



Bachelor of Arts (B.A.) in Education

As per NEP 2020 CBCS Programme

Syllabus

From July 2025 and onwards

Maa Pateswari University ,Balrampur
(U.P.) -271201

Dr.Dinesh Kumar Maurya
Convener, Board of Studies
Maa Pateswari University, Balrampur

B.A. Education Subject syllabus

w.e.f. session 2025-26 and onwards

| Year | Sem | Course Code | Paper title | Credits | T/P |
|------|-----|-------------|---|---------|----------------|
| 1 | I | E030101T | Conceptual Framework of Education (Major, Minor) | 4 | T |
| 1 | I | E030102P | 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. (Major,Minor) | 2 | P |
| 1 | II | E030201T | Development and challenges of Indian Education System | 4 | T |
| 1 | II | E030202P | Practical: Prepare a profile of any school (6 th to 12 th)- Government /aided/private school | 2 | P |
| 2 | III | E030301T | Philosophical-Sociological-Political –Economic Perspectives of Education (Major, Minor) | 4 | T |
| 2 | III | E030302P | Practical: Review a book written by prominent educational thinkers included in the course II (Major, Minor) | 2 | P |
| 2 | IV | E030401T | Psychological Perspectives of Education | 4 | T |
| 2 | IV | E030402P | Practical: Case study of a Special Child | 2 | P |
| 3 | V | E030501T | Paper 1 - Educational Assessment | 4 | T |
| 3 | V | E030502T | Paper 2 - Educational Statistics | 4 | T |
| 3 | V | E030503P | Practical: Administration and interpretation of score of a psychological test-Achievement /Intelligence/Personality/Aptitude | 2 | P |
| 3 | V | E030501R | Project- Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR Visit to any type of University A. Its profile preparation. B. Report on its administration structure. | 3 | Project |

| | | | | | |
|---|----|----------|--|---|---------|
| 3 | VI | E030601T | Educational Administration and Management | 4 | T |
| 3 | VI | E030602T | Millstones and New Dimensions of Indian Education | 4 | T |
| 3 | VI | E030603P | Practical: I. Visit to an Anganwadi center and report Preparation. II. Write and submit an article on any trending Socio-Cultural Environmental issues. | 2 | P |
| 3 | VI | E030601R | Project- Visit any distance Education center. Interview its administrator and five students .Compare the Distance Education and Regular Education and prepare report. OR For Understating 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. | 3 | Project |

Syllabus developed by:-

| Sr.No | Name | Designation | Dept. | College /University |
|-------|------------------|---|-----------|--|
| 1. | Dr.D.K. Maurya | Associate Professor (Convener of BOS) | Education | M.L.K. P.G. College Balrampur (U.P.) |
| 2. | Dr.O. P. Yadav | Assistant Professor (Member of BOS) | Education | S.L.B.S. Degree College Gonda (U.P.) |
| 3. | Dr.Daya Kumari | Assistant Professor (Member of BOS) | Education | Mahila P.G. College ,Bahraich (U.P.) |
| 4. | Prof.Uday Singh | Professor (Expert) | Education | Deen Dayal Upadhyaya Gorakhpur University , Gorakhpur (U.P.) |
| 5. | Prof. D.K. Gupta | Professor (Expert) | Education | Hiralal Ramniwas P.G. College , Khalilabad (U.P.) |

*Above respected members were present during online meeting of the syllabus.

Syllabus for BA (Education)

● Subject prerequisites: To study this subject, a student must have had the subject(s) ... in class/12th - Open to all.

Program outcomes (POs) (After 3 years)-

This course is meant for future educators and educational administrators. Education is a process of acquisition of knowledge, values, culture and skills. After completion of the program, Graduates will be able to correlate and apply Education with life situations. They will be able to understand its interdisciplinary nature. Program will be helpful in 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.

| Year | Sem. | Course(I(Theor y)) | Credits | CourseII (Theory/Practical) | Credits | CourseIII (Theory/Practical) | Credits | ResearchProject | Credits | TotalCredit |
|------|------|---|---------|---|---------|---------------------------------|---------|--|---------|-------------|
| 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 | <u>Project</u> Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR Visit to any type of University: A. It's profile preparation. B. Report on its administrative structure. | 3 | 13 |
| | VI | Educational Administration and Management | 4 | Milestones and New Dimensions of Indian Education | 4 | Practical | 2 | <u>Project</u> Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR 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. | 3 | 13 |

