

# **DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY GORAKHPUR**



## **Four Year UG (CBCS) Programme**

### **B.A. (Education)**

**Effective from the Session 2024-25**

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

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- **Major (Subject-1) Education**
- **Major (Subject-2) from same faculty**
- **Minor (Subject-3) from same/another faculty**

**BOS-02 March 2024**

YEAR	COURSE CODE	COURSE TITLE	CREDIT	
<b>Semester- I</b>				
<b>Major I – Education (Subject-1)</b>				
<b>First Year</b>	EDUBA-101F	Conceptual framework of Education	6	
	<b>Major II: (Subject-2) from same Faculty -6 Credit</b>			
	<b>Minor: (Subject-3) from same / others Faculty- 6 Credit</b>			
	<b>SEC/ Vocational- 3 Credit</b>			
	<b>AEC/ Co-Curricular- 2 Credit</b>			

<b>Semester-II</b>				
<b>Major I: Education (Subject-1)</b>				
	COURSE CODE	COURSE TITLE	CREDIT	
<b>First Year</b>	EDUBA-102F	Development of Indian Education System	6	
	<b>Major II: (Subject-2) from same Faculty -6 Credit</b>			
	<b>Minor: (Subject-3) from same / others Faculty- 6 Credit</b>			
	<b>SEC/ Vocational- 3 Credit</b>			
	<b>AEC/ Co-Curricular- 2 Credit</b>			

<b>Semester- III</b>				
<b>Major I – Education (Subject-1)</b>				
YEAR	COURSE CODE	COURSE TITLE	CREDIT	
<b>Second year</b>	EDUBA-103F	Introduction of Educational Philosophy and Sociology	6	
	<b>Major II: (Subject-2) from same Faculty -6 Credit</b>			
	<b>Minor: (Subject-3) from same / others Faculty- 6 Credit</b>			
	<b>SEC/ Vocational- 3 Credit</b>			
	<b>AEC/ Co-Curricular- 2 Credit</b>			

<b>Semester-IV</b>				
<b>Major I: Education (Subject-1)</b>				
	COURSE CODE	COURSE TITLE	CREDIT	
<b>Second year</b>	EDUBA104F	Understanding Human Development	6	
	EDUBA-105F	Field Work/Survey	3	
	<b>Major II: (Subject-2) from same Faculty -6 Credit</b>			
	<b>Minor III: (Subject-3) from same / others Faculty- 6 Credit</b>			
	<b>AEC/ Co-Curricular- 2 Credit</b>			

<b>Third Year</b>	<b>Semester-V</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-106F	Milestone and New Dimensions of Indian Education	5	
	EDUBA-107F	Educational Assessment	5	
<b>Major II: (Subject-2) from same Faculty -10 Credit</b>				

<b>Third Year</b>	<b>Semester-VI</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-108F	Basics of Educational Statistics	4	<b>UG Degree 132 Credit</b>
	EDU BA-109F	Environmental Education	4	
	EDUBA-110F	Practical	2	
<b>Major II: (Subject-2) from same Faculty -10 Credit</b>				

### **Group -A**

<b>Fourth Year</b>	<b>Semester-VII</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-111F	Education in India: Policy and Practice	4	
	EDUBA-112F	Educational Thought of Great Educators	4	
	EDUBA-113F	Psychology of Learning	4	
	EDUBA-114F	Population Education	4	
	EDUBA-115F	Practical	4	

<b>Fourth Year</b>	<b>Semester-VIII</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-116F	Basic concept of Educational Research	4	<b>UG Honors 172 Credit</b>
	EDUBA-117F	Educational Guidance and Counseling	4	
	EDUBA-118F	Special Education	4	
	EDUBA-119F	Yoga Education and Wellbeing	4	
EDUBA-120F	Practical	4		

OR

(For the Student Who Secured 75% Marks or more in First Six Semesters)

## **Group -B**

<b>Fourth Year</b>	<b>Semester-VII</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-121F	Exploring Basics of Educational Research	4	
	EDUBA-122F	Great Educators of the World	4	
	EDUBA-123F	Understanding Human Learning and Cognition	4	
	EDUBA-124F	Human Rights Education	4	
EDUBA-125F	Practical	4		

<b>Fourth Year</b>	<b>Semester-VIII</b>			
	<b>Major I: Education (Subject-1)</b>			
	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	
	EDUBA-126F	Advance Statistics in Education	4	
	EDU BA-127F	Methodology of Educational Research	4	<b>UG Honors with Research 172 Credit</b>
EDUBA-128F	Research Project	12		

### **Program Specific Outcomes (POs) (After 4 years)-**

- This program is meant for acquisition of knowledge, values, culture and skills
- After completion of the program, Graduates will be able to correlate and apply Education with life situations.
- Student will be able to understand its interdisciplinary nature of education.
- The program focuses on developing a sound knowledge of educational history of India, the understanding of conceptual frame work of India, awareness about the Educational Policies and ability to analyze educational problems and give appropriate solutions for it.
- Program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society, Nation and Research in Education.
- Make the Students aware about the role and contribution Educational thinkers of our nation in various aspect of education.
- To develop responsible, productive, active and caring member of society
- Create self-dependent individual who have the insight of self-analysis and ability to choose their future career needs.

# **FIRST SEMESTER**

## **COURSE CODE-EDUBA-101F CONCEPTUAL FRAMEWORK OF EDUCATION**

**Credit: 06**

### **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 its Concept and Aims**

- Education: Its concept, characteristics and Scope.
- Factors of Education.
- Aims of Education in reference of present Indian society.
- Agencies of Education- Formal, Non-formal, Informal

### **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: Understanding the Concept of Structure of Indian Education system**

- Educational Structure as per NEP 1986
- Educational Structure as per NEP 2020
- Constitutional Provisions for Education

### **Unit IV: Educational structure at various stages**

- Pre-Primary Education- Concept, Aims and Importance and main features
- Primary Education- Concept, Aims, Types and main features
- Secondary Education -Concept, Aims, Importance Types and main features
- Higher Education -Concept, Aims, Importance Types and main features

### **Unit V: Factors Affecting Indian Education**

- Privatisation
- Population Explosion
- Poverty
- Brain Drain
- Educational Unemployment

- Societal Approach and initiatives
- Curriculum

### **Suggested Reading:**

- 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, 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
- 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 PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. ‘Education in India’ , NBT, N, Delhi, 2014.
- Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depoo.
- 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

## **SECOND SEMESTER**

### **COURSE CODE-EDUBA-102F DEVELOPMENT OF INDIAN EDUCATION SYSTEM**

**Credit: 06**

**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: Ancient Education System**

- 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: Indian Education in Post-Independent Era**

Special Features and Recommendations of -

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

### **Unit V Problems of Indian Education**

- **Problems of Pre-Primary Education**
- **Problems of Primary Education**
- **Problems of Secondary Education**
- **Problems of Higher Education**

### **Suggested Readings:**

- सारस्वत, मालती, “भारतीय शिक्षा का इतिहास” कैलाश प्रकाशन मन्दिर, इलाहाबाद
- तोमरएलआर.प्राचीन भारतीय शिक्षा पद्धति, सुरुचि प्रकाशन नईदिल्ली
- Altekar A. S. Education in Ancient India. Varanasi, Nand kishore& Brothers. 1963
- Bakshi S.R.& Mahajan, Encyclopaedic History of Indian Culture and Religion: Education in ancient India, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. Access to Elementary Education: Analytical Overview, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. ‘History, Development and Problems of Indian Education’, R.Lal Book

Depo, Meerut, 2015.

- Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. Ancient Indian Education: Brahmanic and Buddhist. Delhi, Motilal Banarsidass. 194
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.

## **THIRD SEMESTER**

**COURSE CODE: EDUBA-103F**

### **INTRODUCTION OF EDUCATIONAL PHILOSOPHY AND SOCIOLOGY**

**Credit: 06**

**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 form modern educational system and society.
- Compare the Indian Philosophical thoughts.

#### **Unit- I: Education and Philosophy**

- Meaning and Concept of Philosophy, its relationship with Education.
- Meaning nature objectives and functions of Educational Philosophy
- Main Branches of Philosophy of Education: Metaphysics, Epistemology and Axiology.

