pollution.
4. Pollution case studies. Disaster management: Floods, earthquake, cyclone and landslides.

UNIT V- Social Concerns and the Environment

12 Hours

1. Urban problems; Water conservation, rain water harvesting, watershed management.
2. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
3. Environmental ethics: Issues and possible solutions.
4. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act Forest Conservation Act.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment & MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner

Reference Books:

1. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc
2. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
3. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai
4. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ Press
5. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
6. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)

List of e-Learning Resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.distanceeducationju.in/pdf/B.Ed.%2520C.No.%2520303%2520Environmental%2520Education%2520%26%20>



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M.A. (Education)

Detailed Syllabus

Semester – I

M.A.Edu. 104

CURRICULUM STUDIES

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To familiarize the students with the concepts, types, steps and aim of curriculum development.
- To enable the students to develop a conceptual framework of the process of curriculum development.
- To provide the knowledge for designing curriculum.
- To provide the awareness among the students about the models for curriculum design.
- To develop the process of curriculum evaluation and its techniques in Education.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concept, aims and types of curriculum.	L1
CO2: Analyze the principles and factors of curriculum development.	L3
CO3: Analyze the foundations and system approach of curriculum.	L3
CO4: Evaluate different models of curriculum design.	L4
CO5: Evaluate the methods and techniques of curriculum evaluation.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlations indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	-	1	1	-	1	-	1	-	1	2	1
CO2	1	2	1	1	2	1	1	1	1	-	2	-	1
CO3	2	1	1	-	1	-	2	1	1	1	1	-	1
CO4	1	2	1	1	1	1	-	1	1	-	1	1	-
CO5	1	1	2	1	1	1	-	1	1	-	1	1	1

Course Contents:

UNIT-I Curriculum Design and Organization 12 Hours

1. Meaning and concept of Curriculum
2. Aims and objectives curriculum Development
3. Basic elements curriculum Development
4. Types of Curriculum :- Activity Centered , Experience Centered, Work Experience, SubjectCentered and Core Curriculum

UNIT-II Principles of Curriculum Development 12 Hours

1. Conceptual framework for Curriculum design & Difficulties in Curriculum design
2. Elements of the Curriculum, Relation among the elements
3. Procedural Criteria, Referring To The Comprehensive Plan for Curriculum Development
4. Factors of curriculum development and Content Analysis

UNIT-III Foundations of Curriculum Development and System analysis 12 Hours

1. Philosophical ,Sociological and Psychological bases of Curriculum
2. System concept , Need and Importance and System analysis in Education
3. Curriculum as a system and Characteristics of System Analysis, Steps
4. Interaction among different systems and environment

UNIT-IV Models for Curriculum Design 12 Hours

1. Technical models: Tyler Model, Taba Model. Alexander model
2. Goodlard Model, Berman Model, Hunkins Model, Miller and Seller model
3. Eisener Model , Schebertian Model, The Backward Design Model, The Task Analysis Model
4. Non Technical Models: open Classroom Model, W R Model and Inter personal model.

UNIT-V Evaluation of Curriculum 12 Hours

1. Nature and scope of Evaluation
2. Focus , Need and Purpose of Evaluation
3. Curriculum Evaluation Design
4. Techniques in curriculum Evaluation

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment-I,II,III,IV,V & MST-I#)	External Assessment (EST #)
Weightage (%)	40	60

*CCE- Continuous comprehensive evaluation; Assignment-I (Class Assignment/Home Assignments); Assignment-II (Class Assignment/Home Assignments); Assignment-III (Class Assignment/Home Assignments); Assignment-IV (Class Assignment/Home Assignments); Assignment-V (Class Assignment/Home Assignments); MST-I, EST. (# MST-I conducted at Department Level & EST (External

Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

1. **Curriculum Studies: Competence-Based Curriculum Development in Higher Education – Dr. Mukta Goyal & Uday Modak**, Publisher: Notion Press, Year: 2022
2. **Curriculum Studies in India: Intellectual Histories, Present Circumstances – Edited by William F. Pinar**, Publisher: Palgrave Macmillan, Year: 2015
3. **Curriculum Studies (M.Ed./M.A. Education) – Prof. Dr. Ponima Kadam & Prof. Suresh S. Waghmare**, Publisher: Success Publications, Year: 2016

Reference(s)

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
2. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
3. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
4. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
5. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.

