

CSJM University, Kanpur

Syllabus

(According to NEP 2020)

Master of Arts Education
(2022-2023)



By:-

Dr. Madhurima Singh (9450338031)

Convenor

Education department

D. G. PG College

Kanpur



CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

STRUCTURE OF SYLLABUS FOR THE

PROGRAM: M.A. , SUBJECT: EDUCATION

Syllabus Developed by							
Name of BoS Convenor / BoS Member		Designation	College/University				
DR. MADHURIMA SINGH		Convenor	D.G. COLLEGE, KANPUR				
SEMESTER / YEAR	COURSE CODE	TYPE	COURSE TITLE	CREDITS	CIA	ESE	MAX. MARKS
I ST YEAR / I ST SEM	E010701T	CORE	EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	4	25	75	100
	E010702T	CORE	METHODOLOGY OF EDUCATIONAL RESEARCH	4	25	75	100
	E010703T	CORE	ADVANCED EDUCATIONAL PSYCHOLOGY	4	25	75	100
	E010704T	CORE	SOCIOLOGICAL FOUNDATION OF EDUCATION	4	25	75	100
	E010705P	PRACTICAL	PRACTICAL	4	25	75	100
I ST YEAR / II ND SEM	E010801T	CORE	EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	4	25	75	100
	E010802T	CORE	STATISTICAL APPLICATIONS IN EDUCATIONAL RESEARCH	4	25	75	100
	E010803T	ELECTIVE	EDUCATIONAL GUIDANCE & COUNSELLING	4	25	75	100
	E010804T		ENVIRONMENTAL EDUCATION				
	E010805T	ELECTIVE	DISTANCE EDUCATION	4	25	75	100
	E010806T		POPULATION EDUCATION				
	E010807P	PRACTICAL	PRACTICAL	8	25	75	100
	E010808R	PROJECT	RESEARCH PROJECT	4	25	75	100
MINOR ELECTIVE		FROM OTHER FACULTY (IN 1 ST YEAR)	4/5/6	25	75	100	
II ND YEAR / III RD SEM	E010901T	CORE	HISTORY OF INDIAN EDUCATION: PRE-INDEPENDENT ERA	4	25	75	100
	E010902T	CORE	ECONOMICS OF EDUCATION	4	25	75	100
	E010903T	ELECTIVE	YOG & NATUROPATHY	4	25	75	100
	E010904T		VALUE EDUCATION & HUMAN RIGHTS				
	E010905T	ELECTIVE	TEACHER EDUCATION	4	25	75	100
	E010906T		SPECIAL EDUCATION				
	E010907P	PRACTICAL	PRACTICAL	4	25	75	100
II ND YEAR / IV TH SEM	E011001T	CORE	HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENT ERA	5	25	75	100
	E011002T	ELECTIVE	COMPARATIVE EDUCATION	5	25	75	100
	E011003T		PEACE EDUCATION				
	E011004T	ELECTIVE	EDUCATIONAL TECHNOLOGY & MANAGEMENT	5	25	75	100
	E011005T		EDUCATION & RURAL DEVELOPMENT				
	E011006T	ELECTIVE	INCLUSIVE EDUCATION	5	25	75	100
	E011007T		CURRICULUM DEVELOPMENT & TEST CONSTRUCTIONS				
	E011008R	PROJECT	RESEARCH PROJECT	8	25	75	100

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PROGRAM: M.A. , SUBJECT: EDUCATION

NOTE:

1. *A MINOR ELECTIVE FROM OTHER FACULTY SHALL BE CHOSEN IN 1ST YEAR (EITHER 1st / IInd SEMESTER) AS PER AVAILABILITY.
2. In both years of PG program, there will be a Research Project or equivalently a research-oriented Dissertation as per guidelines issued earlier and will be of 4 credit (4 hr/week), in each semester. The student shall submit a report/dissertation for evaluation at the end of the year, which will be therefore of 8 credits and 100 marks
3. Research project can be done in form of Internship/Survey/Field work/Research project/ Industrial training, and a report/dissertation shall be submitted that shall be evaluated via seminar/presentation and viva voce.
4. The student straight away will be awarded 25 marks if he publishes a research paper on the topic of Research Project or Dissertation.

MINUTES OF MEETING OF BOARD OF STUDIES OF EDUCATION FOR POSTGRADUATE CLASS AS PER NEP

(a) A meeting of Board of Studies was held in online mode on 13 May 2022 at 1:30 pm.

(b) The meeting was attended by following members Dr. Madhurima Singh, Convenor, BoS Education and Faculty of Arts.

External Members:

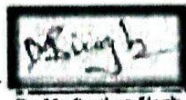
- Prof. V. K. Dixit, Senior Professor, Deptt. Of Adult Continuing Education & Extension, Delhi University, Delhi.
- Prof. Amita Bajpai, Deptt. Of Education, Lucknow University, Lucknow.

Internal Members:

- Dr. Sadhana Pandey, HOD, Deptt. of Education. Mahila Mahavidyalaya PG College, Kanpur.
- Dr. Chitra Singh Tomar, Deptt. of Education. S. N. Sen. BV. PG College, Kanpur.
- Dr. Manisha Chauhan, HOD, Department of Education. S. N. G. PG College, Unnao
- Dr. Rachna Trivedi, HOD, Department of Education. D.S.N. College, Unnao (Invited member)

(c) The proposed syllabus of Education as per NEP was accepted with few following minor changes Unanimously -

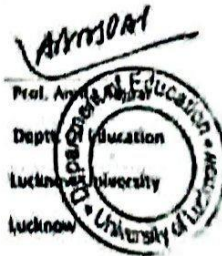
- 1) Addition of Educational Thinkers Pestalozzi and Dr. Maria Montessori.
- 2) Addition of new unit: Education for Happiness, Education for happiness in society.
- 3) Equal distribution of credits in all semesters (4+4=8; 4+4=8)