#### **Unit -II: A brief introduction to ancient Indian Philosophies**

Principles, Aims and curriculum and special features of Education in:

- Sankhya.
- Yoga.
- Vedanta with special reference to Bhagavad Geeta.

#### **Unit III: Introduction to Western Philosophies of Education**

Principles, Aims and curriculum in

- Idealism.
- Naturalism.
- Pragmatism.
- Realism

#### **Unit IV: - Some Prominent Indian Thinkers**

Thoughts related to Concept, Goals, Functions, Characteristics and Curriculum of Education-

- Mahatma Gandhi.
- Swami Vivekanand.
- Pt. Madan Mohan Malviya.
- Ravindra Nath Tagore

#### **Unit V: Education and Society**

- School as social organization.



- Social Change and Education.
- Social mobility and Education
- Social stratification and education.

### **Suggested Readings:**

- रश्क, आर.यस. “महानशिक्षाशास्त्रियोंकेसिद्धान्त” विश्वविद्यालयप्रकाशन, वाराणसी |
- लाल, रमनबिहारी, “शिक्षाकेदार्शनिकवसमाजशास्त्रीयआधार” रस्तोगीपब्लिकेशन, 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: Sahitya Chayan. 1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970

## **FOURTH SEMESTER**

### **COURSE CODE – EDUBA-104F UNDERSTANDING HUMAN DEVELOPMENT**

**Credit: 06**

#### **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 Definition and Scopes.
- Relations of Education and Psychology.
- Methods of Psychology.
- Importance of Educational Psychology.

#### **Unit II: Process of Development**

- Development-Meaning and Forms.
- Conceptual difference between Growth and Development.
- Stages of Development.
- Factors affecting human development - Heredity and Environment

#### **Unit III: Forms of Development**

##### **Concept, Need, Signification and Educational implication-**

- Physical Development
- Mental /Emotional

- Social Development
- Motor Development
- Language Development.

#### Unit IV: Individual Differences

- Meaning and Types of Individual Differences.
- Dimensions of individual differences
- Factors affecting individual differences
- Individual Differences and Educational Implication

#### Unit V- Personality

- Concept, Definition and Meaning
- Type and Characteristics of Personality
- Factors affecting Personality
- Role of Education in Personality development

#### Suggested Readings:

- सिंह, ऐ. के. “शिक्षामनोविज्ञान” भारतीभवन, पटना |
- गुप्ता, डॉ. यम. पी. एवंगुप्ता, डॉ. अल्का, “शिक्षामनोविज्ञान” शारदापुस्तकभवन, इलाहाबाद
- Aggarwal.J.C.(n.d.).EssentialsofEducationalPsychology:VikasPublishinghouse
- BhatnagarSuresh(n.d.).AdvancedEducationalPsychology,LalBookDepot,Meerut
- Bigge,Morris.L(1971).Learningtheoriesforteachers.NewYork:Harper&Row.
- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep& DeepPublications.
- DececcoJohn,P.*ThePsychologyofLearningandInstruction.NewDelhi,PrenticeHallofIndia.1968*
- Hillgourd, E.R. &Bower, S.H., (1975). *Theories of Learning*. Englewood Cliffs New Jersey:PrenticeHall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. NewDelhi,Tata McGraw-Hill Publishing Co.Ltd.
- Mathur,S.S.*EducationalPsychology.Agra,VinodPustakMandir.1986*
- Mazur, J.E. (1994). *Learning and behavior*. Englewood Cliffs. New Jersey; Prentice Hall.
- Rani,A.(2011).*Psychologyof learningBehavior*. NewDelhi,Centrum Press.

### COURSE CODE- EDUBA-105F

#### FIELD WORK/SURVEY

#### CREDIT-03

**Note-Every Year the Topic and Area of Survey will be provided by the Department of Education, DeenDayal Upadhyaya Gorakhpur University, Gorakhpur Evaluation of detailed Survey Work Report will be done Externally on the basis of Report and Viva-Voce.**

**Subject-** Survey Two Kasturba Gandhi Balika Vidyalaya of your district and observe this and Prepare Reports covering this information collected-

1. Infrastructure of the selected KGBV
2. Teachers working with their qualification
3. Status of Enrolment and Attendance
4. Other Facilities provided to the students of KGBV
5. Courses taught in various classes

### **Prepare Report under these Points**

1. **Introduction to the subject**
2. **Points of Observations done**
3. **Method of Collection of Data**
4. **Analysis of data and interpretation of observations done and real situation found**
5. **Conclusions and suggestions**
6. **Bibliography**
7. **Questionnaire used for data collected**

नोट-हर वर्ष सर्वेक्षण के क्षेत्र का विषय शिक्षा विभाग, दीन दयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर द्वारा प्रदान किया जाएगा। विस्तृत सर्वेक्षण कार्य रिपोर्ट का मूल्यांकन बाह्य रूप से रिपोर्ट एवं मौखिक परीक्षा के आधार पर किया जाएगा।

**विषय-** अपने जिले के दो कस्तूरबा गांधी बालिका विद्यालयों का सर्वेक्षण करें और इसका निरीक्षण करें और एकत्रित की गई जानकारी को कवर करते हुए रिपोर्ट तैयार करें-

1. चयनित केजीबीवी का बुनियादी ढांचा
2. शिक्षक अपनी योग्यता से कार्य करें
3. नामांकन एवं उपस्थिति की स्थिति
4. केजीबीवी के छात्रों को प्रदान की जाने वाली अन्य सुविधाएं
5. विभिन्न कक्षाओं में पढ़ाये जाने वाले पाठ्यक्रम

**इन बिंदुओं के तहत रिपोर्ट तैयार करें**

1. विषय का परिचय
2. किये गये अवलोकन के बिन्दु
3. डेटा संग्रहण की विधि
4. आँकड़ों का विश्लेषण तथा किये गये अवलोकनों तथा पाई गई वास्तविक स्थिति की व्याख्या
5. निष्कर्ष एवं सुझाव
6. ग्रंथ सूची
7. एकत्र किए गए डेटा के लिए प्रश्नावली का उपयोग किया जाता है

## **FIFTH SEMESTER**

**COURSE CODE: EDUBA-106F**

**MILESTONES AND NEW DIMENSIONS OF INDIAN EDUCATION**

**Credit:05**

**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 Associated with Education system**

- SSA.

- RMSA.
- PM-USHA.
- NMEICT.
- RTE.

### **Unit III: Initiatives and Innovations**

- EDUSAT, EDUCOM.
- MOOCS, SWAYAM.
- NIRF, e-Pathshala
- Online Teaching and Learning
- Virtual Learning
- Classroom conduct by Zoom and Google Meet
- Blended learning

### **Unit IV: Social Cultural Trends and Education**

- Women Empowerment-Concept, Factors, Need and Policy initiatives
- Social Media- Concept, Use, Need and Challenges
- Globalization- Concept, Need and Impacts and Challenges

### **Unit V: Innovation in Examination System**

- Continuous Comprehensive Evaluation
- Semester Examination System
- Grade System of Evaluation
- CBCS Examination system

### **Suggested Readings:**

- कुलश्रेष्ठ, एस.पी., "शैक्षिक तकनीकी के मूल आधार" अग्रवाल पब्लिकेशन, आगरा
- गायल, डॉ. यम.के., "पर्यावरण शिक्षा" अग्रवाल पब्लिकेशन, आगरा
- Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996
- Aggarwal J.C. Essentials of Educational Technology – Learning Innovations. New Delhi, Vikas Publications. 1995
- Kumar, K.L. Educational Technology, New Delhi, New Age International (P) Ltd. Publishers. 2000
- Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007
- Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989
- Reddy, P.K. & Reddy, N.D. Environmental Education. Hyderabad: Neelkamal publications. 2001
- Sampath, K. et al. Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998
- Sharma, B. L., & Maheswari, B. K. Education for environmental and human value. Meerut, R. Lall Books Depot. 2008
- Singh, Y.K. Teaching of environmental science, New Delhi, APH Publishing 2009
- Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell.

**COURSE CODE: EDUBA-107F**  
**EDUCATIONAL ASSESSMENT**

**Credit: 05**

**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 Assessment**

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

**Unit III: Types of Assessment**

- Formative
- Summative.

**Unit II: Norms**

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

**Unit IV: Assessment of Intelligence**

- Intelligence; Meaning and Types.
- Verbal and Non-Verbal test of Intelligence.