Important Websites:

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

List of e-Learning Resources:

1. <https://tophat.com/glossary/c/curriculum-design/>
2. <https://www.hurix.com/popular-curriculum-development-models-you-should-know/>



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**M.A.
Detailed Syllabus**

**Semester – I
MA Edu 101
Philosophy of Education**

Course Category
L T P C
4 0 0 4

Course Objective:

- To understand the concept of Philosophy and Educational Philosophy
- To understand the functions of Educational Philosophy and its relationship to other subjects
- To analyze the concept and process of getting true knowledge and its related Phenomena in present scenario
- To Interpret the contribution of various Indian and western schools of Philosophy in the field of education
- To analysis the thoughts of different Indian and Western Philosophers on the basis of Metaphysics, Epistemology and Axiology

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the basic concepts and definitions of education and philosophy, including their interrelationship and major branches such as metaphysics, epistemology, and axiology.	L1
CO2 Explain the process of theory building and apply the concepts of propositions, assumptions, and inference in constructing educational theories.	L1& L2
CO3: Analyze the key features of Indian schools of philosophy (Vedanta, Buddhism, Samkhya, Jainism) with reference to knowledge, reality, and values, and examine their educational implications.	L3
CO4: Compare and evaluate Western schools of philosophy (Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism) in terms of their views on education, including aims, content, and teaching methods.	L3 & L4
CO5: Critically evaluate the educational thoughts of prominent	L4

philosophers such as Swami Vivekananda, Rabindranath Tagore, Aurobindo, Mahatma Gandhi, Plato, Herbert Spencer, and John Dewey, and develop insights for contemporary educational practices.	
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**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
CO1	2	2	-	1	1	-	2	-	1	1	2	1	1
CO2	2	2	1	2	2	-	3	-	1	1	2	2	2
CO3	2	2	3	1	1	1	1	-	2	-	3	2	1
CO4	2	3	1	2	2	-	2	1	1	2	2	2	2
CO5	2	2	1	2	2	-	3	2	2	2	2	2	3

High-3 Medium-2 Low-1

Course Contents:

Unit I: Education and Philosophy

1. Concept and definition of Education and Philosophy
2. Relationship between Education and Philosophy
3. Educational Philosophy and Philosophy of Education
4. Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

Unit II: Theory Building

1. Concept, Process, Characteristics, Types and Importance
2. Concept, Types and Characteristics of Proposition and Assumption
3. Concept, Types and Structure of Inference
4. Process of Theory Building

Unit III: Indian Schools of Philosophy

1. Vedanta
2. Buddhism
3. Samkhya
4. Jainism

With Special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher

Unit IV: Western Schools of Philosophy

1. Idealism and Realism
2. Naturalism
3. Pragmatism

4. Existentialism and Marxism

With special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Unit V: Educational Thoughts of prominent philosophers

1. Swami Vivekananda, Ravindra Nath Tagore and Aurobindo
2. Mahatma Gandhi
3. Plato and Herbert Spencer
4. John Dewey

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Reference Books:

1. Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi
2. Bhat M.S. (2000), Educational Sociology, APH Publications, New Delhi
3. Broudy, H.S. (1977) Building a Philosophy of Education, New York: Klinger
4. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod PustakMandir
5. Dewey, John (1966) Democracy and Education, New York: McMillan
6. Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiyana: Tondon Publications
7. Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra
8. Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications
9. Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication
10. Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers
11. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Important Websites:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



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**M.A.
Detailed Syllabus**

**Semester – I
MAEDU – 105 (b)
Yoga Education**

CourseCategory
L T P C
4 0 0 4

Pre-requisites: Basic health, philosophy, discipline, awareness

Course Objective:

- To comprehend the Philosophy of yoga and its relationship to individual and community for spiritual enlightenment
- To know metaphysical concept that support the Yoga Philosophy such as; the Purusha and Prakriti, Budhi (Mahat) and Ahamkaretc as basic components of individual
- To know the different types of Yoga – The Ashtang yoga, the Jnana yoga, Bhakti yoga, Integral yoga and other advance off-shoots of yoga
- To be cognizant of the Psychosocial basis leading to a dynamic transformation of personality through concentration, meditation and various types of Samadhi
- To comprehend the scientific basis and therapeutic values of yoga as well as to know the different Asans for a sound health

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the meaning, definitions, and philosophical foundations of Yoga, including its role in healthy living, socio-moral development, and spiritual enlightenment.	L1
CO2: Describe and analyze the metaphysical concepts of Yoga such as Purusha, Prakriti, Buddhi, Ahamkara, and the process of knowledge acquisition (Pramanas).	L1& L3
CO3: Differentiate between various types of Yoga systems, including Ashtanga Yoga, Jnana Yoga, Bhakti Yoga, Karma Yoga, and Integral Yoga, and analyze their characteristics.	L2 & L3
CO4: Demonstrate and evaluate the practices of Yoga such as Asanas, Pranayama, Pratyahara, Dharana, and Dhyana for improving physical and mental well-being.	L2 & L4
CO5: Evaluate the scientific and therapeutic values of Yoga and design suitable Yoga practices for promoting holistic	L4& L5

health and mental balance.

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	–	–	–	–	–	2	–	1	–	–	–	1
CO2	3	2	–	–	–	–	–	–	–	–	1	–	–
CO3	2	3	–	–	–	–	1	–	1	–	–	1	–
CO4	–	1	–	3	2	–	2	–	2	–	–	3	2
CO5	1	3	2	2	3	–	2	–	2	1	2	3	2

High-3 Medium-2 Low-1

Course Contents:

UnitI: Concept of Educational Measurement and Evaluation

1. The meaning and definitions of Yoga
2. Yoga as a way to healthy and integrated living
3. Yoga as a way to socio-moral development of man
4. Yoga as a way to spiritual enlightenment – Atmanubhuti, Pratykshanubhuti
5. The Philosophy of yoga and its relationship to individual and social upliftment

UnitII: Concept and Metaphysics of Yoga

1. Metaphysical Basis of Yoga
2. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality
3. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual
4. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
5. Nature of knowledge and knowledge getting process – the Pramanas

UnitIII: Types of Yoga Systems

1. Different types of yoga systems and characteristics of yoga practitioner
2. Ashtanga Yoga of Patanjali
3. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwadgita
4. Integral Yoga of Aurobindo and Modern off Shoots of Yoga

Unit IV: Various Asanas

1. The Instrumentals of Yoga (Sadhana pad)
2. The Five Vamas (observances)
3. The Five Niyamas (abstinences)

4. Asans – The Right Postures
5. Pranayam – Controlling the Breadth
6. Pratyahara – Controlling the Senses
7. Dharana (Concentration) and its Methods
8. Dhyana (Meditation) and its kinds
9. Samadhi – its Various Types

Unit V:Scientific and Therapeutic Values of Yoga

Scientific Basis of Yoga – Yoga and Mental Health

2. Yoga and Bio-Feedback
3. Therapeutic Values of Yoga
4. Different Asans and their effects to promote a sound physical and mental health
5. Dhyana, and its therapeutic value

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, MST, CCE)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:

Reference Books:

- 1 B.K.S. Iyengaryoga, (2014), Journey Towards Health and Healing , Harper Collins Publication, London
- 2 B.K.S. Iyengaryoga, (2015), Core of Yoga Sutras, Harper Collins Publication, London
- 3 B.K.S. Iyengaryoga& Geeta S. Iyengar, (2000), Basic Guidelines for Teachers of Yoga, Yog Publication, Pune
- 4 Nirmaljit K. Rathee, 2017, Contemporary Yoga Education: Transforming the Body, Mind & Soul, Gyan Publishing House, New Delhi

