

**Faculty of Education**  
**Mahatma Gandhi Kashi Vidyapith**  
**Varanasi**



**Rules, Regulations & Curriculum**  
**B.A. Three Year Programme**  
**(Semester Wise)**

**Session**  
**2021 - 24**

# **Mahatma Gandhi Kashi Vidyapith, Varanasi**

## **FACULTY OF EDUCATION**

### **B.A. Three YEAR PROGRAMME**

#### **RULES, REGULATIONS AND CURRICULUM**

- **PREAMBLE** :- B.A Programme is a three year undergraduate programme which aims at preparing students as Nation Builders having values of Nationalism.
- **Duration** :- B.A. Programme is of a duration of Three academic years spread over six semesters.
- **Eligibility** :-
  - Candidate seeking admission to the B.A. programme should have passed 12th class from any recognised board.
- **Reservation** :-
  - Reservation and relaxation for SC / ST / OBC / PWD and other applicable categories shall be as per the rule of the Central Government / State Government whichever is applicable.
- **Admission Procedure** :- Admission shall be made on merit on the basis of marks obtained in the qualifying examination or in the entrance examination or any other selection procedure as per the policy of the state Government / Central Government / University.
- **Examination** :-
  - B.A. students can answer the questions in Hindi or in English medium.
  - The award of division towards the end of the sixth semester will be decided on the basis of aggregate of scores/credits earned in all the six semesters .



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

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

3	V	E010501R	<p>Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.</p> <p>OR</p> <p>Visit to any type of University other than Distance University:</p> <p>A. It's profile preparation.</p> <p>B. Report on its administrative structure.</p>	Project	3
3	VI	E010601T	Educational Administration and Management	Theory	4
3	VI	E010602T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E010603P	<p>I. Visit to an Anganwadi Centre and report preparation.</p> <p>II. Write and submit an article on any trending Socio-Cultural Environmental Issue.</p>	Practical	2
3	VI	E010601R	<p>Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.</p>	Project	3



## **Syllabus for BA (Education)**

### ● Subject prerequisites:

To study this subject, a student must have had the subject(s) ... in class/12<sup>th</sup> - 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 Behaviour,

Teaching Learning,

Measurement and Evaluation,

Society and Nation.





## List of all papers in all six semesters.

Year	Sem.	Course I (Theory)	C r e d i t s	Course II (Theory/Practical)	C r e d i t s	Course III (Theory/Practical)	C r e d i t s	Research Project	C r e d i t s	Total Credit
1	I	Conceptual Framework of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
	II	Development and challenges of Indian Education System	4	Practical	2	NIL	N I L	NIL	N I L	6
2	III	Philosophical- Sociological- Political- Economic Perspectives of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
	IV	Psychological Perspectives of Education	4	Practical	2	NIL	N I L	NIL	N I L	6
3	V	Educational Assessment	4	Educational Statistics	4	Practical	2	<b><u>Project</u></b>  <b>Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.</b>  <b>OR</b>	3	13

								<p><b>Visit to any type of University:</b></p> <p>A. It's profile preparation.</p> <p>B. Report on its administrative structure.</p>		
VI	Educational Administration and Management	4	Milestones and New Dimensions of Indian Education	4	Practical	2	<p><b><u>Project</u></b>  <b>Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</b></p> <p>OR</p> <p><b>For Understanding Social disadvantages, Interview an working child/ a child who has experienced</b></p>	3	13	



Program/Class: Certificate /BA	Year: First	Semester: First
Subject: Education		
Course Code: E010101T	Course Title: Conceptual Framework of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● To understand the meaning, nature, scope and aims of education.</li> <li>● To explain the factors of education and their interrelationship.</li> <li>● To become aware of different agencies of education that influence education.</li> <li>● To be acquainted with the Constitutional values and Educational provisions.</li> </ul>		

<ul style="list-style-type: none"> <li>● Distinguish between different levels of the Education System.</li> <li>● Explain the present status of different levels of Education.</li> <li>● Identify the level of Education and concern governing/regulatory bodies.</li> <li>● Differentiate the needs and importance of different levels of Education.</li> </ul>
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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> <ul style="list-style-type: none"> <li>● Concepts of Education- Meaning, Nature.</li> <li>● Education in the context of</li> <li>● Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha.</li> <li>● Vidya - Gyan –Teaching.</li> <li>● Training vs. Education.</li> <li>● Influencing Factors of Education.</li> <li>● Aims of Education: Individualistic, Social, Democratic and Vocational.</li> </ul>	10

