

SIDDHARTH UNIVERSITY, KAPILVASTU, SIDDHARTH NAGAR (U.P.)

B.A.-Education
FACULTY OF ARTS

Syllabus Structure CBCS (NEP)



NATIONAL EDUCATION POLICY 2020

Syllabus as per the guidelines of State Higher Education Council
(Partially modified: Vide Academic Council and Executive council meeting held on 20.06.2022
and Academic council meeting held on 25th. July 2023)

2023



Siddharth University, Kapilvastu,
Siddhartha Nagar, U.P
Semester wise Title of the Papers in B.A (Education)
List of All Papers in All Six Semesters

Year	Course Code	Paper Title	Theory/Practical	Credits
First	Semester 1			
	E010101T	Conceptual Framework of Education	Theory (25 + 75)	6
	Semester 2			
	E010201T	Development and challenges of Indian Education System	Theory (25 + 75)	6
Second	Semester 3			
	E01030T	Philosophical- Sociological- Political- Economic Perspectives of Education	Theory (25 + 75)	6
	Semester 4			
	E010401T	Psychological Perspectives of Education	Theory (25 + 75)	6
Third	Semester 5			
	E010501T	Course Title: Educational Assessment	Theory (25 + 75)	6
	E010502T	Course Title: Educational Statistics	Theory (25 + 75)	6
	Semester 6			
	E010601T	Educational Administration and Management	Theory (25 + 75)	6
	E010602T	Milestones and New Dimensions of Indian Education	Theory (25 + 50)	4
E010603P	1. Visit to an Anganwadi Centre and report preparation. 2. Write and submit an article on any trending Socio-Cultural Environmental Issue	Practical (25)	2	
TOTAL				48

SUBJECT PREREQUISITES:

To study this subject, a student must have had the subject(s) ... in class/12th - Open to all.

Program outcomes (POs) (After 3 years)-

This course is meant for future educators and educational administrators. Education is a process of acquisition of knowledge, values, culture and skills. After completion of the program, Graduates will be able to correlate and apply Education with life situations.

They will be able to understand its interdisciplinary nature. Program will be helpful in conceptualization and synthesis of knowledge of educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation

**B.A. 1st. Year Education-
(CERTIFICATE COURSE IN BASICS OF EDUCATION)**

Program specific outcomes-

This course provides the basic ideas and concepts of education and nature of education. This course intends to clarify the educational aims and functions. This course will help students to understand constitutional values and provisions for Education. This paper will help in developing analytical and critical thinking based on the themes and issues of education.

This course will also attempt to build an understanding about the agencies and structure of Indian Education System, i.e. Pre-Primary, Primary, Secondary and Higher level. Learners are introduced to various governing/regulatory systems of the Education System. The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India. This paper introduces the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.

B.A. 1st Year (Sem. I)
(Theory)

Program/Class: Certificate		Year: First	Semester: First
Subject: Education			
Course Code: E010101T	Course Title: Conceptual Framework of Education		
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To become aware of different agencies of education that influence education. • To be acquainted with the Constitutional values and educational provisions. • Distinguish between different levels of the Education System. • Explain the present status of different levels of Education. • Identify the level of Education and concern governing/regulatory bodies. • Differentiate the needs and importance of different levels of Education 			
Credits: 6		Core Compulsory	
Max. Marks: -(25+75)		Min. Passing Marks: As for Rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w			
Unit	Topics	No. of Lectures	
I	<u>EDUCATION: CONCEPT AND AIMS</u> <ul style="list-style-type: none"> • Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha. • Concepts of Educations- Meaning: Nature. • Vidya - Gyan –Teaching, Training vs. Education. • Factors of Education. • Aims of Education: Individualistic, Social, Democratic and Vocational. 	15	
II	<u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> • Transmission of Cultural Heritage. • Acquisition and Generation of Human Values. • Education for National Integration. • Education for International Understanding. 	15	

III	<u>AGENCIES OF EDUCATION</u> <ul style="list-style-type: none"> • Formal. • Informal. • Non – Formal. 	10
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education. 	10
V	<u>PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary Education. • Some Models of Pre-primary Education: Montessori, Kindergarten. • NEP 2020 and Pre-primary Education. 	12
VI	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India. 	10
VII	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective of Higher Education. • Present Scenario of Higher Education in India. 	8
VIII	<u>DIFFERENT GUIDING/ REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> <ul style="list-style-type: none"> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • NCTE. • UGC. • AICTE 	10

Suggested Readings:

