

KISAN POST GRADUATE COLLEGE, BAHRAICH (UP) 271801
(Autonomous)

Proposed Structure of syllabus for the
PROGRAM: - UG SUBJECT:
EDUCATION

Syllabus developed/proposed by

S.No.	Name	Designation	Department	College/University
1.	Dr. Ajay Kumar Ahirwar	Coordinator	Education	Kisan P.G. College Bahraich
2	Prof. Shivam Srivastava	University Nominee	Education	Principle, M.M.M.P.G. College Kalakankar, Pratapghar Dayanand Girls P.G. College, Kanpur
3	Prof. Swati Saxsena	Subject Expert	Education	N.A.K.P.G. College, Farukhabad
4	Prof. Parul Mishra	Subject Expert	Education	Kisan P.G. College Bahraich
5	Manoj Kumar Yadav	Member	Education	Kisan P.G. College Bahraich
6	Ashutosh	Member	Education	Kisan P.G. College Bahraich
7	Dr. Dimpal Jain	Member	Education	Kisan P.G. College Bahraich
8	Jitendra Kumar Chaudhari	Member	Education	Kisan P.G. College Bahraich

Semester wise Title of the Papers in UG					
Year	Semesterr	Course Code	Paper Title	Theory / practical	Credits
CERTIFICATE IN EDUCATION					
FIRST	SEM-I	E010101T	Conceptual Framework of Education	Theory	4
		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
	SEM-II	E010201T	Development and challenges of Indian Education System	Theory	4
		E010202P	Prepare a profile of any School (Class 6th - 12th) – Government /aided / Private.	Practical	2
DIPLOMA IN EDUCATION					
SECOND	SEM-III	E010301T	Philosophical- Sociological- Political - Economic Perspectives of Education	Theory	4
		E010302P	Review a book written By prominent educational thinkers included in the course II.	Practical	2
	SEM-IV	E010401T	Psychological Perspectives of Education	Theory	4
		E010402P	Case study a Special Child	Practical	2
DEGREE IN EDUCATION					
THIRD	SEM-V	E010501T	Course Title: Educational Assessment	Theory	4
		E010502T	Course Title: Educational Statistics Opt Any one of the following (Elective/ Optional):	Theory	4
		E010503P	Administration and Interpretation of Score of a psychological test- Achievement /Intelligence / Personality / Aptitude	Practical	2

		E010501R	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.	Project	3
		E01060 1T	Educational Administration and Management	Theory	4
		E01060 2T	Milestones and New Dimensions of Indian Education	Theory	4
			Opt Any one of the following (Elective/ Optional):		
		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
	SEM-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

Program Outcomes (POs)		
<p>PO1: 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.</p>		
Program Specific Outcomes (PSOs)		
First Year	Certificate in Education	<p>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.</p>
Second Year	Diploma in Education	<p>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.</p>
Third Year	Degree in Education	<p>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.</p>

