



Department of Education
Faculty of Arts and Music

Dr. Shakuntala Misra National Rehabilitation University, Lucknow

Minutes of the Board of Studies

An online meeting (link: <https://meet.google.com/xgr-gwqr-act>) of the Board of Studies of the Department of Education, Faculty of Arts and Music, Dr. Shakuntala Misra National Rehabilitation University (DSMNRU), Lucknow was held on 08.08.2021 at 11 AM through Google meet. The agenda of the meeting was to discuss and approve the syllabus of the subject Education (as Major & Minor Electives and Skill Development Courses) developed on the basis of the Common Minimum Syllabus provided by the Department of Higher Education, Government of Uttar Pradesh for 3 Year Bachelor of Arts and as per the direction of the Government of Uttar Pradesh (Uchh Shiksha Anubhag-3, Sankhya-1567/Sattar-3-2021-16(26)/2011 TC, Lucknow, Dated: 13th July 2021) to implement the National Education Policy, 2020 from the academic session 2021-22 after getting approved from the statutory bodies of the University. Following members were present in the said meeting:

1. Professor (Dr.) Rajani Ranjan Singh (Chairperson/Convenor), Head, Department of Education, Faculty of Arts and Music (DSMNRU), Lucknow, U.P.
2. Professor (Dr.) Anil Kumar Shukla (External Subject Expert), Honourable Vice Chancellor, Khwaja Moiuiddin Chisti Language University, Lucknow, U.P.
3. Professor (Dr.) Dhananjay Yadav (External Subject Expert), Head, Department of Education, University of Allahabad (A Central University), Prayagraj, U.P.
4. Dr. Mrutyunjay Mishra (Special Invitee), Associate Professor, Department of Hearing Impairment, Faculty of Special Education, DSMNRU, Lucknow, U.P. (could not attend the meeting due to his personal reasons)
5. Mr. Sanjay Kumar (Special Invitee), Assistant Professor, Department of Intellectual Disability, Faculty of Special Education, DSMNRU, Lucknow, U.P.

The meeting held a detailed discussion on the syllabus of the subject Education (as Major & Minor Electives and Skill Development Courses) for 3 Year Bachelor of Arts Programme which was developed on the basis of the Common Minimum Syllabus provided by the Department of Higher Education, Government of Uttar Pradesh in which around 70 percent of the syllabi of different papers of the subject Education have been kept similar and around 30 percent has been changed keeping in mind the Vision and Mission and needs of the University. The said syllabus would be meant for the University Department and its affiliated colleges.

After a detailed and sincere discussion on different aspects of the syllabus, the following decisions were taken unanimously:

1. 3 Year Bachelor of Arts Programme is based on CBCS, Multiple Entry and Multiple Exit, Multidisciplinarity and Academic Bank of Credit as per the recommendations of NEP-2020.
2. The syllabi of the said papers of subject Education (as Major & Minor Electives and Skill Development Courses) for 3 Year Bachelor of Arts Programme which have been developed on the basis of the Common Minimum Syllabus provided by the Department of Higher Education.

Sanjay Kumar
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Department of Education
Faculty of Arts and Music


Dr. Shakuntala Misra National Rehabilitation University, Lucknow


Government of Uttar Pradesh in which around 70 percent of the syllabi of different papers of the subject Education has been kept similar and around 30 percent has been changed keeping in mind the Vision and Mission and needs of the University, were discussed and approved (Paper wise duly signed detailed syllabus is annexed as- Annexure I, II and III) and may be put to practice as and when decision is taken by the University in this regard.

3. All the terms and conditions for 3 Year Bachelor of Arts Programme would be based on the Undergraduates Ordinance and concerned Regulations of the University.
4. The pattern of examination and internal assessment/evaluation (CCE) for theory and practical papers and passing marks would be based on the Undergraduates Ordinance and the Examination Regulations of the University.
5. The terms and conditions for opting Minor Electives and Skill Development Courses of Education would be based on the Undergraduates Ordinance of the University and decision in regard to select the said papers would be of the competent authority of the University.
6. The codes and titles of the papers (Major and Minor Electives) have been kept same as per the Common Minimum Syllabus of Education provided by the Department of Higher Education, Government of Uttar Pradesh.
7. The codes and titles of the in-house developed Minor Electives and Skill Development Courses of Education would be finalized as per the decision of the University.
8. The options regarding Minor Electives and Skill Development Courses of Education would be available to the students as per the resources available at the Department and at the University as well.
9. The Head of the Department, Department of Education (DSMNRU) has been authorized by the members of the BoS to identify and submit the panel of examiners for examination and assessment related activities of the Department.
10. The students may opt MOOC/SWAYAM and other recognized online courses under CBCS as per the terms and conditions defined by the University.
11. The mode of curricular transactions would be as per the maxims of UDL and NEP 2020 to cater the diversified educational needs of the learners.
12. To enhance practical understanding of the Discipline, the learners have to pursue research projects and field engagements intensively.
13. The whole approved syllabus would be translated in Hindi language and to be converted in Braille script and in Audio Format keeping in mind the needs of diversified groups of learners.

The meeting ended with a vote of thanks to the chair.


