SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Syllabus for B.A.(Education)Four Year Programe/All Eight Semester List of All Major Papers

Year	Sem.	Paper	Paper Title	Theory/ Practical	Credits
1	I	1	Development of Indian Education System	Theory	6
	II	1	Conceptual Frame work of Education	Theory	6
2	III	1	Psychological Perspectives of Education	Theory	6
	IV	1	Sociological Perspectives of Education	Theory	6
		2	Visit to an Anganwadi Centre and Report Preparation. or Visit to School and Profile Preparation.	Field Work/ Project-1 (optional)	3
3	V	1	Philosophical Perspectives of Education	Theory	5
		2	Educational Thought of Great Educators	Theory	5
	VI	1	Innovations in Education	Theory	5
		2	Milestones and New Dimensions of Indian Education	Theory	5
4	VII	1	Philosophical Foundation of Education	Theory	4
		2	Introduction to Educational Research	Theory	4
		3	Educational Psychology or	Theory	4
		4	History of Modern Indian Education Or	Theory	4
		5	Psychological Test and Experiments	Practical	4
	VIII	1	Educational Sociology	Theory	4
		2	Methodology of Educational Research	Theory	4
		3	Psychological Testing and Experiments Or	Theory	4
		4	Problems of Indian Education Or	Theory	4
		5	Psychological Test and Experiments	Practical	4

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SyllabusDevelopedby:

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

S.No.	Name	Designation	Institution	Signature
1	Prof. Rajendra Bauddh	Professor (Convener)	A.P.N.P.G.College, Basti	
2	Prof. Kiran Singh	Professor	Lal Bahaur Shastri SmarakP.G. College Anandnagar, Maharajganj	
3	Prof. Dinesh Kumar Gupta	Professor	H R P G College Khalilabad, SantKabir Nagar	
4	Dr. Smita Singh	Associate Professor	Mahila Degree College, Basti	
5	Mr. Brijesh Kumar Verma	Assistant Professor	Lal Bahaur ShastriSmarakP.G. CollegeAnandnagar,Maharajganj	
6	Dr. Fakhre Alam	Assistant Professor	H R P G College Khalilabad, SantKabir Nagar	
7	Dr. Bal Govind Maurya	Assistant Professor	Lal Bahaur Shastri SmarakP.G. College Anandnagar, Maharajganj	
8	Dr. Shridhar Pandey	Associate Professor	H N B P G College Lalganj, Pratapgarh	

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/class: Certificate/B.A.	Year : First	Semester: First
Subject : Education		
Course Code : E010101T	**Course Title : Development of Indian Education System**	

Course Objectives:

- To acquaint students with the historical development of the Indian education system from ancient to contemporary.
- To understand the aims, characteristics, merits and demerits of Vedic, Buddhist & Medieval education system.
- To examine the recommendations and contributions of major educational commissions during the British period.
- To understand the role of Radhakrishnan, Mudaliar and Kothari Commission in the development of post-independent India.
- To familiarize students with major educational policies of India, particularly NPE 1986, its 1992 revision and NEP 2020.

Credits : 6	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**ANCIENT EDUCATION SYSTEM** • Vedic Period: Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. • Buddhist Period: Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education.	15
II	**EDUCATION IN MEDIEVAL PERIOD** • Main Characteristics • Aims of Education. • Merits and Demerits of Education System	15
III	**EDUCATION IN COLONIAL PERIOD** • Charter act of 1813 to 1833 and Oriental Occidental Dispute. • Macaulay Minute ; Filtration Theory • Wood Dispatch.	15
IV	**EDUCATION COMMISSION IN BRITISH PERIOD** • Hunter Commission. • Indian University Commission. • Gokhle Bill & Sadler Commission	15
V	**INDIAN EDCUATION IN POST-INDEPENDENT ERA** • Radha Krishnan Commission. • Mudaliar Commission. • Kothari Commission.	15
VI	**EDUCATION POLICIES IN INDIA** • National Policy of Education 1986. • Revised National Policy of Education 1992. • National Education Policy 2020.	15

Course Outcomes:
On completion of this course, learners will be able to:
CO1: Describe the major features and objectives of the Vadic, Buddhist & Medieval Period.
CO2: Analyze the major development in Indian education during the Colonial period.
CO3: Explain the significance and recommendations of major educational commissions during the British period.
CO4: Discuss the contributions of major post-independence educational commission, including the Radhakrishnan, Mudaliar and Kothari Commissions.
CO5: Explain the Major provisions and objectives of NPE1986, NPE 1992 and NEP 2020.
CO6: Compare different stages of the historical evolution of the Indian education system.
CO7: Critically examine the contribution of historical educational systems, commissions and policies to the development of contemporary Indian education.