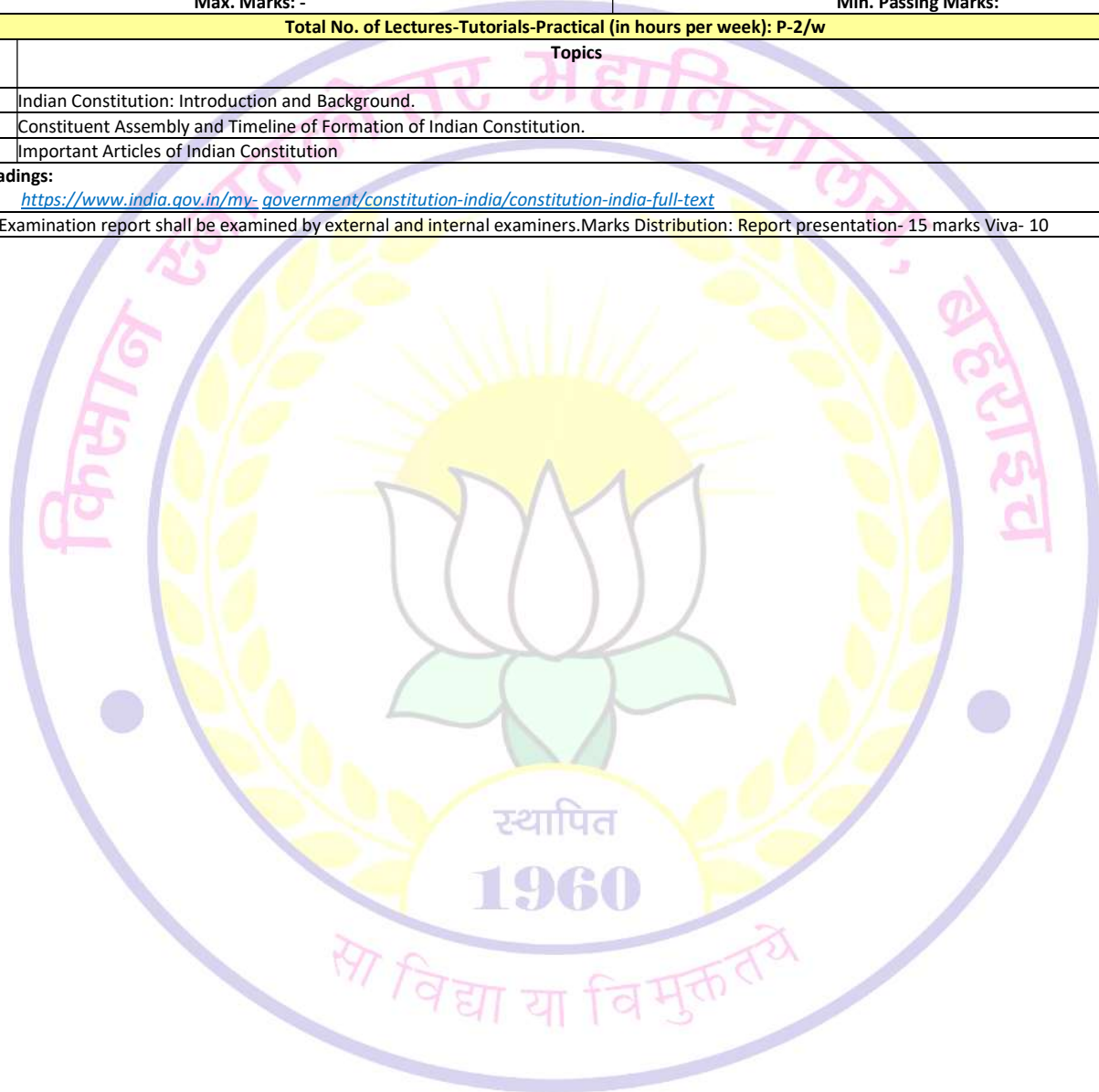
B.A./B.Sc. I (SEMESTER-I) PAPER-I

PROGRAMME : CLASS: CERTIFICATE		YEAR: FIRST	SEMESTER: FIRST
SUBJECT: EDUCATION			
COURSE CODE: E010101T		COURSE TITLE: CONCEPTUAL FRAMEWORK OF EDUCATION	
Course outcomes:			
CO1: To understand the meaning, nature, scope and aims of education.CO2: To explain the factors of education and the interrelationship.			
CO3: To become aware of different agencies of education that influence education.CO4: To be acquainted with the Constitutional values and Educational provisions. CO5: Distinguish between different levels of the Education System.			
Credits: 4		Core / Elective: Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:			
Unit	Topics		No. of Lectures
Part I			
I	EDUCATION: CONCEPT AND AIMS 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. 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
Part II			
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	7
Education Ministry (MHRD), UNESCO. NCERT. SCERT. DIET. NIOS. NUEPA. NCTE. UGC. NAAC. IQAC. AICTE. International Boards, National Boards, CBSE, State Board.		
Suggested Readings: <ul style="list-style-type: none"> • 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 		
<ul style="list-style-type: none"> • Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011 • Cohen, B. Educational Thought: An Introduction. Britain: Mac Millan. 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 		
Suggestive Digital Platforms/ Web Links: <ul style="list-style-type: none"> • 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 		
This course can be opted as an elective by the students of the following subjects:		
Suggested Continuous Evaluation Methods (Max. Marks: 25)		
S. No.	Assessment Type	Max. Marks
	Mcq/ assignment/ seminar/test	25
Course prerequisites: To study this subject, a student must have had the subject(s)... in class/12th - Open to all.		
Suggested equivalent online courses: Courses on Swayam / MOOCs		
Further Suggestions:		
Any remarks/ suggestions:		

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			
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: On completion of this course, learners will be able to: 1. Understand the development of Indian Education during different ages, 2. Analyze the trends of Education running in the different educational systems, 3. Narrate the major contributions of Indian Educational Heritage in the different fields of study, 4. Discuss the views of foreign travelers about Indian cultural and educational heritage, 5. Identify the problems of Indian education at different levels of education, 6. Assess the root cause of challenges faced by Indian education system.</p>		
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> 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> 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: 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> 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> Unsatisfactory Conditions of Preprimary Schools, Training of Preprimary Teachers, Unavailability of Teaching Material, Loopholes of Supervision and Administration, Problem of Uniformity.	8
VI	<u>PROBLEMS OF ELEMENTARY AND SECONDARY EDUCATION</u> 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	<u>PROBLEMS OF HIGHER EDUCATION</u> 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> Urbanization, Population Explosion, Poverty, Brain Drain	7