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, ie. 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 1st , Sem. 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"> ● To understand the meaning, nature, scope and aims of education. ● To explain the factors of education and their interrelationship. ● To become aware of different agencies of education that influence education. ● To 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 | | Core Compulsory |
| Max. Marks: - | | Min. Passing Marks: |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | |
| Unit | Topics | No. of Lectures |
| I | <u>EDUCATION: CONCEPT AND AIMS</u> | 10 |
| | <ul style="list-style-type: none"> ● Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha. ● Concepts of Educations- Meaning: Nature. ● Vidya - Gyan –Teaching, Training vs. Education. ● Factors of Education. ● Agencies Of Education, Formal, Informal, Non – Formal. ● Aims of Education: Individualistic, Social, Democratic and Vocational. | |

| | | |
|------|---|---|
| II | <u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition of Skills. | 8 |
| | <ul style="list-style-type: none"> • Acquisition and Generation of Human Values. • Social Cohesion. • Education for Leisure. • Education for National Integration. • Education for International Understanding. • Education for HRD. | |
| III | <u>INDIAN KNOWLEDGE SYSTEM</u> <ul style="list-style-type: none"> • Indian knowledge tradition: concept and form. • Need for Indian knowledge tradition in the present context. • Historical nature of Indian knowledge tradition. • Major dimensions of Indian knowledge tradition. • Education system, teaching methods of ancient India • Educational institutions of ancient India. • Role of ancient education system in personality development. | 7 |
| IV | <u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education. | 7 |
| V | <u>PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary 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 |
| VI | <u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India. | 7 |
| VII | <u>HIGHER EDUCATION</u> <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 | <u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> <ul style="list-style-type: none"> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board. | 7 |



Suggested Readings:

- तोमर एल आर.; प्राचीन भारतीय शिक्षा पद्धत, सुरुशच प्रकाशिन नई शिल्ली
 - <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. रेमटं, शिक्षा शसद्धांत, <https://archive.org/details/in.ernet.dli.2015.482904>
 - प्रभात कुमार, भारत का संशोधन, प्रभात पेपरबैक्स,
 - पी.ी. काणे, धर्मशास्त्र का इतिहास, उत्तर प्रिं शिल्ली संस्थान, लखनऊ
 - सलूजा, सी.के. शिक्षा एक शिंेचन शिल्ली; रशि बुक्स. (फुल बुक) 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*, Vinod Pustak Mandir. 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

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

Course prerequisites: To study this course, a student must have had the subject in class/12th/ certificate/diploma.

Suggested equivalent online courses: Courses on Swayam / MOOCS

**BA 1st , Sem. I ,
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. | |
| 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 basic elements of Indian Constitution | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: - | Min. Passing Marks: | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w | | |
| Unit | Topics | No. of Lectures |
| I | • Indian Constitution: Introduction and Background. | 5 |
| II | • Constituent Assembly and Timeline of Formation of Indian Constitution. | 5 |
| III | • Important Articles of Indian Constitution | 20 |
| Suggested Readings: https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text प्रभात कुमार, भारत का संविधान, प्रभात पेपरबैक्स | | |
| Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Report presentation- 15 marks Viva- 10 | | |



**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 | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <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 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | |
| Unit | Topics | No. of Lectures |
| I | <u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> ● 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. | 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 |
| IV | <u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> ● Radha Krishna Ayog Commission. ● Mudaliar Commission. ● Kothari Commission. ● National Policy of Education 1986 and 1992. ● National Education Policy 2020. | 7 |
| V | <u>PROBLEMS OF PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> ● Unsatisfactory Conditions of Preprimary Schools. ● Training of Preprimary Teachers. | 8 |

| | | |
|------|--|---|
| | <ul style="list-style-type: none"> • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity. | |
| VI | <u>PROBLEMS OF ELEMENTARY AND SECONDRY EDUCATION</u> <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. | 8 |
| VII | <u>PROBLEMS OF HIGHER EDUCATION</u> <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 | <u>AFFECTING FACTORS OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> • Urbanization. • Population Explosion. • Poverty. • Brain Drain | 7 |

Suggested Readings:

- चौबे एस.पी, भारतीय शिक्षा का इशतहास
- जौहरी एि पाठक, भारतीय शिक्षा का इशतहास, शिनोि पुस्तक मंशिर आगरा
- अशननहोत्री आर.; आधुशनक भारतीय शिक्षा: समस्याएं और समाधान, राजस्थान शहन्िी ग्रंथ अकािमी
- पांडेय आर.एस, शिक्षा की समसामशयक समस्याएं, शिनोि पुस्तक मंशिर, 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, Bristish 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

Suggested equivalent online courses: Courses on Swayam / MOOCs

**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. | |
| <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 ● Conceptualize the school profile preparation. | | |
| Credits: 2 | | Core Compulsory |
| Max. Marks: - | | Min. Passing Marks: |
| 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 and how to create it? | 20 |
| <p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Profile Report - 15 marks Viva- 10</p> | | |



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.

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility. This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

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 |
| Max. Marks: NA | | Min. Passing Marks: |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | |
| Unit | Topics | No. of Lectures |
| I | <u>EUDCATION 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 ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> ● Vedant. ● Charbagh ● Bhagavad Geeta. | 8 |
| III | <u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> ● Idealism. ● Naturalism. ● Pragmatism. | 7 |

| | | |
|------|---|---|
| IV | <u>SOME PROMINENT EDUCATIONAL THINKERS</u> ● <ul style="list-style-type: none"> ● Mahatma Gandhi. ● Swami Vivekanand. ● BR. Ambedkar. ● Savitribai Fule ● Rousseau. ● Dewey. | 7 |
| V | <u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> ● Pluralism and Diversity in Indian Society. ● Social Stratification of Indian Society: Caste, Class, Gender. | 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 |

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान. शिल्ली, ग्रंथ शिल्पी. 2002
- सलूजा सी.के, शिक्षा ििमन, शहंी माध्यम कायामन्ियन शनििलय नई शिल्ली
- धर्कर आर. शिक्षा और समाज. हररयाणा, आधर प्रकािन. 2006
- ओड एल.के, शिक्षा की ििमशनक पृष्ठभूशम, राजस्थान शहनंी ग्रंथ अकािमी, 1994
- पांडेय के.पी, शिक्षा के ििमशनक ऐ सामाशजक आधार, िाराणसी शिक्षाशिल्यालय प्रकािन
- 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, Sage Publications. 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

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

**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: - | | Min. Passing Marks: | |
| 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 written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar. | | 18 |
| III | ● Introduction and the discussion of the books written by Rousseou and Dewey. | | 10 |
| 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. <ul style="list-style-type: none"> ● 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: NA | | Min. Passing Marks: | |
| 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"> ● Psychology: Concepts and Scopes. | | 8 |

| | | |
|------|---|---|
| | <ul style="list-style-type: none"> • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology. | |
| II | <u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> • Development/Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, Emotional, Social, Motor Development, 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. • 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 and their Educational Implications. | |
| 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. • Individual Differences and Education. | 8 |
| VI | <u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> • Mentally Retarded. • Gifted Children. • Divyang (Handicapped). | 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. • Conditioning vs Teaching. • The Objectives of Education is Learning. • Role of Teacher in Teaching- Learning. | 7 |

Suggested Readings:

- भटनागर एस, शिक्षा मनोशिक्षान, सूत्र पशललकेिन, 1998
- जायसाल एस.आर, भारतीय मनोशिक्षान और शिक्षा , अम्र बुक डीपो नई शिल्ली
- शत्रपाठी िशलग्राम, शिक्षण व्यक्धार, राधा पशललकेिन, नई शिल्ली
- गुप्ता एस.पी, शिक्षा मनोशिक्षान, िखा प्रकािन, मेरठ
- युग शकम्बल, शिक्षा मनोशिक्षान की आधार शिला, शिनोि पुस्तक मंशिर, 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, Vinod Pustak Mandir. 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

Suggested equivalent online courses: Courses on Swayam / MOOCs

**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 Special Child | |
| <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 ● Identify the different special children. ● Prepare a case study. | | |
| Credits: 2 | | Core Compulsory |
| Max. Marks: - | | Min. Passing Marks: |
| Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w | | |
| Unit | Topics | No. of Lectures |
| I | ● What is case study? And its steps. | 5 |
| II | ● Special children: Types and characteristics. | 25 |
| <p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10</p> | | |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ● मंगल एस.के, शिक्षा मनोविज्ञान एि सांशययकी, शिनोि पुस्तक मंशिर, आगरा ● कशपल एच.के, अनुसंधान शिशधयां, भागमि शप्रंटसम, आगरा ● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep & Deep Publications. ● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd. | | |

BA 3rd Year Education- BACHLOR 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. This course enables the students to understand concepts and needs of statistics in education, it analyses the statistics of Continues and comprehensive evaluation techniques in classroom.