Dr. Madhurima Singh
Convenor
BoS Education

V. K. Dixit

Sr. Prof. V. K. Dixit
Deptt. Of Adult
Continuing Education
& Extension
Delhi University
Delhi



Prof. Amita Bajpai
Deptt. of Education
Lucknow University
Lucknow

Sadhana Pandey

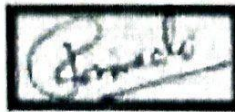
Dr. Sadhana Pandey
HOD
Deptt. Of Education
M.M.PG College
Kanpur



Dr. Chitra Singh Tomar
Associate Professor



Dr. Manisha Chauhan
HOD



Dr. Rachna Trivedi
HOD

SEMESTER I

Paper 1 (Core)

Credit 4

(E0107 01T)

EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS

UNIT 1:

- Meaning and concept of Education and Philosophy.
- Relation between Education and Philosophy
- Need and functions of Philosophy of Education
- Branches of Philosophy and their educational importance

UNIT 2:

- Schools of Indian traditions and their educational implications- Sankhya, Yoga, Vaisheshik, Nyaya, Mimansa and Vedant.
- Buddhism, Jainism and Islamic Schools of thought with special reference to the concept of knowledge, reality, values and their educational implications

UNIT 3:

- Vedic, Upnishad thought and Bhagwat Gita
- Classification of Indian philosophical traditions- Theist and Atheist, Orthodox and Heterodox

UNIT 4:

1. Educational thinkers and their contribution: Shree Aurobindo, Rabindranath Tagore, Dr. S. Radhakrishnan, Mahatma Gandhi, Dayanand Saraswati, J. Krishnamurti

UNIT 5:

- National values as enshrined in the Indian Constitution and their educational implications with specific reference to secularism, democracy and equality.

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Suggested Readings

1. ओड़ लक्ष्मीकांत के०, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
2. टंडन, उमा एवं गुप्ता, अरुणा- उदीयमान भारतीय समाज में शिक्षक, आलोक प्रकाशन, लखनऊ
3. रमन बिहारी लाल, सुनीता पलोड़- शिक्षा के दार्शनिक परिप्रेक्ष्य, आर० लाल प्रकाशन, मेरठ
4. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ - इलाहाबाद
5. सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ- इलाहाबाद
6. Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhoor Mala, Agra
7. शर्मा, रामनाथ- प्रमुख भारतीय शिक्षा दार्शनिक, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड
8. चौबे, सरयू प्रसाद- भारतीय शिक्षा दर्शन, मैकमिलन, दिल्ली
9. पांडेय, रामशकल- भारतीय शिक्षा दर्शन की रूपरेखा, श्री विनोद पुस्तक मंदिर, आगरा
10. Mukharji, R.K. (1974)- Ancient Indian Education, Motilal Banarsi Das, New Delhi
11. Radhakrishnan, S(1986)- Indian Philosophy, Vol. 1 & 2, Oxford India Paperbacks

M Singh

Paper 2 (Core)

Credit 4

(E010702T)

Methodology of Educational Research

Unit 1:

Educational Research - meaning, nature, need, purpose and scope.

Types of Educational Research - Fundamental, Applied and Action Research, Quantitative and Qualitative Research.

Unit 2:

Review of related literature - Need and procedure.

Identification of Problem - nature, sources, types and characteristics of good problem, variables.

Hypothesis - nature, types, sources and functions, population and sample, types of sampling - probability and non-probability.

Unit 3:

Tools and Techniques of data collection - Observation, Interview, Sociometric techniques, questionnaire.

Unit 4:

Methods of Research - Experimental Research, Ex-post-facto Research, Survey research, Historical research, Philosophical research.

Unit 5:

Writing Research Report - aims, procedure and evaluation of research reports.

MS

Suggested Readings :

1. Bhatanagar RP, "Shiksha Anusandhan"
2. Garrett HE, "Statistics in Psychology and Education"
3. Kerlinger FN, "Foundations of Behavioural Research"
4. पांडा अनिल कुमार, शैक्षिक अनुसंधान एवं सांख्यिकी, साहित्य
रत्नालय, कानपुर
5. पाण्डेय के पी, "शैक्षिक अनुसंधान"
6. राय पारसनाथ, "अनुसंधान परिचय"
7. शर्मा आर ए, "शिक्षा अनुसंधान के मूल तत्त्व एवं प्रारंभिक सांख्यिकी"

MBish

Paper 3 (Core)

Credit 4

(E010703T)

Advance Educational Psychology

Unit 1:

Relation between Psychology and Education.

Major Schools of Psychology and their contribution towards Education - Structuralism, Functionalism, Behaviourism, Gestalt and Psychoanalysis.

Unit 2:

Learning - Concepts, Theories of Learning - Thorndike, Pavlov, Skinner, Hull and Gestalt theory.

Transfer of Learning - Concept and theories.

Motivation - Concepts, Role of Motivation in learning, Strategies for developing motivation.

Unit 3:

Intelligence - Concepts, types, identification and fostering.

Individual Difference - Concepts, types and its implications in Education.

Unit 4:

Personality - Concepts, types, trait theories, measurement of personality, factors affecting personality - biological, environmental factors.

Unit 5:

Mental health and Adjustment - Concepts, mechanism of adjustment - conflicts, frustration, anxiety and complexes.

Improvement techniques for adjustment and mental health. Stress Management.

M Singh

Suggested Books:

1. Mangal SK, "Education Psychology"
2. Pandey KP, "Advanced Education Psychology"
3. गुप्ता एस पी एवं गुप्ता ऐ, "उच्चतर शिक्षा मनोविज्ञान"
4. शर्मा आर, "भारतीय मनोविज्ञान"
5. सारस्वत मालती, सिंह मधुरिमा, "शिक्षा मनोविज्ञान की रूप रेखा,
आलोक प्रकाशन, लखनऊ, इलाहाबाद
6. पाण्डेय एस, "शिक्षा मनोविज्ञान एक परिचय"

N Singh

Paper 4 (CORE)

Credit 4

(E010704T)

Sociological Foundation of Education

Unit 1:

- Meaning and Nature of education and society. concept of educational sociology.
- Relationship between society and education. education is a sub system of social system.