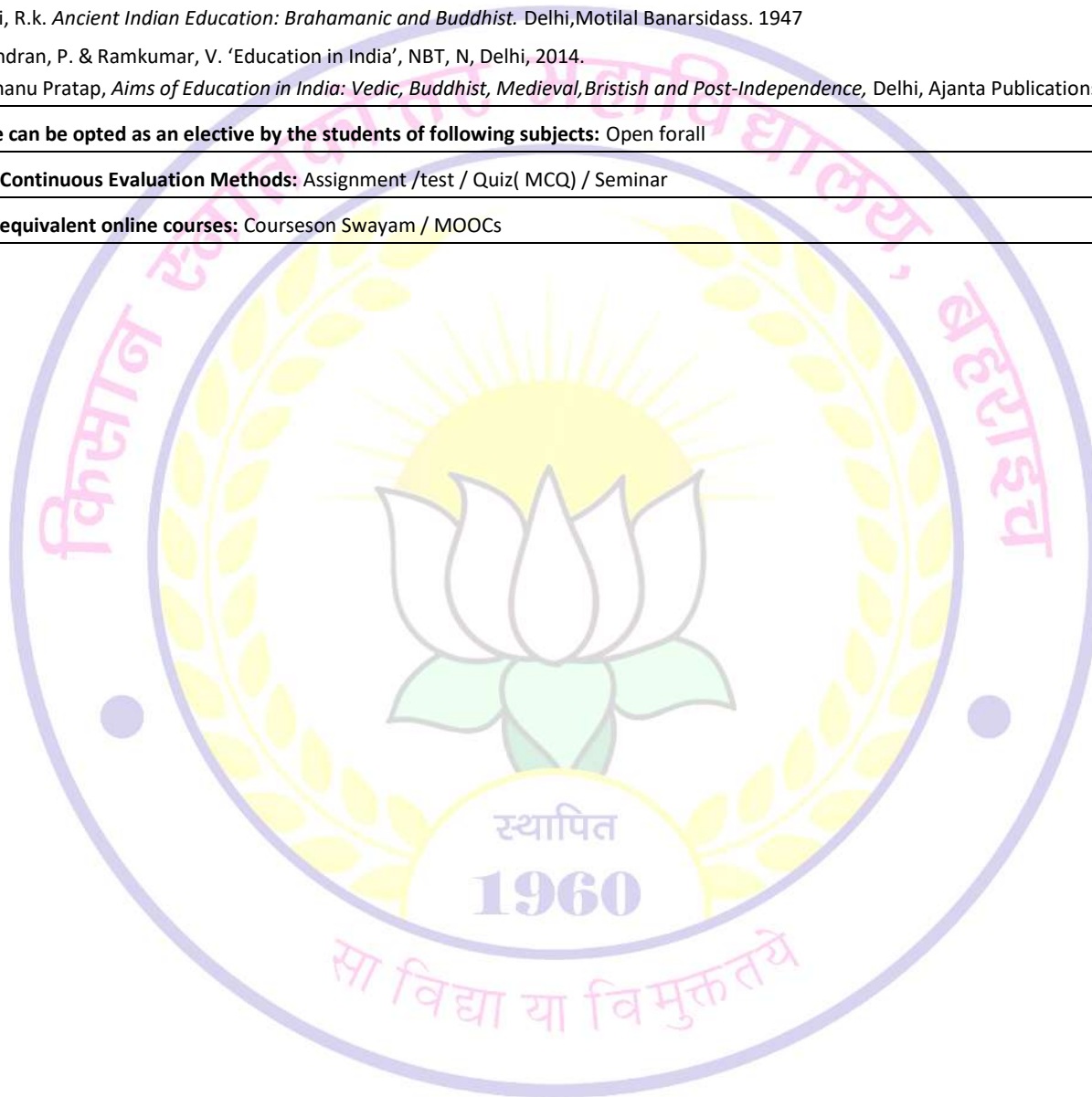
Suggested Readings:

- चौबे एस.पी. भारतीय शिक्षा का इतिहास
- जौहरी एवं पाठक भारतीय शिक्षा का इतिहास, विनोद पुस्तक मन्दिर आगरा
- Altekhar A. S. *Education in Ancient India*. Varanasi, Nandkishore & Brothers. 1963
- Bakshi S.R. & Mahajan, L. *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post-Independence*, Delhi, Ajanta Publications. 1990

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

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

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: <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
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, SEMESTER. 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>EDUCATION AND PHILOSOPHY</u> 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> Vedant. Bhagavad Geeta.	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> Idealism. Naturalism. Pragmatism.	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> Mahatma Gandhi. Swami Vivekanand. BR. Ambedkar. Rousseau. Dewey.	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> Pluralism and Diversity in Indian Society. Social Stratification of Indian Society: Caste, Class, Gender.	8
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> 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> Education as Development Indicator. Education for Sustainable development UN Millennium development goals VS Sustainable development goals.	7

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान ग्रंथशिल्पी दिल्ली, 2002
- धंकर आर. शिक्षा और समाज आधार प्रकाशन हरियाणा
- एल.के.ओड. शिक्षा की दर्शनिक पृष्ठ भूमि, हिन्दी ग्रंथ अकादमी राज्यस्थान
- 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: SahityaChayan.1994
- Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970
- Kneller, G.F. Foundations of Education. London and New York, John Wileyand Sons, Inc. 1963
- Kumar, K. The Political Agenda of Education: A Study of Colonialist andnationalist 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 andUnderdevelopment, New Delhi: Sage. 1998