Important Websites:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>



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**M.A. Education
Detailed Syllabus**

**Semester – I
M.A.Edu 105
Value Education**

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand value education.
- To understand and apply Indian cultural and constitutional values.
- To analyzing and create values and create instructional materials to nurture.
- To analyze and evaluate the impact of social agencies, institutions, media, and ICT.
- To create and evaluate strategies to promote values.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the meaning, nature, types and significance of values, contemporary Indian values, and the role of various social agencies in value education.	L1
CO2: Apply value-based principles and instructional strategies for promoting values in educational and social contexts.	L2
CO3: Analyze value systems, conflicts and emerging social issues related to personal, moral, democratic and societal values.	L3
CO4: Evaluate the effectiveness of educational practices, instructional materials and social agencies in nurturing values among learners and society.	L4
CO5: Evaluate and develop value-oriented educational approaches and strategies for resolving moral dilemmas and promoting ethical citizenship.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	-	—	1	1	—	3	—	1	3	1	1	1
CO2	1	2	—	3	3	2	1	1	-	2	-	3	2
CO3	-	-	1	1	1	—	-	1	1	-	3	1	-
CO4	2	3	1	-	3	2	2	-	-	1	2	-	2
CO5	-	3	1	2	-	1	3	2	2	3	-	2	3

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:**UNIT I: Introduction to Values** **12 Hours**

1. Concept and Nature of Value Education
2. Types and Significance of Values
3. Classification of Values: Material, Social, Moral and Spiritual Values
4. Need of Value Education for Teachers and Future Teachers

UNIT II: Contemporary Values in Indian Context **12 Hours**

1. Values in Indian Culture: Tolerance, Peace, Universal Brotherhood
2. Truth, Non Violence
3. Values in Indian Constitution & Fundamental Duties of Citizen
4. Characteristics on Instructional Material for values

UNIT III: Various Aspects of Values **12 Hours**

1. Personal and Social Values
2. Moral, Spiritual and Democratic Values
3. Value Conflicts: Identification of Emerging Issues
4. Design and Development of instructional materials for nurturing values.

UNIT IV: Role of Social Agencies in Value Education **12 Hours**

1. Social Agencies: Family, Religion
2. Educational Institutions & Communities
3. Mass Media (Print and Electronic)
4. Information and Communication Technology (computer and Internet)

UNIT V: Strategies for Inculcation of Values **12 Hours**

1. Ramleela, Tamasha , Street play and folk songs
2. Causes of values crisis: material, social and economic
3. Role of school: Every teacher as teacher of values
4. School curriculum as value laden .iv. Moral dilemma(Dharmasankat) and one's duty towards self and society

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- Dimensions of Value Education: VIVEK BHARGAVA S.P.RUHELA Vivek Bhargava, S.P. Ruhela, H.P. BHARGAVA BOOK HOUSE, 2012.
- External Human Values and world Religions: R.P. Dhokalia, New Delhi, 2001.
- Value Education Theory and Practice, Krishna: N.L. Gupta, Concept Publishing Co., 2000.
- Value Education: N. Vankataiah, Nataraj Books, 1998.
- Education and The Good Life: B. Russell, W W Norton & Co Inc, 1970.
- A Way of being: C.R. Rogers, Houghton Mifflin, 1995.