Unit 2:

- Concept of education for happiness, purpose and need of education for happiness in society.
- Meaning and Definition of social stratification and functional perspective of social stratification. Bases of social stratification in Indian society.

Unit 3:

- Concept of social equity and Justice. concept of social unity, Unity and diversity of caste, class, religion, human gender in society with specific reference in Indian society.
- Meaning of culture, culture lag and the impression of culture on the aims of education

Unit 4:

- Concept of social change, social change and education. Sources of social change-Aculturalization and Mobility, westernization, Urbanization and Modernization.
- Education in relation to nationalism, National integration, International Understanding

Unit 5:

- Social Mobility and education-concept Nature, needed Direction.
- Factors of social Mobility, Relationship between social Mobility and education.

MBish

Suggested Readings:

1. Prof. Raman Bihar Lal, Sunita Palod
Philosophical and Sociological Perspectives of Education.
2. गुरुसरन दास त्यागी, शिक्षा के दार्शनिक एवम् समाज शास्त्रीय परिप्रेक्ष्य।
3. डॉ० आभा सिंह, शिक्षा दर्शन एवम् समाज
4. Dr. Uma Rani Sharma, Sociological Bases of Education.
5. Sneddan David, Educational Sociology.
6. सिंह मधुरिमा, शिक्षा एवं समाज, आलोक प्रकाशन, लखनऊ इलाहाबाद
7. सिंह मधुरिमा, शिक्षा के सामाजिक आधार, आलोक प्रकाशन, लखनऊ इलाहाबाद
8. Dewey, John. Education and Sociology

Practical Work and Viva-voce

Practical (core) (E010705P)

Credit 4

- Value Test
- Interest Test
- Creativity Test
- Intelligence Test

Research Project

NDish

Semester II

Paper 1 (Core)

Credit 4

(E010801T)

**EDUCATIONAL THOUGHTS: WESTERN PHILOSOPHICAL
TRADITIONS**

UNIT 1:

- Western Philosophy-Concept, characteristic , Need, Scope Functions and relation between Philosophy and Education
- Western Schools of philosophy- Idealism, Realism, Naturalism, Pragmatism with special reference to metaphysics, epistemology, axiology and their educational implications

UNIT 2:

- Scientific Humanism
- Marxism and Existentialism: characteristics and their educational implications

UNIT 3:

- Analytical Philosophy and Theory of Education with special reference to G.E. Moore and Bertrand Russell
- Logical Positivism and Education with special reference to A.J. Ayer(Sir Alfred Jules Ayer)

UNIT 4:

- Radical thoughts in Education- Ivan Illich and De Schooling society Paulo Friere and Conscientization

UNIT 5:

- Educational Thinkers- John Dewey

MBish

Rousseau
Bertrand Russell
Herbert Spencer
Pestalozzi
Dr. Maria Montessori

Suggested Readings:

- 1 ओड, लक्ष्मीकांत के० - शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर
- 2 बिहारी लाल, रमन एवं पलोड़, सुनीता- शिक्षा के दार्शनिक परिप्रेक्ष्य
आर० लाल प्रकाशक, मेरठ
- 3 सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक आधार, आलोक प्रकाशन, लखनऊ - इलाहाबाद
- 4 सिंह मधुरिमा, गुप्ता रमा, शिक्षा के दार्शनिक परिप्रेक्ष्य, आलोक प्रकाशन, लखनऊ- इलाहाबाद
- 5 Singh Madhurima, Bhargav Mahesh, Educational Philosophies and Thinkers, Gyan Vibhoor Mala, Agra
- 6 Dewey, John- Democracy and Education, MacMillan, New York 1966
- 7 Brubacher, John S- Modern Philosophies of Education , Tata McGraw Hill, New Delhi
- 8 Depuis, A.M.- Philosophy of education in historical perspective, Thomson Press, New Delhi, 1972
- 9 Morris, Van C.- Existentialism in Education, What it means, Haper and Row, New York 1966

MBish

Paper 2 (Core)

Credit 4

(E010802T)

Statistical Applications in Educational Research

Unit 1:

- Need and Significance of Statistics in Education.
- Quantitative classification of data - Preparation of frequency distribution, graphical presentation of data.

Unit 2:

- Concept, Calculation and Uses of - Measures of Central tendency and variability - Mean, Median, Mode, Standard Deviation and Quartile Deviation.

Unit 3:

- Measures of Correlations - Rank difference method, Product moment method, calculations and their uses

Unit 4:

- Normal distribution - Characteristics of normal distribution curve
- Applications of NPC in educational research.

Unit 5:

- Parametric and non-parametric data - meaning and difference.
- Parametric test - Significance of difference between two means (t-test).
- Testing null hypothesis (H_0), levels of significance. One tailed and two tailed test, Type I and Type II error.
- Non-parametric test - Calculation of chi-square.

MS

Suggested Readings:

1. Garrett HE, "Statistics in Psychology and Education"
2. Guilford JP, "Fundamental Statistics in Psychology and Education"
3. श्रीवास्तव डी एन और प्रीती वर्मा, "शिक्षा एवं मनोविज्ञान में सांख्यिकी"
4. कपिल एच के, "सांख्यिकी के मूल तत्त्व"

M Singh

Paper 3 (Elective)

Credit 4

(E010803T)

Educational Guidance and Counselling

Unit 1:

- Guidance - concept, need, principles and types - Educational, personal, vocational.

Unit 2:

- Counselling - purpose, role of counsellor to assist in problem solution.
- Levels of Counselling, characteristics of good counsellor.

Unit 3:

- Techniques of Guidance - directive counselling, non-directive counselling, group counselling.

Unit 4:

- Procedure in Guidance - Methods and techniques for collection and assessment of information - Case study, cumulative records, personality inventories, intelligence test, achievement test, interest inventories and aptitude test.

