DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY GORAKHPUR

Format of CBCS System

B.A. (Education)

Session 2021-22

Combination of: Sub-1 Education-Subject 2-Subject 3

- **Major Subject-1 Education**
- **Major Subject-2**
- **Major Subject-3**

YEAR	COURSE CODE	COURSE TITLE	CREDIT
		Semester- I	
		Major I – Education (Subject-1)	
First Year	EDU 101	Introduction of Education	2
	EDU 102 (E010101T)	Conceptual framework of Education I	3
	EDU 103 (E010101T)	Conceptual framework of Education II	3
		Major II: (Subject-2)	
		Major III: (Subject-3)	
		Minor (I) Elective Courses	
	ENG 100	Basics of English	2+0
	URD 100	Basics of Urdu	2+0
	FIN 100	Basics of Visual Arts	2+0
	STAT 100	Data Science I	2+0
	MAT 100	Foundation of Mathematics I	2+0
	HIS 101	Introduction to Deen Dayal Upadhyaya (Compulsory)	2+0
	PHI 101	Introduction to Nath Panth	2+0
	DSS 106	Understanding Disaster	2+0
		Minor (II) Co-curriculum	
	NCC 100	National Cadet Corps(NCC)	0+2
	NSS 100	National Service Scheme(NSS)	0+2
	RR 100	Rovers & Rangers	0+2
	PHED012	Sports (any)	0+2
	FA 101	Cultural Activities	0+2
	HSC 101	Nutrition, Health and Hygiene	0+2
	PSY 101	Communication Skills and Personality Development	0+2
		Minor (III) Vocational Courses	
	ADE 101	Fashion Designing and Craft Designing	0+2
	ADE 102	Education Information Technology	0+2
	ADE 103	Fashion Accessories	0+2

*1, *2, *3 Only one minimum basic course prepared by department to be taken for completion of degree. Students can take all three basic courses as optional but it will increase additional 4 credits.

Semester-II		
Major I: Education (Subject-1)		
COURSE CODE	**COURSE TITLE**	**CREDIT**
EDU 104 (E010201T)	Development and challenges of Indian Education system I	3
EDU 105 (E010201T)	Development and challenges of Indian Education system II	3
Major II: (Subject-2)		
Major III: (Subject-3)		
Minor (I) Elective Courses		
ENG 106	Basics of English Speaking	2+0
STAT 200	Data Science II	2+0
BOT 107	Resource management and Zero Waste Campus	2+0
HND 100	Rashtra Gaurav (Compulsory)	2+0
MAT 200	Foundation of Mathematics II	2+0
DSS 200	Disaster Management Mechanism in India	2+0
DSS 101	Concepts of War	2+0
Minor (II) Co-curriculum		
NCC 100	National Cadet Corps	0+2
NSS 100	National Service Scheme	0+2
RR 100	Rovers & Rangers	0+2
PHED 012	Sports (any)	0+2
FA 101	Cultural Activities	0+2
HSC 101	Nutrition, Health and Hygiene	0+2
PSY 101	Communication Skills and Personality Development	0+2
Minor (III) Vocational Courses		
ADE 101	Fashion Designing and Craft Designing	0+2
ADE 102	Education Information Technology	0+2
ADE 103	Fashion Accessories	0+2

*(Left column spanning all rows: **First Year**)*

Semester-III			
Major I: Education (Subject-1)			
	COURSE CODE	**COURSE TITLE**	**CREDIT**
	EDU 201 (E010301T)	Philosophical, Sociological, Political and Economic prospective of Education I	3
	EDU 202 (E010301T)	Philosophical, Sociological, Political and Economic prospective of Education II	3
	Major II: (Subject-2)		
	Major III: (Subject-3)		
	Minor (I) Elective Courses		
	ENG 107	Introduction to English Grammar and Usage	2+0
	ENG 109	Introduction to French Language	2+0
	STAT 100	Data Science I	2+0
	HIS 101	Introduction to Pt. Deen Dayal Upadhyaya	2+0
	MAT 100	Foundation of Mathematics I	2+0
	PHI 101	Introduction of Nathpanth	2+0
	Minor (II) Co-curriculum		
	NCC 100	National Cadet Corps	0+2
	NSS 100	National Service Scheme	0+2
	RR 100	Rovers & Rangers	0+2
	PHED 011	Physical Education and Yoga	2+0
	PHED 012	Sports (any)	0+2
	FA 101	Cultural Activities	0+2
	HSC 101	Nutrition, Health and Hygiene	0+2
	PSY 101	Communication Skills and Personality Development	0+2
	Minor (III) Vocational Courses		
	COMP 203	Animation	0+2
	COMM 203	Finance & Baking	0+2
	DEF 203	Disaster Management	0+2
	LAW 203	Cyber Laws	0+2

The "Second Year" label appears in the leftmost column spanning the full table.