(Sh. Sanjay Kumar)


(Dr. Mrutyunjay Mishra)


(Prof. Dhananjay Yadav)


(Prof. Anil Kumar Shukla)


(Prof. Rajani Ranjan Singh)



**Syllabus of
Education as a Major/Minor Subject
for Three Year Degree of
Bachelor of Arts**

**Under Choice Based Credit System
(National Education Policy, 2020)**

**Department of Education
(Faculty of Arts and Music)
Dr. Shakuntala Misra National Rehabilitation University, Lucknow**

Index:

- Annexure-I (Semester-wise Titles of the Papers in BA (Education) (as Major and Minor Electives)
- Annexure-II (Additional Minor Electives)
- Annexure-III (Skill Development Courses)

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(Sh. Shriyay Kumar)*

(Prof. R. Reddy)
(Prof. Anil)
(Prof. Shukla)
(Prof. Shanmugai Yadav)

Annexure-I

Semester-wise Titles of the Papers in BA (Education) (as Major and Minor Electives)

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1	I	E01010 1T	Conceptual Framework of Education	Theory	4
1	I	E01010 2P	Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	II	E01020 1T	Development and challenges of Indian Education System	Theory	4
1	II	E01020 2P	Prepare a profile of any School (Class 6 th - 12 th) - Government / aided / Private.	Practical	2
2	III	E01030 1T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E01030 2P	Practical: Review a book written by prominent educational thinkers included in the course II.	Practical	2
2	IV	E01040 1T	Psychological Perspectives of Education	Theory	4
2	IV	E01040 2P	Course Title: Practical: Case study of a Special Child	Practical	2
3	V	E01050 1T	Course Title: Educational Assessment	Theory	4

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3	V	E01050 2T	Course Title: Educational Statistics	Theory	4
3	V	E01050 3P	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	Practical	2
3	V	E010501R	Collection of Data related to Education (of any school/of any community or slum area, special school or Ashram Vidyalay regarding important educational parameters like access, enrolment, learning outcomes/achievement, gender ratio, drop-put, stagnation and quality) application of suitable statistical methods, analysis and interpretation of result. OR Visit to any type of University/ College: A. It's profile preparation. A. Report on its administrative structure. B. Report on its academic structure and process.	Project	3
3	VI	E01060 1T	Educational Administration and Management	Theory	4
3	VI	E01060 2T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E01060 3P	I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2

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	VI	E010601R	<p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>Visit any Composite Regional Centre or Special School. Interview its administrator and five beneficiaries and prepare a report mentioning all basic services being provided to the stakeholders.</p> <p>OR</p> <p>For understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child/ or a special needs child who is out of school</p>	Project	3
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Syllabus for BA (Education as a Major/Minor Subject)

- Subject prerequisites: Open to all.

Scope of the program: This program is meant for future educators and educational administrators as education is a process of acquisition of knowledge, values, culture and skills.

Program outcomes (POs): After completion of this program (After 3 years) Graduates will be able to:

- Correlate and apply Education with life situations;
- understand its interdisciplinary, multidisciplinary and trans-disciplinary nature;
- make conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation.

List of all papers in all six semesters of

B.A. (Education as a Major/Minor subject)

Year	Sem.	Course I (Theory)	Credits	Course II (Theory/Practical)	Credits	Course III (Theory/Practical)	Credits	Research Project	Credits	Total Credit
1	I	Conceptual Framework of Education	4	Practical	2	NIL	NIL	NIL	NIL	6


	II	Development and challenges of Indian Education System	4	Practical	2	NIL	NIL	NIL	NIL	6
2	III	Philosophical- Sociological- Political- Economic Perspectives of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
	IV	Psychological Perspectives of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
3	V	Educational Assessment	4	Educational Statistics	4	Practical	2	<p align="center">Project</p> <p>Collection of Data related to Education Collection of Data related to Education (of any school/of any community or slum area, special school or Ashram Vidyalay regarding important educational parameters like access, enrolment, learning outcomes/achievement, gender ratio, drop-put, stagnation and quality) application of suitable statistical methods, analysis and interpretation of result.</p> <p align="center">OR</p>	3	1 3

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								<p>Visit to any University/College:</p> <p>A. Report on its administrative structure.</p> <p>B. Report on its academic structure and process .</p>		
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								<p align="center">Project</p> <p>Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p align="center">OR</p> <p>For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/</p> <p>or a person who got married as a child.</p>	3	1 3
VI	Educational Administration and Management	4	Milestones and New Dimensions of Indian Education	4	Practical	2				

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BA 1st Year Education- CERTIFICATE COURSE IN BASICS OF EDUCATION

Program specific outcomes:

This course provides the basic ideas and concepts of education and nature of education. This course intends to clarify the educational aims and functions. This course will help students to understand constitutional values and provisions for Education. This paper will help in developing analytical and critical thinking based on the themes and issues of education.

This course will also attempt to build an understanding about the agencies and structure of Indian Education System, i.e. Pre Primary, Primary, Secondary and Higher level. Learners are introduced to various governing/regulatory systems of the Education System.

The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India. This paper introduces the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.

BA First Year (Semester I) Course I (Theory)

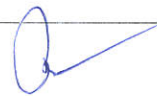
Program/Class: Certificate	Year: First	Semester: First
Subject: Education		
Course Code: E010101T	Course Title: Conceptual Framework of Education	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">● understand the place of Education as a distinct discipline and its relationship with other subjects;● understand the meaning, nature, scope and aims of education as a process;● explain the factors of education and their interrelationship;● become aware of different agencies of education that influence education;		

Sanjay Kumar

<ul style="list-style-type: none"> ● be acquainted with the Constitutional values and Educational provisions; 		
<ul style="list-style-type: none"> ● distinguish between different levels of the Education System; ● explain the present status of different levels of Education; ● identify the level of Education and concern governing/regulatory bodies. ● differentiate the needs and importance of different levels of Education. 		
Credits: 4 (90 Hrs.)	Core Compulsory	
Max. Marks: -100 (75+25)	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION: MEANING AND CONCEPT</u> <ul style="list-style-type: none"> ● Indian and Western Perspectives of Education ● Education as a process and product ● Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha. ● Concepts of Educations- Meaning: Nature. ● Vidya - Gyan –Teaching, Training vs. Education. ● Education as a discipline and its branches ● Education and its relationship with other subjects 	10