Unit 5:

- Guidance program in schools - Self inventories services, occupational information service, counselling service, placement service and follow-up service.

Suggested Readings:

1. Agarwal JC, "Educational Vocational Guidance and Counselling, New Delhi"

MB Singh

2. Gibson RL, "Introduction to Counselling and Guidance"
3. Myer GE, "Principles and Practices of the Guidance Programme"
4. पाण्डेय के.पी. एवं भारद्वाज अमिता, "शैक्षिक तथा व्यवसायिक निर्देशन", विनोद पुस्तक मंदिर, आगरा
5. जैस्वाल सीताराम, "शिक्षा में निर्देशन एवं परामर्श", विनोद पुस्तक मंदिर, आगरा

NDish

"OR"

Paper 3 (Elective)

Credit 4

(E010804T)

Environmental Education

Unit 1:

- Nature, Meaning and Importance of environmental education.
- Need and Purpose of Environment education for students and teachers.

Unit 2:

- Programmes of environmental education for Primary, Secondary and Higher institutions.
- United Nations Environment programme (UNEP)-objectives and functions.

Unit 3:

- Environmental stresses- Natural and man made disasters, education for coping with environmental stressors.
- Natural disasters and their Management-Earthquake, Floods and Drought

Unit 4:

- Management of Pollutions as a Manmade Disaster courses, effects and control of Air Pollution, Water Pollution, land pollution and sound Pollution .

Mish

Unit 5:

- Comparative study of environment projects from various countries (U.K., U.S.A. and India)

Suggested Readings:

1. Agarwal S.K. – "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997.
2. B.P. Chaurasia – "Environmental Pollution Perception and Awareness" Chugh Publications, 1992.
3. गोयल, एम०के० (1995), अपना पर्यावरण, विनोद पुस्तक मन्दिर, आगरा।
4. प्रसाद, गुरु, सम्पादक (1985), मानव पर्यावरण की सामाजिक समस्याएँ, दिल्ली।
5. सक्सेना, ए०बी० (1986), इनवायरमेण्टल, एजुकेशनल नेशनल साइकोलाजिकल कारपोरेशन, आगरा।
6. पाण्डेय, के०पी०, भारद्वाज अमीता एवं पाण्डेय, आशा (2005), पर्यावरण शिक्षा भारतीय सन्दर्भ, विश्वविद्यालय प्रकाशन, वाराणसी।
7. शर्मा, आर०ए० (2004), पर्यावरण शिक्षा, आर० लाल बुक डिपो, मेरठ।

MBish

(E010805T)

DISTANCE EDUCATION

UNIT 1:

- Meaning, scope, need and characteristics of Distance Education. Aims and objectives of Distance Education
- Growth of Distance Education and distance teaching- learning systems in India

UNIT 2:

- Information and Communication Technologies and their application in Distance Education.
- Designing and preparing self instruction material
- Electronic Media (T.V.) and social media: Role in education

UNIT 3:

- Student support services in Distance Education and their management
- Technical and vocational programmes through Distance Education
- Distance Education and rural development
- Programmes for women through Distance Education

UNIT 4:

- Quality assurance and programme evaluation
- Mechanisms for maintenance of standards in Distance Education
- Cost analysis in Distance Education- concept, need and process
- Tutoring through correspondence

UNIT 5:

- Emergence of Open University system in India.

MBish

- Governance and organisational structure of IGNOU
- Planning and coordination at IGNOU

Suggested Readings:

- 1 Sharma, Madhulika- Distance Education and open learning , Kanishka Publication, 2013
- 2 Kumar, Sanjay- Open and Distance Education, Straight Forward Publisher, 2020
- 3 Satyanarayan P., Seshratnam C., Madhuri DK- Distance Education Origin, Growth and Development, 2015
- 4 यादव, सियाराम- दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
- 5 तिवारी, अनुजा- दूरस्थ शिक्षा, पॉइंटर पब्लिशर्स, जयपुर

Madhuri

"OR"

Paper 4 (Elective)

Credit 4

(E010806T)

Population Education

Unit 1: Nature and scope of population education

- Meaning and concept of population education
- Need and importance of population education
- Scope and objectives of population education

Unit 2: Population situation and dynamics

- Distribution and density
- Population composition age, sex, rural, urban, Indian and world factors affecting population growth morality, migration and other implications

Unit 3: Population and quality of life

- Population in relation to socio-economic development
- Health status and health service
- Nutrition, environment, resources educational provision

Unit 4: Family life education

- Concept of family
- Family role and responsibilities
- Family needs and resources
- Responsible parenthood
- Life values and beliefs

Unit 5: Population related policies and programs

- Population policy in relation to health environment education policies
- Program related to employment social movements

NDish

- Voluntary and international agencies
UNFPA,WHO,UNESCO etc

Suggested Reading:

- 1 Singh UN and Sudarshan K.N Population,education discovery publishing Ltd., New Delhi
- 2 Pandey V.C Population education, Isha books, New Delhi
- 3 मलैया के.सी एवं गोयल एम.के., जनसंख्या शिक्षा एवं पर्यावरणीय शिक्षा, विनोद पुस्तक मंदिर, आगरा
- 4 चंदेल नरेंद्र पाल, नंद विजय कुमार, जनसंख्या शिक्षा विनोद पुस्तक मंदिर, आगरा

Practical Work and Viva-voce

Practical (core) (E010807P)

Credit 4

- Research proposal

Research Project (E010808R)

Credit 8

ND

SEMESTER III

Paper 1 (core)

Credit 4

(E010901T)

HISTORY OF INDIAN EDUCATION (PRE-INDEPENDENT ERA)

Unit 1: Vedic Education: Vedic System of Education with Reference

- Aims
- Features
- Curriculum
- Methods
- Practices
- Agencies Of Education

Unit 2: Buddhist and Muslim System of Education

- Aims
- Features
- Curriculum
- Methods
- Practices
- Agencies Of Education

Unit 3: Institutes of Education in Ancient India

- Nalanda
- Taxila
- Vikramshila
- Vallabhi
- Somapura
- Jagdala
- Odantpuri
- Pushpagiri
- Maktab
- Madras
- Gurukul
- Ashram