- तोमर एल आर.; प्राचीन भारतीय पद्धति , सुरुचि प्रकाशन नई दिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avom- samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution- india-full-text>
- टी.रे मट, शिक्षासम्बन्धित,<https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभात कुमार, भारत का संविधान , प्रभात पेपर बैक्स,
- पी वीकाणे धर्मशास्त्र का इतिहास उत्तर प्रदेश हिंदी संस्थान लखनऊ
- सलूजा सी के शिक्षा एक विवेचन दिल्ली: रवि बुक्स (फुलबुक) 2004
- 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, N, Delhi, 1991
- Pandey R.S. Principles of Education, Agra, Vinod PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. ‘Education in India’ , NBT, N, Delhi, 2014.
- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, ‘Education in India’ Allied Publishers, Bombay, Rev Edn., 1966

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

Course prerequisites: To study this course, a student must have had the subject in class/12th/ certificate/diploma.

Suggested equivalent online courses: Courses on Swayam / MOOCs

B.A. 1st Year (Sem. II) (Theory)

Program/Class: Certificate/B.A.	Year: First	Semester: Second
Subject: Education		
Course Code: E010201T	Course Title: Development and challenges of Indian Education System	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● 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. ● Discuss the views of foreign travelers about Indian cultural and educational heritage. ● Identify the problems of Indian education at different levels of education. ● Assess the root cause of challenges faced by Indian education system 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> ● Vedic Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. ● Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. 	15
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> <ul style="list-style-type: none"> ● Main Characteristics. ● Aims of Education. ● Merits and Demerits of Education System. 	12
III	<ul style="list-style-type: none"> ● <u>EDUCATION IN COLONIAL PERIOD</u> ● Some Landmarks of British Period: ● Charter act of 1813 to 1833 and Oriental Occidental Dispute. ● MacAulay Minute Filtration Theory. ● Wood Dispatch. ● Hunter Commission. ● Indian University Commission. 	13

IV	<u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> ● Radha Krishna Ayog Commission. ● Mudaliar Commission. ● Kothari Commission. ● National Policy of Education 1986 and 1992. ● National Education Policy 2020. 	10
V	<u>PROBLEMS OF PRE-PRIMARY EDUCATION</u> <ul style="list-style-type: none"> ● Unsatisfactory Conditions of Preprimary Schools. ● Training of Preprimary Teachers. ● Unavailability of Teaching Material. ● Loopholes of Supervision and Administration. ● Problem of Uniformity. 	12
VI	<u>PROBLEMS OF ELEMENTARY AND SECONDRY EDUCATION</u> <ul style="list-style-type: none"> ● Problems of Access and Equity. ● Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus. 	12
VII	<u>PROBLEMS OF HIGHER EDUCATION</u> <ul style="list-style-type: none"> ● Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region. ● Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition. 	8
VIII	<u>AFFECTING FACTORS OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> ● Population Explosion. ● Poverty. ● Brain Drain 	8

Suggested Readings:

- चौबे एस.पी., भारतीय शिक्षा का इतिहास
- जौहरी एवं पाठक, भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर आगरा .
- अशननहोत्री आर.; आधुनिक भारतीय शिक्षा: समस्याएं और समाधान, राजस्थान हिन्दी ग्रंथ आकदमी
- पांडेय आर.एस., शिक्षा की संसमयिक समस्याएं, विनोद पुस्तक मंदिर आगरा
- <https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>
- Altekar A. S. Education in Ancient India. Varanasi, Nandkishore & Brothers. 1963
- Bakshi S.R. & Mahajan, L. Encyclopedic History of Indian Culture and Religion: Education in ancient India, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. Access to Elementary Education: Analytical Overview, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. Ancient Indian Education: Brahmanic and Buddhist. Delhi, Motilal Banarsidass. 1947

This course can be opted as an elective by the students of following subjects: Open for all

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

BA 2nd Year Education-
(DIPLOMA COURSE IN PERSPECTIVES OF EDUCATION)

Program specific outcomes-

This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learners to Indian and Western philosophical perspectives of Education. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers.

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility.