<p style="text-align: center;"><b>II</b></p>	<p><u>FUNCTIONS OF EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Individual and Social Development.</li> <li>• Transmission of Cultural Heritage.</li> <li>• Acquisition and Generation of Human Values.</li> <li>• Education for National Integration.</li> <li>• Education for International Understanding.</li> <li>• Education for HRD.</li> </ul>	<p style="text-align: center;">8</p>
<p style="text-align: center;"><b>III</b></p>	<p><u>AGENCIES OF EDUCATION</u></p> <p>Concept of</p> <ul style="list-style-type: none"> <li>• Formal.</li> <li>• Informal.</li> <li>• Non – Formal Agencies</li> </ul>	<p style="text-align: center;">7</p>
<p style="text-align: center;"><b>IV</b></p>	<p><u>INDIAN CONSTITUTION AND EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Inculcation of Constitutional Values through Education.</li> <li>• Constitutional Provisions for Education.</li> </ul>	<p style="text-align: center;">7</p>
<p style="text-align: center;"><b>V</b></p>	<p><u>PRE-PRIMARY EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Concept, Objective, Importance of Pre-primary Education.</li> <li>• Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten.</li> <li>• Background and Present Scenario of Pre-primary Education in India.</li> <li>• NEP 2020 and Pre-primary Education.</li> </ul>	<p style="text-align: center;">8</p>

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

### Suggested Readings:

- <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>
- Tomar, L.R: Pracheen shikshan Paddati, Suruchi Prakashan, New Delhi
- <https://archive.org/details/in.ernet.dli.2015.482904>
- Prabhat Kumar: Bharat ka samvidhan, Prabhat Paper backs.

- 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/12<sup>th</sup>/ certificate/diploma.



Suggested equivalent online courses:  
Courses on Swayam / MOOCs

**BA 1<sup>st</sup> , 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.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• conceptualize the basic elements of Indian Constitution</li> </ul>		
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
<p><b>Suggested Readings:</b></p> <p><a href="https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text">https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text</a></p> <p>Prabhat Kumar: Bharat ka samvidhan, Prabhat Paper backs</p>		

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

**BA 1<sup>st</sup> , 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"> <li>● Understand the development of Indian Education during different ages,</li> <li>● Analyze the trends of Education running in the different educational systems.</li> <li>● Narrate the major contributions of Indian Educational Heritage in the different fields of study.</li> <li>● Discuss the views of foreign travelers about Indian cultural and educational heritage.</li> <li>● Identify the problems of Indian education at different levels of education.</li> <li>● Assess the root cause of challenges faced by Indian education system.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>

I	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> <li>• Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education.</li> <li>• Viewpoints of Travelers towards Ancient Indian Education System.</li> </ul>	8
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> <ul style="list-style-type: none"> <li>• Main Characteristics.</li> <li>• Merits and Demerits of Education System.</li> <li>• Contribution to Modern Indian Education.</li> </ul>	8
III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: A brief description of <ul style="list-style-type: none"> <li>• Indian University Commission.</li> <li>• Gokhale Bill.</li> <li>• Wardha Yojna.</li> </ul>	5
IV	<u>POST-INDEPENDENT ERA OF INDIAN EDUCATION:</u> Role of following commissions- <ul style="list-style-type: none"> <li>• VishvVidyalaya Ayog(RadhaKrishnan Commission)</li> <li>• Madhyamik Shiksha Ayog(Mudaliar Commission)</li> <li>• Education and National Development (Kothari Commission)</li> <li>• National Policy of Education 1986</li> <li>• Janardan Committee</li> <li>• National knowledge Commission</li> </ul>	9

	<ul style="list-style-type: none"> <li>National Education Policy 2020.</li> </ul>	
<b>V</b>	<p><u>PROBLEMS PRE-PRIMARY EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>Unsatisfactory Conditions of Preprimary Schools.</li> <li>Training of Pre-primary Teachers.</li> <li>Unavailability of Teaching Material.</li> <li>Loopholes of Supervision and Administration.</li> <li>Problem of Uniformity.</li> </ul>	8
<b>VI</b>	<p><u>PROBLEMS PRIMARY AND SECONDARY EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>Problems of Access and Equity.</li> <li>Problems of Multilingualism, Child's Home Language and the Language of School-Classroom, Textbooks etc.</li> <li>Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus.</li> <li>Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF.</li> <li>Problems due to Cyber World and Increasing Stress.</li> </ul>	8
<b>VII</b>	<p><u>PROBLEMS OF HIGHER EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region.</li> <li>Problem of over-emphasis on Examination System in India, Information Explosion and its Validation.</li> <li>Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition.</li> </ul>	7