Second Year	Semester-IV		
	Major I: Education (Subject-1)		
	COURSE CODE	**COURSE TITLE**	**CREDIT**
	EDU 203 (E010401T)	Psychological perspective of Education I	3
	EDU 204 (E010401T)	Psychological perspective of Education II	3
	Major II: (Subject-2)		
	Major III: (Subject-3)		
	Minor (I) Elective Courses		
	ENG 108	Advanced Writing Skills and Critical Thinking	2+0
	ENG 110	Introduction to Spanish Language	2+0
	STAT 200	Data Science II	2+0
	BOT 107	Resource management and Zero Waste Campus	2+0
	HND 100	Rashtra Gaurav (Compulsory)	2+0
	MAT 200	Foundation of Mathematics II	2+0
	DSS 200	Disaster Management Mechanism in India	2+0
	DSS 101	Concepts of War	2+0
	Minor (II) Co-curriculum		
	NCC 100	National Cadet Corps	0+2
	NSS 100	National Service Scheme	0+2
	RR 100	Rovers & Rangers	0+2
	PHED 012	Sports (any)	0+2
	FA 101	Cultural Activities	0+2
	HSC 101	Nutrition, Health and Hygiene	0+2
	PSY 101	Communication Skills and Personality Development	0+2
	Minor (III) Vocational Courses		
	Comp 203	Animation	0+2
	Comm 203	Finance & Baking	0+2
	Def 203	Disaster Management	0+2
	Law 203	Cyber Laws	0+2

	Semester-V		
	Major I: Education (Subject-1)		
	COURSE CODE	**COURSE TITLE**	**CREDIT**
Third Year	EDU 301 (E010602T)	Milestones and New Dimensions of Indian Education	4
	EDU 302 (E010502T)	Educational Statistics	4
	EDU 303 (E010202P) OR EDU 304 (E010603P)	Project: Prepare a profile of any school (class 6th – 12th) Government/ Aided/ Private. OR Visit to an Anganwadi Centre and report preparation	2
	Major II: (Subject-2)		
	Minor (II) Co-curriculum		
	NCC 100	National Cadet Corps	0+2
	NSS 100	National Service Scheme	0+2
	RR 100	Rovers & Rangers	0+2
	PHED 012	Sports (any)	0+2
	FA 101	Cultural Activities	0+2
	HSC 101	Nutrition, Health and Hygiene	0+2
	PSY 101	Communication Skills and Personality Development	0+2
	Minor (III) Vocational Courses		
	PLC 101	Industrial Training/ Project***	0+3

Semester-VI		
Major I: Education (Subject-1)		
COURSE CODE	COURSE TITLE	CREDIT
EDU 305 (E010501T)	Educational Assessment.	4
EDU 306 (E010601T)	Educational Administration and Management.	4
EDU 307 (E010603T) OR EDU 308 (E010402P)	Project: write and submit an article on any trending Sociocultural – Environment issue. OR Case Study of a Special child.	2
Major II: (Subject-2)		
Minor (II) Co-curriculum		
NCC 100	National Cadet Corps	0+2
NSS 100	National Service Scheme	0+2
RR 100	Rovers & Rangers	0+2
PHED 012	Sports (any)	0+2
FA 101	Cultural Activities	0+2
HSC 101	Nutrition, Health and Hygiene	0+2
PSY 101	Communication Skills and Personality Development	0+2
Minor (III) Vocational Courses		
PLC 102	Industrial Training/ Project***	0+3

(i)   Major course (Major-1, Major-2, Major-3)

Course	Semester	Minimum credit for registration	Total credit to pass
Major Course	Semester-I	20	114
Major Course	Semester-II	18	
Major Course	Semester-III	18	
Major Course	Semester-IV	18	
Major Course	Semester-V	20	
Major Course	Semester-VI	20	

(ii)   Elective Course (Minor)

Course	Semester	Minimum credit for registration	Total credit to pass
Minor/Elective Course	Semester-I	2+0	8
Minor/Elective Course	Semester-II	2+0	
Minor/Elective Course	Semester-III	2+0	
Minor/Elective Course	Semester-IV	2+0	

(iii)   Co-curricular Course (Minor)

Course	Semester	Minimum credit for registration	Total credit to pass
Minor/Vocational Course	Semester-I	0+2	
Minor/ Vocational Course	Semester-II	0+2	
Minor/ Vocational Course	Semester-III	0+2	12
Minor/Vocational Course	Semester-IV	0+2	
Minor/Vocational Course	Semester-V	0+2	
Minor/Vocational Course	Semester-VI	0+2	

(iv)   Vocational Course

Course	Semester	Minimum credit for registration	Total credit to pass
Minor/Co-Curriculum Course	Semester-I	0+2	
Minor/Co-Curriculum Course	Semester-II	0+2	14
Minor/Co-Curriculum Course	Semester-III	0+2	Non Credit
Minor/Co-Curriculum Course	Semester-IV	0+2	
Industrial Training/ Survey/ Project	Semester V	0+3	
Industrial Training/ Survey/ Project	Semester VI	0+3	

**Total
Credit- 134**

+14

1. Total Major minimum credits requirement for degree 114 (20+ 18+ 18+ 18+ 20+ 20).
2. Total Minor-I (Elective) minimum credits requirement for degree 8 [2(I) +2(II) +2(III) + 2(IV)].
3. Total Minor-II (Co-curricular) minimum credits requirement for degree 12 [2(I) +2(II) +2(III) + 2(IV)+ 2(V)+ 2(VI)].