**Unit V: Assessment of Personality**

- Personality: Concept and Definition.
- Types of Personality.
- Measurement of Personality: Personality Inventories, Projective Techniques.

**Suggested Readings:**

- गप्ता ,एस .पी., “ शैक्षिकमापनएवंमूल्यांकन ”शारदापुस्तकभवन ,इलाहाबाद।
- माथुर , डॉ . यस. यस. शिक्षामनोविज्ञान” विनोदपुस्तकमन्दिर ,आगरा ।
- सिंह ,ए.के.,शिक्षामनोविज्ञान, भारतीभवन,पटना।
- Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc.1976
- NCERT Curriculum and Evaluation, New Delhi, NCERT, 1990
- Norris, N. Understanding Educational Evaluation, Kogan Page Ltd.1990
- Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychology and Education. 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

## **SIXTH SEMESTER**

### **COURSE CODE: EDUBA-108F BASICS OF EDUCATIONAL STATISTICS**

**Credit: 04**

**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.

#### **Unit II: Classification of Data**

- Concept and Meaning of Data
- Characteristics of Data
- Types: Qualitative and Quantitative Data, Grouped and Ungrouped Data

#### **Unit III: Presentation and Organization of Data**

- Organization of data
- Simple Array
- Frequency Array
- Frequency Distribution
- Class Interval
- Inclusive and Exclusive

#### **Unit IV: Graphical Representation of Data**

- Histogram
- Frequency Polygon
- Pie chart

#### **Unit V: Measures of Central Tendency**

- Meaning and Concept of Central Tendency.
- Definition, Uses, Computation of: Mean, Median, Mode.

#### **Suggested Readings:**

- शुक्ल, डॉ. यस. एम. एवंसहाय. डॉ. शिवपूजन, "सांख्यिकीके सिद्धान्त" साहित्यभवनपब्लिकेशन, आगरा।
- गप्ता, एस. पी., "शैक्षिकमापन एवं मूल्यांकन" शारदापुस्तकभवन, इलाहाबाद।
- Agresti & Finlay, *Statistical Methods for the Social Sciences*. New Jersey, Prentice Hall, 2010
- Garret H.E., *Psychological Tests, Methods, and Results* Nabu Press, 2011.

- Garret H.E. Statistics in Psychology and Education, Paragon International Publishers, 2005 (Hindi & English)
- Ott and Longnecker. Statistical methods and data analysis. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH & Co. 2012
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon. 1988

**COURSE CODE: EDUBA-109F**  
**ENVIRONMENTAL EDUCATION**

**Credits: 04**

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

- Define the Concept of Environment, Environment Education.
- Describe the Objectives, Need, Function and Importance of Environment Education
- Compare various kinds of Pollution and give solution to tackle it.

**Unit I: Environment Education**

- Meaning and Definition, Objectives and Scope
- Need and Importance
- Functions

**Unit II: Components of Environment**

- Biotic
- Abiotic
- Natural Resources: Renewable and Non-renewable Resources.

**Unit III: Environment Pollution: Causes and Measures to prevent it**

- Air Pollution
- Water Pollution
- Land/Soil Pollution
- Marine Pollution
- Noise Pollution

**Unit IV: Environmental Hazards- Causes and Measures to prevent it**

- Acid Rain
- Land Slides
- Earthquakes
- Ozone Layer Depletion
- Flood and Tsunami
- Greenhouse effect and Global warming

**Unit V: Education and Environment**

- Role of Education in Environment Protection
- Concept of Sustainable Development

- Initiatives taken for Environment awareness

### Suggested Readings:

- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. (1994). Source Book on Environmental Education for Elementary Teacher Educators, NIEPA, New Delhi.
- Sharma, P.D. (2001). Ecology and Environment, Rajson Printers, New Delhi.
- Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental Studies, New Age International (P) Ltd. Publishers, New Delhi.
- Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, National Book Trust, New Delhi.
- Futehally, L. (1998). Our Environment. National Book Trust, New Delhi.

## PRACTICAL

### **COURSE CODE: EDUBA-110 F PSYCHOLOGICAL TESTING**

**Credit:02**

**Course Learning Outcomes** -This Practical work would enable the students to:

- Administration of Psychological Test to measure mental attributes.
- Score the tests administered to measure attributes.
- Interpretation of the collected data.

**NOTE-** Every student has to do any five psychological tests. Prepare its report in a practical file. Assessment will be done externally on the basis of the Practical copy and Two Practicals' done at the time of Examination.

**नोट-** प्रत्येक छात्र को कोई पांच मनोवैज्ञानिक परीक्षण करना होगा। इसकी रिपोर्ट एक प्रैक्टिकल फाइल में तैयार करें। प्रैक्टिकल कॉपी और प्रैक्टिकल के समय किए गए दो प्रैक्टिकल परीक्षण के आधार पर मूल्यांकन बाह्य रूप से किया जाएगा।

**COURSE CONTENTS- किन्ही पांच परीक्षणों को प्रशासन करवाना है और उनसे संबंधित रिपोर्ट तैयार करनी है।**

**Unit-1: Psychological Testing**

Conceptual Introduction of Psychological Testing  
Need, Qualities, Types and uses of Psychological Testing

**Unit-2: Intelligence Test**

Introduction, Administration Scoring and Interpretation of scores of **Verbal and Non-Verbal Tests** of Intelligence

**Unit-3: Psychological Tests**

Introduction, Administration and Interpretation of **Test of creativity.**

**Unit-4: Tests of Memory**

Introduction and Administration of **Test related to Memory Span (Visual and Auditory)**

**Unit-5: Mental Fatigue**

Concept, type and reasons of Mental Fatigue  
Introduction and Administration of **Tests related to Mental work and Fatigue.**

**COURSE CONTENTS- किन्ही पांच परीक्षणों को प्रशासन करवाना है और उनसे संबंधित रिपोर्ट तैयार करनी है।**

**इकाई-1:** मनोवैज्ञानिक परीक्षण



मनोवैज्ञानिक परीक्षण का वैचारिक परिचय, मनोवैज्ञानिक परीक्षण की आवश्यकता, गुण, प्रकार एवं उपयोग

इकाई-2: बुद्धि परीक्षण

परिचय, प्रशासन स्कोरिंग और बुद्धि के मौखिक और गैर-मौखिक परीक्षणों के अंकों की व्याख्या

इकाई-3: मनोवैज्ञानिक परीक्षण

रचनात्मकता के परीक्षण का परिचय, प्रशासन और व्याख्या।

इकाई-4: स्मृति परीक्षण

मेमोरी स्पेन-(दृश्य और श्रवण) से संबंधित परीक्षण का परिचय और प्रशासन

इकाई-5: मानसिक थकान

मानसिक थकान की अवधारणा, प्रकार एवं कारण, मानसिक कार्य और थकान से संबंधित परीक्षणों का परिचय और प्रशासन।

Books Recommended

- Allport, G W, (1937): Personality, New York, Holt.
- Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
- Mathur, S.S.: Educational Psychology (Vinod Pustak Mandir, Arga-Hindi Version)
- Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House) 4. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
- Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
- Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
- Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers Hindi Versions)
- Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
- Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
- Advanced Educational Psychology: S. K. Mangal, Prentice Hall of India Pvt. Ltd., New Delhi.
- Uchchar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.
- Educational Psychology : Jitendra Mohan, Willey Eastern Limited
- Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir.
- Hurlock Elizabeth B, (2009): Child Development (Sixth Edition), Tata McGraw Hill, New Delhi.

## **GROUP -A**

### **SEVENTH SEMESTER**

**COURSE CODE : EDUBA-111F**  
**EDUCATION IN INDIA: POLICY AND PRACTICE**

**Credit:04**

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

- Build a critical understanding about major policies of education in India.
- Develop familiarity with indicators of educational development.
- Identify problems, challenges and issues at different levels of education.
- Understand the role of regulatory bodies at different levels of education.

- Understand global changes that impact education.

### **Unit-I: Understanding Educational Policy in India**

- Policy -its Concept, Need, Role and Qualities
- Policy and its influence on the Educational system
- Overview of Policies in India; National Policy of Education 1968, National Policy of Education 1986, Programme of Action 1992, National Policy Of Education 2020
- International goals and Policy formulation in India: Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)

### **Unit-II: School Education in India**

- Common School System: Kothari Commission Report and vision of Common Schooling.
- School complex: with reference to NEP 2020
- Systems of Schools: Types and Affiliation, Public, Private, Central, State Government, Aided and schools run by Autonomous bodies.