Unit 4: Development of Education From 1813 Charter Act

- 1835 Lord Macaulay Minute
- 1854 Wood Dispatch
- 1882 Hunter Commission
- To The End of the 19th Century With Reference To Important Landmark in Education.
- Gokhale Bill 1911
- Basic Education or Nayi Taaleen
- Vardha Scheme 1937

NB Singh

Suggested Readings

1. Bhartiya Shiksha Ka Itihaas, S. P. Chaubay
2. Bhartiya Shiksha Ka Itihaas, Jauhari Aevum Pathak
3. Ancient Indian Education, Radha Kumud Mukherjee
4. History Of Indian Education System, Y. K. Singh
5. Education In Ancient India, A. S. Altekar
6. History, Development And Problem Of Indian Education, Laal R. B. & Sharma K. K.
7. History Of Indian Culture And Religion, Bakshi S. R. N. Mahajan
8. Aims Of Education In India – Vedic, Buddhist, Medieval, British & Post-Independence, Singh Bhanu Pratap

MS

PAPER 2 (CORE)

CREDIT 4

(E010902T)

Economics of Education

Unit 1:

- Economics of Education: Concept, Definition (Education, Economics, Economics of Education), Scope and Importance of Economics of Education.

Unit 2:

- Different forms of Education: Education as a Consumption, Education as Investment, Education as Productive Activity, Education as an Agency of Development of National Resources, Return of Education.

Unit 3:

- Education and Economic Development: Human capital formation and Man power planning.

Unit 4:

Cost Benefit Analysis of Education: Taxonomy of cost Education, Taxonomy of benefits of Education. Input and Output: Concept and Relationships between the Two.

Unit 5:

- Resources for Education: Role of Centre, states and Institutions for financing Education, Problems of financing, Grant-in-aid scheme.

MBish

Suggested Readings

1. Shatnagar R.P. & Nidya Agarwal, Educational Administration, Planning and Financing R Lal, Meerut.
2. Blang. M. Economics of Education, Himalaya, publishing House, Bombay, 1972.
3. पाण्डेय, आर.एस., शैक्षिक संयोजन एवं वित्त प्रबन्धन. विनोद पुस्तक भवन, कानपुर।
4. सिंह मधुरिमा - शिक्षा का अर्थशास्त्र आलोक प्रकाशन लखनऊ।
5. सिंह मधुरिमा - शिक्षा का अर्थशास्त्र वित्त और नियोजन भार्गव प्रकाशन आगरा।

M Singh

YOG & NATUROPATHY

Unit 1: Origin of Yog

- History, Theme & Importance
- Yog Philosophy of Bhagavada Gita
- Transformation of Yog in Hinduism
- Yog in Western World
- Different types of Yog Systems & Characteristics of Yoga Practitioner
- The Philosophy of Yog & its Relationship to Individual & Social Upliftment

Unit 2: Disconnect between Yog & Contemporary practices of Yog

- Paap Kataari Yog
- Patanjali Yog Sutra
- Seven Chakras
- Importance & Practices of Yog Sutras & Chakras

Unit 3: Yog & Meditation

- Importance of Yog
- Asanas & Their Reflection of Health
- Yog for Stress Management, Depression & Anxiety
- Yog Presumptions, Values, Objectives & Impact

Unit 4: What is Naturopathy?

- Concept & Meaning
- History & Origin of Naturopathy
- Naturopathic Medicine: Uses and Risks
- Naturopathic Diet Benefits & Importance
- Herbal Drugs
- Ayurvedic Food & Nutrition
- Institutions of Naturopathy & Yogic Science in India

MD Singh

Unit 5: Scientific Basis of Yog

- Yog and Bio feedback
- Therapeutic value of yog
- Different Asanas & their Effect to promote a sound Physical & Mental Health
- Dhyaan & Its Therapeutic value

Suggested Readings

1. Samgra Yog
2. Light on Yoga, B. K. S. Iyenger
3. Patanjali Yog Sutra, Sachidanand Saraswati
4. Yog Anatomy, Leslie Kaminsky
5. The Heart of Yoga: Developing a Personal Practice, T. K. V. Desikacharya
6. Light on Life, Krishnamchaari Sundaraaj Iyengar
7. Secret Power of Yoga, Nismala Devi
8. Nisargopchar (Nature Care), H. K. Bhukra
9. Secret of Naturopathy and Yoga, Dr. Brij Bhushan Goyal

N Singh

"OR"

Paper 3 (Elective)

Credit 4

(E010904T)

Value Education and Human Rights

Unit-1:

- a) Concept, Definition and importance of value education.
- b) The need for value based education in the present context.

Unit-2:

- a) Initiatives of related to value education by India and scope of value education in the Indian education system.

Unit-3:

- a) Meaning, Need and scope of Human Rights education.
- b) Importance of Human Rights in existing social scenario.

Unit-4:

- a) Concept and classification of fundamental rights.
- b) Legal Rights-Meaning, Importance and its relevance relating to the Present global scenario.

Unit-5:

- a) Role of different Government and non-government Organization in Human Rights Education.
- b) Role of UNESCO with reference to Human Rights.

Suggested Readings

1. Nilesh Kumar Singh, Education for Values and Human Rights.
2. Y.K. Sharma, Kuldeep S. Katoch, Fundamentals of Education for Values Environment Human Rights.

N Singh

3. A. Selvan, Human Rights Education.
4. V. Narayan Karan Reddy, Man Education and Values.
5. V.C. Pandey, Value Education and Education for Human Rights.

Mish

(E010905T)

Teacher Education

UNIT I

- Evaluation and development of teacher education in India.
- Meaning and scope of teacher education.
- Objectives of teacher education at different levels.

