

National Education Policy-2020

**Common Minimum Syllabus for Uttarakhand State Universities and
Colleges**

Four Year Undergraduate Programme-

FYUP/Honors Programme/Master in Arts

**PROPOSED STRUCTURE FOR FYUP/MASTER'S EDUCATION
SYLLABUS**

DEPARTMENT OF EDUCATION

EXPERT COMMITTEE

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9.	Prof. P.C Shukla	Professor	Department of Education	Gorakhpur University
10.	Dr. Ruchi Harish Arya	Professor	Department of Education	Sri Dev Suman University
11.	Dr. Nivedita Priyadarshani	Assistant Professor	Department of Education	Sri Dev Suman University
11.	Dr. Atal Bihari Tripathy	Assistant Professor	Department of Education	Sri Dev Suman University
12.	Dr. Hemant Kumar Binwal	Assistant Professor	Department of Education	G.D.C Lamgara, S.S.J University, Almora
13.	Dr. Gaurav Kumar	Assistant Professor	Department of Education	S.S.J University, Almora
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15.	Dr. Renu Joshi	Assistant Professor	Department of Education	I.P. G..G.P.G College Haldwani

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List of Papers (DSC, DSE, GE) with Semester Wise Titles for 'Education'

Year	Semester	Course	Paper Title	Theory/ Practical	Credits
Undergraduate Certificate in Education					
FIRST YEAR	I	DSC	Education and society	Theory	3
			Practical	Practical	1
		GE	Value Education	Theory	4
	II	DSC	Basic Psychological Foundations of Education-I	Theory	3
			Educational Psychology Practical -I	Practical	1
		GE	Life Long Learning and Adult Education	Theory	4
Undergraduate Diploma in Education					
SECOND YEAR	III	DSC	Philosophical foundations of Education	Theory	3
			Practical (Book Review)	Practical	1
		DSE	Inclusive Education	Theory	4
		GE	Education for Sustainable Development	Theory	4
	IV	DSC	Basic Psychological Foundations of Education-II	Theory	3
			Educational Psychology Practical -II	Practical	1
		DSE	Human Rights Education	Theory	4
		GE	Women Studies	Theory	4

Bachelor of Art in Education

THIRD YEAR	V	DSC	New Trends In Education	Theory	4
		DSE	Teacher Education	Theory	4
		GE	Innovations in Education	Theory	4
		RP	Research Project (Survey/ Case Study)	Research Project	4
	VI	DSC	Development of Indian Education System	Theory	4
		DSE	Basic Concepts of Educational Research and Statistics	Theory	4
		GE	Guidance ,Counseling in Education and Skill Development	Theory	4
		RP	Research Project (Report Writing)	Research Project	4

Bachelor of Art in Education (Honors)

FOURTH YEAR	VII	DSC	Philosophical Foundations of Education	Theory	4
		DSE 1	Sociological Foundations of Education	Theory	4
		DSE 2	Methodology of Educational Research	Theory	4
		DSE 3	Educational Technology & Information and Communication Technology	Theory	4
		GE 1	Educational Guidance and Counseling	Theory	4
		GE 2	Peace Education	Theory	4
		DISSERTATION	Synopsis(Major /Minor)OR Academic Project/Entrepreneurship	Theory	6
	VIII	DSC	Advanced Psychological Foundation of Education	Theory	3
			Educational Psychology Practical	Practical	1
		DSE 1	Gender Education	Theory	4
		DSE 2	Comparative Education	Theory	4
		DSE 3	Environmental Education	Theory	4
		GE 1	Child Centric Education	Theory	4
		GE 2	Life Skill Education	Theory	4
		DISSERTATION	Synopsis(Chapter 1) (Major / Minor) OR Academic Project/Entrepreneurship	Theory	6

Master of Art in Education

FIFTH YEAR	IX	DSC	Educational Research & Statistics In Education	Theory	4
		DSE 1	Special Education	Theory	4
		DSE 2	Curriculum Planning and Development	Theory	4
		DSE 3	Teacher Education	Theory	4
		GE 1	Mental Health and Hygiene	Theory	4
		GE2	Futurology of Education	Theory	4
		DISSERTATION	Dissertation(Chapter 2) (Major OR Minor)OR Academic Project/Entrepreneurship/ Synopsis	Theory	6
	X	DSC	Educational Measurement and Evaluation	Theory	4
		DSE 1	Educational Management. Planning And Organization	Theory	4
		DSE 2	Distance Education	Theory	4
		DSE 3	Population Education	Theory	4
		GE 1	History of Education	Theory	4
		GE 2	Media in Education	Theory	4
		DISSERTATION	Dissertation (Major/ Minor) OR Academic Project/Entrepreneurship	Theory	6

Programme Specific Outcomes (PSOs) For Undergraduate Programme

After this programme, the learners will be able to:

PSO 1	<p>The student will be able to:</p> <ul style="list-style-type: none"> • This course will provide students the basic concept of Education. • The student will be able to understand relation between education and society. • This course will help to develop a stronger orientation towards research. • This course will conceptualize the basic elements of Indian Constitution. • The student will be able to explain the importance of values, mental health and hygiene. • This course will develop a comprehensive understanding of the nature, types, and classification of values. • This course will explore the impact of values on individual behavior, societal norms, and cultural frameworks. • This course will evaluate the influence of values in educational institutions and their role in holistic student development.
PSO 2	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze the intricate relationship between education and psychology, emphasizing their mutual influence on cognitive and behavioral development. • Explore the fundamental laws of learning and their role in shaping effective teaching and learning experiences. • Examine the concepts of creativity, memory, and interest, highlighting their significance in the learning process. • Investigate the significance of the transfer of learning in facilitating knowledge retention, skill development, and real-world application. Investigate the processes involved in nurturing and stimulating creativity, fostering innovation and critical thinking in learners. • Analyze the relationship between creativity and education, emphasizing its role in holistic development and problem-solving skills. • It will help the students to predict academic and vocational potential helping identify strength and weakness in cognitive areas. • It will help students to understand various personality traits and predict behavior and interactions. • Examine the historical evolution of lifelong learning, extension activities, and outreach programs as catalysts for societal development. • Investigate the role of non-governmental organizations (NGOs) in promoting lifelong learning, with a specific focus on Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti, and Literacy House. • Assess the contributions of UNESCO in advancing lifelong learning policies and global educational initiatives. • Understand the significance of lifelong learning in fostering continuous skill development, employability, and social inclusion. • Examine policy frameworks and government interventions that support lifelong learning at national and international levels.
PSO 3	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Examine the fundamental principles and objectives of educational philosophy in fostering intellectual and moral development. • Investigate the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and practices. • Examine the core tenets of Western philosophical traditions, including Idealism, Realism, and Pragmatism in relation to education. • Analyze the role of educational philosophy in addressing contemporary challenges in