### **Unit-III: Role of Various Bodies in School Education**

- The role of various National, State and Local level bodies in school education in the area of curriculum and assessment,
- National Council for Educational Research and Training (NCERT),
- State Council of Educational Research and Training (SCERT),
- District Institute for Education and Training (DIETs),
- National Institute of Open Schooling (NIOS);
- Boards of Education: National, International and State Board

### **Unit-IV: Higher Education in India**

- Issues in higher education: access, equity, relevance, quality, Pradhan Mantri Uchchatar Shiksha Abhiyan (PMUSA)
- Challenges of quality in Higher Education
- Challenges in Regulations of Higher Education

### **Unit-V: Role of Regulatory Bodies of Higher Education**

- Role of University Grants Commission (UGC)
- National Assessment and Accreditation Council (NAAC)
- Types of universities: central, state, private, Open and Deemed

### **Suggested Readings:**

- Juneja, Nalini, 2003, Constitutional Amendment to Make Education a Fundamental Right, Occasional Paper, New Delhi: NUEPA pp6-13 <http://www.nuepa.org/Download/Publications/Occasional%20Paper-33njuneja.pdf>
- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- GOI. (1966). Report of the Education Commission: Education and National Development, New Delhi: Ministry of Education.
- Sinha, Shanta and Reddy, A. (2011), School Drop Outs or Push outs, in R. Govinda (ed.) Who goes to school? Exploring Exclusion in Indian Education. Oxford University Press. India. (Chapter 4)
- Public Report on Basic Education (1999) New Delhi: Oxford University Press (also in Hindi)
- Sadgopal, Anil. (2008). Samaan School Pranaliyon ki Zarurat. Aaj ka Savaal. In Shiksha Aur Bhoomandalikaran. India: Shabd Sansadhan Prakashan.

- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68.
- Tilak J.B.G. (2004) *Higher Education between State and the Market* presented in UNESCO Forum on Higher Education available at [portal.unesco.org/education/tilak/colloquium](http://portal.unesco.org/education/tilak/colloquium).
- Bhushan, Sudhanshu, 2009, Foreign Universities in India (Chapter 5), in Restructuring higher Education in India, Rawat Publication: Jaipur
- Gupta, A. (2011). Kya Nijikaran Sahayak ho Sakta Hai in Ucchar Shiksha ke Badalte Ayaam. Hindi Karyanvya Nideshalaya. Delhi University. (Ch. 5 p. 196- 2
- National Council for Educational Research and Training (NCERT-[www.ncert.nic.in](http://www.ncert.nic.in)),
- State Council of Educational Research and Training (SCERT), DIETs, Block Resource Centres (BRC) etc [delhi.gov.in/wps/wpm/connect/doit/scert/Scert+Delhi/home/](http://delhi.gov.in/wps/wpm/connect/doit/scert/Scert+Delhi/home/)
- SSA from <https://mhrd.gov.in/ssa-o>
- RMSA from [rmsa.india.gov.in](http://rmsa.india.gov.in)
- RUSA from <http://mhrd.gov.in/rusa>
- Millennium Development Goals (MDGs) [www.who.int/topics/millennium-development-goals/about/about/en/](http://www.who.int/topics/millennium-development-goals/about/about/en/)
- Sustainable Development Goal 4: Quality Education in [one.un.org/page/sustainable-development-goals/sdg-4](http://one.un.org/page/sustainable-development-goals/sdg-4)

**COURSE CODE EDUBA-112F**  
**EDUCATIONAL THOUGHT OF GREAT EDUCATORS**

**Credits:04**

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

- Develop an understanding of educational ideas of Indian and Western Educators
- Understand pedagogical concepts given by Indian and Western educational thinkers
- Analyze the educational contribution of great educators.
- Compare the philosophies of great educators.
- 

**Unit 1: Western Educators (Part1)**

Educational thought in terms of Concept ,aims, objectives , Curriculum and teaching methods:

- F.W. August Froebel (1782-1852)
- Jean Jacques Rousseau (1712-1778)

**Unit II: Western Educators (Part2)**

Educational thought in terms of Concept, Aims, Objectives, Curriculum and Teaching methods.

- John Dewey (1859-1952)
- Madam Maria Montessori (1870-1952)

**Unit III: Indian Educators (Part1)**

Educational thought in terms of Concept, Aims, Objectives, Curriculum and Teaching methods.

- Swami Vivekananda (1863-1902)
- Mahatma Gandhi (1869-1948)

**Unit IV: Indian Educators (Part2)**

Educational thought in terms of Concept, Aims, Objectives, Curriculum and Teaching methods.

- Sir Arvind (1872-1950)
- Ahilya Bai Holkar (1725-1795)

### Suggested Readings:

- रश्क, आर.यस. “महानशिक्षाशास्त्रियोंकेसिद्धान्त” विश्वविद्यालयप्रकाशन, वाराणसी |
- लाल, रमनबिहारी, “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: Sahitya Chayan. 1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963.

## COURSE CODE EDUBA-113F PSYCHOLOGY OF LEARNING

**Credit: 04**

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

- Know about concept of learning factors effecting learning
- Understand different learning theories and know its educational implication
- Comprehend the concept behind various theory of cognition.
- Differentiate between various learning theories.

### Unit I: Understanding Learning

- Meaning Concept and its Nature
- Factors Influencing Learning.
- Transfer of Learning and its classroom Implications.

### Unit II: Behavioristic Learning Theories

- Thorndike Trial and Error Theory
- Pavlov's Classical Conditioning Theory
- Skinners Operant Conditioning Theory

### Unit III: Gestalt Learning Theory

- Kohler and Koffa
- Its Educational Implications.

### Unit IV: Differences and Diversity among Learners.

- Effect of Family on Learners
- Effect of Community on Learner
- Growing up as a Girl Child

### Suggested Readings:

- पाठक, पी. डी.” शिक्षामनोविज्ञान” विनोदपुस्तकमन्दिर, आगरा |
- सिंह, अरुणकुमार “, शिक्षामनोविज्ञान “ भारतीभवन, पटना |
- गुप्ता, डॉ. यस. पी. एवंगुप्ता, डॉ. अल्का, “ शिक्षामनोविज्ञान” शारदापुस्तकभवन, इलाहाबाद |
- माथुर, डॉ. यस. यस. शिक्षामनोविज्ञान” विनोदपुस्तकमन्दिर, आगरा |
- Aggarwal.(n.d.).Essentials of Educational Psychology: Vikas Publishinghouse

- Bhatnagar Suresh(n.d.). *Advanced Educational Psychology*, Lal Book Depot, Meerut
- Bigge, Morris.L(1971). *Learning theories for teachers*. New York: Harper & Row.
- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas Publishing House.
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep & Deep Publications.
- Dececco John, P. *The Psychology of Learning and Instruction*. New Delhi, Prentice Hall of India. 1968
- Hillgourd, E.R. & Bower, S.H., (1975). *Theories of Learning*. Englewood Cliffs New Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co.Ltd.
- Mathur, S.S. *Educational Psychology*. Agra, Vinod Pustak Mandir. 1986
- Mazur, J.E. (1994). *Learning and behaviour*. Englewood Cliffs. New Jersey; Prentice Hall

**COURSE CODE: EDUBA-114F**  
**POPULATION EDUCATION**

**Credit: 04**

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

- Understand the concept of, need significance and importance of population education.
- Understand the various terminologies connected with the population education and factors responsible for population growth.
- Develop awareness in the students about implication of population education.
- Understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
- Understand the role and responsibilities about population control and ensure the function of seminar and workshops in creating the awareness.

Course Content:

**Unit I: Population Education**

- Meaning Concept and objectives of population education.
- Need, Scope and Significance.
- Role of Teacher and school

**Unit II: Population Dynamics**

- Distribution and Density.
- Population Composition: Age, Sex, Rural, Urban, Literacy

**Unit II: Factors Effecting Population Growth**

- Fertility, Mortality and Emigration.
- Illiteracy, Traditional Prejudices and Practices.

**Unit III: Population and Quality of Life**

- Health Status, Nutrition
- Education and its role on quality of life.