UNIT II

- Preparation to Teacher for Pre-Primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators.
- Preparation of teachers for the teaching of a particular subject (language Maths & Science).
- In-service training programmes.
- Post graduate courses in education, and innovation in teacher education.

UNIT III

- Student teaching programmes.
- Pattern of students teaching (internship, block teaching, teaching practice, off-campus teaching practice)
- Technique of teacher training, core teaching, micro-teaching analysis.
- Evaluation of students teaching.

UNIT IV

- Trends in teacher education.
- Integrated teacher education programme.
- Comprehensive college of education.
- SIE/SEIT/DIET
- NCEERT
- National council for teacher Education.

MBish

- **Current problems.**
- **Practicing Schools in teacher education.**
- **Teacher Education and Community.**
- **Implementation of curricula of Teacher Education**

UNIT V

- **Research activities in the field of teacher education and their implication with respect to.**
- **Teaching effectiveness**
- **Criteria of admission**
- **approaches to teaching.**

Suggested Readings

1. Panday Jyoti, Teacher Education, K.S.K Publishers and distributors, New Delhi
2. Mishra Loknath, Teacher Education Issues and innovations, Atlantic Publishers and distributors Pvt Ltd, New Delhi
3. Mohan, Radha, Teacher Education, PHI Learning Pvt Ltd, New Delhi second edition
4. नरेश कुमार, अध्यापक शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली

Mishra

"OR"

Paper 4 (Elective)

Credit 4

(E010906T)

SPECIAL EDUCATION

Unit 1: A Brief History of Special Education

- Meaning, Scope, Definition & Development of Special Education
- Meaning, Scope, Definition & Development of Exceptional Children
- Types of Exceptional Children

Unit 2: Government Policies & Legislation About Special Education

- Recommendation given in NPE 68, 1986 & NPE 2020
- About the Role & Rehabilitation of Exceptional Children
- National Institute of Handicapped & Exceptional Children
- Role of Rehabilitation Council of India

Unit 3: Education for Different Type of Exceptional Children

- Education for Mentally Retarded
- Education for Gifted & Creative Children
- Education for Juvenile Delinquent & Orthopedically Handicapped

Unit 4: Nature & Objectives of Special Schools

- Concept of Mainstream Schools & Integrated Schools with Adequate Resources as Teachers, Councillors, Rooms & Infrastructures
- Training of Teachers and Student Teachings for special Education
- Evaluation of Special Children

NDish

Unit 5: Education of Visually Impaired Children

- Concepts Characteristics
- Degree of Impairment
- Etiology & Intervention
- Educational Program

Suggested Readings

1. Learning Disability, Bender W. N.
2. Exceptional Children in Schools, Dunn & Bay
3. Exceptional Children: Introduction to Special Education, Hallahar D. P. & Kauffmann
4. Education of Exceptional Learner, Hewett Frank
5. Learning Disability: Nature, theory & Treatment, N. N. Singh

Practical Work and Viva-Voce

Practical (Core) (E010907P)

Credit 4

- Educational interest record
- Group test of intelligence
- Span of apprehension
- Test of free association
- Thematic Apperception Test (TAT)

Research Project /Viva-Voce

1. Research Project: Plan of Project

OR

2. Dissertation-Synopsis writing

OR

3. Internship: Written Assignment on Internship Area

N Singh

Meaning Topic, Concept Need & Importance (Maximum
15-20 Pages Of Written Document)

OR

4. Survey: School or Institute/Rural/Slum/ Old age home/
Library visit (Maximum 15-20 Pages on Content, Meaning,
Need, Relevance, and Implication & Reference)

OR

5. Viva-voce

NDish

SEMESTER IV

Paper 1 (CORE)

Credit 5

(E011001T)

HISTORICAL PERSPECTIVE OF EDUCATION (POST-INDEPENDENT ERA)

Unit 1: Growth of Education from 1947 With Special Reference Post-Independence Era of Education

- University Education Commission (Radha-Krishna Commission) 1948-49
- Secondary Education Commission (Mudaleyar Commission) 1952-53
- Indian Education Commission (Kothari Commission) 1964 – 1966

Unit 2: Reconstruction of Indian Education System with Special Reference To

- National Policy of Education 1968 And 1986 - Their Implementation, Main Features, Importance and Impact
- Review Committee of NPE 1968 And 1986 - Action Plan 1992
- NCF 2005, NCFTE 2009

Unit 3: Reconstruction of Indian Education with Special Reference to National Policy of Education 2020

- School Education in NPE 2020 – Its Main Features, Impact and Importance
- Higher Education in NEP 2020 - Its Main Features, Impact and Importance
- Other Focus Area - Its Main Features, Impact and Importance

Unit 4: National Policy of Education 2020: Making It Happen

- Strengthening The System of Education
- Financial Affordable Quality Education

Mishra

- Implementation Of NEP 2020 In Different States and Central Universities with Special Reference to CSJM University, Kanpur

Suggested Readings

1. Education in India, Ramachandran P. And Ramkumar
2. Future Of Indian Education System, Dr. N. Jadhav
3. National Educational Policy 2020 – The Voice of Indian Youth
4. Issues In Indian Education, M. L. Dhawan
5. Development Of Education System in India, J. C. Agrawal
6. Report Of Education Commission, 1964 To 1966 By NCERT New Delhi
7. Report Of University Education Commission, 1948 – 1949 By Ministry of Education Government of India
8. Report Of Secondary Education Commission, 1952-53 By Ministry of Education & Social Welfare
9. Aims Of Education in India, B. P. Singh

B. P. Singh

Paper 2 (Elective)

Credit 5

(E011002T)

COMPARATIVE EDUCATION

UNIT 1:

- Nature, meaning and scope of comparative education
- Methods of comparative education: Juxtaposition, Area Study
- Intra and Inter Educational analysis

UNIT 2:

- Comparative education factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors. Cross disciplinary approach used in comparative education.