This course consists of the knowledge of Educational Administration and Management in student. It will develop an insight about the organizational and Administrative structure of Education. This course explains major landmarks in the journey of Indian Education. It discuss the evolving modern tendencies that are creating paradigm shift in our Education System.

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: NA | | Min. Passing Marks: |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | |
| Unit | Topics | No. of Lectures |
| I | <u>BASICS OF ASSESMENT</u> | 8 |
| | <ul style="list-style-type: none"> ● Assessment, Measurement, Evaluation: Concept, Features and Difference. ● Physical vs Psychological Measurements. ● Continuous and Comprehensive Education: Meaning, Aims and Aspects. | |
| II | <u>NORMS</u> | 7 |
| | <ul style="list-style-type: none"> ● Norms: Meaning and Significance ● Marks vs Grades ● Credit System | |
| III | <u>ACHIEVEMENT TESTS</u> | 8 |
| | <ul style="list-style-type: none"> ● Meaning, Aims and Types. ● Subjective VS Objective tests. ● Characteristics of a Good test. | |
| IV | <u>INTELLIGENCE</u> | 7 |
| | <ul style="list-style-type: none"> ● What is Intelligence, Types? ● Concept of Emotional Intelligence. | |
| V | <u>MEASUREMENT OF INTELLIGENCE</u> | 8 |
| | <ul style="list-style-type: none"> ● Verbal, Non-Verbal test | |

| | | |
|------|---|---|
| | <ul style="list-style-type: none"> • Individual Tests and Group test | |
| VI | <u>PERSONALITY</u> <ul style="list-style-type: none"> • What is Personality? • Types of Personality. • Theories of Personality. | 7 |
| VII | <u>ASSESSMENT OF PERSONALITY</u> <ul style="list-style-type: none"> • Personality Inventories • Projective Techniques. | 8 |
| VIII | <u>APTITUDE</u> <ul style="list-style-type: none"> • What is Aptitude? • Types of Aptitude. • Characteristics of Aptitude. • Measurement of Aptitude. | 7 |

Suggested Readings:

- गुप्ता एस.पी, िैशक्षक मापन एि मूल्यांकन, िारिा पुस्तक भिन, आगरा
- नन्ि. पचौरी एि िमाम, शिक्षा मनोशिज्ञान एि मापन, संजय पशललकेिन्स, आगरा
- भटनागर एस, शिक्षा मनोशिज्ञान, सूम पशललकेिन्, 1998
- शसंह ए.के, शिक्षा मनोशिज्ञान, भारती भिन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990
- 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
- Sindhu, K.S. *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

Suggested equivalent online courses
Courses on Swayam / MOOC

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

| Program/Class: Degree /BA | Year: Third | Semester: Fifth |
|---|---|---------------------|
| Subject: Education | | |
| Course Code: E010502T | Course Title: Educational Statistics | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <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: NA | | Min. Passing Marks: |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | |
| Unit | Topics | No. of Lectures |
| I | <p>INTRODUCTION TO STATISTICS</p> <ul style="list-style-type: none"> • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics | 7 |
| II | <p>PRESENTATION AND ORGANIZATION OF DATA</p> <ul style="list-style-type: none"> • 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 | <p>GRAPHICAL REPRESENTATION OF DATA</p> <ul style="list-style-type: none"> • Bar diagram • Histogram • Pie chart | 8 |
| IV | <p><u>MEASURES OF CENTRAL TENDENCY</u></p> <ul style="list-style-type: none"> • Definition, Uses, Computation of: Mean, Median, Mode | 8 |
| V | <p>MEASURES OF RELATIVE POSITION</p> <ul style="list-style-type: none"> • Concept of Relative Position • Percentile Rank • Percentile | 5 |
| VI | <p><u>MEASURES OF VARIABILITY</u></p> <ul style="list-style-type: none"> • Definition, Uses, Computation: Range, Mean Deviation, Standard Deviation. | 8 |
| VII | <u>UNIT IV: CORRELATION</u> | 12 |