	<p>education and fostering critical thinking.</p> <ul style="list-style-type: none"> • Conduct a detailed and critical review of a book authored by a distinguished educational thinker included in the course curriculum. • Develop a profound understanding of the objectives, structure, and methodologies involved in academic and educational book reviews. • Collect, organize, and synthesize relevant information on the works, theories, and contributions of significant educational scholars • Develop a comprehensive understanding of the concept, principles, and evolution of inclusive education in India. • Examine the policies, frameworks, and legislative measures supporting inclusive education at national and international levels. • Explore effective strategies for addressing the diverse educational needs of special children within an inclusive classroom setting. • Investigate the essential skills, roles, responsibilities, and professional qualities required of an inclusive educator. • Examine the critical role of guidance and counseling in fostering the academic, emotional, and social well-being of students in inclusive settings. • Develop a comprehensive understanding of the concept, necessity, and scope of sustainable development in a global context. • Analyze the roles and responsibilities of governments, non-governmental organizations (NGOs), and international bodies in promoting sustainable development. • Investigate the relationship between education and the achievement of the United Nations Sustainable Development Goals (SDGs). • Evaluate the role of education in fostering global citizenship, equity, and social justice to create a more inclusive and peaceful world. • Develop critical insights into policy frameworks and best practices for advancing sustainability through education at local, national, and global levels.
PSO 4	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Develop awareness of various patterns of human development and their implications for learning and teaching. • Explore key theories of learning, assessing their contributions to educational practices and student engagement. • Examine the factors influencing individual differences, including genetic, environmental, and socio-cultural determinant • Investigate Jean Piaget's Cognitive Developmental Theory and its application in educational settings. • Examine Lev Vygotsky's Social Development Theory, focusing on the role of social interaction in learning. • Analyze Piaget's Theory of Moral Development and its relevance in fostering ethical and moral reasoning in learners. • Explore the concept of motivation, including its meaning, nature, types, sources, and its role in the learning process. • Examine the principles of mental health and hygiene, identifying factors that affect children's psychological well-being and strategies for promoting mental wellness in education. • Develop the ability to assess student adjustment levels using standardized tools such as the Revised Adjustment Inventory and Social Adjustment Inventory. • Develop a comprehensive understanding of the fundamental concepts, principles, and significance of human rights. • Examine the historical evolution and philosophical foundations of human rights in a global context. • Analyze the role of the United Nations in promoting, protecting, and upholding human

	<p>rights worldwide.</p> <ul style="list-style-type: none"> • Explore key international human rights instruments, including the Universal Declaration of Human Rights (UDHR) and various UN conventions. • Explore contemporary human rights challenges and emerging issues in a rapidly changing global landscape. • Explore key theories related to the evolution of gender concepts, assessing their relevance in modern gender studies. • Examine the formation and expression of gender identities in various formal and informal organizational settings. • Investigate policy frameworks and legal provisions that support women's rights and empowerment at national and international levels. • Identify challenges and barriers to gender equality and evaluate strategies for promoting inclusive and equitable opportunities.
PSO 5	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Develop analytical skills to critically evaluate integration policies and educational practices at both national and international levels. • Investigate the objectives and key provisions of the National Education Policy (NEP), highlighting its transformative vision for the education system. • Assess the implications of the NEP on higher education, school education, skill development, and lifelong learning. • Examine policy reforms aimed at enhancing equity, quality, and accessibility in education under the NEP framework. • Develop analytical and critical thinking skills to evaluate policies and practices related to national and international integration in education. • Analyze the relationship between education, national integration, and the promotion of cultural harmony and social cohesion. • Examine the role of education in fostering international understanding, global citizenship, and cross-cultural exchange. • Explore policy initiatives at national and global levels aimed at strengthening inclusive and equitable education systems. • Develop a comprehensive understanding of the objectives and aims of teacher education at various educational levels. • Explore the role of various national and international organizations in shaping teacher education policies and practices. • Examine the role of accreditation bodies, teacher training institutions, and policy frameworks in ensuring the effectiveness of teacher education. • Develop a comprehensive understanding of the concept, functions, benefits, and limitations of Information and Communication Technology (ICT) in education. • Explore the significance of Massive Open Online Courses (MOOCs) and effectively utilize platforms such as SWAYAM for professional and academic growth. • Develop the ability to access, collect, and integrate educational materials from Open Educational Resources (OERs) to enhance teaching and learning.
PSO 6	<ul style="list-style-type: none"> • Develop a comprehensive understanding of the evolution, structure, and key components of the Indian education system. • Critically analyze the recommendations of various education commissions and committees, assessing their impact on policy and practice. • Assess the relevance and applicability of India's educational heritage in contemporary education policies and reforms. • Analyze the role of NEP 2020 in preserving and integrating India's educational heritage with modern innovations. • Gain proficiency in utilizing statistical tools and techniques for data analysis in educational research.

	<ul style="list-style-type: none"> • Explore qualitative and quantitative research methods, their strengths, limitations, and appropriate applications. • Understand the meaning, definition, and scope of statistics in the context of education and research. • Develop expertise in calculating and interpreting measures of central tendency, including mean, median, and mode for data summarization. • Explore the concept and computation of standard deviation as a measure of data dispersion in educational research. • Develop a comprehensive understanding of the counseling needs of college students to effectively support their academic, personal, and career development. • Acquire the necessary skills and knowledge to serve as counselors in higher education, addressing students' psychological and emotional well-being.
PSO 7	<p>Programme Specific Outcomes (PSOs) for (Bachelor of Art in Education(Honours))</p> <p>After this programme, the learners will be able to:The student will be able to:</p> <ul style="list-style-type: none"> • Develop a comprehensive understanding of the concept, scope, and significance of educational philosophy in shaping pedagogical practices. • Analyze the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and methodologies. • Compare and contrast Indian and Western schools of philosophy, examining their foundational principles and educational implications. • Explore the Nyaya, Sankhya, Yoga, Vedanta, Jainism, and Buddhism philosophical traditions, with a focus on their perspectives on knowledge, reality, and values in education. • Critically evaluate the philosophical contributions of Indian thinkers such as Swami Vivekananda and Rabindranath Tagore, focusing on their impact on education. • Develop a comprehensive understanding of the concept, scope, and significance of educational sociology in shaping educational systems and social structures. • Critically analyze the perspectives of prominent educational thinkers, evaluating their insights on the relationship between education and society. • Explore the impact of urbanization, modernization, westernization, Sanskritization, and globalization on Indian society and their educational implications. • Investigate the concepts of cultural lag, cultural conflicts, and cultural unity, analyzing their relevance in contemporary educational contexts. • Examine the role of education in preserving, transmitting, and transforming cultural heritage, fostering a balance between tradition and modernity. • Analyze the interplay between education and social change, exploring how educational institutions serve as agents of cultural transformation. • Develop a comprehensive understanding of the importance of reviewing literature in academic research and its role in framing research questions. • Acquire skills to analyze, synthesize, and report research findings in a structured and academically appropriate manner. • Differentiate between primary and secondary research data, understanding their significance and application in educational research. • Develop proficiency in writing research reports, ensuring clarity, coherence, and adherence to academic standards. • Appreciate the transformative role of ICT in modern teaching-learning processes, fostering engagement, accessibility, and efficiency. • Gain familiarity with ICT-related terminology and emerging technological advancements, staying updated with global trends in digital education.

	<ul style="list-style-type: none"> • Examine the role, significance, types, and scope of guidance and counseling in education and everyday life. • Understand the concept of peace education, emphasizing its role in conflict resolution and harmonious coexistence. • Explore strategies to promote a culture of peace through education, fostering tolerance, empathy, and social harmony. • Identify and implement practices for value inculcation and clarification, ensuring holistic personality development in learners.
PSO 8	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explore the interconnection between education and psychology, examining how psychological principles influence learning and teaching. • Develop awareness of various patterns of human development, understanding their impact on cognitive, emotional, and social growth. • Examine the relationship between individual differences and educational strategies, fostering inclusivity in teaching. • Understand the role of creativity, emotional intelligence, and mindfulness in modern learning environments. • Develop a critical understanding of gender issues in education and their societal implications. • Understand the concept and importance of gender justice and equality in education. • Identify the challenges in girls' education and explore solutions for improving access and retention. • Compare and analyze the educational systems of different countries, identifying best practices. • Explore various processes of knowledge dissemination across global education systems. • Investigate the impact of socio-cultural factors on comparative education. • Develop a sense of responsibility towards environmental conservation. • Understand various environmental protection strategies and their integration into education. • Explore the role of education in fostering environmental awareness and action. • Understand the importance of child-centered education and various child-friendly teaching methods. • Examine factors influencing education, including psychological, sociological, and economic aspects. • Understand the concept, evolution, and significance of life skills education. • Develop critical thinking, problem-solving, and coping skills to enhance student resilience.
PSO 9	<p>Programme Specific Outcomes (PSOs) in (Master's of Arts in Education)</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the role and significance of statistics in educational research • Apply parametric and non-parametric tests in educational research. • Design and present research proposals, abstracts, and reports in a professional manner. • Understand the fundamentals and principles of special education, including segregation and integration. • Explore various disabilities and their impact on learning, designing inclusive instructional strategies. • Develop specialized knowledge on educational programs for children with special needs. • Identify the key components and principles of curriculum development.