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II	<u>AIMS AND FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> • Aims of Education: Individualistic, Social, Democratic and Vocational. • Individual and Social Development. • Synthesis between Individual and Social Goals of Education • Transmission of Cultural Heritage. • Acquisition of Skills. • Acquisition and Generation of Human Values. • Education for Inclusion/Social Cohesion • Education for Leisure. • Education for National Integration. • Education for International Understanding. • Education for HRD. • Futuristic Education for Sustainable Development 	8
III	<u>AGENCIES AND MODES OF EDUCATION</u> <ul style="list-style-type: none"> • Role of Formal, Informal and Non –Formal Agencies of Education • Sources of Education viz. Nature, Family, Community, School and Nation • Horizons of Holistic Education • New Horizons in Education 	7
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> • Inculcation of Constitutional Values through Education. • Education as a Fundamental Right • Constitutional Provisions for Education. 	7
V	<u>PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary Education (Early Childhood Care and Education). • Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten. • Background and Present Scenario of Pre- primary Education in India. • NEP 2020 and Pre-primary Education. 	8





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VI	<p><u>PRIMARY AND SECONDARY EDUCATION</u></p> <ul style="list-style-type: none"> • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India. 	7
VII	<p><u>HIGHER EDUCATION</u></p> <ul style="list-style-type: none"> • Concept, Objective of Higher Education. • Need for Higher Education. • Types of Universities- Central, State, Private, Open. • Present Scenario of Higher Education in India. 	6
VIII	<p><u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u></p> <ul style="list-style-type: none"> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • RCI • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board. 	7





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Suggested Readings:

- तोमर एल आर , प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नई दिल्ली।
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avom-samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- टी रेमंट, शिक्षा सिद्धान्त, <https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभात कुमार, भारत का संविधान, प्रभात पेपर बैक्स,
- पी.वी.काणे,धर्म शास्त्र का इतिहास,उत्तर प्रदेश दिल्ली संस्थान, लखनऊ
- सलूजा, सी. के. शिक्षा एक विवेचन दिल्ली; रविबुक्स. (फुलबुक) 2004
- Aggarwal, J.C. *Theory and Principles of Education*, New Delhi, Vikas Publishing House.2010
- Banerjee, A. *Philosophy and principles of education*. Calcutta, Susoban Prakashan .1994
- Barrow, R., & Milburn, G. *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St.1986
- Bhatia & Bhatia. *Theory and principles of Education*. New Delhi, Doaba House.2011
- Cohen, B. *Educational Thought: An Introduction*. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi,1997.
- Dewey, J. *The school and society*. USA: The University of Chicago Press. 1915
- Dhankar, R. *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation.2010
- Ghosh S.C. *The History of Education in Modern India (1757-2007)* Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut,2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect,AIU, N, Delhi,1991
- Pandey R.S. *Principles of Education*, Agra, VinodPustakMandir.1992
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N,Delhi, 2014.
- Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depot.1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn.,1966
- Bhave, Vinoba, 'ShikshanVichar', Navjeevan Prakashan

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- Aud,L.K. ‘Shiksha ke Darshnik Prishthbhoomi’, Rajasthan Hindi Granth Akadmi
- Seetharamu, A. ‘Philosophics of Education Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar/ Presentation/Project

Course prerequisites: No specific requirement.

Suggested equivalent online courses: Courses on SWAYAM/ MOOCs: To be decided as per the request and interest of the students.

BA (First Year)

Semester: II

Course II

Course: II

Practical

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Education		
Course Code: E010102P	Course Title: Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop an stronger orientation towards research <input type="checkbox"/> conceptualize the basic elements of Indian Constitution 		

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Credits: 2		Core Compulsory
Max. Marks: -100		Min. Passing Marks:33
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	• Indian Constitution: Introduction, Preamble and Background.	5
II	• Constituent Assembly and Timeline of Formation of Indian Constitution.	5
III	• Important Articles of Indian Constitution and Its Major Amendments • Right to Education Act, 2009 • Universal Declaration of Human Rights (UNO)	20
Suggested Readings: https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text • प्रभात कुमार, भारत का संविधान, प्रभात पेपर बकस Basu, D.D. 'Constitution of India', Prentice Hall of India, New Delhi • Right to Education Act • UNO Charter and UDHR		
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Report presentation- 15 marks Viva- 10		

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BA 1st, Sem. II , Course I (Theory)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code:E010201T	Course Title: Development and challenges of Indian Education System	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">● Understand the development of Indian Education during different ages,● Analyze the trends of Education running in the different educational systems.● Narrate the major contributions of Indian Educational Heritage in the different fields of study.● Discuss the views of foreign travelers about Indian cultural and educational heritage.● Identify the problems of Indian education at different levels of education.● Assess the root cause of challenges faced by Indian education system.		
Credits: 4 (90 Hrs)	Core Compulsory	
Max. Marks: 75+25	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures


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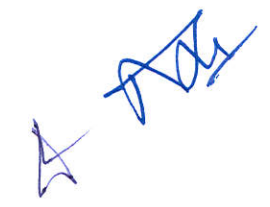
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I	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> • Educational heritage of Ancient India • Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. • Viewpoints of Travelers towards Ancient Indian System. • Major Centres of Education in Ancient India 	8
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> <ul style="list-style-type: none"> • Main Characteristics. • Aims of Education. • Merits and Demerits of Education System. • Contribution to Modern Indian Education. 	8
III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: <ul style="list-style-type: none"> • Charter act of 1813 to 1833 and Oriental Occidental Dispute. • MacAulay Minute Filtration Theory. • Wood Dispatch. • Hunter Commission. • Indian University Commission. • Gokhale Bill. • Sadler Commission. • Wardha Yojna. 	7