| | | |
|---|--|---|
| | <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. | |
| VIII | NORMAL PROBABILITY CURVE <ul style="list-style-type: none"> • Concept and Characteristics. | 5 |
| Suggested Readings: <ul style="list-style-type: none"> ● अस्थाना शिशपन, िशक्षक अनुसंधान एि सांशययकी, अग्निल पशललकेिन्स, 2011. ● कशपल एच.के, अनुसंधान शिशधयां, भागमि शप्रंटसम, आगरा ● पांडेय के.पी, िशक्षक अनुसंधान, िाराणसी शिश्वशिद्यालय प्रकािनि ● Agresti & Finlay, <i>Statistical Methods for the Social Sciences</i>. New Jersey, Prentice Hall. 2010 ● Garret H.E., <i>Psychological Tests, Methods, and Results</i> Nabu Press, 2011. ● Garret H.E., <i>Statistics in Psychology and Education</i>, Paragon International Publishers, 2005 (Hindi & English) ● Ott and Longnecker. <i>Statistical methods and data analysis</i>. CA: Duxbury Pacific Grove, 2001 ● Patel, R.S. <i>Statistical techniques for data analysis</i>. (n.p.) Academic Publishing GmbH & Co. 2012 ● Shavelson, R.J. <i>Statistical reasoning for the behavioral sciences</i>. Boston, Allyn and Bacon. 1988 | | |
| Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar | | |
| Suggested equivalent online courses: Courses on Swayam / MOOCs | | |



**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 <ul style="list-style-type: none"> ● Understand and Administer different Psychological Tests | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: - | 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 |
| <p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva- 10</p> | | |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> ● गुप्ता एस.पी, िैशक्षक मापन ऐ मूल्यांकन, िारिा पुस्तक भिन, आगरा ● नन्ि. पचौरी ऐ िमाम, शिक्षा मनोशिज्ञान ऐ मापन, संजय पशललकेिन्स, आगरा ● भटनागर एस, शिक्षा मनोशिज्ञान, सूम पशललकेिन्, 1998 ● शसंह ऐ.के, शिक्षा मनोशिज्ञान, भारती भिन, पटना ● <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976</i> ● <i>NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</i> | | |



**BA 3rd , Sem. V,
Project**

| Program/Class: Degree /BA | Year: Third | Semester: Fifth |
|--|--|-----------------|
| Subject: Education | | |
| Course Code: E010503P | Course Title: Research Project | |
| <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 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 | | |
| Unit | Topics | No. of Lectures |
| I | Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR Visit to any type of University: A. It's profile preparation. B. Report on its administrative structure. | 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"> ● गुप्ता एस.पी, िैशक्षक मापन एि मूल्यांकन, िारिा पुस्तक भिन, आगरा ● नन्ि. पचौरी एि िमाम, शिक्षा मनोशिज्ञान एि मापन, संजय पशललकेिन्स, आगरा ● पाण्डेय के.पी, िैशक्षक अनुसंधान, शिश्वशिद्यालय प्रिासन, िाराणसी ● <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976</i> ● <i>NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</i> | | |

Dr. Anurag P.

**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: NA | | Min. Passing Marks: | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | | |
| Unit | Topics | | No. of Lectures |
| 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 | | 7 |
| IV | <u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> ● POSDCORB | | 7 |
| V | <u>LEADERSHIP</u> <ul style="list-style-type: none"> ● Meaning, Nature of Leadership. ● Styles of Leadership. ● Centralization vs Decentralization ● Decision Making. | | 8 |
| VI | <u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> ● Meaning and Nature of Educational Planning. ● Approaches of Educational Planning. | | 8 |
| VII | <u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> ● Need and Significance. ● Sources of Finance. | | 6 |
| VIII | <u>EDUCATIONAL SUPERVISION</u> <ul style="list-style-type: none"> ● Meaning and Nature of Educational Supervision. ● Inspection vs Supervision. ● Types of Educational Supervision. | | 8 |
| Suggested Readings: | | | |
| <ul style="list-style-type: none"> ● भटनागर आर.पी, शिक्षक प्रिासन, आर लाल बुक डीपोट, 2015 | | | |