Pedagogy for Course Delivery:
The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Text Book/References Books:

- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian education', R. Lal Book Depo, Meerut, 2015.
- 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.
- Mookerji, R.K. Ancient Indian Education: Brahamanic and Buddhist. Delhi, Motilal Banarasidass. 1947.
- चौबे, एस. पी., भारतीय शिक्षा का इतिहास |
- गुप्ता, एस.पी. भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं, शारदा पुस्तक मंदिर, प्रयागराज. 2010.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Certificate/B.A.	Year : First	Semester: Second
Subject : Education		
Course Code : E010201T	**Course Title : Conceptual Framework of Education**	

Course Objectives:

- Understand the concept, characteristics, scope, and aims of education.
- Explain the individual and social functions of education.
- Differentiate between formal, informal and Non-formal education and understand their respective roles.
- Understand the relationship between the Indian Constitution and education.
- Examine the major factors affecting Indian education.
- Develop an understanding of the major guiding and regulatory bodies of the Indian education system.

Credits : 6	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**EDUCATION: CONCEPT AND AIMS** • Education: Concepts, Characteristics and scope. • Factors influencing of Education • Aims of Education in reference of Present Indian Society.	15
II	**AGENCIES OF EDUCATION** • Formal. • Informal. • Non-Formal.	15
III	**FUNCTIONS OF EDUCATION** • Individual and social development. • Education for National Integration. • Education for International Understanding.	15
IV	**INDIAN CONSTITUTION AND EDUCATION** • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education. • Fundamental Rights, Duties & Directive Principles and Education.	15
V	**FACTORS AFFECTING INDIAN EDUCATION** • Population Explosion. • Brain Drain. • Educational Unemployment.	15
VI	**DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA** • Ministry of Education, NCERT. • NCTE. • UGC.	15

Course Learning Outcomes:

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

- Explain the fundamental concepts, characteristics, scope and aims of education.
- Distinguish among formal, informal and non-formal agencies of education and explain their educational significance.
- Describe the individual and social functions of education and its contribution to national integration and international understanding.
- Explain constitutional provisions related to education.
- Identify and critically discuss major challenges of Indian education, including population growth, brain drain and educational unemployment.
- Describe the structure, roles and functions of major regulatory and guidance bodies.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Text Book/References Books:

- 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.
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011.
- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970.
- Dewey, J. The school and society. USA: The University of Chicago Press, 1915.
- Saxena, N.R.S. Principles of Education, Meerut. R. Lal Book Depot. 1996.
- Pandey R.S. Principles of Education, Agra, Vinod Pustak Mandir, 1992.
- Vakil, K.S. and S. Natrajan, 'Education in India'. Allied Publishers, Bombay, Rev Edn., 1966.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Diploma/B.A.	Year : Second	Semester: Third
Subject : Education		
Course Code : E010301T	**Course Title: Psychological Perspectives of Education**	

Course Objectives:

- Understand the meaning, nature, score and importance of importance of Educational Psychology.
- Explain the process of child development.
- Understand the meaning, nature and factors of learning & educational implications of learning theories
- Explain the concept, nature and significance of memory.
- Apply the knowledge of individual differences to educational practices.
- Understand the concepts of mental health and mental hygiene.
- Understand adjustment as a psychological process.

Credits : 6	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**EDUCATION AND PSYCHOLOGY** • Educational Psychology: Meaning, Concept, Methods, Scope & Importance. • Relations with Education and Psychology. .	15
II	**PROCESS OF CHILD DEVELOPMENT** • Difference between Growth and Development. • Stages of Development- Childhood and Adolescence.	15
III	**UNDERSTANDING: LEARNING** • Meaning, Nature and Factors Influencing the learning. • Learning Theories and their educational implications: Thorndike Trial and Error Theory.Povlov's Classical Conditioning Theory. Gestalt Theory and its educational implications.	15
IV	**FOUNDATIONS OF BEHAVIORS** • Meaning, Types and role of Motivation. • Concept and Educational Implication Significance of Memory.	15
V	**INDIVIDUAL DIFFERENCES** • Meaning and Types of Individual Differences, Factors affecting of Individual Differences. • Individual Differences and Educational implications.	15
VI	**MENTAL HEALTH, HYGIENE AND ADJUSTMENT** • Concept and need of studying Mental Health and Hygiene. • Adjustment: Meaning, Process & Scope.	15

Course Outcomes:

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

CO1: Define and explain the fundamental concepts, scope and significance of educational psychology.