	<ul style="list-style-type: none"> • Critically analyze curriculum evaluation methodologies, particularly in higher education. • Acquaint with objectives and aims of teacher education at various levels. • Evaluate the role of agencies and institutions in teacher education. • Identify problems in teacher education in India and propose solutions for reform. • Explore the fundamentals of educational management, planning, and financing. • Examine the role of leadership in effective educational administration. • Develop an understanding of mental health principles and their relevance in education. • Explore the importance of mental hygiene and its relationship with mental well-being. • Analyze various adjustment mechanisms and coping strategies for students. • Develop insight into future challenges in education and society. • Encourage awareness and preparedness for emerging trends and innovations. • Promote critical thinking and solution-oriented approaches to educational development. • Understand key concepts of educational measurement, assessment, and evaluation. <p>Differentiate between various types of evaluations and their educational applications.</p>
PSO 10	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand key principles of measurement, assessment, and evaluation in education. • Differentiate between evaluation, assessment, and measurement in an academic context. • Learn the step-by-step process of developing standardized tests. • Explore different types of tests and evaluation techniques used in education. • Understand the role of effective educational management in academic institutions. • Understand the concept, objectives, and scope of distance education. • Explore the role of ICT, electronic media, and emerging technologies in distance learning. • Develop an understanding of population education and its significance. • Examine key terminologies and factors influencing population growth. • Gain knowledge of Vedic, Muslim, and Buddhist educational systems. • Trace the historical evolution of education in India through successive stages. • Understand various forms of media and their educational applications. • Identify stereotypes and biased representations in print and digital media • Apply analytical techniques to assess the credibility and impact of media messages. • Explore advancements in educational technology, planning, and administration. • Examine global best practices in educational evaluation and management.

Department of Education
Semester-I
Undergraduate Certificate in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Education and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Education and Society	4	3	0	1	Passed Class XII with arts/science / commerce	Nil

UNDERGRADUATE CERTIFICATE IN EDUCATION

Programme : *Undergraduate Certificate in Education*

Year: I

Semester: I
Paper: DSC

Subject: Education

Course: DSC

Course Title: Education and Society

Course Outcomes:

After studying this course, the students will be able to:

- To understand the meaning, nature, features & different branches of Indian Society.
- Illustrate the meaning and nature of Education.
- Compare how Education & Sociology are related to each other.
- To understand meaning, nature, and scope of educational sociology.
- Discuss education as a social process.

Credits: 3		Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	EDUCATION: NATURE AND AIMS 1. Education: its meaning, nature, scope 2. Education as a social process and constitutional Provisions in Education 3. Functions and Aims of education Agencies of education and types	15
Unit II	EDUCATION AND SOCIOLOGY 1. Sociology-meaning, nature and scope 2. Relation between sociology and education. 3. Educational Sociology- meaning, nature, importance, scope and limitations. Impact of Sociology on Education and Social responsibility.	15
Unit III	EDUCATION AS A SOCIAL PROCESS 1. Education as a process and as a product 2. Relation between education and society 3. Education as a process of social change, social stratification, social mobility 4. Equity and Equality of educational opportunity.	15

Recommended Readings:

- Dewey, J(1915). The School and Society. Chicago, The University of Chicago Press.
- Durkheim, E (1956) Education and Sociology. New York: The Free Press.
- Elmhirst, (1956) L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.(1994) Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970
- Kneller, G.F(1963). Foundations of Education. London and New York, John Wiley and Sons, Inc.
- Kumar, K(1991). The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications.
- Shukla, S(1985). and Kumar, K. Sociological Perspective in Education. New Delhi, Chanakya Publications.
- Maxmullar(1965),F:The six system of Indian Philosophy, Calcutta: Susheel gupta,.
- Cohen B(1969)(Educational Thought, London: Macmillan & and co.
- जोड, एल० को०(1985), शिक्षा की दार्शनिक पृष्ठभूमि ,हरिहर प्रकाशन।
- रावसेना, एन० आर०(2000) स्वरूप, लदीयमान भारतीय समाज में शिक्षक, भरे ड ,आर० कलाल० बुक डिपें।

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyptankosh.ac.in, MOOCS

Program/Class: Certificate/BA		Semester: First	
Subject: Education			
PRACTICAL		Course Title : PRACTICAL	
Course Learning Outcomes On completion of this course, learners will be able to: 1. Develop an stronger orientation towards research 2. conceptualize the basic elements of Indian Constitution			
Credits: 1		DSC	Hours:15
Max. Marks : 100		Min. Passing Marks : 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w			
Unit	Topics	No. of Hours	
I	Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity.	8	
II	Indian Constitution: Introduction and Background, Important Articles of Indian Constitution related to Education. Prepare a report and present what you have conceptualized	7	
Suggested Readings: 1. https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text 2. Introduction to the Constitution of India – D.D. Basu 3. भारतीय संविधान – सुभाष कश्यप			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: Internal assessment.			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-I

Undergraduate Certificate in Education

GENERIC ELECTIVE (GE) - Value Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Value Education	4	4	0	0	Passed Class XII(open to all)	Nil

UNDERGRADUATE CERTIFICATE IN EDUCATION

Programme : Undergraduate Certificate in Education		Year: I	Semester: I Paper: GE
Subject: Education			
Course: GE:	Course Title: Value Education		
Course Outcomes:			
After studying this course, the students will be able to: <ul style="list-style-type: none">• Understand the nature and classification of values.• Understand the importance of values in human life.• Examine the role of values in Education.			
Credits: 4		Generic Elective	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
Unit I	Value: Concept and meaning, Nature of Human Values. Classification of Values- Personal, Social, Moral, Spiritual, Cultural. Positive and Negative Values, Sources of Values Importance of Values in Human Life. Family Values-Components, structure and responsibilities of family		20
Unit II	Value Education: Concept, Objectives and need Role of Family, School and Society in development of Values: Strategies for inculcation of values		20
Unit III	Value Conflict and their resolution, building positive attitude and interpersonal skills, Positive habit formation, Goal setting practices		20

Recommended Readings:

- Learning disabilities in India, P. Karant, Sage Publication, New Delhi
- Education for exceptional children, K.C. Panda, Vikas Publication, New Delhi.
- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi:
- UNESCO.
- Freire, Paulo (1970) Pedagogy of the Oppressed, New York: Continuum.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global
- Book Organization
- Roger, Harrison (Ed.2002) Supporting Lifelong Education, London: Rotledge. Shah, S. Y.
- (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, ogyankosh.ac.in, MOOCS

Semester-II

Undergraduate Certificate in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Basic Psychological Foundations of Education-I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility Criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Basic Psychological Foundations of Education-I	4	3	0	1	Passed Class XII with arts/ science / commerce	Nil

Undergraduate Certificate in Education

Programme : Undergraduate Certificate in Education

Year: I

**Semester: II
Paper DSC**

Subject: Education

Course: DSC Course Title: Basic Psychological Foundations of Education-I

Course Outcomes: After studying this course, the students will be able to:

- To understand the relation between Education and Psychology.
- To understand the learning theories and laws of learning.
- Explore the concept of transfer of learning and its influence on skill acquisition and knowledge retention.
- Examine the concepts of creativity, memory, and interest, focusing on their importance in the learning process.
- Explore effective strategies and methodologies for stimulating interest and engagement in children's educational experiences.