<b>VIII</b>	<b>AFFECTING FACTORS OF INDIAN EDUCATION SYSTEM</b>	7
	<ul style="list-style-type: none"> <li>• Urbanization.</li> <li>• Population Explosion.</li> <li>• Poverty.</li> <li>• Brain Drain</li> </ul>	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• चौबे एस.पी, भारतीयशिक्षाका इतहास</li> <li>• Jauhari ,Pathak :Bharateey shiksha ka Itihas, Vinod Pustak mandir Agra</li> <li>• Pandey, R,S,:Shiksha ki samyaik samayayen, Vinod Pustak mandir Agra</li> <li>• <a href="https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u">https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u</a></li> <li>• Altekar A. S. <i>Education in Ancient India</i>. Varanasi, Nandkishore&amp; Brothers. 1963</li> <li>• Bakshi S.R.&amp; Mahajan, L.<i>Encyclopedic History of Indian Culture and Religion: Education in ancient India</i>, New Delhi, Deep &amp; Deep Publications. 2000</li> <li>• Govinda, R and M, Bandyopadhyay. <i>Access to Elementary Education: Analytical Overview</i>, New Delhi: OUP. 2011</li> <li>• Human Development Report retrieved from <a href="http://hdr.undp.org/en/reports/">http://hdr.undp.org/en/reports/</a></li> <li>• Lal R.B. &amp; Sharma K.K. ‘History, Development and Problems of Indian Education’, R.Lal Book Depo, Meerut, 2015.</li> <li>• Mitra, V. <i>Education in Ancient India</i>. Delhi, Arya Book Depot. 1964</li> <li>• Mookerji, R.k. <i>Ancient Indian Education: Brahamanic and Buddhist</i>. Delhi, MotilalBanarsidass. 1947</li> <li>• Ramchandran, P. &amp; Ramkumar, V. ‘Education in India’, NBT, N, Delhi, 2014.</li> </ul>		
<ul style="list-style-type: none"> <li>• Singh, Bhanu Pratap, <i>Aims of Education in India: Vedic, Buddhist, Medieval, Bristish and Post-Independence</i>, Delhi, Ajanta Publications. 1990</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

**BA 1<sup>st</sup> , 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 <sup>th</sup> - 12 <sup>th</sup> ) 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"> <li>• Develop an stronger orientation towards research</li> <li>• Conceptualize the school profile preparation.</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	•School: need and importance.	5
<b>II</b>	• Types of school on account on administration.	5
<b>III</b>	•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 2<sup>nd</sup> 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 behaviour. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

**BA 2<sup>nd</sup> , 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	
<p><b>Course Learning Outcomes</b></p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Define Education and Philosophy.</li> <li>● Explain difference between Darshan and Philosophy.</li> <li>● Identify significant features of the Indian and Western philosophies.</li> <li>● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.</li> <li>● Compare the Indian and Western Philosophical thoughts.</li> <li>● Define pluralism and diversity in Indian society.</li> <li>● Relate Education with Political and Economic issues.</li> <li>● Distinguish between Fundamental Rights and duties.</li> <li>● Value role of Education for Sustainable Development</li> </ul>		

Credits: 4	Core Compulsory	
Max. Marks: NA	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>

<b>I</b>	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> <li>• Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education.</li> <li>• Branches of Philosophy and Education.</li> </ul>	8
<b>II</b>	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>• Vedant.</li> <li>• Bhagavad Geeta.</li> </ul>	8
<b>III</b>	<u>A BRIEF INTRODUCTION TO WESTERN SCHOOLS OF PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>• Idealism.</li> <li>• Naturalism.</li> <li>• Pragmatism.</li> </ul>	7
<b>IV</b>	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> <li>• Mahatma Gandhi.</li> <li>• Swami Vivekanand.</li> <li>• B.R. Ambedkar.</li> <li>• Rousseau.</li> <li>• Dewey.</li> </ul>	7
<b>V</b>	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> <li>• Concept of Pluralism and Diversity in Indian Society.</li> <li>• Social Stratification of Indian Society: Caste, Class, Gender.</li> </ul>	8
<b>VI</b>	<u>SCHOOL , EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> <li>• School as Social Organization.</li> <li>• Social Change and Education.</li> <li>• Social Mobility and Education.</li> </ul>	8
<b>VII</b>	<u>POLITICAL PERSPECTIVES OF EDUCATION</u>	7



