National Education Policy-2020

Common Minimum Syllabus

U.P. Higher Education Department

For: Undergraduate Program

Bachelor of Arts (B.A)

SUBJECT: EDUCATION

Glocal School of Arts & Social Science

Glocal University, Saharanpur, U.P

Session- 2024-25

w.e.f. 2023-24

National Education Policy-2020
Common Minimum Syllabus for all U.P. State Universities/ Colleges
SUBJECT: EDUCATION

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Syllabus Developed by:

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3	Dr. Mamta Dixit	Associate Professor	Education	Mahila Mahavidyalaya, Kanpur

Semester-wise Titles of the Papers in BA (Education)

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits
1	I	E010101T	Conceptual Framework of Education	Theory	4
1	I	E010102P	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	II	E010201T	Development and challenges of Indian Education System	Theory	4
1	II	E010202P	Prepare a profile of any School (Class 6^{th} - 12^{th}) - Government / aided / Private.	Practical	2
2	III	E010301T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E010302P	Practical: Review a book written by prominent educational thinkers included in the course II.	Practical	2
2	IV	E010401T	Psychological Perspectives of Education	Theory	4
2	IV	E010402P	Course Title: Practical: Case study of a Special Child	Practical	2
3	V	E010501T	Course Title: Educational Assessment	Theory	4
3	V	E010502T	Course Title: Educational Statistics	Theory	4
3	V	E010503P	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	Practical	2
3	V	E010501R	Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR	Project	3

			Visit to any type of University: A.It's profile preparation. B.Report on its administrative structure.		
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
3	VI	E010601R	Visit any Distance Education center. 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.	Project	3

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 (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	**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.It's profile preparation.	3	13

								B.Report on its administrative structure.		
	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/**	3	13

								or a person who got married as a child.		

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:

- 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.

- 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	EDUCATION: CONCEPT AND AIMS • PrachinBhartiyaGyanParampara:The Way of Life,Concept of Guru and Shiksha. • Concepts of Educations- Meaning: Nature. • Vidya - Gyan –Teaching, Training ***vs.*** Education. • Factors of Education. • Aims of Education: Individualistic, Social, Democratic and Vocational.	10
II	FUNCTIONS OF EDUCATION • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition of Skills. • Acquisition and Generation of Human Values. • Social Cohesion. • Education for Leisure. • Education for National Integration. • Education for International Understanding. • Education for HRD.	8
III	AGENCIES OF EDUCATION • Formal. • Informal. • Non – Formal.	7
IV	INDIAN CONSTITUTION AND EDUCATION • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education.	7

V	PREPRIMARY EDUCATION • 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	PRIMARY AND SECONDARY EDUCATION • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India.	7
VII	HIGHER EDUCATION • 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	DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board.	7

Suggested Readings:

- तोमरएलआर.; प्राचीनभारतीयशिक्षापद्धति, 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.रेमटं, शिक्षासिद्धांत,https://archive.org/details/in.ernet.dli.2015.482904
- प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स,
- पी.वीकाणे,धर्मशास्त्रकाइतिहास,उत्तरप्रदेशदिल्लीसंस्थान, लखनऊ
- सलूजा, सी.के. शिक्षाएकविवेचनदिल्ली; 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, SusobanPrakashan . 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 PustakMandir. 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:

- 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

प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स

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	

Course Learning Outcomes

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

- 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	ANCIENT EDUCATION SYSTEM • 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	EDUCATION IN MEDIEVAL PERIOD • Main Characteristics. • Aims of Education. • Merits and Demerits of Education System. • Contribution to Modern Indian Education.	8
III	EDUCATION IN COLONIAL PERIOD Some Landmarks of British Period: • 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. • WardhaYojna.	7
IV	POST-INDEPENDENT ERA OF INDIAN EDUCATION • Radha Krishna Ayog Commission. • Mudaliar Commission. • Kothari Commission. • National Policy of Education 1986 and 1992. •National Education Policy 2020.	7
V	PROBLEMS OF PREPRIMARY EDUCATION • Unsatisfactory Conditions of Preprimary Schools. • Training of Preprimary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity.	8
VI	PROBLEMS OF ELEMENTRY AND SECONDRY EDUCATION	8