This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students

B.A. 2nd Year, (Sem- III)
(Theory)

Program/Class: Diploma /B. A	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical Sociological- Political-Economic Perspectives of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Define Education and Philosophy. ● Explain difference between Darshan and Philosophy. ● Identify significant features of the Indian and Western philosophies. ● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society. ● Compare the Indian and Western Philosophical thoughts. ● Define pluralism and diversity in Indian society. ● Relate Education with Political and Economic issues. ● Distinguish between Fundamental Rights and duties. ● Value role of Education for Sustainable Development 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: as for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> ● Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education. ● Branches of Philosophy and Education. 	15
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> ● Vedant. ● Bhagavad Geeta. 	10
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> ● Idealism. ● Naturalism. ● Pragmatism. 	10
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> ● Mahatma Gandhi. ● Swami Vivekanand. ● BR. Ambedkar. 	10

V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender. 	12
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> • School as Social Organization. • Social Change and Education. • Social Mobility and Education. 	13
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Fundamental Rights and Duties. • Directive Principles 	10
VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Education for Sustainable development • UN Millennium development goals VS Sustainable development goals. 	10

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान .शिल्ली, ग्रंथशिल्पी. 2002
- सलूजासी.के , शिक्षा दर्शन , हिंदी माध्यम कार्यान्वयन निदेशालय ,नई दिल्ली
- धकं र.आर. शिक्षा और समाज.हररयाणा, आधरप्रकांिन. 2006
- ओड एल के, शिक्षा के दार्शनिक एवं सामाजिक आधार,राजस्थान हिंदी ग्रंथ अकादमी 1994
- पांडेय के .पी *शिक्षा के दार्शनिक एवं सामाजिक आधार*, वाराणसी विश्वविद्यालय प्रकाशन
- 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
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas*. New Delhi, Sage Publications.1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education*.New Delhi, Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1998

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Evaluation Methods: Assignment

/ test / Quiz(MCQ) / Seminar

Suggested equivalent online courses: Courses on Swayam / MOOCs

B.A. 2nd Year- (Sem. IV)
(Theory)

Program/Class: Diploma /B.A	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010401T	Course Title: Psychological Perspectives of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Define Education and Psychology. ● Relate Education and Psychology ● Compare characteristics and needs of different stages of development. ● Name different approaches of learning. ● Distinguish between different psychological traits. ● Identify Individual Differences. ● Examine the importance Mental Health. ● Illustrate Teaching Learning Process. 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> ● Psychology: Concepts and Scopes. ● Relations of Education and Psychology. ● Importance of Educational Psychology. ● Methods of Studying Educational Psychology. 	15
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> ● Development/Meaning and Forms. ● Growth and Development. ● Stages of Development. 	10

III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> • Meaning, Nature and Factors Influencing the learning. • Transfer of Learning and its classroom implications. • Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications 	15
IV	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none"> • Motivation. • Memory. • Attention and Interest. • Habit. • Fatigue 	10
V	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education. 	10
VI	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> • Mentally Retarded. • Gifted Children. • Divyang (Handicapped). 	8
VII	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> • Concept and need of studying mental health. • Mental Health and Education. • Adjustment: Meaning and Process. 	12
VIII	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> • Concept of Teaching. • Relation between Learning and Teaching. • Conditioning vs Teaching. 	10

Suggested Readings:

- भटनागर एस, शिक्षा मनो वज्ञान, सूर्य पब्लिकेशन, 1998
- जयसवाल एस आर भारतीय मनो वज्ञान और शिक्षा, आर्य बुक डपो नई दिल्ली
- त्रिपाठी शा लग्राम, अच्छा मनो वज्ञान शाखा प्रकाशन मेरठ
- युग कम्बल, शिक्षा मनो वज्ञान की आधार शला ,वनोद पुस्तक मंदिर आगरा
- Aggarwal. J. C.(n.d.). Essentials of Educational Psychology: Vikas Publishing

house

- Bhatnagar Suresh (n.d.). Advanced Educational Psychology, Lal Book Depot, Meerut.
- Bigge, Morris. L (1971). Learning theories for teachers. New York: Harper & Row.
- Chauhan S.S. (1978). Advanced educational psychology. Vikas 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
- Hilgand, E.R. & Bower, S.H., (1975). Theories of Learning. Englewood Cliffs New Jersey: Prentice Hall.
- Hurlock, E.B. (2004) Development of Psychology: A Life span approach. New Delhi. Tata MacGraw Hill Publishing Co. Ltd.
- Mathur. S.S. Educational Psychological, Agra Vinod Pustak Mandir, 1986
- Mazur, J. E (1994) Learning and Behaviour. Englewood Cliff, New Jersey, Prentice Hall
- Rani, A. (2011) Psychology of Learning Behaviour, New Delhi, Centrum Press

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

BA 3rd Year Education-
(BACHLOR OF ARTS DEGREE IN EDUCATION)

Program specific outcomes-This course compiles the assessment and evaluation techniques used in Education. It acquaints the student with measurement tools of different psychological traits that are essential for teaching and learning. This course enables the students to understand concepts and needs of statistics in education, it analyses the statistics of Continues and comprehensive evaluation techniques in classroom.