Credits: 3

Discipline Specific Course

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Educational Psychology – Nature, functions and methods 1. Psychology- Meaning, Definition 2. Educational Psychology: Meaning, definition, Nature, scope and functions. 3. Relation between education and psychology: Methods of Psychology 4. Human growth and development: Effect of Environment and Heredity Stage of development (Infancy, Childhood, Adolescence)-Meaning, Definition, Characteristics and Education	15
Unit II	Learning – Characteristics and theories 1. Learning: meaning, definition and Characteristics. 2. Theories of learning- Classical conditioning theory of Pavlov, Skinner's operant Conditioning theory. 3. Thorndike's theory of learning and Kohler's Insight Theory 4. Transfer of Learning, Law of Learning	15
Unit III	Individual Differences: meaning, Characteristics , scope and types Creativity: Meaning, Nature and characteristics, Nurturing and stimulation of creativity. Relation of Creativity and education Memory: meaning, nature, type and laws of memory Interest: Meaning, Nature, characteristics, bases and types and methods of arousing interest in children	15

Recommended Readings:

- Educational Psychology, Gupta S.P & Dr. Alka Sarda pustak bhawan, Allahbad (2014),
- Educational Psychology, S. K. Mangal, S. Bhatnagar & A. Saxena.
- Advanced Educational Psychology, S.K. Mangal
- Educational Psychology – P.D. Pathak
- शिक्षा मनोविज्ञान रूचि हरीश आर्या नीलकमल प्रकाशन
- पांडेय, राम शकल शिक्षा मनोविज्ञान, मेरठ; सूर्या पब्लिकेशन
- पाठक, पी.डी. शिक्षा मनोविज्ञान, आगरा; विनोद पुस्तक मन्दिर।
- माथुर, एम.एस. शिक्षा मनोविज्ञान, आगरा; विनोद पुस्तक मन्दिर।

Suggested Continuous Evaluation Methods: To study this course, a student must have had the subject in class/12th/ certificate/diploma.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

Program/Class: /B.A.		Semester: II
Subject: Education		Hours:15
PRACTICAL	Course Title: Educational Psychology Practical-I)	
Course Learning Outcomes On completion of this course, learners will be able to: 01- The student will be able to understand and implement the psychological tools. 02.-The student will be able to investigate intelligence of subject.		
Credits: 1		DSC
Max. Marks: 100		Min. Passing Marks: 33
Unit	Topics	No. of Hours
I	Psychological Practical 1. Interest Inventory(Multiple Interest Inventory-SK Bawa, Multifactor Interest Questionnaire-S.D Kapoor R.N Singh, Educational Interest Record- S.P Kulshtestra) 2.Creativity(Verbal Test of scientific creativity VTSC- V.P Sharma and J.P Shukla)	15
Suggested Readings: 01- Mangal, S.K.: <i>Educational Psychology</i> , New Delhi, PHI. 02. प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनोद पुस्तक मंदिर आगरा 03. प्रयोगात्मक शिक्षा मनोविज्ञान मार्गव विकेक एन पी सी आगरा		
This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester		
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance For External assessment (25marks) Viva-voce by external expert.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

Semester-II

Undergraduate Certificate in Education

GE: Life Long Learning and Adult Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Life Long Learning and Adult Education	4	4	0	0	Passed Class XII (Open to All)	Nil

UNDERGRADUATE CERTIFICATE IN EDUCATION			
Programme : Undergraduate Certificate in Education		Year: I	Semester: II Paper: GE
Subject: Education			
Course: GE	Course Title: Life Long Learning and Adult Education		
Course Outcomes:			
After studying this course, the students will be able skilled to:			
1. To develop an understanding of historical development of the concept of Lifelong of extension activities and outreach programs for development			
2. To develop understanding about various Lifelong Learning programs organized in India.			
3. To enable learners to understand the linkage between social, economic, political and cultural development of society.			
4. To understand the role played by NGOs in general and Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti and Literacy House in particular in promoting Lifelong Learning.			
5. To appreciate the role played by UNESCO in the area of Life Long Learning.			
6. To know about current trends in the area of organizing Lifelong Learning.			
Credits: 4		Generic Elective	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

Unit I	Historical Perspective of lifelong learning in India Concepts and Terminology related to lifelong learning: Andragogy and Pedagogy, Lifelong Learning, Continuing Education, Non Formal Education, Incidental Learning	15
Unit II	Lifelong learning programmes in India: Total Literacy Campaign :concept and strategies Emerging needs and future perspectives of Lifelong Learning Lifelong learning and development –social, economic ,political and cultural	15
Unit III	Community engagement in Lifelong learning, Role of NGOs, Zila Saksharta Samitis, UNESCO declaration on Adult and Lifelong Learning, Hamburg declaration (1997) and Mumbai Declaration on Role of Higher Education Bharat GyanVigyan Jatha and Literacy House	15
Unit IV	Adult Education: Meaning, Nature and Types . Agencies of Adult Learning: Government and Non-Government	15

Recommended Readings:

- UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation and peace.
- Natthulal Gupta. Mulyaparak shiksha aur Samaaj.
- R.A. Sharma. Manav mulya evam shiksha.
- R.A. Sharma. Human Values and Education.
- R.S. Pandey. Mulya shiksha ke Pariprekshya.
- Yogesh kr.Singh and Ruchika Nath. Value Education

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epq-pathshala, egyankosh.ac.

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Philosophical foundations of Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Philosophical foundations of Education	4	3	0	1	Passed Undergraduate Certificate in Education	Nil

UNDERGRADUATE DIPLOMA IN EDUCATION		
Programme : <i>Undergraduate Diploma in Education</i>		Year: II Semester: III Paper: DSC
Subject: Education		
Course: DSC	Course Title: Philosophical foundations of Education	
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• To enable the students to understand the major Philosophies of education.• To recognize the specific needs and functions of education with regard to philosophy.• To explore the educational thoughts of Indian and Western educational thinkers.		
Credits: 3		Discipline Specific Course
Max. Marks: As Per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours

Unit I	PHILOSOPHY: NATURE AND FUNCTIONS 1. Philosophy-meaning and branches 2. Relationship between philosophy and education 3. Philosophy of education: meaning, nature and scope 4. Functions of educational philosophy	15
Unit II	SCHOOLS OF PHILOSOPHY 1. Schools of philosophy – approaches and their educational implications. 2. Naturalism, Idealism and Pragmatism with special reference to aims, curriculum, teaching methods, discipline.	15
Unit III	CONTRIBUTION OF PHILOSOPHERS 1. A critical study of Indian educational thinkers and their contribution. Swami Vivekananda, Mahatma Gandhi and Rabindranath Tagore, Gijju Bhai, J.Krishnamurti 2. A critical study of contribution of western educational thinkers with special reference to aims and curriculum –Rousseau, Pestalozzi and Plato	15

Recommended Readings:

- भटनगर, सत्येन्द्रा भारत में शिक्षा व्यवस्था का विकास । भटनगर, एनबीए एवं मीनक्षी भारत में शिक्षा प्रणाली का विकास । भारत में शिक्षा व्यवस्था का विकास ।
- भारतीय शिक्षा प्रणाली का विकास ।
- चौरे एस० पी०, भारतीय शिक्षा का इतिहास ।
- ओड, एल० के०, शिक्षा की दार्शनिक पृष्ठभूमि ,हरिहर प्रकाशन।
- सत्येन्द्रा,एन० आर० स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मेरे डॉ ,आर० अलाल बुक डिपो
- Altekar A. S. Education in Ancient India. Varanasi, Nandkishore & Brothers, 1963
- 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 Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915
- Durkheim, E. Education and Sociology. New York: The Free Press. 1956

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Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyptankosh.ac.in, MOOCS