Start from

IV	<p><u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u></p> <ul style="list-style-type: none"> • Radha Krishnan Ayog Commission (1948). • Mudaliar Commission (1952). • Kothari Commission (1964). • National Policy of Education 1986 and 1992. • National Education Policy 2020. 	7
V	<p><u>PROBLEMS OF PREPRIMARY EDUCATION</u></p> <ul style="list-style-type: none"> • Unsatisfactory Conditions of Preprimary Schools. • Training of Preprimary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity. 	8
VI	<p><u>PROBLEMS OF ELEMENTARY AND SECONDARY EDUCATION</u></p>	8
	<ul style="list-style-type: none"> • Problems of Access and Equity. • Problems of Multilingualism, Child's Home Language and the Language of School-Classroom, Textbooks etc. • Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus. • Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF. • Problems due to Cyber World and Increasing Stress. 	

Sanjay Kumar

VII	<p><u>PROBLEMS OF HIGHER EDUCATION</u></p> <ul style="list-style-type: none"> • Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region. • Problem of over-emphasis on Examination System in India, Information Explosion and its Validation. • Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition. 	7
	VIII	<p><u>AFFECTING FACTORS OF INDIAN EDUCATION</u></p> <ul style="list-style-type: none"> • Urbanization. • Population Explosion. • Poverty. • Brain Drain





Sanjay Kumar

Suggested Readings:

- चौबे एस. पी, भारतीय शिक्षा का इतिहास
- जौहरी एवं पाठक, भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर आगरा
- अग्निहोत्री आर.; आधुनिक भारतीय शिक्षा समस्याएं और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी
- पांडेय आर. एस, शिक्षा की समसामयिक समस्याएं, विनोद पुस्तक मंदिर, आगरा

<https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>

- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore & Brothers. 1963
- Bakshi S.R. & Mahajan, L. *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.

- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post-Independence*, Delhi, Ajanta Publications. 1990

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods: Assignment / test / Quiz (MCQ) / Seminar/Presentation/Project

Suggested equivalent online courses: Courses on SWAYAM/ MOOCs: To be decided as per the request and interest of the students.

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BA 1st, Sem. II, Course II (Practical)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010202P	Course Title: Prepare a profile of any School (Class 6 th - 12 th) Government / aided / Private.	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">● Develop an stronger orientation towards research● Conceptualize the school profile preparation.		
Credits: 2		Core Compulsory
Max. Marks: -100		Min. Passing Marks:33
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	● School: need and importance.	5
II	● Types of school on account on administration.	5
III	● What is school profile (in terms of special and inclusive school) and how to create it? ●	20

Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Profile Report - 15 marks Viva- 10

BA 2nd Year Education- DIPLOMA COURSE IN PERSPECTIVES OF EDUCATION

Program specific outcomes: This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learners to Indian and Western philosophical perspectives of Education. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers. After completion of the programme the Graduate will be able to

- acquaint with the knowledge of Socio-Political-Economic perspectives of Education;
- familiarize with Social contexts, Social change and Social mobility;
- know about concepts of Educational psychology;
- analyze the process of development and learning in Human Beings;
- elaborate the approaches of learning and basics of human behavior;
- examine the causes of individual differences and individuals with special needs;
- know the importance of Mental health.

Syam Kumar

BA 2nd, Sem. III,

Course I (Theory)

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical- Sociological- Political-Economic Perspectives of Education	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">● define Education and Philosophy.● explain difference between Darshan and Philosophy.● identify significant features of the Indian and Western philosophies.● illustrate the relevance of the Indian and Western philosophical for modern educational system and society.● compare the Indian and Western Philosophical thoughts.● define pluralism and diversity in Indian society.● relate Education with Political and Economic issues.● distinguish between Fundamental Rights and duties.● value role of Education for Sustainable Development		
Credits: 4	Core Compulsory	

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Max. Marks: 100

Min. Passing Marks:33

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> • Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. • Branches of Philosophy and Education. 	8
II	<u>A BRIEF INTRODUCTION TO INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> • Shad-Darshan (Vedant). • Bhagavad Geeta. • EkamManavavad 	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> • Idealism. • Naturalism. • Pragmatism. • Realism • Existentialism 	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> • Mahatma Gandhi. • Swami Vivekanand. • Acharya Vinoba Bhave • Gijubhai Badheka • B.R.Ambedkar. • APJ Abdul Kalam • Rousseau. 	7

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	<ul style="list-style-type: none"> • Dewey. 	
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> • Purusarth-Chatushtay and Ashram pranali • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender. • Inclusion as a basic feature of Indian Society 	8
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> • School as Social Organization. • Social Change and Education. • Social Mobility and Education. 	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Fundamental Rights and Duties. • Directive Principles. 	7
VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Education as Development Indicator. • Education for Sustainable development • UN Millennium development goals Vs. Sustainable development goals. 	7





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Suggested Readings:

- कमर,के. शिक्षा और ज्ञान. दिल्ली,ग्रंथ शिल्पी. 2002
- सलूजासी .के, शिक्षा दर्शन, हिंदी माध्यम कार्यान्वयन निदेशालयन नई दिल्ली
- धकरं आर. शिक्षा और समाज.हरियाणा, आधर प्रकाशन.2006
- ओडएल.के,शिक्षा की दार्शनिक पृष्ठ भूमि , राजस्थान हिन्दी ग्रंथ अकादमिक,1994
- पांडेय के.पी,शिक्षा के दार्शनिक एवं सामाजिक आधार,वाराणसी विश्वविद्यालय प्रकाशन Archer, M.S. *Social Origins of Educational Systems*, New Delhi: Sage.1984
- Brubacher, John S. (ed) *.Modern Philosophy of Education*, New Jersey: Prentice Hall Inc., Englewood Cliffs.12 Hours.1962
- Cohen, B. *Educational Thought: An Introduction*. Macmillan, Britain.1969
- Dewey, J. *The School and Society*. Chicago, The University of Chicago Press. 1915
- Durkheim, E. *Education and Sociology*. New York: The Free Press.1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan.1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p.1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc.1963
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas*. New Delhi, SagePublications.1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications.1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage.1998
- Hiriyanna, M. 'Outlines of Indian Philosophy
- Datta and Chatterji, Indian Philosophy

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz(MCQ) / Seminar

Suggested equivalent online courses: Courses on SWAYAM/ MOOCs: To be decided as per the request and interest of the students.

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BA 2nd, Sem. III, Course II (Practical)

Program/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010302P	Course Title: Practical: Review a book written by prominent educational thinkers included in the course II.	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">• develop an stronger orientation towards research• understand the concept of Book review.		
Credits: 2	Core Compulsory	
Max. Marks: -100	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2		
Unit	Topics	No. of Lectures
I	• What is Book review?	2
II	• Introduction and the discussion of the books/articles written by M.K Gandhi, Swami Vivekanand, B.R Ambedkar, Gijubhai Badheka, MM Malviya, APJ Abdul Kalam, Vinoba Bhave and Sri Krishnamoorti	18
III	• Introduction and the discussion of the books/articles written by Rousseau, Paulo Freire Dewey, Jean Piaget, Vygotsky, Bruner and	10

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Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Review presentation-15 marks Viva- 10

BA 2nd, Sem. IV, Course I (Theory)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010401T	Course Title: Psychological Perspectives of Education	

Course Learning Outcomes

On completion of this course, learners will be able to:

- define Education and Psychology.
- relate Education and Psychology
- compare characteristics and needs of different stages of development.
- name different approaches of learning.
- distinguish between different psychological traits.
- identify Individual Differences.
- examine the importance Mental Health.
- illustrate Teaching Learning Process.

Credits: 4	Core Compulsory
Max. Marks:100	Min. Passing Marks:33

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Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> • Psychological perspectives of Education: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology. 	8
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> • Development/Meaning and Forms (Maturation, Growth, Learning, Evolution, Imprinting, and Development). • Principles of Growth and Development. • Stages of Development. • Forms of Development-Physical, Cognitive, Emotional, Social, Motor Development, and Language Development. 	8
III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> • Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Universal Design of Learning • Transfer of Learning and its classroom implications. 	7
	<ul style="list-style-type: none"> • Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory, Personal and Social Constructivism Theory and their Educational Implications. 	

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IV	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none"> • Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue 	7
V	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> • Meaning, Types and Causes of Individual Differences (Intra and Inter Individual Difference, Learner with Special Needs) • Individual Differences and Education. 	8
VI	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> • Learner with Special Needs-Divyangjan (Physical-Sensori-VI, HI, Speech and Language related disorders, Intellectual, Mental Behaviour, Multiple Disabilities). • Gifted Children. 	8
VII	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> • Concept and need of studying mental health. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process. 	7
VIII	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> • Concept of Teaching. • Relation between Learning and Teaching. • Continuum of teaching (Conditioning, Training, learning and Indoctrination) • Objectives of Education as Learning. • Role of Teacher in Teaching-Learning. 	7

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Suggested Readings:

- भटनागरएस, शिक्षा मनोविज्ञान,सूर्य पब्लिकेशन,1998
 - जाय सवाल एस.आर,भारतीय मनोविज्ञान और शिक्षा, आर्य बुक डीपो नई शिल्ली
 - त्रिपाठी शलिग्राम, शिक्षण व्यवहार, राधा पब्लिकेशन ,नई शिल्ली
 - गुप्ता एस.पी, शिक्षा मनोविज्ञान,शाखा प्रकाशन,मेरठ
 - युग किम्बल,शिक्षा मनोविज्ञान की आधारशिला, विनोद पुस्तक मंदिर,आगरा
-
- Aggarwal. J.C.(n.d.). *Essentials of Educational Psychology*: Vikas Publishing house
 - Bhatnagar Suresh (n.d.). *Advanced Educational Psychology*, Lal Book Depot, Meerut.
 - Bigge, Morris. L (1971). *Learning theories for teachers*. New York: Harper &Row.
-
- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas Publishing House.
 - Dash M. (1994). *Educational Psychology*. New Delhi, Deep& Deep Publications.
 - Dececco John, P. *The Psychology of Learning and Instruction*. New Delhi, Prentice Hall of India.1968
 - Hilgand, E.R. &Bower, S.H., (1975). *Theories of Learning*. Englewood Cliffs New Jersey: Prentice Hall.
 - Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co.Ltd.
 - Mathur, S.S. *Educational Psychology*. Agra, VinodPustakMandir.1986
 - Mazur, J.E. (1994). *Learning and behaviour*. Englewood Cliffs. New Jersey; Prentice Hall.
 - Rani, A. (2011). *Psychology of learning Behavior*. New Delhi, Centrum Press.

Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz(MCQ) / Seminar/Presentation/Fieldwork

Suggested equivalent online courses: Courses on SWAYAM / MOOCs

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BA 2nd, Sem. IV, Course II (Practical)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Practical: Case study of a Child with Special Needs	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">● develop an stronger orientation towards research● identify the different special children.● prepare a case study.		
Credits: 2	Core Compulsory	
Max. Marks: -100	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none">● What is case study? And its steps.● Importance of case study in studying children with special needs	5
II	<ul style="list-style-type: none">● Children with Special Needs: Types and characteristics as per Rights of Persons with Disabilities and other socio-economic disadvantaged (SEDGs) groups mentioned in National Education Policy, 2020.● Needs Assessment of Children with Special Needs	25

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Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10

Suggested Readings:

- मंगलएस. के, शिक्षा मनोविज्ञान एवं सांख्यिकी, विनोद पुस्तक मंदिर, आगरा
- कपिलएच. के, अनुसंधान विधियां, भार्गव प्रिंटेर्स, आगरा
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep& Deep Publications.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co.Ltd.

BA 3rd Year Education- BACHELOR OF ARTS DEGREE IN EDUCATION

Program specific outcomes-

This course compiles the assessment and evaluation techniques used in Education. It acquaints the student with measurement tools of different psychological traits that are essential for teaching and learning. After completion of this program the Graduates will be able to:

- understand concepts and needs of statistics in education
- analyse the importance of statistics in relation to continuous and comprehensive evaluation techniques in classroom.
- gain knowledge of Educational Administration and Management.
- develop an insight about the organizational and Administrative structure of Education.
- explain major landmarks in the journey of Indian Education.
- discuss the evolving modern tendencies that are creating paradigm shift in our Education System.

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BA 3rd, Sem. V, Course I (Theory)


Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T	Course Title: Educational Assessment	
Course Learning Outcomes:		

On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> ● define assessment measurement and evaluation. ● enumerate and illustrate Characteristics of a good test. ● classify different psychological tests. ● test Intelligence/Personality/Aptitude of a subject. 		
Credits: 4	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> <ul style="list-style-type: none"> ● Assessment, Measurement, Evaluation: Concept, Features and Difference. ● Assessment of Learning, Assessment for Learning, Assessment as Learning ● Equity, Equality and Fairness in Assessment and Evaluation ● Physical vs Psychological Measurements. ● Errors of Mesurement 	8

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	<ul style="list-style-type: none"> • Continuous and Comprehensive Evaluation: Meaning, Aims and Aspects. • Inclusive Evaluation 	
II	<u>NORMS</u> <ul style="list-style-type: none"> • Norms: Meaning and Significance • Types (Age, Grade, Percentile and Standard Score Norms) • Marks vs Grades • Credit System • Choice Based Credit System 	7
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> • Meaning, Aims and Types. • Teacher made and Standardized Test • Subjective Vs. Objective tests. • Characteristics of a Good test (Validity, Reliability, Objectivity, Norms and others). 	8
IV	<u>INTELLIGENCE</u> <ul style="list-style-type: none"> • Concept of Intelligence and Types • Concept of Emotional Intelligence. • Concept of Spiritual Intelligence. 	7





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V	<p>MEASUREMENT OF INTELLIGENCE</p> <ul style="list-style-type: none"> • Verbal, Non-Verbal test • Individual Tests and Group test • Culture fair and Culture free test 	8
VI	<p><u>PERSONALITY</u></p> <ul style="list-style-type: none"> • What is Personality? • Types of Personality. • Theories of Personality (Psychoanalytic, Psychosocial, Trait and Humanistic Approaches). 	7
VII	<p>ASSESSMENT OF PERSONALITY</p> <ul style="list-style-type: none"> •Personality Inventories •Projective Techniques. 	8
VIII	<p><u>APTITUDE</u></p> <ul style="list-style-type: none"> • What is Aptitude? • Comparison among Ability, Achievement and Aptitude • Types of Aptitude. • Characteristics of Aptitude. • Measurement of Aptitude. 	7

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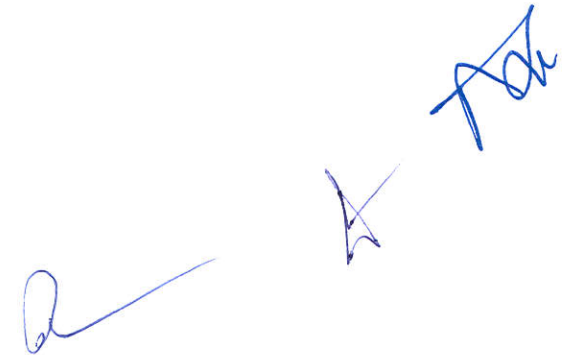
Suggested Readings:

- गप्ता एस.पी, शैक्षिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन,आगरा
- नन्द पचौरी एवं शर्मा, शिक्षा मनोविज्ञान एवं मापन , संजय पब्लिकेशन्स ,आगरा
- भटनागर एस,शिक्षा मनोविज्ञान,सूर्य पब्लिकेशन्स, 1998
- सिंहए. के, शिक्षा मनोविज्ञान, भारती भवन, पटना
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT1990*
- *Norris, N. Understanding Educational Evaluation, Kogan Page Ltd.1990*
- *Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychology and Education. New York, Johan Wiley and Sons Inc.1969*
- *Secolsky, C. Handbook on Measurement and Evaluation in Higher Education. U.K. Routledge. 2011*
- *Sindhi, K ~ New approaches to measurement and evaluation, New Delhi, Sterling Publication.2007*
- *Singh, H.S. Modern educational testing. New Delhi: Sterling Publication.1974*

Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz(MCQ) / Seminar/Presentation/fieldwork

Suggested equivalent online courses:

Courses on SWAYAM / MOOCs To be decided as per the request and interest of the students.