This course consists of the knowledge of Educational Administration and Management in student. It will develop an insight about the organizational and administrative structure of Education. This course explains major landmarks in the journey of Indian Education. It discusses the evolving modern tendencies that are creating paradigm shift in our Education System.

B.A. 3rd Year, (Sem. V) (Theory)

Program/Class: Degree/B.A.	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T	Course Title: Educational Assessment	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Define assessment measurement and evaluation. • Enumerate and Illustrate Characteristics of a good test. • Classify different psychological tests. • Test Intelligence/Personality/Aptitude of a subject. 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> <ul style="list-style-type: none"> • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical vs Psychological Measurements. 	12
II	<u>NORMS</u> <ul style="list-style-type: none"> • Norms: Meaning and Significance • Credit System 	8
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> • Meaning, Aims and Types. • Subjective VS Objective tests. • Characteristics of a Good test 	12
IV	<u>INTELLIGENCE</u> <ul style="list-style-type: none"> • What is Intelligence, Types? • Concept of Emotional Intelligence 	10
V	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> • Verbal, Non-Verbal test • Individual Tests and Group test 	13
VI	<u>PERSONALITY</u> <ul style="list-style-type: none"> • What is Personality? • Types of Personality. • Theories of Personality 	15

VII	ASSESSMENT OF PERSONALITY <ul style="list-style-type: none"> • Personality Inventories • Projective Techniques 	10
VIII	APTITUDE <ul style="list-style-type: none"> • What is Aptitude? • Types of Aptitude. • Characteristics of Aptitude. • Measurement of Aptitude 	10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • गुप्ता एस,पी,शै क्षक मापन एवं मूल्यांकन,शारदा पुस्तक भवन, आगरा. • नंद पचौरी एवं शर्मा, शक्षा मनो वज्ञान एवं मापन, संजय पब्लिकेशन, आगरा. • भटनागर एस , शक्षा मनो वज्ञान,सूर्या पब्लिकेशन,1998' • संह ए के, शक्षा मनो वज्ञान, भारती भवन ,पटना • Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976 • NCERT Curriculum and Evaluation, New Delhi, NCERT 1990 • Norris, N. Understanding Educational Evaluation, Kogan Page Ltd. 1990 • Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychology and Education. New York, Johan Wiley and Sons Inc. 1969 • Secolsky,C. Handbook on Measurement and Evaluation in Higher Education. U.K. Routledge. 2011 • Sindhu,K.S. New approaches to measurement and evaluation, New Delhi, Sterling Publication. 2007 • Singh, H.S. Modern educational testing. New Delhi: Sterling Publication. 1974 		
<p>Suggested Continuous Evaluation Methods: Assignment/ test / Quiz(MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

B.A. 3rd Year (Sem. V) (Theory)

Program/Class: Degree/B.A	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T	Course Title: Educational Statistics	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Define Statistical terms ● Prepare Graphical Charts ● Interpret the results various operations of statistics ● Survey and Collect data ● Analyze the data with Suitable Statistical Methods 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>INTRODUCTION TO STATISTICS</u> <ul style="list-style-type: none"> ● Meaning, definition and Need of Statistics. ● Types of Statistics 	10
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> <ul style="list-style-type: none"> ● Organization of data: Simple array Frequency array Frequency Distribution ● Class Interval: Inclusive, Exclusive 	15
III	<u>GRAPHICAL REPRESENTATION OF DATA</u> <ul style="list-style-type: none"> ● Bar diagram ● Histogram ● Pie chart 	15
IV	<u>MEASURES OF CENTRAL TENDENCY</u> <ul style="list-style-type: none"> ● Definition, Uses, Computation of: Mean, Median, Mode 	12
V	<u>MEASURES OF RELATIVE POSITION</u> <ul style="list-style-type: none"> ● Concept of Relative Position ● Percentile Rank ● Percentile 	8