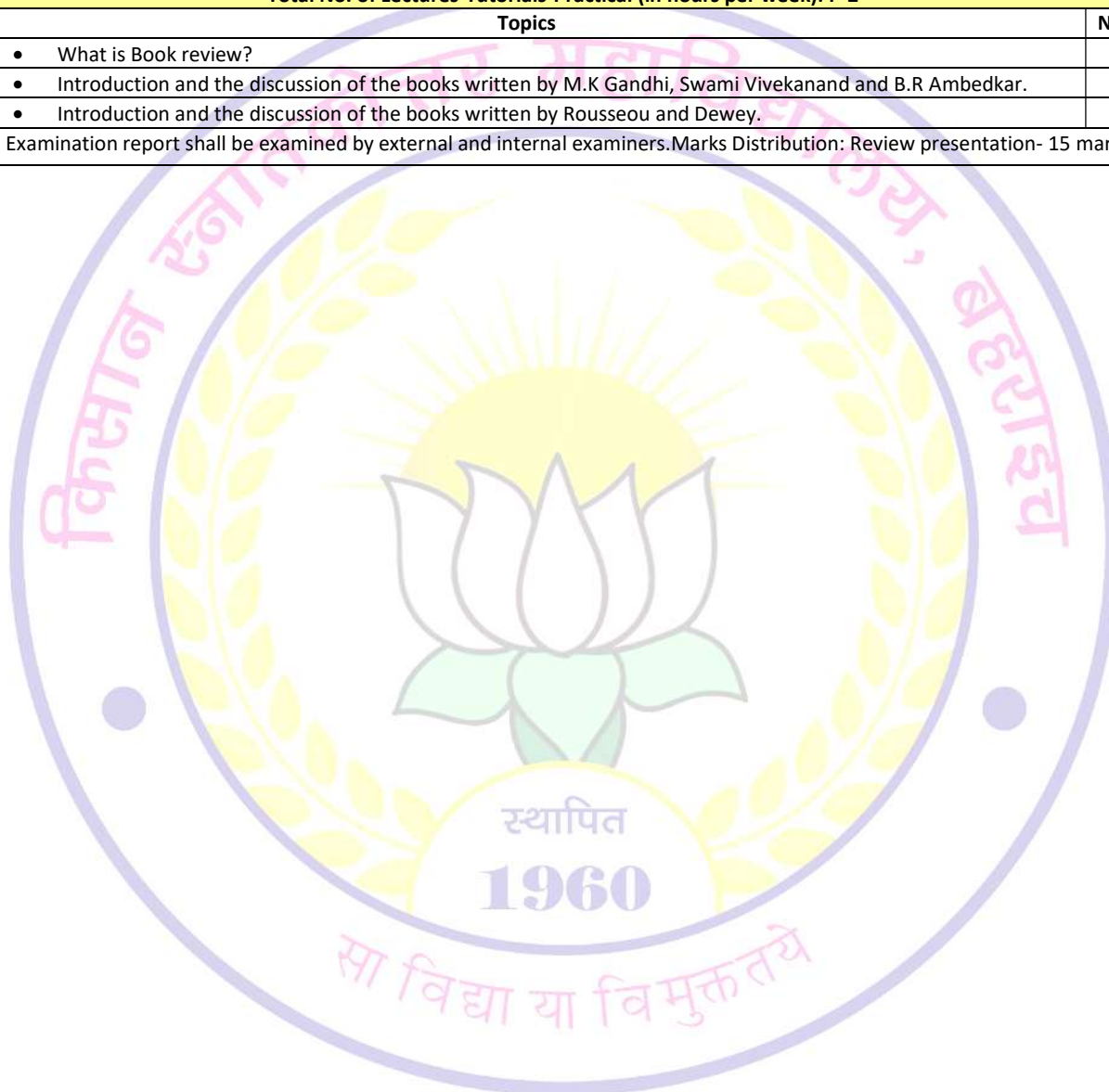
This course can be opted as an elective by the students of following subjects: Openfor all

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

Suggested equivalent online courses: Courseson 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)

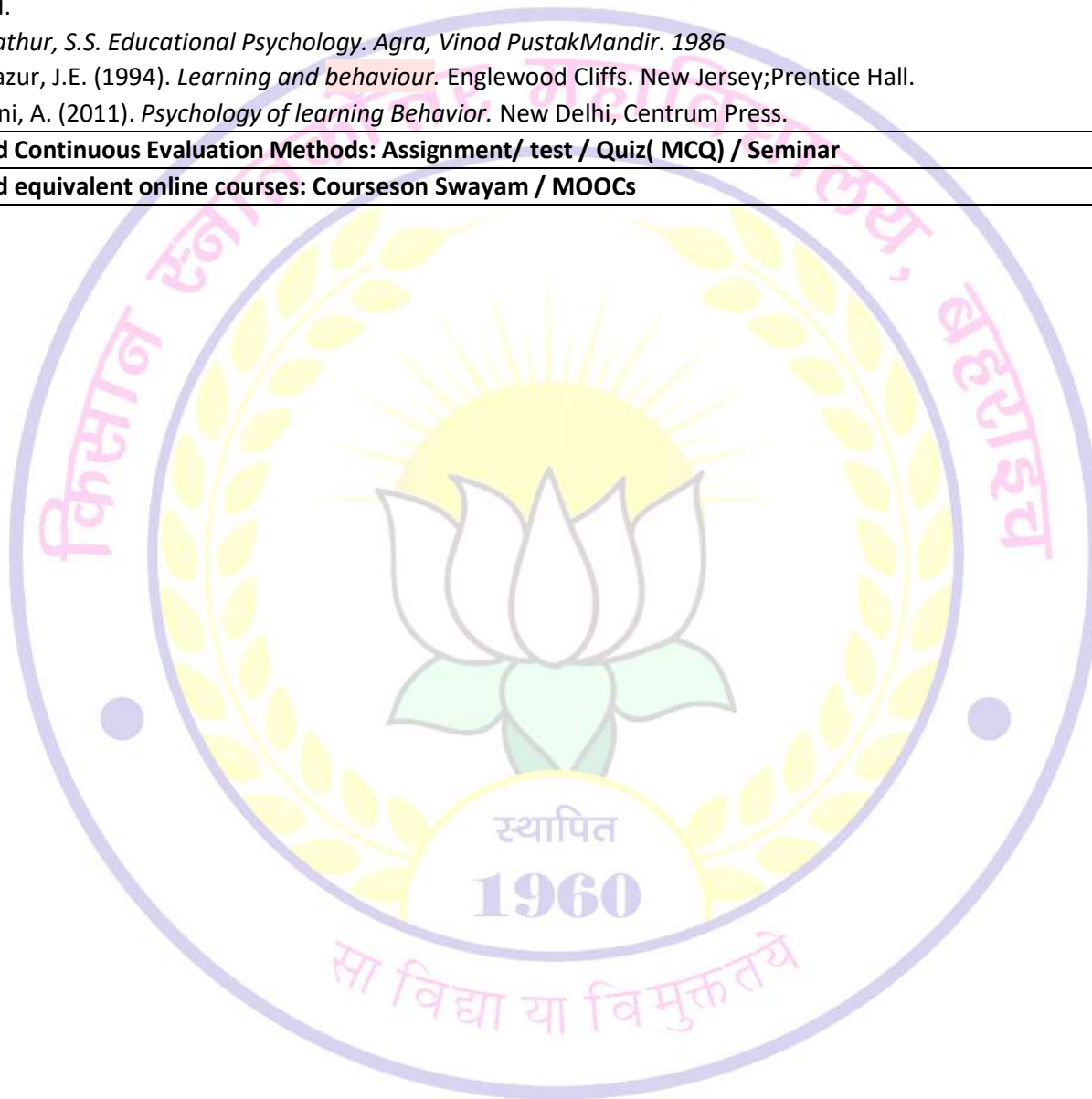
PROGRAM/CLASS: DIPLOMA /BA		YEAR: SECOND		SEMESTER: FOURTH	
COURSE CODE: E010401T		SUBJECT: EDUCATION			
COURSE CODE: E010401T		COURSE TITLE: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION			
Course Learning Outcomes <ul style="list-style-type: none"> On completion of this course, learners will be able to: 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	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> Psychology: Concepts and Scopes. Relations of Education and Psychology. Importance of Educational Psychology. Methods of Studying Educational Psychology. 				8
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> Development/Meaning and Forms. 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 theEducation. Learning Styles: VARK. Transfer of Learning and its classroom implications. Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial andError Theory, Gestalt Theory and their Educational Implications. 				7
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 IndividualDifferences. 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:

- जायसवाल एस.आर. भारतीय मनोविज्ञान और शिक्षा आर्य बुक डीपो नई दिल्ली गुप्ता एस.पी. शिक्षा मनोविज्ञान शाखा प्रकाशन मेरठ
- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep& DeepPublications.
- 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.

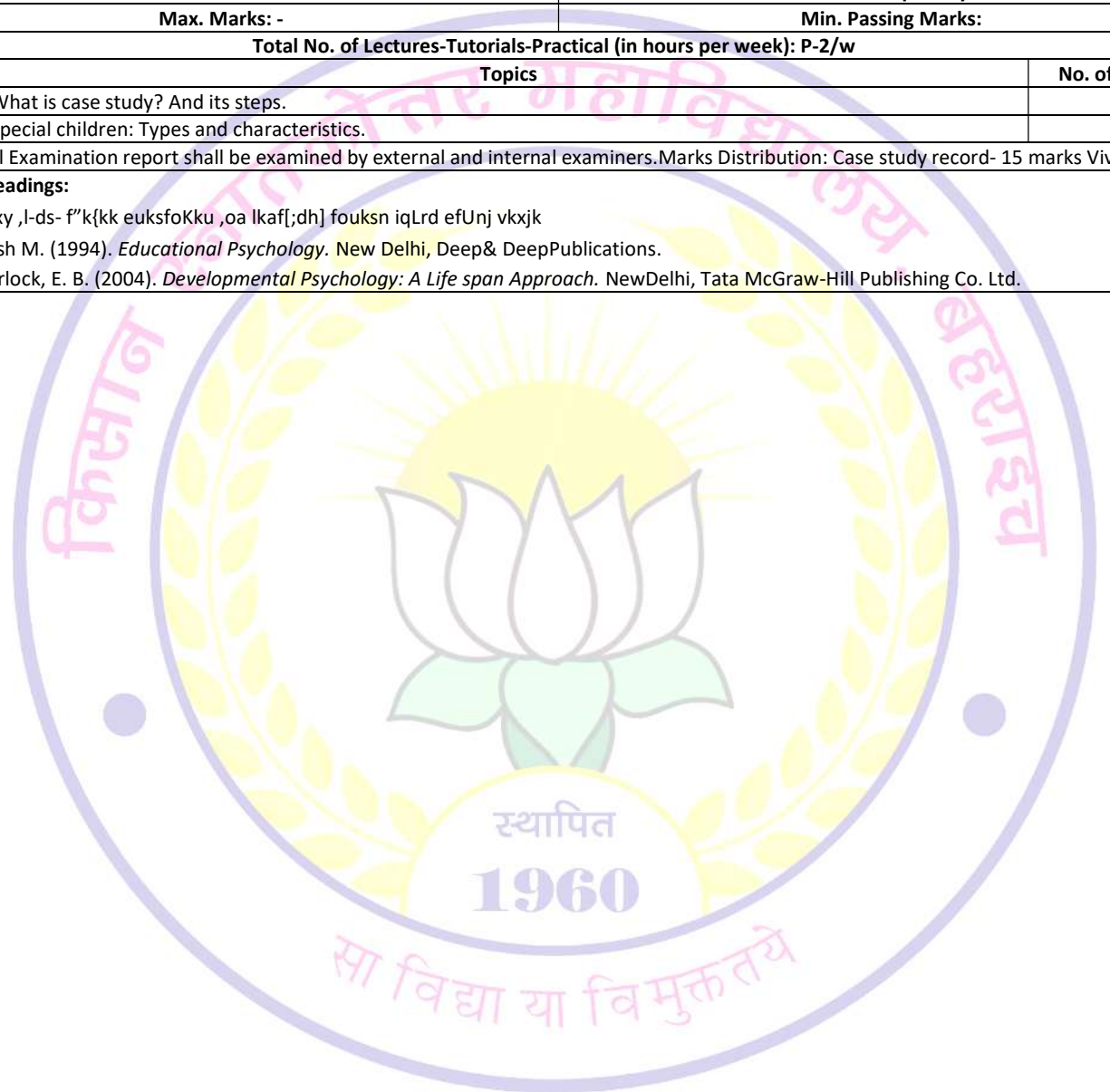
Suggested Continuous Evaluation Methods: Assignment/ test / Quiz(MCQ) / Seminar