	• 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.	
VII	PROBLEMS OF HIGHER EDUCATION • 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	AFFECTING FACTORS OF INDIAN EDUCATION • Urbanization. • Population Explosion. • Poverty. • Brain Drain	7

Suggested Readings:

- चौबे एस.पी,भारतीयशिक्षाकाइतिहास
- जौहरीएवं पाठक, भारतीयशिक्षाकाइतिहास, विनोदपुस्तकमंदिरआगरा
- अग्निहोत्रीआर.; आधुनिकभारतीयशिक्षा: समस्याएंऔरसमाधान, राजस्थानहिन्दीग्रंथअकादमी
- पांडेयआर.एस, शिक्षाकीसमसामयिकसमस्याएं, विनोदपुस्तकमंदिर, 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: Brahamanic and Buddhist.* Delhi, MotilalBanarsidass. 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 6th - 12th) Government / aided / Private.	

Course Learning Outcomes
On completion of this course, learners will be able to:
- 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

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.

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:

- 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	EUDCATION AND PHILOSOPHY • Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. • Branches of Philosophy and Education.	8
II	A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES • Vedant. • Bhagavad Geeta.	8
III	A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES • Idealism. • Naturalism. • Pragmatism.	7
IV	SOME PROMINENT EDUCATIONAL THINKERS•Mahatma Gandhi. • Swami Vivekanand. • BR. Ambedkar. • Rousseau. • Dewey.	7
V	INTRODUCTION TO INDIAN SOCIETY • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender.	8
VI	SCHOOL EDUCATION AND SOCIETY • School as Social Organization. • Social Change and Education. • Social Mobility and Education.	8
VII	POLITICAL PERSPECTIVES OF EDUCATION •Fundamental Rights and Duties. •Directive Principles.	7

VIII	ECONOMIC PERSPECTIVES OF EDUCATION • Education as Development Indicator. • Education for Sustainable development • UN Millennium development goals VS Sustainable development goals.	7

Suggested Readings:

- कमर, के. शिक्षाऔरज्ञान.दिल्ली, ग्रंथशिल्पी. 2002
- सलूजासी.के, शिक्षादर्शन, हिंदीमाध्यमकार्यान्वयननिदेशालयनईदिल्ली
- धकंरआर. शिक्षाऔरसमाज.हरियाणा, आधरप्रकाशन. 2006
- ओडएल.के, शिक्षाकीदार्शनिकपृष्टभूमि, राजस्थानहिन्दीग्रंथअकादमी,*1994*
- पांडेयके.पी, शिक्षाकेदार्शनिकएवंसामाजिकआधार, वाराणसीविश्वविद्यालयप्रकाशन
- 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:

- 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.
- 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	EDUCATION AND PSYCHOLOGY • Psychology: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology.	8
II	PROCESS OF DEVELOPMENT • Development/Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.	8
III	UNDERSTANDING THE LEARNING • Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Transfer of Learning and its classroom implications.	7

	• Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.	
IV	FOUNDATIONS OF BEHAVIOURS • Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue	7
V	INDIVIDUAL DIFFERENCES • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education.	8
VI	SPECIAL NEED LEARNERS • Mentally Retarred. • Gifted Children. • Divyang (Handicapped).	8
VII	MENTAL HEALTH AND ADJUSTMENT • Concept and need of studying mental health. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process.	7
VIII	TEACHING AND LEARNING PROCESS • 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:

- भटनागरएस, शिक्षामनोविज्ञान, सूर्यपब्लिकेशन, 1998
- जायसवालएस.आर, भारतीय मनोविज्ञान और शिक्षा , आर्य बुक डीपो नई दिल्ली
- त्रिपाठीशालिग्राम, शिक्षणव्यव्हार, राधापब्लिकेशन, नई दिल्ली
- गुप्ताएस.पी, शिक्षामनोविज्ञान, शाखाप्रकाशन, मेरठ
- युगकिम्बल,शिक्षामनोविज्ञानकीआधार शिला, 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, Vinod PustakMandir. 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	

Course Learning Outcomes

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

- 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
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, शिक्षामनोविज्ञानएवं सांख्यिकी, विनोद पुस्तक मंदिर, आगरा • कपिलएच.के, अनुसंधानविधियां, भार्गवप्रिंटर्स, 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- 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:

- 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	BASICS OF ASSESMENT • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical ***vs*** Psychological Measurements. • Continuous and Comprehensive Education: Meaning, Aims and Aspects.	8
II	NORMS • Norms: Meaning and Significance • Marks ***vs*** Grades • Credit System	7
III	ACHIEVEMENT TESTS • Meaning, Aims and Types. • Subjective VS Objective tests. • Characteristics of a Good test.	8

IV	INTELLIGENCE • What is Intelligence, Types? • Concept of Emotional Intelligence.	7

V	MEASUREMENT OF INTELLIGENCE • Verbal, Non-Verbal test • Individual Tests and Group test	8
VI	PERSONALITY • What is Personality? • Types of Personality. • Theories of Personality.	7
VII	ASSESSMENT OF PERSONALITY •Personality Inventories •Projective Techniques.	8
VIII	APTITUDE • What is Aptitude? • Types of Aptitude. • Characteristics of Aptitude. • Measurement of Aptitude.	7

Suggested Readings:

- गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, आगरा
- नन्द. पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- भटनागरएस, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन, 1998
- सिंहए.के, शिक्षामनोविज्ञान, भारतीभवन, 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 / MOOCs

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:

- 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	INTRODUCTION TO STATISTICS • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics	7
II	PRESENTATION AND ORGANIZATION OF DATA •Organization of data: ○Simple array ○Frequency array ○ Frequency Distribution • Class Interval: ○Inclusive ○Exclusive	7
III	GRAPHICAL REPRESENTATION OF DATA • Bar diagram • Histogram • Pie chart	8
IV	MEASURES OF CENTRAL TENDENCY •Definition, Uses, Computation of: Mean, Median, Mode	8
V	MEASURES OF RELATIVE POSITION • Concept of Relative Position • Percentile Rank • Percentile	5

VI	MEASURES OF VARIABILITY •Definition, Uses, Computation: Range, Mean Deviation, Standard Deviation.	8
VII	UNIT IV: CORRELATION •Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method.	12
VIII	NORMAL PROBABILTY CURVE •Concept and Characteristics.	5

Suggested Readings:

- अस्थानाविपिन, शैक्षिकअनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन्स, 2011.
- कपिल एच.के, अनुसंधान विधियां, भार्गव प्रिंटर्स, आगरा
- पांडेय के.पी, शैक्षिकअनुसंधान, वाराणसीविश्वविद्यालयप्रकाशन
- Agresti& Finlay, *Statistical Methods for the Social Sciences.* New Jersey, Prentice Hall. 2010
- Garret H.E., Psychological Tests, Methods, and ResultsNabu 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

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	

Course Learning Outcomes
On completion of this course, learners will be able to:
- ●Develop an stronger orientation towards research
- 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

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

Suggested Readings:

- गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, आगरा
- नन्द. पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- भटनागरएस, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन, 1998
- सिंहए.के, शिक्षामनोविज्ञान, भारतीभवन, पटना
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*

- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

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:

- 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

Note: In Final Examination report shall be examined by external and internal examiners.
Assessment: 50% external+50% internal

Suggested Readings:

- गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, आगरा

- नन्द. पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

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:

- 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	EDUCATIONAL ORGANIZATIONS • Meaning and Types. • Characteristics of Educational Organizations.	8
II	EDUCATIONAL ADMINISTRATION • Meaning, Concept and Types of Educational Administration. • Administration ***vs*** Management. • Principles of Educational Administration. • Administrative Skills.	8
III	DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT • Classical School • New Classical School • New Management	7
IV	FUNCTIONS OF EDUCATIONAL ADMINISTRATION • POSDCORB	7
V	LEADERSHIP • Meaning, Nature of Leadership. • Styles of Leadership. • Centralization ***vs*** Decentralization •Decision Making.	8
VI	EDUCATIONAL PLANNING •Meaning and Nature of Educational Planning. •Approaches of Educational Planning.	8
VII	EDUCATIONAL FINANCE •Need and Significance. ●Sources of Finance.	6

VIII	EDUCATIONAL SUPERVISION • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision.	8

Suggested Readings:

- भटनागरआर.पी, शैक्षिकप्रशासन, आरलालबुकडीपोट, 2015
- ओडएल.के, शैक्षिक प्रशासन, राजस्थानहिंदी ग्रंथअकादमी, जयपुर
- वर्मा, एल.एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र, राजस्थान हिंदी 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.
- Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.
- http://mlrd.gov.in/school-education
- http://mlıd.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

Course Learning Outcomes

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

- 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 • ICDS • SSA. • Mid-day Meal. • RMSA. • RUSA. • NMEICT. • RTE. • PMMMNMTT.	9
II	MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA: • Shanti Niketan. • VanasthaliVidyapeeth. • ChitrakootGramodayaVishwavidyalaya. • Pondicherry Ashram. • Navodaya Vidyalaya.	5
III	EDUCATIONAL TECHNOLOGY • ICT: Meaning, Type, Concept and Needs. • ICT and Education. • Approaches of Educational Technology. • Computer and Internet: Application in Education	8

IV	INITIATIVES AND INNOVATIONS • EDUSAT, EDUCOM. •MOOCS, SWAYAM. • OERs. • e-journals and e-Magazines. • NAD, NIRF, e-Pathshala.	7
V	SOCIETAL TRENDS AND EDUCATION • Inclusion-. • Human Rights. • Value and Moral. • Women Empowerment	8
VI	CULTURAL TRENDS AND EDUCATION • Social Media. • Demographic changes. • Globalization • Peace.	8
VII	ENVIRONMENT: CONCEPT AND CONCERNS • Environment and Ecosystems. •Environmental Pollution. • Ozone layer depletion. • Greenhouse effect. • Global Warming.	7
VIII	ENVIRONMENT AND EDUCATION • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. • Conservation of Natural Resources and Utilization of Non-Conventional Resources.	8

Suggested Readings:

- यादवएस.आरदूरवर्तीशिक्षा, विनोदपुस्तकमंदिर, 2001
- शर्माजी.आरशिक्षणतकनीकी, स्वरूपएंडसन्स, न्यूदिल्ली, *1992*
- भादू आर.आर, साक्षरता शिक्षा, एवं नवाचार, हंसा प्रकाशन, जयपुर
- सक्सेनाआर.आर, नवाचारीशिक्षणपद्धतियां, राजस्थानहिन्दी ग्रंथ अकादमी
- *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.	

Course Learning Outcomes

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

- Develop an stronger orientation towardsresearch.
- 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

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

- Develop an stronger orientation towards research
- Understand Basic methods of research anddifferent 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	Visit any Distance Education center. 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.	45
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal		

Suggested Readings:

- भटनागर, शैक्षिकअनुसंधानकीकार्यप्रणाली, आर. लालबुकडिपो, मेरठ
- गुप्ताएस.पी, शोधसंदर्शिका, शारदापुस्तकभवन, आगरा
- नन्द. पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयकेे.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*