	<ul style="list-style-type: none"> <li>• Fundamental Rights and Duties.</li> <li>• Directive Principles.</li> <li>• Right to Education</li> </ul>	
<b>VIII</b>	<p><u>ECONOMIC PERSPECTIVES OF EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Education as Development Indicator.</li> <li>• Education for Sustainable development</li> <li>• UN-MDG ,SDG</li> </ul>	7
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Kamar,K :Shiksha aur Gyan,Granthshilpi,NewDelhi.</li> <li>• Pandey,K.P.:Shilsha ke darshanik evam samajik aadhar,Vishwavidyalay prakashan varanasi.</li> <li>• Archer, M.S. <i>Social Origins of Educational Systems</i>, New Delhi: Sage. 1984</li> <li>• Brubacher, John S. (ed) . <i>Modern Philosophy of Education</i>, New Jersey: Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962</li> <li>• Cohen, B. <i>Educational Thought: An Introduction</i>. Macmillan, Britain. 1969</li> <li>• Dewey, J. <i>The School and Society</i>. Chicago, The University of Chicago Press. 1915</li> <li>• Durkheim, E. <i>Education and Sociology</i>. New York: The Free Press. 1956</li> <li>• Elmhirst, L.K. <i>Rabindranath Tagore: Pioneer in Education</i>. Delhi: Sahitya Chayan.1994</li> <li>• Freire, P. <i>Pedagogy of the Oppressed</i>. London, Penguin Books. N.p. 1970</li> <li>• Kneller, G.F. <i>Foundations of Education</i>. London and New York, John Wiley and Sons, Inc. 1963</li> <li>• Kumar, K. <i>The Political Agenda of Education: A Study of Colonialist and nationalist Ideas</i>. New Delhi, Sage Publications.1991</li> <li>• Shukla, S. and Kumar, K. <i>Sociological Perspective in Education</i>.New Delhi, Chanakya Publications. 1985</li> <li>• Shukla, S. C. and Kaul, R. (eds.) <i>Education, Development and Underdevelopment</i>, New Delhi: Sage. 1998</li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		

Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 2<sup>nd</sup> , 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 .	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• Understand the concept of Book review.</li> </ul>		
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? It's advantages.	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
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Review presentation- 15 marks Viva- 10</p>		

**BA 2<sup>nd</sup> , Sem. IV,  
Course I  
(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		

Course Code: E010401T	Course Title: Psychological Perspectives of Education
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**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	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> <li>● Psychology: Concepts and Scopes.</li> <li>● Relations of Education and Psychology.</li> <li>● Importance of Educational Psychology.</li> <li>● Methods of Studying Educational Psychology.</li> </ul>	8
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> <li>● Development/Meaning and Forms.</li> <li>● Growth and Development.</li> <li>● Stages of Development.</li> <li>● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.</li> </ul>	8

<b>III</b>	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> <li>• Meaning, Nature and Factors Influencing the Education.</li> <li>• Learning Styles: VARK.</li> <li>• Thorndike’s laws of learning.</li> <li>• Transfer of Learning and its classroom implications.</li> </ul>	7
	<ul style="list-style-type: none"> <li>• Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.</li> </ul>	
<b>IV</b>	<u>FOUNDATIONS OF BEHAVIOURS AND THEIR ROLES</u> <ul style="list-style-type: none"> <li>• Instincts.</li> <li>• Sensation, Perception and Concept.</li> <li>• Motivation.</li> <li>• Memory.</li> <li>• Attention and Interest.</li> <li>• Thinking, Reasoning and Imagination.</li> <li>• Habit.</li> <li>• Fatigue</li> </ul>	7
<b>V</b>	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> <li>• Meaning, Types and Causes of Individual Differences.</li> <li>• Individual Differences and Education.</li> </ul>	8
<b>VI</b>	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> <li>• Mentally Retarded.</li> <li>• Gifted Children.</li> <li>• Divyang (Handicapped).</li> </ul>	8
<b>VII</b>	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> <li>• Concept and need of studying mental health.</li> <li>• Affecting Factors of Mental Health.</li> <li>• Mental Health and Education.</li> <li>• Adjustment: Meaning and Process.</li> </ul>	7