**Unit IV: Population Education in School**

- Role of Teachers creating awareness towards population growth.
- Role of Mass media
- Teaching Methods for ensuring awareness towards population control.

**Suggested Readings:**

- Stephen, V. (1970). *Population Education, A Worldwide Review of Programs in Process and Planned*.

- Parakh, B. S. ( 1982). India [Population education in countries of the region]. Bulletin of the UNESCO.
- Government of India. (1986). National Policy on Education 1986 (as modified in 1992). Retrieved from.
- Agrawal, S.N: India's= Population Asia Publishing House, New Delhi
- Ali, Syed Ashfaq: Population Problems in India and broad jai Bharat Publishing House, Bhopal. 1983
- Bose, Ashish (Ed): Pattern og Population Change in India. Allied Publishers , New Delhi.
- Shan, B.K. Population Education, Sterling Publication Pvt Ltd. New Delhi.

## COURSE CODE: EDUBA-115F

### PRACTICAL

#### Credit-04

Note-Attempt both the Practical.

1. Prepare a Science Achievement test for class fifth. Prepare an appropriate separate report in a proper format describing the process of formulation.  
and
2. Visit at 10 Parishadiya Primary Schools nearby your and administer the above self-made Science Achievement Test on the student of class fifth in all schools. Compare the Achievement of the students of these school. Prepare an appropriate report in a proper format.

नोट- दोनों प्रैक्टिकल करें।

1. कक्षा पाँचवीं के लिए विज्ञान उपलब्धि परीक्षण तैयार करें। निर्माण की प्रक्रिया का वर्णन करते हुए उचित प्रारूप में एक उचित अलग रिपोर्ट तैयार करें।

और

2. अपने आस-पास के 10 परिषदीय प्राथमिक विद्यालयों में जाएँ और सभी विद्यालयों में कक्षा पाँच के छात्रों पर उपरोक्त स्व-निर्मित विज्ञान उपलब्धि परीक्षण का संचालन करें। इन विद्यालयों के विद्यार्थियों की उपलब्धि की तुलना करें। उचित प्रारूप में एक उचित रिपोर्ट तैयार करें।

नोट-प्रत्येक वर्ष प्रैक्टिकल का क्षेत्र एवं विषय शिक्षा विभाग, दीन दयाल उपाध्याय गोरखपुर विश्वविद्यालय गोरखपुर द्वारा उपलब्ध कराया जायेगा।

Every student must prepare a separate detailed report of in his /her own way with proper evidences and photographs.

03 Project report will be prepared presented in front of examiner in 50-60 pages in typed and bind form under these headlines.

**8. Introduction to the subject**

**9. Need and Importance of the study**

**10. Objectives**

**11. Research Methodology used-** Sample, Research Tools prepared

**12. Analysis of data and interpretation of results**

**13. Description related to programme organized**

**14. Results drawn**

**15. Bibliography**

**16. Questionnaire used for data collected**

प्रत्येक विद्यार्थी को अपने तरीके से उचित साक्ष्य एवं तस्वीरों के साथ एक अलग रिपोर्ट तैयार करना है। रिपोर्ट विस्तृत रूप 50 से 60 पेज की टाइप और बाइंड करके इन शीर्षक के अंतर्गत 3 प्रति में तैयार कर के परीक्षक के समक्ष प्रस्तुत करना होगा।

1. विषय का परिचय

2. अध्ययन के उद्देश्य

3. प्रयुक्त की गई अनुसंधान पद्धति- चयनित जनसंख्या एवं प्रदत्त के संकलन के लिए तैयार किया गया प्रश्नावली का विवरण देना है।

4. आंकड़ों का विश्लेषण एवं प्राप्त परिणाम

5. परिणामों की व्याख्या

6. ग्रंथ सूची

7. संकलित वास्तविक आंकड़े

8. आंकड़ों के संकलन के लिए तैयार की गई प्रश्नावली

## **EIGHTH SEMESTER**

**COURSE CODE: EDUBA-116F**

**BASICS CONCEPT OF EDUCATIONAL RESEARCH**

**Credit: 04**

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

- Know the meaning and purpose of research.
- Understand the research problem and its various Phases.
- Know different methods used in Educational Research.

**Unit I: Basics of Educational Research**

- Meaning, Nature and Need of Educational Research.
- Qualitative and Quantitative Research- Concept, Nature and use

**Unit II: Research Problem and its Selection**

- Selection and formulation and Sources of Research problem,
- Quality of a good research problem selection.

**Unit III: Review of Literature**

- Review of related literature-Need, Use, Resources and Format and Writing

**Unit IV Population and sample.**

- Population: Meaning Need and types
- Sample: Meaning and types and Process of Selection
- Characteristics of a good Sample

**Unit V: Types of Educational Research**

Meaning, Characteristics and Use of-

- Historical, Philosophical, Scientific and Survey Research
- field experiment
- laboratory experiments
- Action Research

#### **BOOKS RECOMMENDED:**

- Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W : Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al. : ShikshaAnusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter : Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh : Vikas Publishing House, 1993.
- Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.

### **COURSE CODE: EDUBA-117 F EDUCATIONAL GUIDANCE AND COUNSELING**

**Credit:04**

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

- Concept need and view point of guidance.
- Concept, need and guidance for the children with special needs.
- Concept and process of counseling.
- The aims and principles of Guidance Programme.
- Various procedures of organizing various Guidance Services.

#### **Unit I: Introduction: Educational Guidance**

- Concept and Nature
- Need and Significance
- Principles
- Process

#### **Unit II: Vocational Guidance**

- Meaning, Concept and Nature of Vocational Guidance
- Need of Vocational Guidance
- Vocational Guidance, Principles and Process

#### **Unit III: Educational Counselling.**



- Concept, Nature, Principles of Counseling.
- Counseling approaches – directive, Non– directive-- Concept, Need Characteristics and Difference
- Group counseling and Individual counseling- Concept, Need Characteristics and Difference
- Characteristics of good counseling.

#### **Unit IV: Guidance of Children with Special Needs:**

- Problems and need.
- Guidance of the gifted and creative students.
- Guidance of under – achiever and first-generation learners.
- Role of the teacher in helping children with special needs.

#### **Suggesting Reading:**

- Anatasi Anne : Psychological Testing, New York, Mac Millan 1982
- Bengalee, M. : “Guidance and Counselling, Kalyani Publishers. (1984)
- Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani Publishers.
- Crow and Crow : “Introduction to Guidance”, 2<sup>nd</sup> ed. Eunasia Publishing Co., New Delhi.
- David, A. : Guidance and Counselling; Com. W
- Dave, Indu : The basic Essentials of Counselling, sterling Publishers Pvt. Ltd, New Helhi. (1984)
- Gupta Manoj : Effective Guidance and Counsellin of mangaldeep Publication, Jaipur.
- Gupta Sk: : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
- Jayswal, Monica : “Guidance and Counselling”, Prakashan Kendra, Lucknow. (1968)

### **COURSE CODE: EDUBA-118F SPECIAL EDUCATION**

**Credit: 04**

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

- Know about the meaning and scope of special education in India.
- Understand the suggestion of commission and education of children with special needs.
- Understand modalities of identification of various types of exceptional children
- Understand various education intervention programmes for meeting the needs of exceptional learners

#### **Unit I: Fundamentals of Special Education**

- Meaning & Scope of Special Education
- History of development of Special Education.
- Government Policies and legislation.

#### **Unit II: Policy Recommendations with reference to Special Education**

- Recommendations given in NPE 1986 and NEP 2020
- PWD (Persons with Disabilities) Act 1995
- Role of Rehabilitation council of India.

#### **Unit III: Education of children with Special Needs**

- Education of the Mentally Retarded, Visually Impaired-Characteristics Causes and Educational Problems

- Hearing impaired Gifted and creative children- Characteristics, Causes and Educational Problems
- Juvenile Delinquents Orthopedically Handicapped—Characteristics, Causes and Educational Problems

#### **Unit IV: Family, Community and Schooling of children with Special needs**

- Role of family and Peer group
- Role of school and teachers- Role of PTA
- Community in educating the child with Special need.