Program/Class: Undergraduate Diploma in Education III		Hours: 15	Semester: THIRD
Subject: Education			
PRACTICAL		Course Title: PRACTICAL(BOOK REVIEW)	
Course Learning Outcomes On completion of this course, learners will be able to: 01- Conduct a comprehensive review of a book authored by a prominent educational thinker included in the course curriculum. 02. Develop a deep understanding of the purpose, structure, and methodology of book reviews in academic and educational contexts. 03. Gather and organize relevant information on the works and contributions of various educational thinkers.			
Credits: 1		Discipline Specific Core	
Max. Marks : 100		Min. Passing Marks : 33	
Unit	Topics	No. of Hours	
I	What is Book review? Introduction and the discussion of the books written by Mahatma Gandhi, Swami Vivekanand and B.R Ambedkar ,Rousseau and Dewey OR Collection Information on life and written contribution of educational thinkers mentioned in syllabus	15	
Suggested Readings: 1. Oad L. K.: Shiksha Ki Darshanik Evam Samajshastriya Pristhabhoomi. 2. Pandey R.S. :Shiksha Darshan			
This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester			
Suggested Continuous Evaluation Methods: For Internal assessment			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Inclusive Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Inclusive Education	4	4	0	0	Passed Undergraduate Certificate in Education	Nil

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : *Undergraduate Diploma in Education*

Year: II

Semester: III

Paper: DSE

Subject: Education

Course: DSE

Course Title: Inclusive Education

Course Outcomes:

After studying this course, the students will be able to:

1. To develop an understanding of concept, principles and development of Inclusive education in India.
2. To discuss various types of special children.
3. To provide knowledge of skills, roles, responsibilities and qualities of an inclusive teacher.
4. To enable students to understand the importance of guidance and counseling in Inclusive Education

Credits: 4

**DISCIPLINE
SPECIFIC
ELECTIVES**

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Inclusive Education Meaning, Definition, Objectives, Characteristics, Importance, Dimensions and Need. Principles of Inclusive education. Historical development of Inclusive Education in India.	15
Unit II	Unit-2: Types of Special Children Children with special needs: Meaning and Process of Identification. Types of Children with Special Educational Needs- physical, mental, social, emotional and multiple. Classroom management in inclusive education. Different type of disabilities	15
Unit III	Unit-3: Teacher Preparation For Inclusive Education Characteristics of Inclusive Teacher: Attitude, Values, Ethics and Beliefs. Various programmes for preparing teachers for inclusive education. SSA and Inclusive education.	15
Unit IV	Unit-4: Role and Responsibilities Role of parent-teacher association. Various provisions of PWD Act for schools Socialization process in the classroom with respect to inclusion. Guidance & Counseling programme in Inclusive Education for stakeholders	15

Recommended Readings

- Inclusive Education – Madan Singh.
- Inclusive Education – A.B. Bhatnagar, Anurag Bhatnagar, N. Bhatnagar.
- Inclusive education- Yogendra K. Sharma and Madhulika Sharma.
- Inclusive education- Yatendra Thakur

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, study-, epg-pathshala, egyankosh.ac.in, MOOCSS

Semester-III

Undergraduate Diploma in Education

GENERIC ELECTIVES (GE) - Education for Sustainable Development

CREDIT

DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Education for Sustainable Development	4	4	0	0	Passed Undergraduate Certificate in Education(Open to all)	Nil

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : *Undergraduate Diploma in Education*

Year: II

Semester: III
Paper: GE

Subject: Education

Course: GE

Course Title: Education for Sustainable Development

Course Outcomes:

After completing this course, the students will be able to:

- To understand Concept, need and scope of sustainable development
- To analyze the responsibilities of government & NGO for sustainable development
- The learner will understand the important role of education for sustainable development
- The learner will also understand education as a public good, a global common good, a fundamental human right and a basis for achieving UN sustainable development goals.
- The learner will be able to understand about global initiatives being taken by United Nations.
- The learner will understand that education can help create a more sustainable, equitable and peaceful world

Credits: 4

GE

Max. Marks: As per Univ. rules:		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	SUSTAINABLE DEVELOPMENT - CONCEPT AND NEED 1. Concept of sustainable development 2. Meaning and evolution of the concept of sustainable development 3. Characteristics and scope of sustainable development 4. Need for sustainable development	15
Unit II	SUSTAINABLE DEVELOPMENT – CHALLENGES AND ROLE OF GOVERNMENT 1. Goals and challenges of sustainable development 2. Challenges of sustainable development for India 3. Role of government agencies for sustainable development 4. Role of NGO's for sustainable development	15
Unit III	SUSTAINABLE DEVELOPMENT – EDUCATION SYSTEM 1. Role of education for sustainable development 2. United Nations Sustainable Development Goal with reference to SDG 3,4,5,6 3. Learning Objectives for education for sustainable development 4. The relationship between environmental education and ESD	15
Unit IV	SUSTAINABLE DEVELOPMENT – GLOBAL INITIATIVES 1. UN Decade of Education for Sustainable Development (2005-2014, DESD) 2. Berlin Declaration on Education for Sustainable Development 2021 3. Adoption of a new global framework for ESD 2020-2030 4. Learn for our planet - how environmental issues are integrated in education.	15

Recommended Readings:

- UNESCO. Education for Sustainable Development A Roadmap
<https://www.geedclearinghouse.org/sites/default/files/resources/200782eng.pdf>
- UNESCO. Competencies for ESD (Education for Sustainable Development) teachers
https://unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf
- Padmanabhan, Jublee, Education for sustainable Development, Atlantic Publishers, New Delhi, 2021.
- Sharma and Tomar, Esthai Ya Satat Vikas ke liye Shiksha, R. Lall, Meeruth, 2021
- UNESCO, ESD, a roadmap accessed at <https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>
- UNESCO. learning for the future
https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf
- UNESCO, Learn for our planet, accessed at <https://unesdoc.unesco.org/ark:/48223/pf0000377362>

Suggested Continuous Evaluation Methods:Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra, infibnet.ac.in, epg-pathshala, egyptankosh.ac.in, MOOC

Semester-IV

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Basic Psychological Foundation of Education-

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Basic Psychological Foundation of Education-II	4	3	0	1	Passed Undergraduate Certificate in Education	Nil

Undergraduate Diploma in Education		
Programme : Undergraduate Diploma in Education		Year: II
		Semester: IV
		Paper: DSC
Subject: Education		
Course: DSC	Course Title: Basic Psychological Foundation of Education-II	
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• Explore the interrelation between Education and psychology.• Aware themselves about different pattern of development.• Explore the different theories of learning.• Acquaint with the relation between different sources of Individual difference.• Develop an understanding of the role of individual difference and creativity with education.		
Credits: 4		Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Understanding Educational Psychology <ul style="list-style-type: none"> Nature, Scope of Educational Psychology, Methods of Educational Psychology (Observational, Experimental, Case Study, Interview) Interrelationship between Education and Psychology Developmental and its theories <ul style="list-style-type: none"> Piaget's Cognitive Developmental theory Lev Vygotsky's Social Development theory Piaget's theory of Moral Development 	15
Unit II	Personality and Intelligence <ul style="list-style-type: none"> Personality: Concept of Personality, Determinants of Personality, Theories of Personality- Allport Trait Theory, Freud's Personality theory & Jung's Personality Theory: Assessment of Personality Intelligence: meaning of intelligence, Theories of Intelligence: Guilford theory of intelligence, Gardner's theory of multiple intelligence, Intelligence Quotient and its computation. Measurement of Intelligence 	15
Unit III	Motivation, Adjustment, Mental Health and Hygiene <ul style="list-style-type: none"> Motivation: Meaning, definition, nature and types, sources of motivation, Motivation and Learning Adjustment: Meaning, definition, nature, characteristics of well-adjusted person Mental Health and Hygiene: Meaning, nature, characteristics, factors hindering child's mental health, Education for Mental health & Hygiene 	15