134- Minimum Credits Degree is needed to obtain degree.

4. Total Minor-III (Vocational) non credits requirement for degree 14 Non Credits only you have to pass Non Credits to obtain degree.

Program Specific Outcomes (POs) (After 3 years)-

1. This program is meant for acquisition of knowledge, values, culture and skills.
2. After completion of the program, Graduates will be able to correlate and apply Education with life situations.
3. Student will be able to understand its interdisciplinary nature of education.

4. 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.

FIRST SEMESTER

COURSE CODE-(EDU 101):   INTRODUCTION OF EDUCATION

CREDIT: 2

Course Learning Outcomes:

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

- understand the meaning, concept, need and functions of education.
- understand the aim and role of education.
- understand the different agencies and forms of education.

UNIT-I

EDUCATION: MEANING AND AIMS

- Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha.

- Education- Meaning, Definition, Nature and scope.

- Aims of Education: Individualistic, Social, Democratic and Vocational.

UNIT-II

FORMS OF EDUCATION

- Formal.

- Informal.

- Non – Formal.

UNIT-III

AGENCIES OF EDUCATION

- Home And Its Role in Education
- School And Its Role in Education
- Community And Its Role in Education

Suggested Readings:

- Aggarwal, J.C. Theory & Principles of Education, New Delhi, Vikas Publising House.
- Bhatia & Bhatia. Theory and Principles of Education, New Delhi, Doaba House.
- Lal, Raman Behari, "Principles of Education" Rastogi publication, Meetut.
- T. Rayment: The principal of Education Bombay: Orient- Longman's limited

- Pandey R.S : Principles of Education Agara – 2 vinod Pustak Mandir
- अग्रवाल ,जे .सी. , "भारत में शिक्षा व्यवस्था का विकास" शिप्रा पब्लिकेशन , दिल्ली |
- तोमर, एल. आर. "प्राचीन भारतीय शिक्षा पद्धति" सुरुचि प्रकाशन, नई दिल्ली |
- सारस्वत, मालती , "भारतीय शिक्षा का इतिहास" कैलाश प्रकाशन मन्दिर, इलाहाबाद |
- https://www.mycoursebook.in/shiksha-ke-darshanik-avom- samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html.

COURSE CODE - (EDU 102):   CONCEPTUAL FRAMEWORK OF EDUCATION – I

(E010101T)

CREDIT: 03

Course Learning Outcomes

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

- understand the concept, characteristics, scope and aims of education.
- explain the factors of education and their interrelationship.
- understand the different functions of education.
- explain the meaning, Importance and Principles of curriculum development.
- be acquainted with the Constitutional values and educational provisions.

UNIT -I

EDUCATION: CONCEPT AND AIMS

- Education: Its concept, characteristics and Scope.
- Factors of Education.
- Aims of Education in reference of present Indian society.
- Vidya-Gyan- Teaching, Training vs Education.

UNIT - II

FUNCTIONS OF EDUCATION

- Individual and Social Development.
- Transmission of Cultural Heritage.
- Acquisition of Skills.
- Acquisition and Generation of Human Values.
- Education for Leisure.
- Education for National Integration.
- Education for International Understanding.

Unit – III

EDUCATION AND CURRICULUM

- Curriculum: Meaning, Types and Importance.
- Principles of curriculum constructions.

Unit - IV

<u>INDIAN CONSTITUTION AND EDUCATION</u>

- Inculcation of Constitutional Values through Education.
- Constitutional Provisions for Education and their suggestions.

<u>Suggested Reading:</u>

● तोमर एल आर. प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नई दिल्ली |

● https://www.mycoursebook.in/shiksha-ke-darshanik-avom- samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html

● https://www.india.gov.in/my-government/constitution-india/constitution-   india-full-text**.**

● सारस्वत, मालती , "भारतीय शिक्षा का इतिहास" कैलाश प्रकाशन मन्दिर, इलाहाबाद |

● पाठक, पी. डी.,"भारतीय शिक्षा और उसकी समस्यायें" श्री विनोद पुस्तक मन्दिर, आगरा |

● 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, New Delhi, 1991

● Pandey R.S. Principles of Education, Agra, Vinod Pustak Mandir. 1992

- Ramchandran, P. & Ramkumar, V. 'Education in India' , NBT, N, Delhi, 2014.
- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depoo.