<b>VIII</b>	<p style="text-align: center;"><u>TEACHING AND LEARNING PROCESS</u></p> <ul style="list-style-type: none"> <li>• Concept of Teaching.</li> <li>• Relation between Learning and Teaching.</li> <li>• Conditioning vs Teaching.</li> <li>• The Objectives of Education is Learning.</li> <li>• Role of Teacher in Teaching- Learning.</li> </ul>	7
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• BHATNAGAR ;Shiksha manovigyan,Surya Publication,New Delhi, 1998</li> <li>• Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house</li> <li>• Bhatnagar Suresh (n.d.). <i>Advanced Educational Psychology</i>, Lal Book Depot, Meerut.</li> <li>• Bigge, Morris. L (1971). <i>Learning theories for teachers</i>. New York: Harper &amp;Row.</li> </ul>		
<ul style="list-style-type: none"> <li>• Chauhan S.S. (1978). <i>Advanced educational psychology</i>. Vikas Publishing House.</li> <li>• Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep &amp; Deep Publications.</li> <li>• Dececco John, P. <i>The Psychology of Learning and Instruction</i>. New Delhi, Prentice Hall of India. 1968</li> <li>• Hilgard, E.R. &amp; Bower, S.H., (1975). <i>Theories of Learning</i>. Englewood Cliffs New Jersey: Prentice Hall.</li> <li>• Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</li> <li>• Mathur, S.S. <i>Educational Psychology</i>. Agra, Vinod PustakMandir. 1986</li> <li>• Mazur, J.E. (1994). <i>Learning and behaviour</i>. Englewood Cliffs. New Jersey; Prentice Hall.</li> <li>• Rani, A. (2011). <i>Psychology of learning Behavior</i>. New Delhi, Centrum Press.</li> </ul>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

(Practical)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Practical: Prepare a study of a Special Child	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none"><li>● Develop an stronger orientation towards research</li><li>● Identify the different special children.</li><li>● Prepare a case study.</li></ul>		
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"><li>● मंगलएस.के, शिक्षामनोशिक्षणज्ञानएडि. संशययकी, विनोडि पुस्तक मंगरि, आगरा</li><li>● कशपलएच.के, अनुसंधानशिक्षयां, भागमशिपरंटसम, आगरा</li><li>● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep&amp; Deep Publications.</li><li>● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</li></ul>		

## 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 3<sup>rd</sup> , 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"><li>● Define assessment, measurement and evaluation.</li><li>● Enumerate and Illustrate Characteristics of a good test.</li><li>● Classify different psychological tests.</li><li>● Test Intelligence/Personality/Aptitude of a subject.</li></ul>	
Credits: 4	Core Compulsory
Max. Marks:	Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w	

<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<u>BASICS OF ASSESMENT</u> <ul style="list-style-type: none"> <li>• Assessment, Measurement, Evaluation: Concept, Features and Difference.</li> <li>• Physical <i>vs</i> Psychological Measurements.</li> <li>• Continuous and Comprehensive Evaluation: Meaning, Aims and Aspects.</li> </ul>	8
<b>II</b>	<u>NORMS</u> <ul style="list-style-type: none"> <li>• Norms: Meaning and Significance</li> <li>• Marks <i>vs</i> Grades</li> <li>• Credit System</li> </ul>	7
<b>III</b>	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> <li>• Meaning, Aims and Types.</li> <li>• Subjective VS Objective tests.</li> <li>• Characteristics of a Good test.</li> </ul>	8
<b>IV</b>	<u>INTELLIGENCE</u> <ul style="list-style-type: none"> <li>• Intelligence- concept and types.</li> <li>• Concept of Emotional Intelligence.</li> </ul>	7
<b>V</b>	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> <li>• Verbal, Non-Verbal test.</li> <li>• Meaning of IQ.</li> <li>• Individual Tests and Group test</li> </ul>	8