CO2: Describe the major stages and principles of child development and distinguish between growth and development.

CO3: Compare major learning and learning theories and apply their educational implications in classroom teaching and learning situations.

CO4: Explain the role of motivation & memory in learning and suggest appropriate educational practices for enhancing learning.

CO5: Identify and explain different forms of individual differences and their implications for teaching and learning.

CO6: Recognize the importance of mental health, mental hygiene and adjustment for the healthy development of learners.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Text Book/References Books:

- Aggarwal, J.C. Essentials of Educational Psychology: Vikas Publishing house.
- Bhatnagar Suresh. Advanced Educational Psychology, Lal Book Depot, Meerut.
- Bigge, Morris. L. (1971). Learning theories for teachers. New York: Harper & Row.
- Dash, M. (1994). Educational Psychology, New Delhi, Deep& Deep Publications.
- Hilgand, E.R. & Bower, S.H., (1975). Theories of learning, Englewood Cliffs New Jersey: Prentice Hall.
- Hurlock, E.B., (2004). Developmental Psychology: A life span approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir, 1986.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Diploma	Year : Second	Semester: Fourth
Subject : Education		
Course Code : E010401T	**Course Title: Sociological Perspectives of Education**	

Course Objectives:

- To develop an understanding of the meaning, nature, scope and objectives of educational sociology.
- To understand the concept of culture, its characteristics, types and importance.
- To develop an understanding of socialization.
- To acquaint students with the concept, types and source of social mobility.
- To understand the meaning, characteristics, factors and theories of social change.
- To develop an understanding of value education.
- To examine the role of family and society in the development of values among individuals.

Credits : 6	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**EDUCATION AND SOCIOLOGY** • Educational Sociology: Meaning, Definition, Objectives, Characteristics & scope. • Relation between Education & Sociology.	15
II	**EDUCATION AND CULTURE** • Culture: Meaning, Definition, characteristics, types, importance. • Relation between Culture and education.	15
III	**EDUCATION AND SOCIALIZATION** • Socialization: Meaning, Definition, Process, Agencies & Types. • Role of Education in Socialization.	15
IV	**SOCIAL MOBILITY AND EDUCATION** • Concept, types & sources of social mobility. • Westernization and Education.	15
V	**EDUCATION AND SOCIAL CHANGE** • Social Change: Meaning, Definition, Characteristics, Factors & Theories. • Role of Education in Social Change & Modernization.	15
VI	**EDUCATION AND VALUE EDUCATION** • Meaning, Characteristics, Types, need & importance of value education. • Role of family and society in the development of values.	15

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Course Outcomes:

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

CO1: Explain the meaning, nature, scope and objectives of educational sociology & analyze the relationship between education and sociology.

CO2: Explain the concept, characteristics, types and significance of culture and its relationship with education.

CO3: Identify different types and sources of social mobility.

CO4: Explain the concept, characteristics, factors and major theories of social change.

CO5: Explain the meaning, characteristics, types, need and importance of value education.

CO6: Recognize the role of family and society in developing moral, social and cultural values.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Text Book/References Books:

- Brookover, W. (1957). The Sociology of Education, New York, American Book Co.
- Crowin, R.G. (1965). Sociology of Education, New Jersey: Prentice Hall.
- Dewey, J. (1916). Democracy and Education, New York: Macmillan Co.
- Durkheim, Emile (1956). Sociology and Education, New York: The Free Press.
- Freire Paulo (1973). Education for Critical Consciousness, New York: Seabury Press.
- Ottaway, A.C.K. (1962). Education and Society, London: Routledge & Kegan Paul.
- Parsons, Talcott (1959). The School class as a social system Harvard, Educational Review, Vol-23, No.04.
- Shukla, S. & Krishna Kumar (1985). Sociological Perspectives in Education, Delhi: Chankya Publishers.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Diploma	Year : Second	Semester: Fourth
Subject : Education		
Course Code : E010402FW	**Course Title:**	**I. Visit to an Anganwadi Centre and report preparation. or II. Visit to School and Profile Preparation.**

Course Objectives:

- To familiarize students with the concept, objectives, structure, and components of ICDS.
- To develop an understanding of the role of ICDS in child development, health, nutrition, and early childhood education.
- To acquaint students with the structure, functioning, supervision, and challenges of Anganwadi Centre's.
- To provide students with practical exposure through visits to Anganwadi Centre's and schools.
- To familiarize students with the need, importance, types and administrative structure of schools.
- To develop practical skills in school profile preparation and field-based educational study.