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:			
<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	
Note: In Final Examination report shall be examined by external and internal examiners.Marks Distribution: Case study record- 15 marks Viva- 10			
Suggested Readings:			
<ul style="list-style-type: none"> • eaxy ,l-ds- f" k{kk euksfoKku ,oa lkaf[,dh] fouksn iqLrd efUnj vxkjk • Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep& DeepPublications. • Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. NewDelhi, Tata McGraw-Hill Publishing Co. Ltd. 			



**BA 3RD YEAR EDUCATION- BACHLOR OF ARTS DEGREE IN EDUCATION
BA 3RD, SEM. V, COURSE I (THEORY)**

PROGRAM/CLASS: DEGREE/BA	YEAR: THIRD	SEMESTER: FIFTH
SUBJECT: EDUCATION		
COURSE CODE: E010501T	COURSE TITLE: EDUCATIONAL ASSESSMENT	
<p>Course Learning Outcomes: 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.</p>		
<p>On completion of this course, learners will be able to:</p> <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.	<p><u>BASICS OF ASSESMENT</u></p> <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. 	8
II.	<p><u>NORMS</u></p> <ul style="list-style-type: none"> ● Norms: Meaning and Significance ● Marks vs Grades ● Credit System 	7
III.	<p><u>ACHIEVEMENT TESTS</u></p> <ul style="list-style-type: none"> ● Meaning, Aims and Types. ● Subjective VS Objective tests. ● Characteristics of a Good test. 	8
IV.	<p><u>INTELLIGENCE</u></p> <ul style="list-style-type: none"> ● What is Intelligence, Types? ● Concept of Emotional Intelligence. 	7
V.	<p><u>MEASUREMENT OF INTELLIGENCE</u></p> <ul style="list-style-type: none"> ● Verbal, Non-Verbal test ● Individual Tests and Group test 	8
VI.	<p><u>PERSONALITY</u></p> <ul style="list-style-type: none"> ● What is Personality? ● Types of Personality. ● Theories of Personality. 	7
VII.	<p><u>ASSESSMENT OF PERSONALITY</u></p> <ul style="list-style-type: none"> ●Personality Inventories ●Projective Techniques. 	8
VIII.	<p><u>APTITUDE</u></p> <ul style="list-style-type: none"> ● What is Aptitude? ● Types of Aptitude. ● Characteristics of Aptitude. ● Measurement of Aptitude. 	7

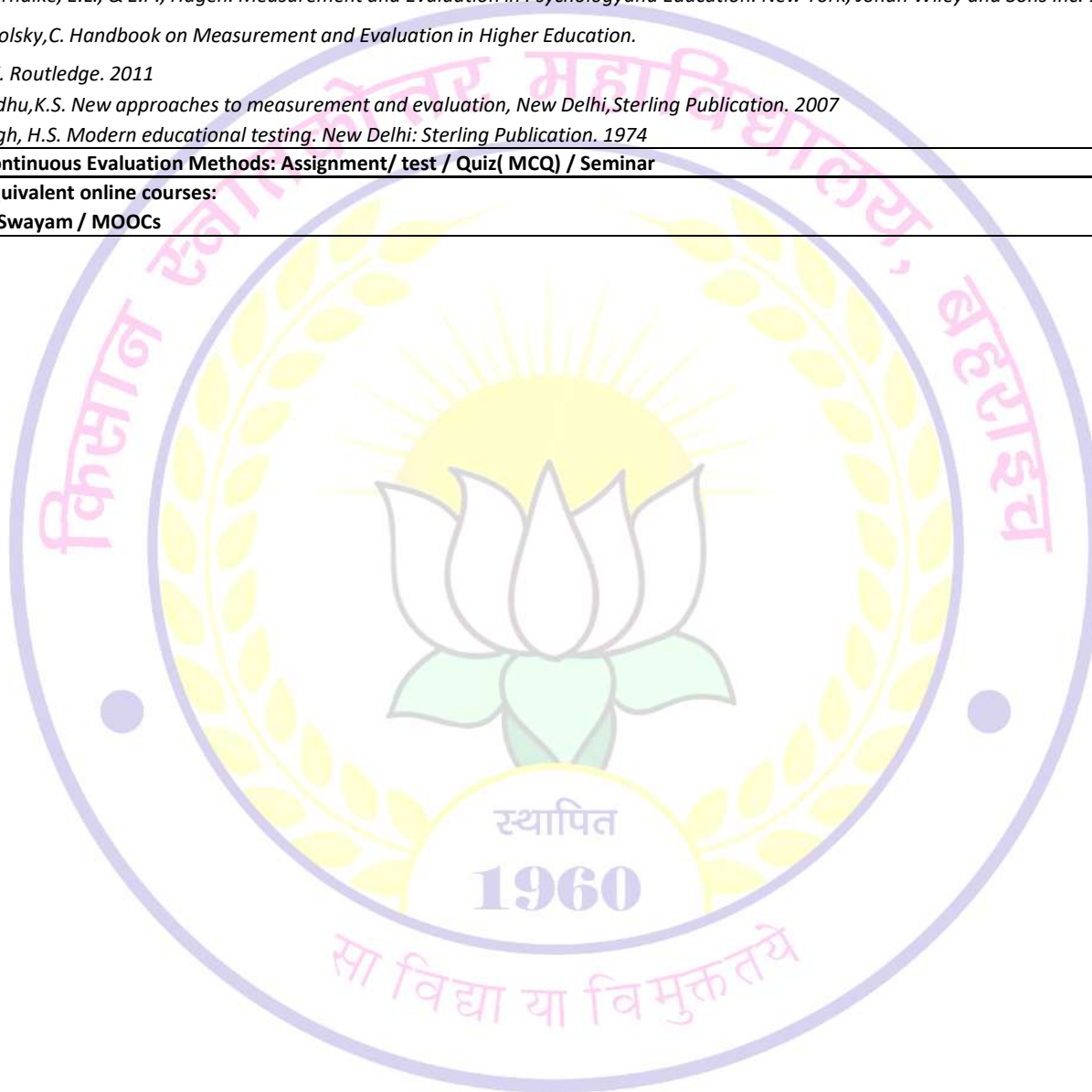
Suggested Readings:

- गुप्ता एस.पी. शैक्षिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन आगरा
- ए.के. सिंह शिक्षा मनोविज्ञान भारतीय भवन 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, John 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

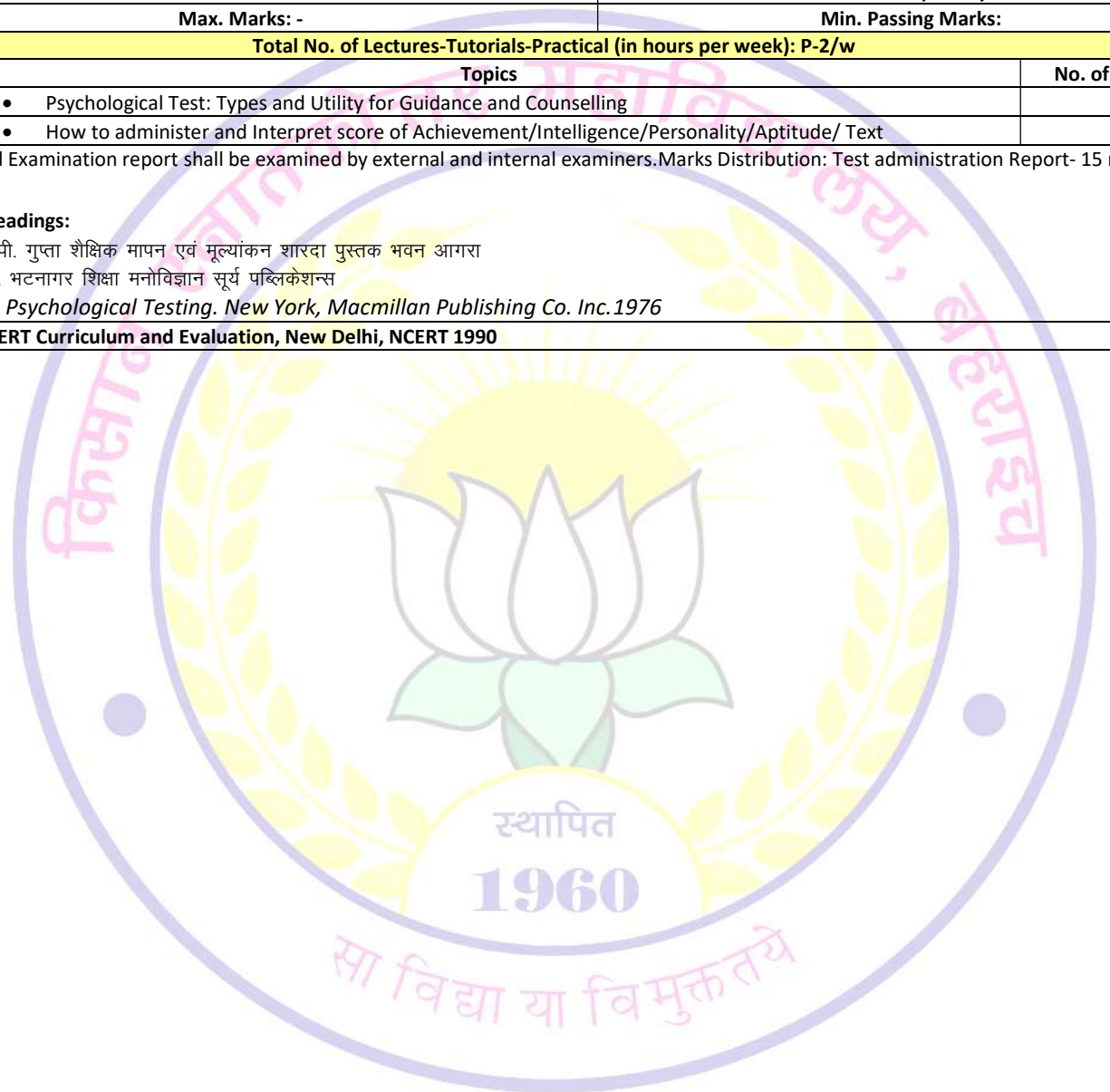


BA 3RD, SEM. V, COURSE II (THEORY)