COURSE CODE - (EDU103): CONCEPTUAL FRAMEWORK OF EDUCATION - II

(E010101T)

CREDIT:03

Course Learning Outcomes

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

- explain the present status of different levels of Education.
- identify the level of Education and concern governing/regulatory bodies.
- differentiate the needs and importance of different levels of education.

UNIT – I

PRE-PRIMARY EDUCATION

- Concept, Objectives, Importance of Pre-primary Education.
- Some Models of Pre-primary Education: Montessori, Kindergarten.
- Present Scenario of Pre- primary Education in India.
- NEP 2020 and Pre-primary Education.

Unit II

PRIMARY AND SECONDARY EDUCATION

- Concept, Aims and Importance of Primary and Secondary Education.
- Present Scenario of Primary Education in India.
- Present Scenario of Secondary Education in India.

Unit III

HIGHER EDUCATION

- Concept, Objectives of Higher Education.
- Need for Higher Education.
- Types of Universities- Central, State, Private, Open.
- Present Scenario of Higher Education in India.

Unit IV

DIFFERENT GUIDING / REGULATORY BODIES OF EDUCATION SYSTEM IN IN INDIA

 Functions, Meaning and General Introduction to:

- Education Ministry (MHRD).
- NCERT.
- SCERT.
- DIET.

- NIOS.
- UGC.
- IQAC.
- CBSE, State Boards of education.

<u>Suggested Readings:</u>

- सारस्वत, मालती , "भारतीय शिक्षा का इतिहास" कैलाश प्रकाशन मन्दिर, इलाहाबाद |

- तोमर एल आर. प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नई दिल्ली |

- https://www.mycoursebook.in/shiksha-ke-darshanik-avom- samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html.

- https://www.india.gov.in/my-government/constitution-india/constitution- india-full-text.

- Aggarwal, J.C. *Theory and Principles of Education,* New Delhi, Vikas Publishing House. 2010.
- Banerjee, A. *Philosophy and principles of education.* Calcutta, Susoban Prakashan . 1994
- Barrow, R., & Milburn, G. *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice.* New York: St. 1986.
- Bhatia & Bhatia. *Theory and principles of Education.* New Delhi, Doaba House. 2011.

SECOND SEMESTER

<u>COURSE CODE - (Edu 104):</u> Development and challenges of Indian Education - I

(E010201T)

CREDIT:03

Course Learning Outcomes

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

● understand the development of Indian Education during different ages,

● analyze the trends of Education running in the different educational systems.

● narrate the major contributions of Indian Educational Heritage in the different fields of study.

Unit - I

<u>ANCIENT EDUCATION SYSTEM</u>

- Vedic and Buddhist Period: Main Characteristics.
- Aims of Education.
- Merits and Demerits of Education System.
- Contribution to Modern Indian Education.

Unit - II

EDUCATION IN MEDIEVAL PERIOD

●   Main Characteristics.

●   Aims of Education.

●   Merits and Demerits of Education System.

●   Contribution to Modern Indian Education.

Unit – III

EDUCATION IN COLONIAL PERIOD

    Some Landmarks of British Period:

●   Charter act of 1813 and 1833 and Oriental Occidental Dispute.

●   Macaulay Minute, Filtration Theory.

●   Wood Dispatch.

●   Hunter Commission.

●   Indian University Commission.

●   Gokhale Bill.

●   Sadler Commission.

●   Wardha Yojna.

Unit – IV

POST-INDEPENDENT ERA OF INDIANS EDUCATION

- Radhakrishnan Commission.
- Mudaliar Commission.
- Kothari Commission.
- National Policy on Education 1986 and 1992.
- National Education Policy 2020

Suggested Readings:

- सारस्वत, मालती , "भारतीय शिक्षा का इतिहास" कैलाश प्रकाशन मन्दिर, इलाहाबाद |

●   तोमर एल आर. प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नई दिल्ली |

Altekar A. S. Education in Ancient India. Varanasi, Nandkishore& Brothers. 1963

●   Bakshi S.R.& Mahajan, L.Encyclopedic History of Indian Culture and Religion:Education in ancient India, New Delhi, Deep & Deep Publications. 2000

●   Govinda, R and M, Bandyopadhyay. Access to Elementary Education: Analytical Overview, New Delhi: OUP. 2011

●   Human Development Report retrieved from http://hdr.undp.org/en/reports/

● Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.

● Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964

● Mookerji, R.k. Ancient Indian Education: Brahamanic and Buddhist. Delhi, MotilalBanarsidass. 1947

● Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.

COURSE CODE-(Edu105): Development and challenges of Indian Education System II

(E010201T)

CREDIT:03

Course Learning Outcomes

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

- understand the development of Indian Education during different ages.

- identify the problems of Indian education at different levels of education.
- assess the root cause of challenges faced by Indian education system

Unit - I

PROBLEMS OF PREPRIMARY EDUCATION

- Unsatisfactory Conditions of Preprimary Schools.
- Training of Preprimary Teachers.
- Unavailability of Teaching Material.