Important Websites:

- <https://link.springer.com/book/10.1007/978-1-4020-6184-4>
- <https://nptel.ac.in>
- <https://swayam.gov.in/explorer?category=Humanities&searchtext=Value%20Education>



**MANDSAUR
UNIVERSITY**
DREAM. LEARN. LEAD.

**M.A. Education
Detailed Syllabus**

**Semester – I
MA EDU 102**

Fundamentals of Educational Psychology

Pre-requisites: Basic knowledge of psychology

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand and apply different methods of psychology to enhance teaching and learning.
- To Apply knowledge of human development to address adolescent needs and enhance effective learning.
- To Analyze and apply different learning and motivation theories to improve teaching–learning situations.
- To Evaluate and analyze individual differences among learners to enhance effective classroom practices.
- To Create and analyze strategies to promote positive mental health and address mental health issues.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the fundamental concepts, principles, scope, methods, and foundations of Educational Psychology and its relationship with education and recent developments.	L1
CO2: Apply theories of learning, motivation, personality, and individual differences to understand learner behavior and classroom learning situations.	L2
CO3: Analyze learner development, adolescent problems, learning processes, individual differences, and mental health issues in educational settings.	L3
CO4: Evaluate psychological theories, learning approaches, and motivational strategies to improve teaching-learning effectiveness.	L4
CO5: Evaluate mental health concerns, adolescent issues, and school-based psychological challenges for promoting healthy educational environments.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
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CO2	-	1	1	-	2	-	1	-	1	1	2	3	-
CO3	1	-	-	2	-	1	2	2	-	2	-	2	3
CO4	-	3	2	3	3	-	-	3	2	1	3	-	2
CO5	2	2	3	3	1	2	2	-	2	3	1	1	1

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

Course Contents:**UNIT I: Nature of Educational Psychology****12 Hours**

1. Nature, Scope and Aims of Educational Psychology, Schools of Psychology
2. Relationship between Education and Psychology
3. Methods of Educational Psychology-Observation, Experimental, Case Study
4. Recent Trends in Educational Psychology

UNIT II: Dynamics of Individual Development**12 Hours**

1. Growth and Development: Concept, Difference
2. Principles of Development
3. Childhood and Adolescence: with special reference to physical, socio-emotional, Language, cognitive and moral aspect and their educational Implications
4. Problems of Adolescents, Educational support required for adolescents

UNIT III: Learning & Motivation**12 Hours**

1. Meaning, Concept, Nature, Process & Factors Affecting Learning
2. Gagne's Hierarchy of Learning
3. Theoretical Bases of Learning and its Implications: Behaviorist Theories: Skinner and Hull, Social Constructivist Approach: Bandura, Constructivism Approach and Humanistic Approach, Cognitive Approach: Burners
4. Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation

UNIT IV: Individual Differences**12 Hours**

1. Meaning and Types or varieties of Individual Differences, Causes of distribution
2. Personalities: Meaning, Types and Measurement
3. Educational Implications of Individual Differences
4. Individual Differences in Schools and Classrooms

UNIT V: Mental Health**12 Hours**

1. Concept, factors, function and Importance of Mental Health
2. Issues concerning the youth: Identity crises. Self-awareness
3. Mental health concerns - Frustration, conflict, stress and anxiety
4. Strategies for promoting good mental health: behavior therapy, CBT, REBT, Humanistic.

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- Essentials of Educational Psychology: J.C. Aggarwal, Vikas Publishing House Pvt. Ltd, 2010.
- Child Development: S.K. Mangal, Shubhra Mangal, Arya Book Depot New Delhi, 2004.
- Development of learner and Teaching learning process: S.S. Mathur, Agrawal Publication, 2007.
- Advanced Educational Psychology: S.K. Mangal, Prentice Hall India Learning Private Limited, 2nd Edition, 2002.

Important Websites:

- https://ncte.gov.in/Website/OER/topics.aspx?cid=l05Ft2jc4dKztDTsRQ5Eew==&sid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booWCNvv7QDpuJfwByy7Gqjr&utm_source=chatgpt.com
- <https://ncte.gov.in/Website/OER/ViewTopic.aspx?cid=l05Ft2jc4dKztDTsRQ5Eew==&sid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booWCNvv7QDpuJfwByy7Gqjr&tid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booA3+AuNekjSrSbsUvTZnr+umtBY8PbwBLE66Ghk5Zl8856JwzhFu6lal9SGoc7GSg>
- https://www.psychology.org/resources/educational-psychology-theories/?utm_source=chatgpt.com