Credits : 3	Core Optional
Max. Marks : 50	Min. Passing Marks : As for rule

Total No. of Lectures-Tutorials-Practical (in hours per week) : P-3/w

Unit	Topics	No. of Lectures
I	• ICDS (Integrated Child Development Services): Introduction of ICDS. • Objectives, Structure & Components of ICDS • Role of ICDS in Child Development.	**15**
II	• Anganwadi Centre: Introduction, Structure & Supervision of Anganwadi. • Challenges faced by Anganwadi Centres. • Visit to Anganwadi Centre & Report Preparation.	**15**
III	• School: Need, Importance & Types (on the basis of administration) • What is school profile and how to create it? • Visit to School & Profile Preparation	**15**

Note: Students will visit either an Anganwadi Centre or a School and prepare a report. In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Profile Report – 30 marks Viva-20 marks.

Course Outcomes

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

CO1: Explain the concept, objectives, structure, and components of ICDS.
CO2: Describe the role of ICDS and Anganwadi Centres in child development and early childhood care.
CO3: Identify and analyze the major challenges faced by Anganwadi Centres.
CO4: Understand and assess the functioning, administration, and supervision of an Anganwadi Centre or school through field visits
CO5: Prepare a systematic report/profile of an Anganwadi centre or school based on first-hand observation.
CO6: Present and defend the fieldwork the fieldwork report effectively through viva-voce.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Degree/B.A.	Year : Third	Semester: Fifth
Subject : Education		
Course Code : E010501T	**Course Title: Philosophical Perspectives of Education**	

Course Objectives:

- Understand the meaning, nature and concept of philosophy and its relationship with education.
- Introduce students to the basic features and characteristics of Indian philosophy and its historical development.
- Develop an understanding of ancient Indian philosophical traditions, particularly Vedanta, Yoga, Bhagwat Geeta and Bauddha philosophy, and their contributions to education.
- Familiarize students with major Western philosophies such as Idealism, Naturalism and Pragmatism and examine their educational implications.
- Develop an understanding of modern trends in philosophy, particularly reconstructionism, rationalism and empiricism.
- Develop a comparative and reflective perspective on Indian and Western philosophical approaches to education.

Credits : 5	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**EDUCATION AND PHILOSOPHY** • Meaning and concept of Philosophy & 'Darshan'. its relationship with education. • Meaning, nature, objective & functions of educational philosophy.	15
II	**INTRODUCATION OF INDIAN PHILOSOPHY** • Basic features and characteristics of Indian Philosophy. • Historical review of Indian Philosophy and Education.	15
III	**A BRIEF INTRODUCATION TO ANCIENT INDIAN PHILOSOPHIES** • Vedant& Yoga Darshan and its contribution in education. • Bhagwat Geeta, BaudhaDarshan and its contribution in education.	15
IV	**A BRIEF INTRODUCATION TO WESTERN PHILOSOPHIES** • Idealism and Naturalism its contribution in education. • Pragmatism- its contribution in education.	15
V	**MODERN TRENDS IN PHILOSOPHY** • Reconstructionism. • Rationalism vs. Empiricism.	15

Course Outcomes

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

CO1: Define and explain the fundamental concepts of philosophy and educational philosophy.
CO2: Identify and explain the major characteristics and historical development of Indian philosophy.
CO3: Explain the educational contributions of Vedanta, Yoga, Bhagwat Geeta and Bauddha philosophy.
CO4: Describe the major principles of Idealism, Naturalism and Pragmatism and their implications for education.
CO5: Explain the basic concepts of Reconstructionism, rationalism and empiricism in the context of education.
CO6: Compare Indian and Western philosophical perspectives on education, knowledge, value and human development.
CO7: Apply philosophical ideas to understand educational aims, curriculum, teaching-learning processes and the role of teachers.
CO8: Develop a reflective, analytical and critical outlook towards educational issues and practices.