Recommended Readings:

- Allport, W. G. , Pattern and Growth in Personality.
- Woolfolk, A. ,Educational Psychology (9th ed.)
- Santrock, W. J. ,Psychology Essentials 2 (Updated ed.).
- Sreevani, R. , A Guide To Mental Health And Psychiatric Nursing (3rd. ed.).
- Hallahan, P.D., & Kauffman, M. J. Exceptional Children; Introduction to Special Education (5th ed.)
- Mangal, K.S. , Educating Exceptional Children; An Introduction to Special Education.
- Educational Psychology, S.P.Gupta
- Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
- Advanced Educational Psychology, S.K.Mangal
- Child Development, E. Laura Berk
- Mental Hygiene: The Dynamics of Adjustment , H.A.Caroll
- Mental Health of Indian Children , M.Kapur.
- शिक्षा मनोवैज्ञान , एस० के० मंगल
- शिक्षा मनोवैज्ञान, एस० एस० माथुर

Suggested Continuous Evaluation Methods: Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [cpg-pathshala](http://cpg-pathshala.egyankosh.ac.in), egyankosh.ac.in

Program/Class: Certificate/BA		SECOND YEAR	Semester: FOURTH
Subject: Education		Hours:15	
PRACTICAL		Course Title : Educational Psychology Practical-II	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <p>01- The student will be able to understand and implement the psychological tools.</p>			
Credits: 1		Discipline Specific Course	
Max. Marks : 100		Min. Passing Marks : 33	
Unit	Topics	No. of Lectures	
1	<p>PSYCHOLOGICAL PRACTICAL (Any 2)</p> <p>Motivation Test (Student Motivation Scale, Achievement Motivation Scale)</p> <p>Adjustment Scale(Revised Adjustment Inventory, Social Adjustment Inventory)</p> <p>Personality Test (Dimensional Personality Inventory, 16 P. F. Questionnaire)</p>	15	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. मनोविज्ञान एवं शिक्षा में प्रयोग एवं परीक्षण: एल्ड एन० शर्मा एवं भार्गव: (2015)। 2. आधुनिक प्रयोगात्मक मनोविज्ञान डा०श्रीरति वर्मा एवं डी०एन० श्रीवास्तव 1995 । 3. प्रयोगात्मक मनोविज्ञान, मल्लीजा 1995। 			
This course can be opted as an elective by the students of following subjects: Open to all			
<p>Suggested Continuous Evaluation Methods: For Internal assessment(25marks)</p> <p>Practical File/Attendance For External assessment (25marks) Viva-voce by external expert.</p>			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-IV

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Human Rights Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Human Rights Education	4	4	0	0	Passed Undergraduate Certificate in Education	Nil

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : Undergraduate Diploma in Education		Year: II	Semester: IV
Subject: Education			
Course: DSE	Course Title: Human Right Education		
Course Outcomes:			
After studying this course, the students will be able to:			
<ul style="list-style-type: none">• To know the basic concept of human rights• To know the role of United Nations and human rights• To understand enforcement mechanism in India			

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Lectures
Unit I	Human Right - Concept, Needs and Significance- 1. Concept and Nature of Human Rights 2. Need and significance of Human Rights 3. Classification of Human Rights 4. Human Rights of Women and Children	15
Unit II	Human Right- responsible bodies- 1. Universal Declaration of Human Rights (1948) by UN 2. UN and Promotion and Protection of Human Rights 3. Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties In India 4. Role of National Human Right Commission (NHRC), Educational Institutions, Press, Media and NGO's	15
Unit III	Human Rights Education- 1. Human Rights Education Meaning, Concepts, Objectives and principles 2. The goals of Human rights education, Needs and significance of Human Right Education 3. Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective. 4. Human Rights Education Frameworks – Educational Policies in India- Universalization of education, SSA, RMSA, RTE.	15
Unit IV	Methods of Teaching Human Rights: Seminar, Symposia, Debate, Brainstorming, Role playing, Sensitization Workshop	15

Recommended Readings:

- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
- Bajpai, Asha (2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
- Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd. Conventions on the Rights of the child (2000), MHRD Govt of India.
- MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachauri, S.K. (1995), Women and Human Rights, Delhi, APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi

Suggested Continuous Evaluation Methods: For Internal assessment Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Education

GENERIC ELECTIVES (GE) - Women Studies

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Women Studies	4	4	0	0	Passed Undergraduate Certificate in Education (Open to all)	Nil

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : Undergraduate Diploma in Education

Year: II

Semester: IV

Paper: GE

Subject: Education

Course: GE

Course Title: Women Studies

Course Outcomes:

After studying this course, the students will be able to:

- To attain an understanding of international and national perspective on status of women.
- To develop an appreciation of women status in social and familial life in Indian and global settings.
- To understand various theories proposed in the context of evolution of the concept of gender.
- To identify the broad pattern of gender identities in various formal and informal organizations.
- To understand the concept and various dimensions of women empowerment.
- To gain knowledge about various women development related policies and decisions at national and international levels.

Credits: 4		Generic Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Introduction to women Studies: Concept, meaning, historical background, issues and problems. Establishment of Centre for women's Studies under UGC guidelines	15
Unit II	Educational Status of Women: Theories on gender and education(Indian concept): Socialization theory, Structural theory Gender identity in Family, Schools, Formal and Informal Organizations. Schooling of Girls: Inequalities and resistance in attitudes.	15
Unit III	Feminism: Meaning, various theories of Feminism: Liberal, Radical, Marxist, Eco-Feminism. Empowerment meaning, National Policy for Empowerment of Women 2001	15
Unit IV	Policies and Programmes for women development and empowerment: Beti Bachao Beti Padhao, Sukanya Samridhi Yojana, Balika Samridhi Yojana, CBSE Udaan, Kasturba Balika Vidyalaya, National Scholarship for Higher Education of ST girls, Savitribai Jyotirao Phule Fellowship for Single Girl Child(SJSGC)	15

Recommended Readings:

- Sharma, Nirmala: Women and Education: Issues and Approaches.
- Agrawal, J.C.- Bharat Mein Nari Shiksha
- Jha, A.K. -Gender Inequality and Women Empowerment
- Kalia, N.N. - Sexism in Indian Education
- Maurya, S.D. - Women in India
- Roopa, V. and A.K.Sen- Education and Problems of Indian Women
Singh, Madan- Prodh Shiksha.
- Chapariya, Manoj - Stri Shiksha-Samajik Gatishcelata
- https://www.ugc.gov.in/Fellowship/stu_Fellowship3
- <https://transformingindia.mygov.in/scheme/udaan-cbse-scholarship-program/>
- <https://wed.nic.in/schemes/beti-bachao-beti-padhao-scheme>
- [https://www.nsiindia.gov.in/\(S\(pet110555ecbvxisuwko40ec\)\)/InternalPage.aspx?Id_Pk=89](https://www.nsiindia.gov.in/(S(pet110555ecbvxisuwko40ec))/InternalPage.aspx?Id_Pk=89)

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh

Semester-V**Bachelor of Arts in Education****DISCIPLINE SPECIFIC COURSE (DSC) - NEW TRENDS IN EDUCATION****No. of Hours-60****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: NEW TRENDS IN EDUCATION	4	4	0	0	Passed Undergraduate diploma in Education	Nil