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- ओड एल.के, िैशक्षक प्रिासन, राजस्थान शहंिी ग्रंथ अकािमी, जयपुर
- िमाम, एल.एन. भारतीय शिक्षा व्िस्था ऐि प्रिासन तंत्र, राजस्थान शहंिी ग्रंथ अकािमी, 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.
- Sukhiya ,S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication.
- <http://mlrd.gov.in/school-education>
- <http://mlid.gov.in/schemes-1>

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

**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: NA | | Min. Passing Marks: | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w | | | |
| Unit | Topics | | No. of Lectures |
| I | MILESTONES: MAIN PROGRAMS AND SCHEMES | | 9 |
| | <ul style="list-style-type: none"> ● ICDS ● SSA. ● Mid-day Meal. ● RMSA. ● RUSA. ● NMEICT. ● RTE. ● PMMMMNMTT. | | |
| II | MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA: | | 5 |
| | <ul style="list-style-type: none"> ● Shanti Niketan. ● Vanasthali Vidyapeeth. ● Chitrakoot Gramodaya Vishwavidyalaya. ● Pondicherry Ashram. ● Navodaya Vidyalaya. | | |

| | | |
|-------------|--|---|
| III | <u>EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none"> • ICT: Meaning, Type, Concept and Needs. • ICT and Education. • Approaches of Educational Technology. • Computer and Internet: Application in Education | 8 |
| IV | <u>INITIATIVES AND INNOVATIONS</u> <ul style="list-style-type: none"> • EDUSAT, EDUCOM. • MOOCS, SWAYAM. • OERs. • e-journals and e-Magazines. • NAD, NIRF, e-Pathshala. | 7 |
| V | <u>SOCIETAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Inclusion- • Human Rights. • Value and Moral. • Women Empowerment | 8 |
| VI | <u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Social Media. • Demographic changes. • Globalization • Peace. | 8 |
| VII | <u>ENVIRONMENT: CONCEPT AND CONCERNS</u> <ul style="list-style-type: none"> • Environment and Ecosystems. • Environmental Pollution. • Ozone layer depletion. • Greenhouse effect. • Global Warming. | 7 |
| VIII | <u>ENVIRONMENT AND EDUCATION</u> <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 |

Suggested Readings:

- याचि एस.आर िरिती शिक्षा, शिनोि पुस्तक मंशिर, 2001
- िमाम जी.आर शिक्षण तकनीकी, सिरूप एड सन्स, न्यु शिल्ली, 1992
- भािू आर.आर, साक्षरता शिक्षा, ऐि निचार, हंसा प्रकाििन, जयपुर
- सक्सेना आर.आर, निचारी शिक्षण पद्धशतयां, राजस्थान शहन्िी ग्रंथ अकाििमी
- Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996
- Aggarwal J.C. Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995
- Kumar, K.L. Educational Technology, New Delhi, New Age International (P) Ltd. Publishers. 2000
- Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007
- Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989
- Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001
- Sampath, K. et. Al. Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998
- Sharma, B. L., & Maheswari, B. K. Education for environmental and human value. Meerut, R.Lall Books Depot. 2008
- Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing 2009
- Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell. 1990

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

**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 SocioCultural-Environmental Issue. | |
| <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 Conceptualize ICDS and Anganwadi. ● Understand current issues and write an article. | | |
| Credits: 2 | | Core Compulsory |
| Max. Marks: - | | Min. Passing Marks: |
| 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: steps and ethics. | 5 |
| IV | ● Sources of literature and their usage. | 10 |
| <p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10</p> | | |



**BA 3rd , Sem. VI,
Project**

| Program/Class: Degree/BA | Year: Third | Semester: Sixth |
|---|---|-----------------|
| Subject: Education | | |
| Course Code: E010601R | Course Title: Research Project | |
| <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 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 |
| I | <p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p style="text-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/ or a person who got married as a child.</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"> ● भटनागर, िैशक्षक अनुसंधान की कायम प्रणाली, आर. लाल बुक शडपो, मेरठ ● गुप्ता एस.पी, िोध संििमशिका, िारिा पुस्तक भिन, आगरा ● नन्ि. पचौरी िे िमाम, शिक्षा मनोशिज्ञान िे मापन, संजय पशललकेिन्स, आगरा ● पाण्डेय के.पी, िैशक्षक अनुसंधान, शिक्षशिद्यालय प्रिसन, िाराणसी ● <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976</i> ● <i>NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</i> | | |