BA 3rd, Sem. V, Course II (Theory)

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code:E010502T	Course Title: Educational Statistics	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">• define Statistical terms.• prepare graphical charts.• interpret the results various operations of statistics.• survey and collect data.• analyze the data with suitable Statistical methods.		
Credits: 4	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

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Unit	Topics	No. of Lectures
I	INTRODUCTION TO STATISTICS <ul style="list-style-type: none"> • History of Statistics • Definition and Need of Statistics. • Types of Statistics (Descriptive and Inferential) • Symbols in Statistics 	7
II	PRESENTATION AND ORGANIZATION OF DATA <ul style="list-style-type: none"> • Types of Data (Continuous, Discrete, Quantitative, Qualitative, Nominal, Ordinal, Interval and Ratio) • Organization of data: <ul style="list-style-type: none"> ○ Simple array ○ Frequency array ○ Frequency Distribution ○ Class Interval: <ul style="list-style-type: none"> ○ Inclusive ○ Exclusive 	7
III	GRAPHICAL REPRESENTATION OF DATA <ul style="list-style-type: none"> • Bar diagram • Histogram • Pie chart 	8
IV	<u>MEASURES OF CENTRAL TENDENCY</u> <ul style="list-style-type: none"> • Definition, Uses, Computation of: Mean, Median, Mode 	8

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V	MEASURES OF RELATIVE POSITION <ul style="list-style-type: none"> • Concept of Relative Position • Percentile Rank • Percentile 	5
VI	MEASURES OF VARIABILITY <ul style="list-style-type: none"> • Definition, Uses, Computation: Range, Quartile Deviation, Mean Deviation, and Standard Deviation. 	8
VII	UNIT IV: CORRELATION <ul style="list-style-type: none"> • Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method. 	12
VIII	NORMAL PROBABILITY CURVE <ul style="list-style-type: none"> • Concept and Characteristics. • Applications of NPC 	5

Suggested Readings:

- अस्थाना विपन, शैक्षिक अनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन्स, 2011.
- कपिल एच.के., अनुसंधान विधियां, भार्गव प्रिंटर्स, आगरा
- पांडेय के.पी. शैक्षिक अनुसंधान, वाराणसी विश्वविद्यालय प्रकाशन।
- Agresti & Finlay, *Statistical Methods for the Social Sciences*. New Jersey, Prentice Hall. 2010
- Garret H.E., *Psychological Tests, Methods, and Results* Nabu Press, 2011.
- Garret H.E., *Statistics in Psychology and Education*, Paragon International Publishers, 2005 (Hindi & English)
- Ott and Longnecker. *Statistical methods and data analysis*. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH & Co. 2012
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon. 1988

Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz (MCQ) / Seminar

Suggested equivalent online courses: Courses on SWAYAM / MOOCs: Courses on SWAYAM / MOOCs To be decided as per the request and interest of the students.

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BA 3rd, Sem. V,
Course III (Practical)

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title: Practical: Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Develop an stronger orientation towards research • Understand and Administer different Psychological Tests 		
Credits: 2	Core Compulsory	
Max. Marks: -100	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	• Psychological Test: Types and Utility for Guidance and Counselling	5
III	• How to administer and Interpret score of Achievement/Intelligence/Personality/Aptitude/ Text	25

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Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva- 10

Suggested Readings:

- गुप्ता एस. पी. शैक्षिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन आगरा
- नन्द पचौरी एवं शर्मा, शिक्षा मनोविज्ञान एवं मापन, संजय पब्लिकेशन्स ,आगरा
- भटनागर एस, शिक्षा मनोविज्ञान,सूर्य पब्लिकेशन्स,1998
- सिंह ए.के, शिक्षा मनोविज्ञान, भारती भवन,पटना
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT1990*

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BA 3rd, Sem. V, Project

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title: Research Project	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">• Develop an stronger orientation towards research• Understand basics of research• Develop attitude towards research• Collect and analyse data		
Credits: 3	Core Compulsory	
Max. Marks: - 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		

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Unit	Topics	No. of Lectures
I	<p>Collection of Data related to Education(of any school/of any community or slum area, special school or Ashram Vidyalay regarding important educational parameters like access, enrolment, learning outcomes/achievement, gender ratio, drop-put, stagnation and quality) application of suitable statistical methods, analysis and interpretation of result.</p> <p>OR</p> <p>Visit to any type of University/ College: A. It's profile preparation.</p> <p>C. Report on its administrative structure.</p> <p>D. Report on its academic structure and process</p>	45
<p>Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● गप्तु एस.पी,शैक्षिक मापन मूल्यांकन, शारदा पुस्तक भवन, आगरा 		

S. S. K.

- नन्द पचौरी एवं शर्मा, शिक्षा मनोविज्ञान एवं मापन, संजय पब्लिकेशन्स, आगरा
- पाण्डेयके. पी शैक्षिक अनुसंधान, विश्वविद्यालय प्रशासन वाराणसी
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT1990*


BA3rd, Sem. VI, Course I (Theory)

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code:E010601T	Course Title: Educational Administration and Management	
Course Learning Outcomes:		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> ● describe different Educational Organizations. ● compare Administration, Management and Supervision. ● differentiate between inspection and supervision. 		
Credits: 4	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures

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I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> • Meaning and Types. • Characteristics of Educational Organizations. 	8
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • Meaning, Concept and Types of Educational Administration. • Administration vs Management. • Principles of Educational Administration. • Administrative Skills. 	8
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> • Classical School • New Classical School • New Management • Participation of stakeholders in Educational Management 	7
IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • POSDCORB • Total Quality Management in Educational Institution 	7




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Sravya Kuman

V	<p>LEADERSHIP</p> <ul style="list-style-type: none"> • Meaning, Nature of Leadership. • Styles of Leadership. • Centralization vs Decentralization • Decision Making. 	8
VI	<p>EDUCATIONAL PLANNING</p> <ul style="list-style-type: none"> • Meaning and Nature of Educational Planning. • Approaches of Educational Planning. • Applications of SWOC Analysis at Various levels of Education • Role of NUEPA, UGC-NAAC, IQAC, SIEMAT in Educational Planning, Management and Administration 	8
VII	<p>EDUCATIONAL FINANCE</p> <ul style="list-style-type: none"> • Need and Significance. • Sources of Finance. 	6