VI	<u>PERSONALITY</u> <ul style="list-style-type: none"> <li>• Personality- Concept and Types.</li> <li>• Personality Assessment through Inventories and Projective Techniques.</li> <li>• Theories of Personality.</li> </ul>	7
VII	<u>PERFORMANCE TESTS</u> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types - Based on Practicals in labs, Co—curricular activities.</li> </ul>	8
VIII	<u>APTITUDE</u> <ul style="list-style-type: none"> <li>• Aptitude : Concept and Types.</li> <li>• Aptitude : Characteristics and Measurement.</li> </ul>	7

**Suggested Readings:**

- GUPTA S.P "SHAISHIK MAPAN EVAM MOOLYKAN SHARDA BOOK DEPOT , ALLAHABAD
- NAND, SHARMA :SHIKSHA MANOVIGYAN EVAM MAPAN SANJAY PUBLICATION , AGRA
- BHATNAGAR S : SHIKSHA MANOVIGYAN EVAM MAPAN SURYA PUBLICATION
- 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 3<sup>rd</sup> , 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"> <li>• Define Statistical terms.</li> <li>• Prepare graphical charts.</li> <li>• Interpret the results various operations of statistics.</li> <li>• Survey and collect data.</li> <li>• Analyze the data with Suitable Statistical methods.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks:		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>

<b>I</b>	<b>INTRODUCTION TO STATISTICS</b>	<b>7</b>
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	<ul style="list-style-type: none"> <li>• History of Statistics</li> <li>• Definition and Need of Statistics.</li> <li>• Types of Statistics</li> <li>• Symbols in Statistics</li> </ul>	
<b>II</b>	<u>PRESENTATION AND ORGANIZATION OF DATA</u> <ul style="list-style-type: none"> <li>• Organization of data: <ul style="list-style-type: none"> <li>○ Simple array</li> <li>○ Frequency array</li> <li>○ Frequency Distribution</li> </ul> </li> <li>• Class Interval: <ul style="list-style-type: none"> <li>○ Inclusive</li> <li>○ Exclusive</li> </ul> </li> </ul>	7
<b>III</b>	<u>GRAPHICAL REPRESENTATION OF DATA</u> <ul style="list-style-type: none"> <li>• Bar diagram</li> <li>• Histogram</li> <li>• Pie chart</li> </ul>	8
<b>IV</b>	<u>MEASURES OF CENTRAL TENDENCY</u> <ul style="list-style-type: none"> <li>• Definition, Uses, Computation of: Mean, Median, Mode</li> </ul>	8
<b>V</b>	<u>MEASURES OF RELATIVE POSITION</u> <ul style="list-style-type: none"> <li>• Concept of Relative Position</li> <li>• Percentile Rank</li> <li>• Percentile</li> </ul>	5
<b>VI</b>	<u>MEASURES OF VARIABILITY</u> <ul style="list-style-type: none"> <li>• Definition, Uses, Computation: Range, Mean Deviation, Standard Deviation.</li> </ul>	8

VII	<p><u>CORRELATION</u></p> <ul style="list-style-type: none"> <li>• Meaning, Types, Uses</li> <li>• Computation of Coefficient of Correlation- Spearman's Rank Difference Method.</li> </ul>	12
VIII	<p><u>NORMAL PROBABILITY CURVE</u></p> <ul style="list-style-type: none"> <li>• Concept and Characteristics.</li> </ul>	5
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• ASTHANA VIPIN : SHAIKSHIK ANUSANDHAN EVAM SANKHYIKI AGRAWAL PUBLICATION AGRA</li> <li>• KAPIL H.K : ANUSANDHAN VIDHIYAN BHARGAV PUBLICATION , AGRA</li> <li>• PANDEY K.P " SHAIKSHIK ANUSANDHAN UNIVERSITY PUBLICATION , VARANASI</li> <li>• Agresti&amp; Finlay, <i>Statistical Methods for the Social Sciences</i>. New Jersey, Prentice Hall. 2010</li> <li>• Garret H.E., <i>Psychological Tests, Methods, and Results</i> Nabu Press, 2011.</li> <li>• Garret H.E., <i>Statistics in Psychology and Education</i>, Paragon International Publishers, 2005(Hindi&amp; English)</li> <li>• Ott and Longnecker. <i>Statistical methods and data analysis</i>. CA: Duxbury Pacific Grove, 2001</li> <li>• Patel, R.S. <i>Statistical techniques for data analysis</i>. (n.p.) Academic Publishing GmbH &amp; Co. 2012</li> <li>• Shavelson, R.J. <i>Statistical reasoning for the behavioral sciences</i>. Boston, Allyn and Bacon. 1988</li> </ul>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