Unit - II

PROBLEMS OF ELEMENTRY AND SECONDRY EDUCATION

- Problems of Access and Equity.
- Problems of Multilingualism, Child's Home Language and the Language of School- Classroom, Text books etc.
- Technical and Vocational Guidance at Secondary Level and NSQF.
- Online teaching learning: Problems and suggestions.

Unit - III

PROBLEMS OF HIGHER EDUCATION

- Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region.
- Problem of Examination System in India.
- Problem related with Students- Unemployment, Competition and Aggression.

Unit - IV

AFFECTING FACTORS OF INDIAN EDUCATION

- Privatisation.
- Population Explosion.
- Poverty.
- Brain Drain

Suggested Readings:

- पाण्डेय , डॉ. **आर. एस**."**शिक्षा की सम सा**मयिक **समस्याएं**" श्री विनोद पुस्तक मन्दिर, **आगरा**|
- https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u
- तोमर एल आर. प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नई दिल्ली|
- सारस्वत, मालती , "भारतीय शिक्षा का इतिहास" कैलाश प्रकाशन मन्दिर, इलाहाबाद|

- Altekar A. S. *Education in Ancient India.* Varanasi, Nandkishore& Brothers. 1963
- Bakshi S.R.& Mahajan, L.*Encyclopedic History of Indian Culture and Religion:Education in ancient India,* New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. Access to Elementary Education: Analytical Overview, New Delhi: OUP. 2011
- Human Development Report retrieved from http://hdr.undp.org/en/reports/
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India.* Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahamanic and Buddhist.* Delhi, MotilalBanarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Educationin India', NBT, New Delhi, 2014.

THIRD SEMESTER

COURSE CODE-(Edu201): Philosophical-Sociological-Political (E010301T)   Economic Perspectives of Education - I

CREDIT: 3

Course Learning Outcomes

On completion of this course, learners will be able to:
- define Education and Philosophy.
- identify significant features of the Indian and Western philosophies.
- illustrate the relevance of the Indian and Western philosophy for modern educational system and society.
- compare the Indian Philosophical thoughts.

Unit – I

EUDCATION AND PHILOSOPHY
- Meaning and Concept of Philosophy, its relationship with Education.
- Main Branches of Philosophy of Education: Metaphysics, Epistemology and Axiology.

Unit – II

A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES
- Sankhya.
- Yoga.
- Vedanta with special reference to Bhagavad Geeta.
- Nath Panth me Guru Mahatta

Unit – III

INTRODUCTION TO WESTERN PHILOSOPHIES OF EDUCATION
- Principles, Aims and curriculum in:
  - Idealism.
  - Naturalism.
  - Pragmatism.

Unit – IV

SOME PROMINENT INDIAN THINKERS
- Mahatma Gandhi.
- Swami Vivekanand.
- B.R. Ambedkar.
- Pt. Madan Mohan Malviya.

Suggested Readings:

- रश्क, आर.यस. "महान शिक्षाशास्त्रियों के सिद्धान्त" विश्वविद्यालय प्रकाशन, वाराणसी |
- लाल, रमन बिहारी, "शिक्षा के दार्शनिक व समाजशास्त्रीय आधार" रस्तोगी पब्लिकेशन, मेरठ |
- Archer, M.S. *Social Origins of Educational Systems,* New Delhi: Sage. 1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education,* New Jersey:Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962
- Cohen, B. *Educational Thought: An Introduction.* Macmillan, Britain. 1969
- Dewey, J. *The School and Society.* Chicago, The University of Chicago Press.1915
- Durkheim, E. *Education and Sociology.* New York: The Free Press. 1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education.* Delhi: SahityaChayan.1994
- Freire, P. *Pedagogy of the Oppressed.* London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education.* London and New York, John Wileyand Sons, Inc. 1963.

COURSE CODE-(Edu202): Philosophical-Sociological-Political
(E010301T)   Economic Perspectives of Education - II

CREDIT: 3

Course Learning Outcomes

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

● define pluralism and diversity in Indian society.

● relate Education with Political and Economic issues.

● distinguish between Fundamental Rights and duties.

● value role of Education for Sustainable Development

Unit - I

INTRODUCTION TO INDIAN SOCIETY

● Pluralism and Diversity in Indian Society.

● Social Stratification of Indian Society: Caste, Class, Gender.

Unit – II

SCHOOL EDUCATION AND SOCIETY

● School as Social Organization.

● Social Change and Education.

● Social Mobility and Education.

Unit – III

POLITICAL PERSPECTIVES OF EDUCATION

● Fundamental Rights and Duties.
● Directive Principles.

Unit - IV

ECONOMIC PERSPECTIVES OF EDUCATION

● Education as Development Indicator.

● Education for Sustainable Development.

● UN Millennium Development Goals VS Sustainable Development Goals.

Suggested Readings:

● रश्क, आर.यस. "महान शिक्षाशास्तियों के सिद्धान्त" विश्वविद्यालय प्रकाशन, वाराणसी |

- लाल, रमन बिहारी, "शिक्षा के दार्शनिक व समाजशास्त्रीय आधार" रस्तोगी पब्लिकेशन, मेरठ |
  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.