#### **Suggested Readings:**

- Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
- Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
- Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
- Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
- Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
- Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
- Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
- Munn. N.L. (1997). Introduction to Psychology. Delhi.
- Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
- Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
- Simth, MDaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
- Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
- Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
- Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
- Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
- Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
- Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
- Jones. A.P. (1994). Principles of Guidance. New York: Holt.
- Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India

### **COURSE CODE: EDUBA-119F YOGA EDUCATION AND WELLBEING**

#### **Credit:04**

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

- To bring awareness of the fundamentals of Yoga for wellness in students daily lives.
- To create teachers to teach Yoga for wellness in the society.
- To teach the concept of yoga and personality development.
- To bring peace and harmony in the society at large by introducing the Yogic way of life.
- To introduce basic wellness principles and practices of Yoga to common people.
- To teach the concept of yoga and stress management.

#### **Unit I General Introduction to Yoga**

- History and Development of Yoga

- Meaning and Definitions of Yoga
- Aim and Objectives of Yoga,
- Principles of Yoga

### **Unit II General Introduction to Indian Yoga Darshan**

- Relationship between Yoga and Indian Philosophy
- Basic concepts of Bhakti Yoga, Jnana Yoga, Karma Yoga and Raja Yoga

### **Unit III Introduction to Patanjali Yoga Sutra**

- Maharshi Patanjali and Patanjali Yoga Sutra
- Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

### **Unit IV Yoga and Holistic Health**

- Human Development through Yogic practices
- Yogic View of Personality
- Yogic Perspective of Mental Health
- Stress Management and Yoga

### **Suggested Readings:**

- Devraj, N. K. (1992), Indian Philosophy. Lucknow: Hindi Granth Academy.
- Nagendra, H.R. and Nagarathna R. (2000) New Perspectives in Stress Management, Bangalore: SVYP, Bangalore.
- Saraswati, Swami Satyananda (2011). Four Chapters of Freedom: Commentary on the Yoga Sutra of Sage Patanjali. Munger (Bihar): Yoga Publication Trust.
- Singh, A.K. (2021) UchcharSamanyaManovigyan: Advanced General Psychology, New Delhi: Motilal Banarsidass Publishing House.
- Tirth, Omanand (2011). Patanjali YogPrdeep, Gorakhpur: Geeta Press.

## **COURSE CODE: EDUBA-120F**

### **PRACTICAL**

#### **Credit-04**

#### **Note-Attempt both Practical.**

1. Prepare an Awareness Scale related to Health and Hygiene. Prepare an appropriate separate report in a proper format describing the process of formulation.  
and
2. Administer the above made Awareness Scale related Health and Hygiene on the 100 women. Compare the Achievement of the students of these school. Prepare an appropriate report in a proper format.

नोट- दोनों प्रैक्टिकल करें।

1. स्वास्थ्य एवं स्वच्छता से संबंधित एक जागरूकता पैमाना तैयार करें। निर्माण की प्रक्रिया का वर्णन करते हुए उचित प्रारूप में एक उचित अलग रिपोर्ट तैयार करें।

और

2. 100 महिलाओं पर स्वास्थ्य एवं स्वच्छता संबंधी उपरोक्त बनाए गए जागरूकता पैमाने का प्रबंधन करें। इन विद्यालयों के विद्यार्थियों की उपलब्धि की तुलना करें। उचित प्रारूप में एक उचित रिपोर्ट तैयार करें।

नोट-प्रत्येक वर्ष प्रैक्टिकल का क्षेत्र एवं विषय शिक्षा विभाग, दीन दयाल उपाध्याय गोरखपुर विश्वविद्यालय गोरखपुर द्वारा उपलब्ध कराया जायेगा।

Every student must prepare a separate detailed report of in his /her own way with proper evidences and photographs.

03 Project report will be prepared presented in front of examiner in 50-60 pages in typed and bind form under these headlines.

1. **Introduction to the subject**
2. **Need and Importance of the study**
3. **Objectives**
4. **Research Methodology used-** Sample, Research Tools prepared
5. **Analysis of data and interpretation of results**
6. **Description related to programme organized**
7. **Results drawn**
8. **Questionnaire used for data collected**

प्रत्येक विद्यार्थी को अपने तरीके से उचित साक्ष्य एवं तस्वीरों के साथ एक अलग रिपोर्ट तैयार करना है। रिपोर्ट विस्तृतरूप 50 से 60 पेज की टाइप और बाएंड करके इन शीर्षक के अंतर्गत 3 प्रति में तैयार करके परीक्षक के समक्ष प्रस्तुत करना होगा।

1. विषयकापरिचय
2. अध्ययन के उद्देश्य
3. प्रयुक्त की गई अनुसंधान पद्धति- चयनित जनसंख्या एवं प्रदत्त के संकलन के लिए तैयार किया गया प्रश्नावली का विवरण देना है।
4. आंकड़ों का विश्लेषण एवं प्राप्त परिणाम
5. परिणामों की व्याख्या
6. संकलित वास्तविक आंकड़े
7. आंकड़ों के संकलन के लिए तैयार की गई प्रश्नावली

**OR**

**For Student Who Secured 75% Marks in First Six Semesters**

**Group -B**

**SEVENTH SEMESTER**

**COURSE CODE : EDUBA-121F**

**EXPLORING BASICS OF EDUCATIONAL RESEARCH**

**Credit: 04**

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

- Know the meaning and purpose of research.
- Understand the research problem and its various phases.
- Know different methods used in educational research.
- 

**Unit-1: Basics of Educational Research**

- Meaning, Nature and Need of Educational Research.

- Qualitative and Quantitative Research.
- Fundamental, Applied and Action research.

### **Unit-2: Research Problem and its Selection**

- Concept, Selection and formulation of Research Problem,
- Guiding principles of problem selection.
- Characteristics of a good Research Problem

### **Unit-3: Review of Literature**

- Concept, Meaning Need
- Signification and Source
- Report Writing of the Review of Related Literature

### **Unit-4: Formulation of Hypothesis**

- Concept, Meaning
- Types, Significance
- Formulation

### **Unit-5: Population and sampling**

- Population: Meaning Need and types
- Sample: Meaning and types and Process of Selection
- Characteristics of a good Sample

### **Suggested Readings**

- Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W : Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatanagar, R.P. et al. : ShikshaAnusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter : Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh : Vikas Publishing House, 1993.
- Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.

**COURSE CODE : EDUBA-122F**  
**GREAT EDUCATORS OF THE WORLD**

**Credits:04**

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

- Develop an understanding of educational ideas of Indian and Western Educators

- Understand pedagogical concepts given by Indian and Western educational thinkers

#### **Unit I: Western Educators (Part1)**

Educational Thought in terms of Aims, Objectives and Teaching Methods -

- John Dewey
- Plato
- Jean Jacques Rousseau

#### **Unit II: Western Educators (Part2)**

Educational Thought in terms of Aims, Objectives and Teaching Methods -

- Frobel
- Herbert Spencer

#### **Unit III: Indian Educators (Part1)**

Educational Thought in terms of Aims, Objectives and Teaching Methods-

- Gijju Bhai
- Pt. Deen Dayal Upadhyaya

#### **Unit IV: Indian Educators(Part2)**

Educational Thought in terms of Aims, Objectives and Teaching Methods-

- Pt Madan Mohan Malviya
- Swami Daya Nand Saraswati

#### **Suggested Readings:**

- रश्क, आर.यस. “महानशिक्षाशास्त्रियोंकेसिद्धान्त” विश्वविद्यालयप्रकाशन, वाराणसी |
- लाल, रमनबिहारी, “शिक्षाकेदार्शनिकवसमाजशास्त्रीयआधार” रस्तोगीपब्लिकेशन, मेरठ |
- Archer,M.S.*SocialOriginsofEducationalSystems*,NewDelhi:Sage.1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education*, New Jersey:PrenticeHall Inc.,Englewood Cliffs.12Hours.1962
- Cohen,B.*EducationalThought:AnIntroduction*.Macmillan,Britain.1969
- Dewey, J. *The School and Society*. Chicago, The University of Chicago Press.1915
- Durkheim,E.*EducationandSociology*.NewYork:TheFreePress.1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: SahityaChayan.1994
- Freire,P.*PedagogyoftheOppressed*.London,PenguinBooks.N.p.1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wileyand Sons,Inc. 1963.

### **COURSE CODE: EDUBA-123F**

### **UNDERSTANDING HUMAN LEARNING AND COGNITION**

**Credit: 04**

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

- know about concept of learning factors effecting learning
- Understand different learning theories and know its educational implication
- Comprehend the concept behind various theory of cognition.