**BA 3<sup>rd</sup> , 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"> <li>● Develop an stronger orientation towards research <ul style="list-style-type: none"> <li>● Understand and Administer different Psychological Tests</li> </ul> </li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	● Psychological Test: Types and Utility for Guidance and Counselling	5
<b>III</b>	● 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"> <li>● GUPTA S.P "SHAISHIK MAPAN EVAM MOOLYKAN SHARDA BOOK DEPOT , ALLAHABAD</li> <li>● NAND, SHARMA :SHIKSHA MANOVIGYAN EVAM MAPAN SANJAY PUBLICATION , AGRA</li> <li>● BHATNAGAR S : SHIKSHA MANOVIGYAN EVAM MAPAN SURYA PUBLICATION</li> </ul>		

- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

**BA 3<sup>rd</sup> , Sem. V,  
Project**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501R	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"> <li>● Develop an stronger orientation towards research</li> <li>● Understand basics of research</li> <li>● Develop attitude towards research</li> <li>● Collect and analyse data</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks:		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
I	What is Research Project.? Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.  OR Visit to any type of University other than Distance University: A. It's profile preparation.	45

	B. Report on its administrative structure.	
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Note: In Final Examination report shall be examined by external and internal examiners.  
Assessment: 50% external+50% internal

**Suggested Readings:**

- GUPTA S.P "SHAISHIK MAPAN EVAM MOOLYKAN SHARDA BOOK DEPOT , ALLAHABAD
- NAND, SHARMA :SHIKSHA MANOVIGYAN EVAM MAPAN SANJAY PUBLICATION , AGRA
- BHATNAGAR S : SHIKSHA MANOVIGYAN EVAM MAPAN SURYA PUBLICATION
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

**BA3<sup>rd</sup> , Sem. VI,  
Course I  
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
<b>Course Learning Outcomes</b>  On completion of this course, learners will be able to: <ul style="list-style-type: none"><li>● Describe different Educational Organizations.</li><li>● Compare Administration, Management and Supervision.</li><li>● Differentiate between inspection and supervision.</li></ul>		

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>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> <li>• Meaning and Types.</li> <li>• Characteristics of Educational Organizations.</li> </ul>	8
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• Meaning, Concept and Types of Educational Administration.</li> <li>• Administration <i>vs</i> Management.</li> <li>• Principles of Educational Administration.</li> <li>• Administrative Skills.</li> </ul>	8
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> <li>• Classical School</li> <li>• New Classical School</li> <li>• New Management</li> </ul>	7
IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• POSDCORB : Meaning and Functions.</li> </ul>	7
V	<u>EDUCATIONAL LEADERSHIP</u> <ul style="list-style-type: none"> <li>• Meaning, Nature of Educational Leadership.</li> <li>• Styles of Educational Leadership- Autocratic, Democratic and Laissez-faire</li> <li>• Centralization <i>vs</i> Decentralization</li> <li>• Decision Making.</li> </ul>	8
VI	<u>EDUCATIONAL PLANNING</u>	8



	<ul style="list-style-type: none"> <li>•Meaning and Nature of Educational Planning.</li> <li>•Approaches of Educational Planning.</li> </ul>	
<b>VII</b>	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> <li>•Need and Significance.</li> <li>•Sources of Finance.</li> </ul>	6
<b>VIII</b>	<u>EDUCATIONAL SUPERVISION</u> <ul style="list-style-type: none"> <li>• Meaning and Nature of Educational Supervision.</li> <li>• Inspection vs Supervision.</li> <li>• Types of Educational Supervision.</li> </ul>	8
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• BHATNAGAR R.P SHAIKSHIK PRASHASHAN R.L BOOK DEPOT , MEERUT</li> <li>• ODE.L.K : SHAIKSHIK PRASHASHAN , JAIPUR</li> <li>• VERMA L.N BHARTIYA SHIKSHA VYAWASTHA , JAIPUR</li> <li>• Bhatnagar S.S. &amp; Gupta P.K. (Educational Administration and Management (n.p.).</li> <li>• Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006</li> <li>• Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).</li> <li>• Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot.</li> </ul>		
<ul style="list-style-type: none"> <li>• Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.</li> <li>• <a href="http://mlrd.gov.in/school-education">http://mlrd.gov.in/school-education</a></li> <li>• <a href="http://mlid.gov.in/schemes-1">http://mlid.gov.in/schemes-1</a></li> </ul>		
Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