- अग्रवाल ,डॉ .प्रमोद कुमार, "भारत का संबिधान" प्रभात पेपर बैक्स,इलाहाबाद |

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- 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,

RevEdn., 1966.

FOURTH SEMESTER

COURSE CODE-(Edu203): Psychological Perspectives of Education - I

(E010401T)

CREDIT: 3

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.
- understand approaches of learning.
- identify Individual Differences.

Unit – I
EDUCATION AND PSYCHOLOGY

- Psychology: Concepts and Scopes.
- Relations of Education and Psychology.
- Methods of Psychology.
- Importance of Educational Psychology.

Unit – II

PROCESS OF DEVELOPMENT

- Development/Meaning and Forms.
- Growth and Development.
- Stages of Development.
- Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.

Unit – III

INDIVIDUAL DIFFERENCES

- Meaning and Types of Individual Differences.
- Individual Differences and Educational Implication

Unit - IV

UNDERSTANDING THE LEARNING

- Concept, Nature and Factors Influencing Learning.
- Transfer of Learning and its classroom Implications.
- Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial andError Theory, Gestalt Theory and their Educational Implications.

Suggested Readings:

- सिंह, ऐ. के. "शिक्षा मनोविज्ञान" भारती भवन, पटना |

- गुप्ता, डॉ. यस. पी. एवं गुप्ता, डॉ. अल्का, "शिक्षा मनोविज्ञान" शारदा पुस्तक भवन, इलाहाबाद |

- Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house
- Bhatnagar Suresh (n.d.). *Advanced Educational Psychology,* Lal Book Depot,

Meerut.

Bigge, Morris. L (1971). *Learning theories for teachers.* New York: Harper&Row.

- Chauhan S.S. (1978). *Advanced educational psychology.* Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology.* New Delhi, Deep& DeepPublications.
- *Dececco John, P. The Psychology of Learning and Instruction. New Delhi,Prentice Hall of India. 1968*
- Hillgourd, E.R. &Bower, S.H., (1975). *Theories of Learning.* Englewood CliffsNew Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.* New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- *Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir. 1986*
- Mazur, J.E. (1994). *Learning and behaviour.* Englewood Cliffs. New Jersey;Prentice Hall.

Rani, A. (2011). *Psychology of learning Behavior.* New Delhi, Centrum Press.

COURSE CODE-(Edu204): Psychological Perspectives of Education - II

(E010401T)

CREDIT: 3

Course Learning Outcomes

On completion of this course, learners will be able to:
- know about Human Behaviours.
- name different approaches of learning.
- identify Special need learners.
- examine the importance Mental Health.
- understand about Teaching and Learning Process.

Unit – I

FOUNDATIONS OF BEHAVIOURS
- Perception and Concept.
- Motivation.
- Memory.
- Attention and Interest.
- Thinking, reasoning and imagination.
- Habit
- Fatigue

Unit – II

SPECIAL NEED LEARNERS
- Mentally Retarded.
- Gifted Children.
- Divyang (Handicapped)

Unit -III

MENTAL HEALTH AND ADJUSTMENT
- Concept and need of studying mental health.
- Factors affecting Mental Health.
- Mental Health and Education.
- Adjustment: Meaning and Process.

Unit – IV

TEACHING AND LEARNING PROCESS
- Concept of Teaching.
- Relation between Teaching and Learning.
- Conditioning vs Teaching.
- Role of Teacher in Teaching- Learning process.

Suggested Readings:

- पाठक, पी. डी." शिक्षा मनोविज्ञान" विनोद पुस्तक मन्दिर, आगरा |

- सिंह , अरुण कुमार ", शिक्षा मनोविज्ञान " भारती भवन , पटना |

- गुप्ता , डॉ. यस . पी. एवं गुप्ता , डॉ. अल्का, " शिक्षा मनोविज्ञान" शारदा पुस्तक भवन , इलाहाबाद |

- माथुर , डॉ . यस. यस. शिक्षा मनोविज्ञान" विनोद पुस्तक मन्दिर ,आगरा |

- Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house
- Bhatnagar Suresh (n.d.). *Advanced Educational Psychology,* Lal Book Depot, Meerut.

Bigge, Morris. L (1971). *Learning theories for teachers.* New York: Harper&Row.

- Chauhan S.S. (1978). *Advanced educational psychology.* Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology.* New Delhi, Deep& DeepPublications.
- *Dececco John, P. The Psychology of Learning and Instruction. New Delhi,Prentice Hall of India. 1968*
- Hillgourd, E.R. &Bower, S.H., (1975). *Theories of Learning.* Englewood CliffsNew Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.* New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- *Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir. 1986*
- Mazur, J.E. (1994). *Learning and behaviour.* Englewood Cliffs. New Jersey;Prentice Hall.