UNIT 3:

- A comparative study of the educational system of countries with special reference to:

Primary Education- UK, USA , India

Secondary Education- UK, USA, India

Higher Education- UK, USA, India

Teacher Education- UK, USA, India

Adult Education- UK, USA, India

UNIT 4:

- Various official organization of UNO and their role in educational development
- Recommendation of Delors Commission report

ND Singh

UNIT 5:

- Problems prevailing in developing countries with special reference to India, their causes and solutions through Education- Poverty, Unemployment, Population, Explosion, Terrorism, Illiteracy, Communalism, Political Unstability.

Suggested Readings

1. Bearday: Comparative Methods in Education
2. Hans: Comparative Education
3. Kandel: Studies In Comparative education
4. Sharma, R.A.- Comparative Education : Education System and problems of the world, R. Lall book depot, Meerut
5. Sodhi, TS(2007)- A textbook of Comparative Education, S. Chand Publication, New Delhi
6. पांडेय, के० पी० (1987)- तुलनात्मक शिक्षा , अमिताश प्रकाशन, भवानी नगर, मेरठ

NDish

Paper 2 (Elective)

"OR"

Credit 5

(E011003T)

PEACE EDUCATION

Unit 1: Peace Education- Concept and Scope

- Peace: Meaning, nature and its relevance relating to the present global scenario, Ideal vs Pragmatic definition of Peace.
- Different sources of peace: Philosophical. Religious Social Secular and Psychological
- Classification and analysis of peace:- Individual and social, Positive and negative. peace, concept, characteristics.
- Role of different organizations like UNESCO in Peace Education.
- Peace in the minds of men, culture of peace and non-violence, positive personality development.
- NCF 2005 recommendations on Peace Education : nurturing of knowledge, skills, attitude and values of a culture of peace for shaping Individuals.

Unit 2: Peace Education- Agencies and Methods

- Family and Home: first school of peace education
- Role of community, school, family and neighbours in peaceful values inculcation
- Importance of co-existence and harmonious living in pluralistic-multi cultural, religious and multi ethnic societies.
- Peace education -objectives, scope and its relevance: inculcating duty consciousness in individuals.
- Role of Peace educators as motivators, trainers and guides.
- Methods for peace education: introspection, imbibing values and application of principles in daily life.
- Ongoing researches in the field of peace education-present scenario and suggestions

ND Singh

Unit 3: Education for International Peace & Understanding

- Nationalism & Internationalism
- Needs for developing International Understanding & Peace.
- Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building.
- Barriers for developing International Understanding & Peace just warism and terrorism
- Recommendations of International Commission (Delor's Commission on International Understanding & Education for Peace.

Unit 4: Role of Educational Institutions in propagation of Peace Education

- Schools programmes: United Nations programmes of peace in minds of men, of peace and learning ways to peace.
- Application of conflict resolution on individuals, scenarios.
- Importance of Human rights as a duty
- Teaching about Human Rights.
- Teaching about other countries-History, Geography, Civics, Science & Literature.
- Co-curricular Activities- Drawing. Painting, Modelling. Handicrafts etc.
- Role of Teacher with respect to transaction of Peace Education

Suggested Readings

1. Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education University book House (P) Ltd. Chaura Rasta, Jaipur-302003

ND Singh

2. Chitkara, MG, (2009), "Education and Human values". A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
3. Delors J., Learning the Treasure within, UNESCO, 1997. Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors Constitutional Foundations of World Peace. Albany: State University of New York Press, 1993. Galtung. Johan. Peace by Peaceful Means: Peace and Conflict. Development and
4. Civilization. London: SAGE Publications, 1996.
5. Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace. Social and Environmental Justice. Toronto: Sumach Press, 2000.
6. Mishra, Lokanath (2009). Encyclo paedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
7. Mishna, Dr. Loknath, (2009), "Peace education frame work for teachers A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002
8. Sathya Sai International Center for Human Values, New Delhi, Education for HumanValues(2009).
9. Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary,(2010). Peace and
10. Human rights education, A.P.H Publishing Corporation, Anrari Road, Darya Ganj. New Delhi-110002 UNESCO: 1:earning the treasure within, Delors Commission Report.

Mishra

(E011004T)

Educational Technology and Management

UNIT I

- **Concept of Educational Technology**
- **Meaning, Nature, Scope and significance of ET.**
- **Components of ET : Software, Hardware.**
- **Educational technology and instructional technology.**

UNIT II

- **Communication and Instruction :**
- **Theory, concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.**
- **Designing Instructional system :**
- **Formulation of instructional objectives**
- **task analysis**
- **designing of Instructional strategies such as lecture, team teaching discussion, seminar and tutorials.**

UNIT III

- **Teaching levels, Strategies & Models :**
- **Memory, Understanding and Reflective levels of teaching.**
- **Teaching Strategies : Meaning, Nature, Functions and Types**
- **Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)**
- **Modification of teaching behaviour.**
- **Micro teaching, Flander's Interaction Analysis, Simulation.**

UNIT IV

- **Programmed Instruction (linear/branching model) - Origin and types - linear and branching.**
- **Development of the programmed instruction material**
- **teaching machines**
- **Computer, Assisted Instruction**

Mish

- **Research in Educational Technology**
- **Future priorities in Educational Technology.**

UNIT V

- **Educational Technolgy in formal, non formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.**
- **Emerging trends in Educational Technology, Videotape, Radio-vision, tele-conferencing, CCTV, CAL, INSAT - Problems of New Technolgies.**
- **Evaluation and Educational Technology.**
- **Resource Centres for Educational Technology. CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. - their activity for the improvement of teaching - learning.**

Suggested readings

1. Mukhopadhyay, M. :Educational Technology
2. Kulkarni, S. S. : Educational Technology
3. Mohanty, J. : Educational Technology
4. Sahoo, P. K. : Open Learning System
5. Sahoo, P. K. : Educational Technology in Distance Education
6. Sampat, K. et al. : Introduction to Educational Technology
7. Sharma, M. L. : System Approach – Its application in education
8. Sharma, R. A. : Educational Technology
9. Singh Madhurima, Educational Technology and Management, Alok prakashan, lucknow, Allahabad