Bachelor of Arts in Education			
Programme : Bachelor of Arts in Education		Year: III	Semester: V Paper: DSC
Subject: Education			
Course: DSC		Course Title: NEW TRENDS IN EDUCATION	
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• To develop analytical skills to question and appraise Integration and practices at national and international levels• To analyse critically the effect of globalization and vocationalization in education• To understand the need of distance education in present scenario• To understand the main Purpose of NEP			
Credits: 4			Discipline Specific Course
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Distance Education : Objectives and Needs 1. Distance education: its meaning , objectives, need and purpose. 2. Difference between distance education and traditional education. 3. Current trends in the field of distance learning. 4. Use of ICT in distance education, Blended learning, Flipped classroom	20
Unit II	Education for National Integration and International Understanding 1- National Integration -- Meaning and concept, 2- International Understanding -- Meaning and concept, 3- Factors of National Integration and International Understanding 4- Role of education in promoting National Integration and International Understanding, Education and Leadership	20
Unit III	Globalization and Education 1- Globalization -- Meaning, Nature and Causes 2- Impact of globalization on education, Impact of Globalization in India 3- Global Citizenship, GCED (Global Citizenship Education), Skill Education in the Context of International Education 4- Vocationalization of Education (Primary, Secondary, Higher education)	20

Recommended Readings:

- भारतीय शिक्षा का इतिहास -पाठक
- भारतीय शिक्षा का इतिहास - रमन बिहारी लाल
- Progress of Education in Free India, J.C.Aggarwal
- Educational Technology, S.K.Mangal & Uma Mangal
- Educational Technology -S.P.Kulsrestha
- Essentials of Educational Technology- J.C.Aggarwal
- Introduction to Educational Technology – S.S.Kulkarni

Suggested Continuous Evaluation Methods: For Internal Assessment (25marks)

Assignment / test / Quiz (MCQ) / Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, epg-pathshala, egyankosh.ac.in

Semester-V
Bachelor of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Teacher Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Teacher Education	4	4	0	0	Passed Undergraduate Diploma in Education	Nil

Bachelor of Arts in Education			
Programme : Bachelor of Arts in Education		Year: III	Semester: V Paper: DSE
Subject: Education			
Course Code:DSE	Course Title: Teacher Education		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• To acquaint the student with Objectives and aims of teacher education at different levels.• To develop an understanding of Teacher Education programmes• To analyze the historical background of teacher education• To understand Need and significance for Teacher Education at higher education Level• To explore the Problems in Teacher Education in India• To develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India.			
Credits: 4		Discipline Specific Elective	

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Teacher Education – Aims And Objectives 1. Teacher Education- meaning, nature and scope. 2. Aims and objectives of Teacher Education in Elementary and Secondary levels.	15
Unit II	Role and Professional Ethics of a teacher 1. Functions of teacher, characteristics of an ideal teacher, role of teacher in present context. 2. Definition and characteristics of teaching, teaching as a profession, Professional Ethics of a teacher.	15
Unit III	Development of Teacher Education 1. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report 2. Development of Teacher Education in post –independence period: Recommendations of various Commissions and Committees for the development of Teacher Education, Teacher Education and NEP 2020	15
Unit IV	Agencies of Teacher Education 1. Agencies of Teacher education and their functions and responsibilities 2. NCERT , NIEPA, SCERT, UGC, NCTE	15

Recommended Readings:

- 1) CHARISA, G. (1976): NEW ERA IN TEACHER EDUCATION, NEW DELHI.
- 2) DIVEDEI, PRABHAKAR (1980): TEACHER EDUCATION- A RESOURCE BOOK, N.C.E.R.T., NEW DELHI. GOVT. OF INDIA (1968): EDUCATION AND NATIONAL DEVELOPMENT, REPORT OF EDUCATION COMMISSION, NEW DELHI.
- 3) GOVT. OF INDIA (1986): NATIONAL POLICY OF EDUCATION, MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT, NEW DELHI.
- 4) GOVT. OF INDIA (1992): REPORT OF C.A.B.E. COMMITTEE DEPARTMENT OF EDUCATION, NEW DELHI.
- 5) KOHLI, V.K. (1992): TEACHER EDUCATION IN INDIA, VIVEK PUBLISHERS, AMBALA.
- 6) N.I.E.P.A. (1984): REPORT ON STATUS OF TEACHERS, NEW DELHI.
- 7) SHARMA., R.A. (2005) : TEACHER EDUCATION, LOYAL BOOK DEPOT, MEERUT.
- 8) VISION DOCUMENT OF RASHTRIYA UCHCHITAR SHIKSHA ABHIYAN, MHRD, 2013.

Suggested Continuous Evaluation Methods: : For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

Semester-V
Bachelor of Arts in Education

GENERIC ELECTIVES (GE) - Innovations in Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Innovations in Education	4	4	0	0	Passed Undergraduate Diploma in Education (Open to all)	Nil

Bachelor of Arts in Education		
Programme : Bachelor of Arts in Education		Year: III Semester: V Paper: GE
Subject: Education		
Course: GE	Course Title: Innovations in Education	
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">To understand the concept, functions, advantages and disadvantages of ICTList 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		Generic Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	ICT: Concept, Meaning and Functions of ICT. Characteristics, Advantages and Disadvantages of ICT. Computer as an educational learning resource: Computer Assisted Instruction and Computer Assisted Management.	15
Unit II	Changing Paradigm of technology in higher education: e-learning, m-learning, weblog, e-journals and e-Magazines Introduction to learning, types of learning as- traditional, virtual, online, blended, open and distance, correspondence, etc., role of social media in learning, challenges and issues of social media]	15
Unit III	Initiatives and Innovations: Open Educational Resources (OERs), EDUSAT, EDUCOM, SWAYAM, Massive Open Online Courses (MOOCs), NPTEL	15

Unit IV	E-Repositories [Meaning and uses, popular e-repositories, Govt. of India initiatives for e-repositories- NDL, NAD, E-Granthalaya etc.] Technology Enabled Education- Institutional initiatives- I [Govt. of India initiatives, as- Sakshat, e-PG Pathshala, etc.]	15
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Recommended Readings:

- Kaushal, S. & Mahapatra, Emerging Trends in Inclusive Education, Delhi, IVYPub, 2007
- Laxmi S. Innovations in Education, Delhi Sterling Publishers, 1989
- <https://iastate.pressbooks.pub/oerstarterkit/chapter/introduction>
- <https://www.library.umass.edu/oer/oer-repositories>
- <https://opentextbc.ca/oerdiscipline/chapter/general-oer-repositories>
- Understanding Open Educational Resources, Commonwealth of Learning, 2015, ISBN 978-1-894975-72-8.
- A Basic Guide to Open Educational Resources (OER), Prepared by Neil Butcher for the Commonwealth of Learning & UNESCO, edited by Asha Kanwar (COL) and Stamenka Uvalic Trumbic (UNESCO), Published in 2011, 2015 by the United Nations Educational, Scientific and Cultural Organization and Commonwealth of Learning, ISBN 978-1-894975-41-4.
- Open Education: from OERs to MOOCs: Springer, By Mohamed Jemni, Kinshuk, Mohamed Kouthesir Khribi
- Siksha ke Naveen pravartiya evam vividh aayam: Dr.Ruchi Harish Arya and Dr. Rohit Kumar Kandpal
- Library and Information Science in the Age of MOOCs, IGI Global, By Kaushik, Anna
- Massive Open Online Courses (MOOCs) For Everyone, By Pethuraja.S
- <https://sakshat.ac.in/wp-content/uploads/2020/04/documents/>
- <https://data.gov.in/>
- <http://ndl.iitkgp.ac.in>
- <https://nad.gov.in/>