- Differentiate between various learning theories.

### Unit I: Understanding Learning

- Meaning Concept and its Nature
- Factors Influencing Learning.
- Transfer of Learning and its classroom Implications.

### Unit II: Behavioristic Learning Theories

- Thorndike Trial and Error Theory-Concept, Practical, Characteristics and Use
- Pavlov's Classical Conditioning Theory- Concept, Practical, Characteristics and Use
- Skinners Operant Conditioning Theory- Concept, Practical, Characteristics and Us

### Unit III: Gestalt Learning Theory

- Kohler and Koffa- Views and Effort
- Its Educational Implications.

### Unit IV: Cognitivist Theory of Learning

- Jean Piaget's theory of cognitive development.
- Ausubel theory of Learning Concept, Practical, Characteristics and Use

### Suggested Readings:

- पाठक, पी. डी.” शिक्षामनोविज्ञान” विनोदपुस्तकमन्दिर, आगरा |
- सिंह, अरुणकुमार “, शिक्षामनोविज्ञान “ भारतीभवन, पटना |
- गुप्ता, डॉ. यस. पी. एवंगुप्ता, डॉ. अल्का, “ शिक्षामनोविज्ञान” शारदापुस्तकभवन, इलाहाबाद |
- माथुर, डॉ. यस. यस. शिक्षामनोविज्ञान” विनोदपुस्तकमन्दिर, आगरा |
- Aggarwal.J.C.(n.d.).EssentialsofEducationalPsychology:VikasPublishinghouse
- BhatnagarSuresh(n.d.).AdvancedEducationalPsychology,LalBookDepot,Meerut
- Bigge,Morris.L(1971).Learningtheoriesforteachers.NewYork:Harper&Row.
- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep& DeepPublications.
- *DececcoJohn,P.ThePsychologyofLearningandInstruction.NewDelhi,PrenticeHallofIndia.1968*
- Hillgourd, E.R. &Bower, S.H., (1975). *Theories of Learning*. Englewood CliffsNewJersey:PrenticeHall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. NewDelhi,Tata McGraw-HillPublishing Co.Ltd.
- *Mathur,S.S.EducationalPsychology.Agra,VinodPustakMandir.1986*
- Mazur, J.E. (1994). *Learning and behaviour*. Englewood Cliffs. New Jersey;PrenticeHall.
- Rani,A.(2011).*Psychologyof learningBehavior*.NewDelhi,CentrumPress.

**COURSE CODE: EDUBA-124F**  
**HUMAN RIGHTS EDUCATION**

**Credit: 04**

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

- Know the basic concept of human rights
- Know the role of United Nations and human rights
- Understand enforcement mechanism in India
- To know the role of advocacy groups

**Unit I: Basic Concept of Human Rights**

- Nature and concept of Human Rights
- Human Values– Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

**Unit II: United Nations and Human Rights**

- Brief history of human rights–National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights–duties and limitations

**Unit III: Human Rights–Enforcement Mechanism in India**

- Human Rights Act–1993
- Human Rights Commission–role and objectives
- Judicial Organization –Role of Supreme court and High court in brief

**Unit IV: Role of Advocacy Groups**

- Role of Educational institutions
- Role of Press and Media
- Role of NGOs.

**Suggested Readings:**

- Asian Human Rights Commission, Asian Human Rights Charter: A People's Charter (Hong Kong, 1998).
- Human Rights Research and Education Centre, Bibliography on Human Rights (Ottawa: HRREC, 1985).
- ILO, Migrant Workers (Geneva: International Labour Office, 1974).
- ILO, Trade Union Rights and Their Relation to Civil Liberties (Geneva: International Labour Office, 1970).
- UN Centre for Human Rights, Discrimination against Women (Geneva: World Campaign for Human Rights, 1994).
- UN Centre for Human Rights, Enforced or Involuntary Disappearances (Geneva: World Campaign for Human Rights, 1991).
- UN Centre for Human Rights, Harmful Traditional Practices Affecting the Health of Women and children (Geneva: World Campaign for Human Rights, 1995).
- UN Centre for Human Rights, Minority Rights Geneva: World Campaign for Human Rights, 1998).
- UN Centre for Human Rights, National Human Rights Institutions: A Handbook on the Establishment and Strengthening of National Institutions for the Promotion and Protection of Human Rights (New York: UN Publication Division, 1995).
- UN Centre for Human Rights, National Institutions for the Promotion and Protection of Human Rights (Geneva: World Campaign for Human Rights, 1993).



- UN Centre for Human Rights, Outlawing and Ancient Evil: Torture (Geneva: World Campaign for Human Rights, 1985).
- UN Centre for Human Rights, Study on the Rights of Persons Belonging to Ethnic, Religious and Linguistic Minorities (New York: UN Publication Division, 1991).
- UN Centre for Human Rights, The Right to Migratory Workers (Geneva: World Campaign for Human Rights, 1996).
- UN Centre for Human Rights, The Rights of Indigenous Peoples (Geneva: World Campaign for Human Rights, 1997).
- UN Centre for Human Rights, The Rights of the Child (Geneva: World Campaign for Human Rights, 1996).
- UN High Commissioner for Human Rights, Internally Displaced Persons Compilation and Analysis of Legal Norms (Geneva: UN Publication Division, 1998).
- UN High Commissioner for Human Rights, Protection of the Heritage of Indigenous People (Geneva: UN Publication Division, 1997).
- UN High Commissioner for Human Rights, Sexual Exploitation of Children (Geneva: UN Publication Division, 1996).
- UN, Action for Gender Equality and the Advancement of Women (New York: UN Department of Public Information, 2000).

### **COURSE CODE: EDUBA-125F**

### **PRACTICAL**

#### **Credit-04**

1. Study the intervention and impact of Mission Kayakalp in Parishadiya schools in your district. Select the schools of your district with proper sampling technique. Construct research tools for investigation then Prepare an appropriate separate report in a proper format describing the process of collection of data in appropriate format given below.

Every student must prepare a separate detailed report of in his /her own way with proper evidences and photographs.

03 Project report will be prepared presented in front of examiner in 50-60 pages in typed and bind form under these headlines.

#### **9. Introduction to the subject**

#### **10. Need and Importance of the study**

#### **11. Objectives**

#### **12. Research Methodology used- Sample, Research Tools prepared**

#### **13. Analysis of data and interpretation of results**

#### **14. Description related to programme organized**

#### **15. Results drawn**

#### **16. Questionnaire used for data collected**

नोट- यह प्रायोगिक कार्य सभी विद्यार्थियों के लिए अनिवार्य है लेकिन रिपोर्ट अलग से तैयार की जाएगी।

1. अपने जिले के परिषदीय विद्यालयों में मिशन कायाकल्प के हस्तक्षेप और प्रभाव का अध्ययन करें। उचित प्रतिचयन तकनीक से अपने जिले के विद्यालयों का चयन करें। जांच के लिए अनुसंधान उपकरणों का निर्माण करें, फिर नीचे दिए गए उचित प्रारूप में डेटा संग्रह की प्रक्रिया का वर्णन करते हुए एक उचित प्रारूप में एक अलग रिपोर्ट तैयार करें।

प्रत्येक विद्यार्थी को अपने तरीके से उचित साक्ष्य एवं तस्वीरों के साथ एक अलग रिपोर्ट तैयार करना है। रिपोर्ट विस्तृत रूप 50 से 60 पेज की टाइप और बाइंड करके इन शीर्षक के अंतर्गत प्रति में तैयार करके परीक्षक के समक्ष प्रस्तुत करना होगा।

1. विषय का परिचय

2 अध्ययन की आवश्यकता एवं महत्व

3.अध्ययन के उद्देश्य

4.प्रयुक्त की गई अनुसंधान पद्धति- चयनित जनसंख्या एवं प्रदत्त के संकलन के लिए तैयार किया गया प्रश्नावली का विवरण देना है।

5.आंकड़ों का विश्लेषण एवं प्राप्त परिणाम

6. परिणामों की व्याख्या

7.संकलित वास्तविक आंकड़े

8.आंकड़ों के संकलन के लिए तैयार की गई प्रश्नावली

## **EIGHTH SEMESTER**

### **COURSE CODE: EDUBA-126F ADVANCE STATISTICS IN EDUCATION**

**Credit: 04**

**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 method.

#### **Unit I: Introduction to Statistics**

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

#### **Unit II: Measures of Variability**

- Meaning and Definition
- Uses and its Educational Implication
- Computation of – Range, Mean Deviation, Standard Deviation and Variance.