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:		
<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	<u>INTRODUCTION TO STATISTICS</u> <ul style="list-style-type: none"> • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics 	7
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> <ul style="list-style-type: none"> • Organization of data: • Simple array • Frequency array • Frequency Distribution • Class Interval: • Inclusive • Exclusive 	7
III	<u>GRAPHICAL REPRESENTATION OF DATA</u> <ul style="list-style-type: none"> • Bar diagram • Histogram • Pie chart 	8
IV	<u>MEASURES OF CENTRAL TENDENCY</u> <ul style="list-style-type: none"> • Definition, Uses, Computation of: Mean, Median, Mode 	8
V	<u>MEASURES OF RELATIVE POSITION</u> <ul style="list-style-type: none"> • Concept of Relative Position • Percentile Rank • Percentile 	5
VI	<u>MEASURES OF VARIABILITY</u> <ul style="list-style-type: none"> • Definition, Uses, Computation: • Range, Mean Deviation, Standard Deviation. 	8
VII	<u>UNIT IV: CORRELATION</u> <ul style="list-style-type: none"> • Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method. 	12
VIII	<u>NORMAL PROBABILITY CURVE</u> <ul style="list-style-type: none"> • Concept and Characteristics. 	5
Suggested Readings:		
<ul style="list-style-type: none"> • विपिन अस्थाना शैक्षिक अनुसंधान एवं सांख्यिकी अग्रवाल पब्लिकेशन्स आगरा • एच.के. कपिल अनुसंधान विधियां भार्गव प्रिन्टर्स आगरा • 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	
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 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>			
Suggested Readings:			
<ul style="list-style-type: none"> • ,स.पी. गुप्ता शैक्षिक मापन एवं मूल्यांकन शारदा पुस्तक भवन आगरा • एस. भटनागर शिक्षा मनोविज्ञान सूर्य पब्लिकेशन्स 			
<i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976</i>			
<ul style="list-style-type: none"> • 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:		
<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.	45
	OR	
	Visit to any type of University: A.It's profile preparation. B.Report on its administrative structure.	
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal		
Suggested Readings:		
<ul style="list-style-type: none"> • एस.पी. गुप्ता शैक्षिक मापन एवं मूल्यांकन शारदा पुस्तक भवन आगरा • Anastasi, A. <i>Psychological Testing</i>. 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:		
<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"> • आर.पी. भटनागर शैक्षिकप्रशासन, आर लाल बुक डीपो • एल.के. ओड शैक्षिक प्रशासन राज्यस्थान हिन्दी ग्रंथ अकादमी जयपुर • Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management(n.p.). • Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 • Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.). • Sharma, R.A. (n.d.). Education Administration and Management. Meerut, LoyalBook Depot. • Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwalpublication. • 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	
Course Learning Outcomes On completion of this course, learners will be able to: <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
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: <ul style="list-style-type: none"> • यादव एस.आर. दूरवर्तीशिक्षा विनोद पुस्तक मन्दिर • सक्सेना आर.आर. नवाचारीशिक्षण पद्धतियां, राज्यस्थान हिन्दी ग्रंथ अकादमी • Agarwal, S.P. and Aggarwal, J.C. <i>Environmental protection, education and development. New Delhi, New Concepts. 1996</i> • Aggarwal J.C. <i>Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995</i> • Kumar, K.L. <i>Educational Technology, New Delhi, New Age International (P)Ltd. Publishers. 2000</i> • Kaushal, S. & Mahapatra. <i>Emerging Trends in Inclusive Education. Delhi, IVYPub. 2007</i> • Laxmi S. <i>Innovations in Education, Delhi Sterling Publishers. 1989</i> • Reddy, P. K. & Reddy, N. D. <i>Environmental Education. Hyderabad: Neelkamalpublications. 2001</i> • Sampath, K. et. Al. <i>Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998</i> • Sharma, B. L., & Maheswari, B. K. <i>Education for environmental and human value. Meerut, R.Lall Books Depot. 2008</i> • Singh, Y. K. <i>Teaching of environmental science, New Delhi, APH Publishing 2009</i> • Corporation. Underwood, Jean D.M., and Underwood, G. <i>Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell.1990</i> 		
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:		
<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
Note: In Final Examination report shall be examined by external and internal examiners.Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10		



BA 3RD, SEM. VI, PROJECT

PROGRAM/CLASS: DEGREE/BA	YEAR: THIRD	SEMESTER: SIXTH
SUBJECT: EDUCATION		
COURSE CODE: E010601R	COURSE TITLE: RESEARCH PROJECT	
Course Learning Outcomes		
On completion of this course, learners will be able to		
<ul style="list-style-type: none"> • Develop an stronger orientation towards research • Understand Basic methods of research and different research tools 		
Credits: 3	Core Compulsory	
Max. Marks: - 100	Min. Passing Marks: 40%	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
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:		
<ul style="list-style-type: none"> • गुप्ता एस.पी शोध संदर्शिका, शारदा पुस्तक भवन आगरा • पाडेय के.पी. शैक्षिक अनुसंधान, विश्वविद्यालय प्रकाशन वाराणसी • Anastasi, A. <i>Psychological Testing</i>. New York, Macmillan Publishing Co. Inc. 1976 • NCERT Curriculum and Evaluation, New Delhi, NCERT 1990 		