Rani, A. (2011). *Psychology of learning Behavior.* New Delhi, Centrum Press.

FIFTH SEMESTER

COURSE CODE-(EDU 301) Milestones and New Dimensions of Indian Education
(E010602T)

CREDIT-4

Course Learning Outcomes:

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

- list and differentiate the different education programs and schemes.
- use MOOCs and SWAYAM.
- collect and use material from OERs.
- review e-journals and e-Magazines

Unit – I

MILESTONES: MAIN PROGRAMS AND EDUCATIONAL INSTITUTIONS OF INDIA

- SSA.
- RMSA.
- RUSA.
- NMEICT.
- RTE.
- Shanti Niketan.
- Vanasthali Vidyapeeth.
- Chitrakoot Gramodaya Vishwavidhyalaya.

Unit – II

EDUCATIONAL TECHNOLOGY

- Meaning, Definition and Scope
- Approaches of Educational Technology.
- Auto instructional material: Program.
- ICT: Meaning, Type, Concept and Needs.
- Computer and Internet: Application in Education

Unit-III

INITIATIVES AND INNOVATIONS

- EDUSAT, EDUCOM.
- MOOCS, SWAYAM.
- NIRF, e-Pathshala

Unit – IV

SOCIETAL – CULTURAL TRENDS AND EDUCATION

- Women Empowerment
- Social Media.
- Globalization

Unit - V

ENVIRONMENTAL EDUCATION

- Environmental Education: Concept, Aims and Importance.

- Awareness towards Environmental Issues: Ozone layer depletion, Greenhouse effect and Global Warming.

Suggested Readings:

- कुलश्रेष्ठ, यस. पी. ,"शैक्षिक तकनीकी के मूल आधार" अग्रवाल पब्लिकेशन, आगरा।
- सक्सेना, एन.आर. ,मिश्रा बी.के. एवं मोहन्ती,आर. के. ,अध्यापक शिक्षा आर. लाल बुक डिपो, मेरठ ।
- गोयल ,डॉ. यम. के. , "पर्यावरण शिक्षा" अग्रवाल पब्लिकेशन, आगरा।
- *Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education anddevelopment. 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 humanvalue. Meerut, R.Lall Books Depot. 2008*
- *Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing2009*
- *Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell.*

COURSE CODE-(Edu 302):   EDUCATIONAL STSTISTICS

(E010502T)

CREDIT: 4
MM:100

Course Learning Outcomes

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

- define Statistical terms.
- prepare graphical charts.
- interpret the results various operations of statistics.
- survey and collect data.
- analyze the data with Suitable Statistical methods

Unit – I

INTRODUCTION TO STATISTICS
- Meaning, Definition and Need of Statistics.
- Application of Statistics in Education.

PRESENTATION AND ORGANIZATION OF DATA

- Organization of data:

  - Simple array

  - Frequency array

  - Frequency Distribution

- Class Interval
- Inclusive
- Exclusive

Unit – II

GRAPHICAL REPRESENTATION OF DATA

- Histogram
- Pie chart

Unit – III

MEASURES OF CENTRAL TENDENCY

- Definition, Uses, Computation of: Mean,Median, Mode.

MEASURES OF VARIABILITY
- Definition, Uses, Computation: Range, Standard Deviation

Unit – IV

CORRELATION

- Meaning, Types, Uses and Computation of: Coefficient of Correlation-
  Spearman's Rank Difference Method.

Unit – V

NORMAL PROBABILTY CURVE

- Concept and Characteristics.

Suggested Readings:

- शुक्ल, डॉ. यस. एम. एवं सहाय. डॉ. शिवपूजन," सांख्यिकी के सिद्धान्त" साहित्य भवन पब्लिकेशन, आगरा।
- गप्ता, एस. पी., "शैक्षिक मापन एवं मूल्यांकन" शारदा पुस्तक भवन, इलाहाबाद।
- Agresti& Finlay, *Statistical Methods for the Social Sciences*. New

Jersey,Prentice Hall. 2010

- Garret H.E., Psychological Tests, Methods, and ResultsNabu Press, 2011.

- Garret H.E., Statistics in Psychology and Education, Paragon InternationalPublishers, 2005(Hindi& English)

- Ott and Longnecker. Statistical methods and data analysis. CA: DuxburyPacific Grove, 2001

- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic PublishingGmbH *& Co. 2012*

- Shavelson, R.J. *Statistical reasoning for the behavioral sciences.* Boston, Allyn and Bacon. 1988

COURSE CODE- (Edu 303): Project : Prepare a profile of any school (class 6th – 12th)

(E010202P)   Government/ Aided/ Private.

OR   OR

COURSE CODE- (Edu304):Project: Visit to an Anganwadi center and report

Preparation.

(E010603P)

CREDIT:2

(**E010202P)** Course Learning Outcomes
  On completion of this course, learners will be able to:
- develop an stronger orientation towards research
- conceptualize the school profile preparation

UNIT-I

- School: need and importance

UNIT-II

- Types of school on account of administration.