Text Book/References Books:

- Bayles, E.E. (1971) Pragmatism in Education, Philosophy of Education Series Harper Row New York.
- Brubacher, J.S., Modern Philosophies of Education.
- Butler, J. Donald (1971). Idealism in Education. Philosophy of education Series Harper Row, New York.
- Dewey, John (1974). Democracy in Education. An Introduction.
- Pandey, R.S. (1995). ShikshaDarshan, Vinod Pustak Mandir, Agra.
- Dutta & Chatterjee, BhartiyaDarshan, Calcutta.
- Upadhyay, B. BhartiyaDarshan, Sharad Prakashan, Varanasi.
- Radha Krishnan: Indian Philosophy, Vol-I&II, New Delhi.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Degree/B.A.	Year : Third	Semester: Fifth
Subject : Education		
Course Code : E010502T	**Course Title: Educational Thought of Great Educators**	

Course Objectives:

- Understand the life and personality of major educational thinkers such as Mahatma Gandhi, Dr. B.R. Ambedkar, Swami Vivekananda, Rousseau and John Dewey.
- Explain the educational philosophy and major concepts of these great educators.
- Develop an understanding of their views on the aims, curriculum, teaching methods, discipline, teacher and learner.
- Analyze the relevance of their educational thoughts in the context of contemporary education.
- Apply relevant educational ideas of great educators to contemporary educational problems and practices.
- Promote humanistic, democratic, ethical and socially responsible values through the study of educational thought.

Credits : 5	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**Mahatma Gandhi** • Life sketches and personality. • Educational philosophy and concepts. • Educational Ideas and contribution. • Contemporary relevance and critical evaluation.	15
II	**Dr. B.R. Ambedkar** • Life sketches and personality. • Educational philosophy and concepts. • Educational Ideas and contribution. • Contemporary relevance and critical evaluation.	15
III	**Swami Vivekanand** • Life sketches and personality. • Educational philosophy and concepts. • Educational Ideas and contribution. • Contemporary relevance and critical evaluation.	15
IV	**Rousseau** • Life sketches and personality. • Educational philosophy and concepts. • Educational Ideas and contribution. Contemporary relevance and critical evaluation.	15
V	**John Dewey** • Life sketches and personality. • Educational philosophy and concepts. • Educational Ideas and contribution. • Contemporary relevance and critical evaluation.	15

Course Outcomes

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

CO1: Describe the life personality of major works of Mahatma Gandhi, Dr. B.R. Ambedkar, Swami Vivekananda, Rousseau and John Dewey.
CO2: Explain the fundamental principles and concepts of their educational philosophies.
CO3: Identify and discuss their major contribution to education.
CO4: Analyze the contemporary relevance of the educational thoughts of great educators.
CO5: Critically evaluate the strengths and limitations of present-day educational issues and practices.
CO6: Demonstrate an appreciation of democratic, ethical, inclusive, humanistic and value-based education.
CO7: Use the ideas of great educators in developing informed perspectives on teaching-learning and educational reform.

Text Book/References Books:

- Gandhi, M,K. Basic Education/ Towards New Education, Navjivan Publishing House, Ahmedabad.
- Ambedkar, B.R., Annihilation of caste, Dr. Ambedkar Foundation.
- Rousseau, J., Emaile/on education, Basic books/penguin classics.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Degree/B.A.	Year : Third	Semester: Sixth
Subject : Education		
Course Code : E010601T	**Course Title: Innovations in Education**	

Course Objectives:

- Develop an understanding of the concept, meaning, nature, scope, and significance of innovation in education.
- Introduce students to educational technology, digital education and e-learning approaches.
- Develop an understanding of distance education, correspondence education and open learning, including their development and teaching-learning processes.
- Familiarize students with contemporary examination reforms, including the semester system, credit system, grading system and alternative methods of assessment.
- Create awareness about the meaning, nature, need and importance of inclusive education.
- Enable students to understand the identification, classification and educational needs of exceptional children.