MSingh

"OR"

Paper 3 (ELECTIVE)

Credit 5

(E011005T)

EDUCATION AND RURAL DEVELOPMENT

UNIT 1:

- Concept and nature of rural society in India
- Characteristics of rural society in India
- Importance of rural society in India

UNIT 2:

- Concept and scope of rural development
- The Agrarian historicity of Indian culture
- Causes of rural backwardness

UNIT 3:

- Need of rural development
- Policies for rural development
- Constraints of rural development

UNIT 4:

- Issues in rural development-
 - Electricity
 - Sanitation, clean water and food
 - Road
 - Health care
 - Education
 - Agricultural development
- Mahatma Gandhi's 'Basic Education System' and it's relevance for education in rural society
- Education with emphasis on Primary, Adult and Community Education

MBish

- Participatory rural development programme in India with special reference to rural youth

UNIT 5:

- Poverty and unemployment alleviation through Micro Finance and SHGs (Self Help Groups), Women empowerment through SHGs and MGNREGA

Suggested Readings

1. Singh, Katar- Rural Development- Principles Policies and Management, Sage Publications, New Delhi
2. Gautam, B.S.- Cooperatives and Rural Development in India, Radha Publication, 2007
3. Shreedhar G. and Rajashekhar- Rural Development in India, Concept Publishing Company
4. सिंह, हरे कृष्ण- ग्रामीण विकास और साक्षरता (2011), मनीष प्रकाशन, वाराणसी
5. पचौरी, गिरीश एवं अग्रवाल, प्रीति- कार्यशिक्षा, गांधीजी की नई तालीम एवं सामुदायिक सहभागिता, आर० लाल बुक डिपो, मेरठ

MB Singh

Paper 4 (ELECTIVE)

Credit 5

(E011006T)

INCLUSIVE EDUCATION

Unit 1: Introduction, Issues & perspectives of Inclusive Education

- Definition, concept and importance of inclusive education. • Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the context of Right to Education.
- NCF-2005 and adaptation of teaching learning material

Unit 2: Policy Perspective

- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children • SSA
- Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 & 12). The World Declaration on the Survival, Protection and Development of Children and
- the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). Educational provisions in Person with Disability Act.
 - Rehabilitation Council of India Act(1992).
- National Trust Act (1999).
- UN convention on the Rights of Persons With Disabilities. • Promoting Inclusion Preventing Exclusion

Mishra

- The National Trust for the Welfare of Persons with Autism. Cerebral Palsy. Mental
- Retardation and Multiple Disabilities Act 1999.

UNIT 3: Diversity in the classroom

- Diversity - Meaning and definition.
- Disability-Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities
- Guidelines for adaptation for teaching practicing science, mathematics, social studies. languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of contem, laboratory skills and play material

Unit 4: Teacher Preparation and Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.

Suggested Readings

1. समवेशी शिक्षा- गुरु शरण दास त्यागी, सक्सेना सविता, विनोद पुस्ताक मंदिर, आगरा
2. समावेशी शिक्षा- शर्मा सविता, विनोद पुस्ताक मंदिर, आगरा
3. समवेशी शिक्षा- सिंह विपिन कुमार / चौहान ज्योत्सना, अग्रवाल प्रकाशन, आगरा

NDish

“OR”

Paper 4 (ELECTIVE)

Credit 5

(E011007T)

CURRICULUM DEVELOPMENT AND TEST CONSTRUCTION

Unit 1: Concept of Curriculum

- Meaning, Concept, Theories, Procedures & Domains of Curriculum
- Foundation of Curriculum – Philosophical, Sociological, Psychological & Historical
- Types & Categories of Curriculum
- Curriculum Change: Determinance & Role of Teacher, Implications to Pedagogical Practices

Unit 2: Curriculum Planning & Design

- Objectives, Sources & Formations
- Curriculum Planning, Framework, Need & Relevance
- Approaches to Curriculum, Development: Lecture Centred, Subject Centred, Community Centred
- Principles of Curriculum Development

Unit 3: Curriculum Transaction

- Concept of Instructions, Instructional Design & Instructional Media
- Role of Communication in Effective Curriculum Transaction (Verbal & Non-Verbal)
- Factor Affecting Curriculum & Transaction
- Approaches for Curriculum Transactions: Collaborative Learning, Co-operative Learning & Team Teaching

Mish

Unit 4: Assessment & Evaluation

- Concept & Purpose – Types of Tests: Formative & Summative, Non-Reference & Criterion
- Construction of the Tests – Continuous & Comprehensive
- Types of Tests – Transparency & Objectivity in Evaluation
- Techniques of Curriculum Assessment: Grading, Computer Assisted, Self-Assessment, Content Analysis, Peer Assessment

Unit 5: Meaning, nature, significance and limitations of following reforms

- Grading, Marking and Credit System Semester System
- Question Bank
- Continuous Internal Assessment
- Moderation and revaluation
- Online Examination
- Researches in Measurement & Evaluation present status and future priorities.

Suggested Readings

1. The Child & The Curriculum, John Dewey
2. Curriculum Development, Theory and Practices, Kelley A. V.
3. Curriculum Development, Theory and Practices, N. Tabah
4. An Introduction to Curriculum Research & Development, Sterhouse L.
5. National Curriculum Framework for School Education, NCERT
6. Reflection of Curriculum, NCERT
7. Curriculum Development, J. C. Agrawal
8. Fundamentals of Curriculum, Walker D. F.

MBish

Research Project/Viva-Voce (E011008R)

Credit 8

1. Research Project: Field work, data collection analysis and Report writing submission

OR

2. Dissertation: final submission

OR

3. Internship: two weeks training in any organization , Certificate, attendance + written report of 15-20 pages on it

OR

4. Survey: School or Institute/Rural/Slum/ Old age home/ Library visit: Construction of tool collection of data, analysis + writing of reports, submission (Maximum 15-20 Pages On Content)

OR

5. Viva-voce

MD