S. S. Kumar

VIII	<p>EDUCATIONAL SUPERVISION</p> <ul style="list-style-type: none"> • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision. 	8
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • भटनागर आर. पी, शैक्षिक प्रशासन, आर लाल बुक डीपोट, 2015 • ओडएल. के शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर • वर्मा एल. एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर. • Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.). • Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 • Kudesia, U. Chandra(n.d.) Education Administration Management(n.p.). • Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot. 		
<ul style="list-style-type: none"> • Sukhiya ,S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication. • http://mlrd.gov.in/school-education • http://mlid.gov.in/schemes-1 		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar/Presentation/Fieldwork</p>		
<p>Suggested equivalent online courses: Courses on SWAYAM / MOOCs : To be decided as per the request and interest of the students.</p>		

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BA 3rd, Sem. VI, Course II (Theory)

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code:E010602T	Course Title: Milestones and New Dimensions of Indian Education	
<p>Course Learning Outcomes:</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● List and differentiate the different education programs and schemes. ● Use MOOCs and SWAYAM. ● Collect and use material from OERs. ● Review e-journals and e-Magazines. 		
Credits: 4	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures

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IV	INITIATIVES AND INNOVATIONS	7
	<ul style="list-style-type: none"> • EDUSAT, EDUCOM, MOOCS, SWAYAM. • OERs. • SWAYAM PRABHA DTH CHANNELS • e-journals and e-Magazines. • NAD, NIRF, e-Pathshala. • Academic Bank of Credit, PARAKH, DIKSHA 	
V	SOCIETAL TRENDS AND EDUCATION	8
	<ul style="list-style-type: none"> • Inclusion-. • Human Rights. • Sustainable Development • Value and Moral. • Women Empowerment 	
VI	CULTURAL TRENDS AND EDUCATION	8
	<ul style="list-style-type: none"> • Social Media. • Demographic changes. •Globalization • Peace. 	
VII	ENVIRONMENT: CONCEPT AND CONCERNS	7
	<ul style="list-style-type: none"> • Environment and Ecosystems. •Environmental Pollution. • Ozone layer depletion. • Green house effect. • Global Warming. 	

Sanjay Kumar







VIII	<p style="text-align: center;">ENVIRONMENT AND EDUCATION</p> <ul style="list-style-type: none"> • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. • Conservation of Natural Resources and Utilization of Non-Conventional Resources. 	8
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • यादव एस. आरदूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, ,2001 • शर्मा जी. आर शिक्षण तकनीकी स्वरूपएंडसन्स,न्यू दिल्ली 1992 • भादू आर. आर. साक्षरता शिक्षा, एवं नवाचार, हंसा प्रकाशन, जयपुर • सक्सेना आर.आर, नवाचारी शिक्षण पद्धतियां,राजस्थान हिन्दी ग्रंथ अकादमी • <i>Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996</i> • <i>Aggarwal J.C. Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995</i> • <i>Kumar, K.L. Educational Technology, New Delhi, New Age International(P) Ltd. Publishers. 2000</i> • <i>Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007</i> • <i>Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989</i> • <i>Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001</i> • <i>Sampath, K. et. Al. Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998</i> • <i>Sharma, B. L., & Maheswari, B. K. Education for environmental and human value. Meerut, R.Lall Books Depot. 2008</i> • <i>Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing 2009</i> • <i>Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell. 1990</i> 		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar/Presentation/Fieldwork</p>		

Suggested equivalent online courses: Courses on SWAYAM / MOOCs: To be decided as per the request and interest of the students.

BA 3rd , Sem. VI, Course III (Practical)

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010603P	Course Title: Practical- I Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural- Environmental Issue.	
Course Learning Outcomes: On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> ● develop a stronger orientation towards research. ● understand and conceptualize ICDS and Anganwadi. ● understand current issues and write an article. 		
Credits: 2	Core Compulsory	
Max. Marks: -100	Min. Passing Marks:33	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	●ICDS (Integrated Child Development Services): Introduction	5
II	●Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
III	●How to write an article and research paper: steps and ethics.	5

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IV	• Sources of literature and their usage.	10
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10		

BA 3rd, Sem. VI (Project)

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601R	Course Title: Research Project	
Course Learning Outcomes:		
On completion of this course, learners will be able to		
<ul style="list-style-type: none"> • develop an stronger orientation towards research • understand basic methods of research and different research tools 		
Credits: 3	Core Compulsory	
Max. Marks: - 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures

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<p>I</p>	<p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR Visit any Composite Regional Centre or Special School. Interview its administrator and five beneficiaries and prepare a report mentioning all basic services being provided to the stakeholders.</p> <p>OR</p> <p>For understanding Social disadvantages, Interview a working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child/ or a special needs child who is out of school.</p>	<p>45</p>
<p>Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● भटनागर, शैक्षिक अनुसंधान की कार्य प्रणाली, आर. लाल बुक डिपो, मेरठ ● गुप्ता एस पी. शोध संदर्शिका, शारदा पुस्तक भवन, आगरा ● नन्द पचौरी एवं शर्मा, शिक्षक मनोविज्ञान एवं मापन, संजय पब्लिकेशन्स, आगरा ● पाण्डेयके पी. शैक्षिक अनुसंधान विश्वविद्यालय, प्रशासन, वाराणसी ● <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976</i> ● <i>NCERT Curriculum and Evaluation, New Delhi, NCERT1990</i> 		

Srikanth Kumar