Credits : 5	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**CONCEPT OF INNOVATION** • Innovation: Meaning, Nature and Needs. • Educational Innovations: Meaning, nature and significance	15
II	**TECHNOLOGY BASED INNOVATION** • Educational Technology: meaning & approaches. • Digital education and e-learning.	15
III	**DISTANCE EDUCATION** • Correspondence Education: Concept, Development and Teaching-learning process. • Open learning; Concept Development and Teaching-learning process.	15
IV	**EXAMINATION REFORM** • Semester System & Credit System. • Grading System; Marks based evaluation Vs Grading.	15
V	**INCLUSIVE EDUCATION** • Meaning, nature and need of inclusive education • Identification, classification and educational need of exceptional children.	15

Course Outcomes

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

CO1: Explain the meaning, nature, need and significance of innovation and educational innovation.
CO2: Demonstrate an understanding of educational technology, digital education, and e-learning.
CO3: Explain the concept, development and teaching-learning processes of distance education, correspondence education and open learning.
CO4: Explain the semester and credit systems and distinguish between marks-based evaluation and grading systems.
CO5: Describe the concept of inclusive education and identify different categories of exceptional children and explain their educational needs.
CO6: Develop a positive and inclusive attitude towards diversity and the educational needs of all learners.

Text Book/References Books:

- Gandhi, M,K. Basic Education/ Towards New Education, Navjivan Publishing House, Ahmedabad.
- Ambedkar, B.R., Annihilation of caste, Dr. Ambedkar Foundation.
- Rousseau, J., Emaile/on education, Basic books/penguin classics.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**

SIDDHARTH UNIVERSITY
Kapilvastu, Siddharth Nagar (UP)-272202

Program/Class: Degree/B.A.	Year : Third	Semester: Sixth
Subject : Education		
Course Code : E010602T	**Course Title: Milestones and New Dimensions of Indian Education**	

Course Objectives:

- Examine the major provisions and implications of NEP-1968, NEP-1986' POA-1992 and NEP-2020 in the development of Indian education.
- Develop an understanding of major educational institutions and alternative educational models such as , Eklavya Vidyalayas, Ashram Vidyalaya and KGVB.
- Familiarize students with major educational programs and initiatives such as the Mid-Day Meal, RMSA and RUSA their contribution to educational development.
- Analyze the relationship between education and contemporary societal trends, particularly mass communication, human rights and social development.
- Develop awareness about environmental education, including the concept of environment, ecosystems, environmental pollution and its different types.

Credits : 5	Core Compulsory
Max. Marks : 25+75	Min. Passing Marks : As for rule

Total No. of Lectures (in hours per week) : L-6/w

Unit	Topics	No. of Lectures
I	**INDIAN EDUCATION POLICY** • NEP-1968 & NEP-1986. • POA-1992 & NEP-2020.	15
II	**EDUCATIONAL INSTITUTIONS OF INDIA** • NavodayaVidyalaya and EklavyaVidyalaya. • Ashram PaddhatiVidyalaya and Kasturaba Gandhi BalikaVidyalaya.	15
III	**MAJOR EDUCATIONAL PROGRAMME** • Mid-day meal • RMSA, RUSA.	15
IV	**SOCIETAL TRENDS AND EDUCATION** • Mass communication and education. • Human Rights and Education.	15
V	**ENVIRONMENT: CONCEPT AND CONCERNS** • Environment and Ecosystems. • Environmental Pollution and its Types.	15

Course Outcomes

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

CO1: Describe and critically examine the major provisions of NEP-1968, NEP-1986' POA-1992 and NEP-2020.

CO2: Identify and explain the objectives, structure and educational significance of major educational institutions in India.

CO3: Understand the role and contribution of major educational programs such as Mid-Day meal, RMSA, and RUSA.

CO4: Analyze the impact of mass communication on education and understand the relationship between human rights and education.

CO5: Explain the concept of environment and ecosystems and identify various forms and causes of environmental pollution.

Text Book/References Books:

- Agarwal, S.P. and Agarwal, J.C. (1996). Environmental Protection, education and development, New Delhi.
- Kumar, K.L. (2000). Educational Technology, New International (P) Ltd. Publishers, New Delhi.
- Sharma, B.L. & Maheswari, B.K. (2008). Education for environmental and human value, R. Lal Books Depot. Meerut.
- Laxmi, S. (1989). Innovations in Education, Delhi Sterling Publishers.

Pedagogy for Course Delivery:

The course will be delivered by blended learning/game-based learning/peer teaching learning/self-study/learning through problem solving/project based learning/ technology based learning etc. as required as pedagogy in the courses.

Assessment/Examination Scheme: Continuous Evaluation Methods: Assignment/test/Quiz (MCQ)/ Seminar.

Record Matrix	
To be Filled By Institution: Siddarth University Kapilvastu Siddarthnagar	
Date of Introduction of course:	**16.09.2026**
Date of Last Revision:	**-**
Version:	**1.0**
Percentage of revision:	**-**