**BA 3<sup>rd</sup> , 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"> <li>● List and differentiate the different education programs and schemes.</li> <li>● Use MOOCs and SWAYAM.</li> <li>● Collect and use material from OERs.</li> <li>● Review e-journals and e-Magazines.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks:	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of</b>

		<b>Lectures</b>
<b>I</b>	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u>	9

	<ul style="list-style-type: none"> <li>• ICDS</li> <li>• RMSA.</li> <li>• RUSA.</li> <li>• NMEICT.</li> <li>• RTE.</li> <li>• PMMMMNMTT.</li> </ul>	
<b>II</b>	<b>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA</b>	5
	<ul style="list-style-type: none"> <li>• VISHVABHARTI</li> <li>• SNDT Women’s University</li> <li>• IGNTU</li> <li>• JRHU</li> <li>• MGCGV</li> <li>• Pondicherry Ashram.</li> <li>• Navodaya Vidyalaya.</li> <li>• Eklavya Vidyalaya</li> <li>• Ashram Paddhati Vidyalaya</li> <li>• Kasturba Vidyalaya</li> </ul>	
<b>III</b>	<b>EDUCATIONAL TECHNOLOGY</b>	8
	<ul style="list-style-type: none"> <li>• ICT: Meaning, Type, Concept and Needs.</li> <li>• ICT and Education.</li> <li>• Approaches of Educational Technology.</li> <li>• Computer and Internet: Application in Education</li> <li>• Online classes- need and arrangement .</li> </ul>	
<b>IV</b>	<b>INITIATIVES AND INNOVATIONS</b>	7
	<ul style="list-style-type: none"> <li>• EDUSAT, EDUCOM. •MOOCS, SWAYAM.</li> <li>• OERs.</li> <li>• e-journals and e-Magazines.</li> <li>• NAD, NIRF, e-Pathshala.</li> </ul>	
<b>V</b>	<b>SOCIETAL TRENDS AND EDUCATION</b>	8
	<ul style="list-style-type: none"> <li>• Inclusion-.</li> <li>• Human Rights.</li> <li>• Value and Moral.</li> <li>• Women Empowerment</li> <li>• Effect of Pandemics on society and Education.</li> </ul>	

<b>VI</b>	<u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> <li>• Social Media : Role in enhancement of Demographic changes , Globalization and Peace.</li> <li>• Cultural Education</li> </ul>	8
	<b>VII</b>	
<b>VIII</b>		<u>ENVIRONMENT AND EDUCATION</u> <ul style="list-style-type: none"> <li>• Environmental Education: Concept, Aims and importance.</li> <li>• Awareness towards Environmental Issues.</li> <li>• Conservation of Natural Resources and Utilization of Non-Conventional Resources.</li> </ul>

**Suggested Readings:**

- YADAV S : DURVARTI SHIKSHA VINOD PUSTAK MANDIR,AGRA
- SHARMA R.A SHIKSHAK TACHNIKI , NEW DELHI
- SAXENA R.R : NAWACHARI SHIKSHAN VIDHIYAN , JAIPUR
- *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 Socio-Cultural-Environmental Issue.	
Course Learning Outcomes On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>● Develop an stronger orientation towardsresearch.</li> <li>● Understand and Conceptualize ICDS and Anganwadi.</li> <li>● Understand current issues and write an article.</li> </ul>		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	●ICDS ( Integrated Child Development Services): Introduction	5
<b>II</b>	●Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
<b>III</b>	●How to write an article: steps and ethics.	5
<b>IV</b>	●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 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 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.	45

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

### Suggested Readings:

- BHATNAGAR : SHAIKSHIK ANUSANDHAN R.L BOOK DEPOT , MEERUT
- GUPTA S.P SHODH VIDHIYAN : SHARDA PUBLICATION , ALLAHABAD
- GUPTA S.P "SHAIKSHIK MAPAN EVAM MOOLYKAN SHARDA BOOK DEPOT , ALLAHABAD
- NAND, SHARMA :SHIKSHA MANOVIGYAN EVAM MAPAN SANJAY PUBLICATION , AGRA
- BHATNAGAR S : SHIKSHA MANOVIGYAN EVAM MAPAN SURYA PUBLICATION
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990