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyptankosh.ac.in

Program/Class: Bachelor of Arts in Education		Hours:15	Semester: FIFTH
Subject: Education			
RESEARCH PROJECT		Course Title :Survey / Case Study(Research Project)	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">• Understand the organizational structure and governance of degree colleges.• Analyze the roles and responsibilities of apex bodies at the state/district level in higher education management.• Understand the objectives, scope, and implementation of various government and institutional schemes in higher education.			
Credits: 4		RESEARCH PROJECT	
Max. Marks : 100		Min. Passing Marks : 33	
Unit	Topics	No. of Hours	
I	Observation of Different management functions in Degree Colleges: Survey /Case study of Apex bodies at state/ district level etc/Case study of aanganbadi OR Observation of roles and functions of degree college principal OR Study of the implementation status of various schemes in degree college	30	
Suggested Readings: <ul style="list-style-type: none">• शैक्षिक प्रशासन और प्रबंधन – डॉ. एस. के. कोचर• शैक्षिक प्रबंधन – डॉ. बी. के. राव• शैक्षिक नेतृत्व और प्रबंधन – डॉ.गुमा ,एल .एम .			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-VI

Bachelor of Arts in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Development of Indian Education System

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Development of Indian Education System	4	4	0	0	Passed Undergraduate diploma in Education	Nil

Bachelor of Arts in Education			
Programme : Bachelor of Arts in Education		Year: III	Semester: VI Paper: DSC
Subject: Education			
Course: DSC	Course Title: Development of Indian Education System		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• To build up an understanding of the different Indian education system.• To critically analyze the recommendations of various commissions.• To promote sensitivity towards Indian Educational Heritage.• To explore the importance and utility of educational heritage in present scenario of education			
Credits: 4		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: As	

		per Univ. rules
Unit	Topic	No. of Hours
Unit I	Ancient Education System 1. Meaning, Aims and Characteristics of Vedic Education system, Buddhist Education system, Muslim Education system 2. British Education System: Macaulay's Minute, Wood's Despatch., Hunter Commission., Indian University act (1904)	20
Unit II	Indian Education Movement; Gokhale bill 1911, Sadler Commission (Calcutta University commission, 1917), Wardha scheme of education 1937 Education Commissions in Post Independence Era 1. Radha Krishnan commission 1948-49 2. Mudaliyar commission 1952-53 Kothari commission 1964-66.	20
Unit III	Modern Education System, NEP 1968 and NEP 1986 Rammurti Review Committee -1990, NEP 2020	20

Recommended Reading:

1. भारतीय शिक्षा का इतिहास- पाठक और त्यागी
2. भारतीय शिक्षा का इतिहास- रमन बिहारी वाल
3. Modern Indian Education- History, Development and Problems, J.C. Aggarwal
4. Modern Indian Education and Its Problem , Suresh Bhatnagar & Anamika Saxena.
5. Problems of Education in India , Sharma and Sharma
6. Education in Ancient India ,A.S. Altakar
7. Ancient Indian Education, R.K. Mukarjee
8. Education in Muslim India , S.M. Jaffar
9. Progress of Education in Free India, J.C. Aggarwal
10. History of Indian Education, Nurullah & Naik

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, study-online.com, epg-pathshala, egyptankosh.ac.in, MOOCS

Semester-VI
Bachelor of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) – Basic Concepts of Educational Research and Statistics

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Basic Concepts of Educational Research and Statistics	4	4	0	0	Passed Undergraduate diploma in Education	Nil

Bachelor of Arts in Education			
Programme : Bachelor of Arts in Education		Year: III	Semester: VI Paper: DSE
Subject: Education			
Course: DSE	Course Title: Basic Concepts of Educational Research and Statistics		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none">• To explore the role of research in education• To acquire a conceptual understanding of research in education.• To develop a critical understanding about the Measurement and Evaluation on the basis of statistics.• To acquaint the students with use of statistics			
Credits: 4		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

Unit I	Fundamental of research 1. Research – Meaning, Definition, Characteristics. 2. Educational Research – Meaning, Objectives, Types. 3. Functions and Characteristics of Educational research. 4. Steps in educational research.	15
Unit II	Research- variables, hypothesis and data collection Procedures 1. Meaning and types of variables, 2. Meaning, importance, characteristics and types of hypothesis. 3. Procedure of Data collection – Population and Sample, Sampling Techniques –concept, definition and types (Probability and Non probability)	15
Unit III	Fundamental of statistics 1. Statistics –meaning, definition 2. Functions of statistics 3. Need and significance of statistics in education	15
Unit IV	A. Measures of central tendencies i. Mean ii. Median iii. Mode iv. Standard Deviation	15

Recommended Readings:

- Statistics in Psychology and Education, Hannery E. Garnett
- Measurement and Evaluation In Education , Bhatnagar And Bhatnagar

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, epg-pathshala.egyankosh.ac.in

Semester-VI

Bachelor of Arts in Education

GENERIC ELECTIVES (GE) - Guidance, Counseling in Education and Skill Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
GE: Guidance and Counseling in Education and Skill Development	4	4	0	0	Passed Undergraduate diploma in Education (Open to all)	Nil

Bachelor of Arts in Education		
Programme: Bachelor of Arts in Education		Year: III Semester: VI Paper: GE
Subject: Education		
Course: GE	Course Title: Guidance and Counseling in Education and Skill Development	
Course Outcomes:		
After studying this course, the students will be able to:		
<ul style="list-style-type: none">• Develop an understanding of the counseling needs of college students so that they may be in positions to be counsellors in higher education.• Explain the importance of making right choice in life, education and vocation etc.• Understand the concept, need and process of counselling.• Describe the importance of working with a group, for a group and in a group.		
Credits: 4	Generic Elective	
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules	

Unit	Topic	No. of Hours
Unit I	Guidance: Concept, meaning, principles, need and importance, functions and significance and types. Counselling - Concept, meaning, need, procedure and types --Directive counseling, non-directive counseling.	15
Unit II	Educational Counselling: Meaning, need, importance and scope Vocational Counselling: Meaning, need, importance and scope	15
Unit III	NEP 2020 and Vocational Education: Skill development, 21 st Century skills through NEP 2020. Soft Skills: concept, meaning, importance and types.	15
Unit IV	Agencies and programmes related to vocational education: National Council for Vocational Education and Training (NCVET), Skill India Mission (SIM), Vocational Education Training Programme (VET), Devbhoomi Udhyanata Yojana	15

Recommended Readings:

- Miller F.W. (1961): Guidance Principles and Services, Columbia: Ohio Merrill.
- Pandey. K.P. (2000): Educational and Vocational Guidance in India,
- Tolbert. E.L. (1967): Introduction of Counselling, New York: McGraw Hill
- Strang. Ruth. (1949): Counselling Techniques in Colleges and
- Taxler. A.E. (1964): Techniques of Guidance, New York, McGraw Hill,
- Robinson, F.P. (1950): Principles and Procedures in student counselling.
- प्रेमशंकर (2005) फफफशष्ट बालक, आलोक प्रकाशन, लखनऊ।
- हॉ फमश्रा फएपाण्डेयएच.डी., फफफशष्ट फशक्षा, फभदीय प्रकाशन, अयोध्या, फै जाबाद
- Administration, Management, Guidance and Counselling in Education: Dr. Ruchi Harish Arya, Neelkamal Prakashan
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyptankosh.ac.in

Program/Class: Bachelor of Arts in Education		Hours:30	Semester: Sixth
Subject: Education			
Research Project		Course Title : REPORT WRITING(Research Project)	
Course Learning Outcomes On completion of this course, learners will be able to: 1. To visually represent the evolution of education in India across different eras. 2. To foster creativity and teamwork among students. 3. To improve bilingual communication skills (Hindi and English).			
Credits: 4		(Research Project)	
Max. Marks : 100		Min. Passing Marks : 33	
Unit	Topics		No. of Hours
I	Write a report/ poster on the various education Commissions after Independence with special focus on Key features, and characteristics, Significant milestones or policies, Impact on society and education. OR Report on major reforms mentioned in NEP 2020.		30
Suggested Readings: 1. NEP 2020 Document 2. भारतीय शिक्षा का इतिहास- पाठक और त्यागी 3. भारतीय शिक्षा का इतिहास- रमन बिहारी लाल			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