UNIT-III

- What is school profile and how to create it?

OR

(E010603P) Course Learning Outcomes:
 On completion of this course, learners will be able to:
- develop an stronger orientation towards research.
- understand and Conceptualize Anganwadi.

UNIT-I

- Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.

UNIT-II

- How to write an article: steps and ethics.

UNIT-III

- Sources of literature and their usage.

SIXTH SEMESTER

COURSE CODE-(EDU305):   **Educational Assessment**.
        (E010501T)

CREDIT:04

Course Learning Outcomes:

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

- define assessment measurement and evaluation.

- enumerate and Illustrate Characteristics of a good test.

- classify different psychological tests.

- test Intelligence.

Unit – I

BASICS OF ASSESMENT

- Assessment, Measurement, Evaluation: Concept and Difference.
- Physical vs Psychological Measurements.
- Continuous and Comprehensive Evaluation: Meaning and Aims.

Unit - II

NORMS

- Norms: Meaning and Significance.
- Marks vs Grades
- Credit System

Unit - III

ACHIEVEMENT TESTS

- Meaning, Aims and Types.

- Characteristics of a Good Achivement test.

Unit - IV

ASSESMENT OF INTELLIGENCE

- Intelligence; meaning and Types.
- Concept of Emotional Intelligence.
- Verbal and Non-Verbal test of Intelligence.
- Individual and Group test of intelligence.

Unit-v

ASSESMENT OF PERSONALITY

● What is Personality: Concept and Definition.

● Types of Personality.

● Measurement of Personality: Personality Inventories, Projective Techniques.

Suggested Readings:

● गप्ता, एस. पी., ''शैक्षिक मापन एवं मूल्यांकन'' शारदा पुस्तक भवन, इलाहाबाद |

● माथुर , डॉ . यस. यस. शिक्षा मनोविज्ञान'' विनोद पुस्तक मन्दिर ,आगरा |

● सिंह, ए.के., शिक्षा मनोविज्ञान, भारती भवन,पटना |

● Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc.1976

● NCERT Curriculum and Evaluation, New Delhi, NCERT, 1990

● Norris, N. Understanding Educational Evaluation, Kogan Page Ltd.1990

● Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychology and Education. NewYork, Johan Wiley and Sons Inc.1969

● Secolsky, C. Hand book 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

COURSE CODE (EDU-306): Educational Administration and Management.

(E010601T)

CREDITS:4

Course Learning Outcomes

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

● describe different Educational Organizations.

● compare Administration, Management and Supervision.

● differentiate between inspection and supervision.

Unit I

EDUCATIONAL ORGANIZATIONS

● Meaning and Types.

● Characteristics of Educational Organizations.

Unit II

EDUCATIONAL ADMINISTRATION

     ● Meaning, Concept and Types of Educational Administration.
     ● Administration vs Management.
     ● Principles of Educational Administration.

Unit III

FUNCTIONS OF EDUCATIONAL ADMINISTRATION

● POSDCORB

Unit IV

LEADERSHIP

● Meaning, Nature of Leadership.

● Styles of Leadership.

● Centralization vs Decentralization

Unit V

EDUCATIONAL SUPERVISION

● Meaning and Nature of Educational Supervision.

● Inspection vs Supervision.

● Types of Educational Supervision.

Suggested Readings:

● भटनागर, आर. ih- , शैक्षिक प्रशासन , vkj yky cqd fMiks] esjB- 2015

● ओड. ds-, "शैक्षिक प्रशासन" jktLFkku lkfgR; xzUFk vdkneh] t;iqj

● सिंह, संतोष, "शैक्षिक प्रशासन एवं प्रबन्ध" यस. आर. साइंटिफिक पब्लिकेशन्स,आगरा |

● Bhatnagar S. S. & Gupta P.K. (Educational Administration and Management (n.p.).

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● Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin, 2006

● Kudesia, U. Chandra (n.d.) Education Administration Management (n.p.).

● Sharma, R. A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot. Sukhiya, S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal Publication.

● http://mlrd.gov.in/school-education

● http://mlıd.gov.in/schemes-1

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

Suggested equivalent online courses: Courses on Swayam/ MOOCs.

COURSE CODE (Edu-307): **Project:** write and submit an article on any trending Sociocultural (E010603P) – Environment issue

OR

COURSE CODE (Edu-308): **Project: Case study of a special child.**

(E010402P)

(E010603P) Course Learning Outcomes
On completion of this course, learners will be able to:
- develop an stronger orientation towards research.
- understand current issues and write an article.

UNIT-I
How to write an article: steps and ethics.

UNIT-II
Sources of literature and their usage.

OR

(E010402P) Course Learning Outcomes
On completion of this course, learners will be able to:
- develop an stronger orientation towards research
- identify the different special children.
Prepare a case study.

UNIT-I
What is case study? And its steps.

UNIT-II

Special children: Types and characteristics