#### **Unit III: Correlation**

- Meaning, Types and its uses
- Computation of Spearman Rank Difference method and Pearson Product Moment Correlation.

#### **Unit IV: Normal Probability Curve**

- Meaning and Concept of NPC
- Its basic Characteristics

**COURSE CODE : EDUBA-127F**  
**METHODOLOGY OF EDUCATIONAL RESEARCH**

**Credit: 04**

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

- Know the meaning and purpose of research.
- Understand the research problem and its various phases.
- Know different methods used in educational research.

**Unit-1: Basics of Qualitative and Quantitative Research**

- Concept
- Nature
- Scope
- Use

**Unit-2: Preparation of Research Proposal**

- Concept, Characteristics
- Need and Significance
- Steps of Writing
- Characteristics of a good Proposal

**Unit-3: Types of Research**

With special reference to Concept, Need, Nature and Difference-

- Historical Research
- Descriptive Research
- Experimental Research

**Unit-4: Research Design**

- Concept, Need and Characteristics for different Types of Research
- Types
- Main Elements-Population, Sampling, Tools Data Collected and Introduction to Statistics used

**Suggested Readings:**

- Asher, William : Educational Research and Evaluation Methods, Waltham: M.A. Little Brown, 1976.
- Best, John W : Research in Education, New Delhi Prentice Hall of India, 1982.
- Bhatnagar, R.P. et al. : Shiksha Anusandhan, Meerut: Loyal Book Depot, 1995.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Ferrer and Simons Ltd., 1981.
- Guilford, J.P. & B. Fruchter : Fundamental statistics in Psychology and Educations, London: McGraw Hill Kogakusha Ltd. 1978.
- Kerlinger, F.N. : Foundations of Behavioural Research, New York: Holt Rinehart and Winston, Inc, 1973.
- Koul, Lokesh : Vikas Publishing House, 1993.

- Shukla, P.C. : Experimental Research: Statistical Analysis of Data, in R.P. Bhatanagar (Ed.), Readings in Methodology of Research in Education, Meerut: Surya Publications, 2002.

**COURSE CODE EDUBA-128F**  
**RESEARCH PROJECT**

**Credit-12**

**Course Learning Outcomes:**

On completion of the course

- To enable the students to construct the Research Synopsis.
- To Provide the Knowledge of Psychological and Statistical tools.
- To Provide the Knowledge of different types of Research Design.
- To Provide the Knowledge of Research report writing and Viva-Voce.

<b>COURSE CONTENTS</b>
Unit-1:Theoretical Aspects of Research process.
Unit-2:Review of Related Researches.
Unit-3:Selection of Area and topic of Educational Research Proposal
Unit-4:Selection and Preparation of Measuring tools used for Data Collection
Unit-5:Writing of Research Proposal and Research Project-Format and Presentation.

**What to do-**

1. **First Step**-Teacher has to take the Orientation classes related to these topics and clarify all the aspects of the Research for doing Research Project.
2. **Second Step**- Student has to Prepare the Proposal of the Research Project on the selected Topic.
3. **Third Step**-Student has to do Research Project on the basis of prepared Proposal of the Research Project.

**How to do a Research Project and Prepare a Research Proposal and Research Report**

- **Area of the Research Project**-Elementary Education
- **Topic of the Project**-Collectively select and visit 05% Villages of the total Village of your District assess this-----
  1. The Education Status of the 500 Rural Students of the selected 05% Villages of your District.
  2. Educational Facilities in the selected 05% Villages of your District
  3. Awareness and initiatives taken by the rural parents for Primary Education of the children of the selected Districts.
  4. Awareness of the 05% Rural parents related to Facilities provided by the Government for Primary Education.

**Note-Every student must prepare a separate Research Proposal and detailed Research Project Report of in his /her own way with proper evidences and photographs.**

**03 Project Proposal and Project report will be prepared presented in front of examiner in 50-60 pages in typed and bind form under these headlines.**

**Prepare Proposal and Research Project Report under these Points**

17. Introduction to the subject
18. Need and Importance of the study
19. Objectives
20. Research Methodology used- Sample, Research Tools prepared
21. Analysis of data and interpretation of results
22. Results drawn
23. Bibliography
24. Questionnaire used for data collected

**Every Year the topic of Research Project will be provided by the Department of Education, DeenDayal Upadhyaya Gorakhpur University, Gorakhpur**  
**Evaluation of Research Proposal and detailed Research Project Report will be done Externally on the basis of Research Proposal and Research Project Report and Viva-Voce.**

हिंदी संस्करण-

क्या करें-

1. पहला चरण -शिक्षक को इन विषयों से संबंधित ओरिएंटेशन कक्षाएं लेनी होंगी और रिसर्च प्रोजेक्ट करने के लिए शोध के सभी पहलुओं को स्पष्ट करना होगा।
2. दूसरा चरण- छात्र को चयनित विषय पर रिसर्च प्रोजेक्ट का प्रस्ताव तैयार करना होगा।
3. तीसरा चरण- छात्र को रिसर्च प्रोजेक्ट के तैयार प्रस्ताव के आधार पर रिसर्च प्रोजेक्ट करना होगा।

एक अनुसंधान परियोजना कैसे करें और एक अनुसंधान प्रस्ताव और अनुसंधान रिपोर्ट कैसे तैयार करें

- अनुसंधान परियोजना का क्षेत्र-प्रारंभिक शिक्षा
  - परियोजना का विषय- अपने जिले के कुल गाँव के 05% गाँवों का सामूहिक रूप से चयन करें और उनका दौरा करें, इसका आकलन करें-----
1. आपके जिले के चयनित 05% गाँवों के 500 ग्रामीण छात्रों की शिक्षा स्थिति।
  2. आपके जिले के चयनित 05% गाँवों में शैक्षणिक सुविधाएं।
  3. चयनित जिलों के बच्चों की प्राथमिक शिक्षा के लिए ग्रामीण अभिभावकों द्वारा जागरूकता एवं पहल।
  4. 05% ग्रामीण अभिभावकों को प्राथमिक शिक्षा हेतु सरकार द्वारा प्रदान की जाने वाली सुविधाओं के संबंध में जागरूकता।

नोट- प्रत्येक छात्र को अपने तरीके से उचित साक्ष्यों और तस्वीरों के साथ एक अलग शोध प्रस्ताव और विस्तृत शोध परियोजना रिपोर्ट तैयार करनी होगी।

03अनुसंधान प्रस्तावके साथअनुसंधान परियोजना इन शीर्षकों के अंतर्गत 50-60 पृष्ठों में टाइप और बाइंड फॉर्म में परीक्षक के सामने प्रस्तुत की जाएगी।

इन बिंदुओं के तहत अनुसंधान प्रस्ताव और अनुसंधान रिपोर्ट लिखें।

1. विषय का परिचय
2. अध्ययन की आवश्यकता एवं महत्व

3. उद्देश्य
4. अनुसंधान पद्धति का उपयोग किया गया- नमूना, अनुसंधान उपकरण तैयार किए गए
5. डेटा का विश्लेषण और परिणामों की व्याख्या
6. परिणाम निकाले गए
7. ग्रंथ सूची
9. एकत्र किए गए डेटा के लिए प्रश्नावली का उपयोग-

प्रत्येक वर्ष शोध परियोजना का विषय शिक्षा विभाग, दीन दयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर द्वारा उपलब्ध कराया जायेगा

अनुसंधान प्रस्ताव और विस्तृत अनुसंधान परियोजना रिपोर्ट का मूल्यांकन बाह्य रूप से अनुसंधान प्रस्ताव और अनुसंधान परियोजना रिपोर्ट और मौखिक परीक्षा के आधार पर किया जाएगा।

**RECOMMENDED BOOKS:**

- Bell, Judith, How to Complete Your Research Project Successfully
- PBS Jonathan, Anderson et al.: Thesis Writing, OUP.
- Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart
- Winston.
- Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi: VishwaPrakashan.
- Sharma, RA: SHODH PRABANDH LEKHAN, Meerut, RLal Book Depot.