VI	<u>MEASURES OF VARIABILITY</u> <ul style="list-style-type: none"> ● Definition, Uses, ● Computation : Range, Standard deviation 	10
VII	<u>CORRELATION</u> <ul style="list-style-type: none"> ● Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank order Method. 	10
VIII	<u>NORMAL PROBABILITY CURVE</u> <ul style="list-style-type: none"> ● Concept and Characteristics 	10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● अस्थाना विपिन, शैक्षिक अनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन 2011। ● कपिल एच के, अनुसंधान विधियां भार्गव प्रिंटर्स, अग्रा। ● पांडे के पी, शैक्षिक अनुसंधान, वाराणसी विश्वविद्यालय प्रकाशन। ● Agresti & Finlay, <i>Statistical Methods for the Social Sciences</i>. New Jersey, Prentice Hall. 2010 ● Garret H.E., <i>Psychological Tests, Methods, and Results</i> Nabu Press, 2011. ● Garret H.E., <i>Statistics in Psychology and Education</i>, Paragon International Publishers, 2005 (Hindi & English) ● Ott and Longnecker. <i>Statistical methods and data analysis</i>. CA: Duxbury Pacific Grove, 2001 ● Patel, R.S. <i>Statistical techniques for data analysis</i>. (n.p.) Academic Publishing GmbH & Co. 2012 ● Shavelson, R.J. <i>Statistical reasoning for the behavioral sciences</i>. Boston, Allyn and Bacon. 1988 		
Suggested Continuous Evaluation Methods: Assignment / test / Quiz (MCQ) / Seminar		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

B.A 3rd. Year (Sem. VI)
(Theory)

Program/Class: Degree /B.A	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> ● Describe different Educational Organizations. ● Compare Administration, Management and Supervision. ● Differentiate between inspection and supervision. 		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 6/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> ● Meaning and Types. ● Characteristics of Educational Organizations 	15
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> ● Meaning, Concept and Types of Educational Administration. ● Principles of Educational Administration. 	15
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> ● Classical School ● New Classical School ● New Management 	10
IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> ● POSDCORB 	10
V	<u>LEADERSHIP</u> <ul style="list-style-type: none"> ● Meaning, Nature of Leadership. ● Styles of Leadership. 	10

VI	<u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> ● Meaning and Nature of Educational Planning. ● Approaches of Educational Planning. 	12
VII	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> ● Need and Significance. ● Sources of Finance 	8
VIII	<u>EDUCATIONAL SUPERVISION</u> <ul style="list-style-type: none"> ● Meaning and Nature of Educational Supervision. ● Inspection vs Supervision. ● Types of Educational Supervision 	10

Suggested Readings:

- भटनागर आर,पी,शै क्षक प्रशासन आर लाल बुक डपो।
- ओड एल के,शै क्षक प्रशासन, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
- बर्मा एल एन, भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
- Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.).
- Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006
- Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).
- Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot.
- Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.
- <http://mlrd.gov.in/school-education>
- <http://mlid.gov.in/schemes-1>

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

B.A. 3rd. Year (Sem. VI)
(Theory)

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010602T	Course Title: Milestones and New Dimensions of Indian Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● 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 		
Credits: 4	Core Compulsory	
Max. Marks: 25+50	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u> ICDS <ul style="list-style-type: none"> ● SSA. ● Mid-day Meal. ● RMSA. ● RUSA. ● RTE. ● PMMMMNMTT. 	8
II	<u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA:</u> <ul style="list-style-type: none"> ● Shanti Niketan. ● Vanasthali Vidyapeeth. ● Navodaya Vidyalaya. 	7
III	<u>EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none"> ● ICT: Meaning, Type, Concept and Needs. ● Approaches of Educational Technology. ● Computer and Internet: Application in Education 	10
IV	<u>INITIATIVES AND INNOVATIONS</u> EDUSAT, EDUCOM. <ul style="list-style-type: none"> ● MOOCS, ● SWAYAM. ● OERs. ● e-journals and e-Magazines. ● NAD, NIRF, e-Pathshala 	10

V	<u>SOCIETAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Human Rights. • Value and Moral. • Women Empowerment 	7
VI	<u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Social Media. • Peace. 	5
VII	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u> <ul style="list-style-type: none"> • Environment and Ecosystems. • Environmental Pollution. • Ozone layer depletion. 	8
VIII	<u>ENVIRONMENT AND EDUCATION</u> <ul style="list-style-type: none"> • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. 	5

Suggested Readings:

- यादव एस आर, दूरवर्ती शिक्षा, वनोद पुस्तक मंदिर, 2001
- शर्मा जी आर शिक्षण तकनीक स्वरूप एंड संस नई दिल्ली, 1992
- भादू आर आर, साक्षरता शिक्षा एवं नवाचार हंसा प्रकाशन, जयपुर
- सक्सेना आर आर , नवाचारी शिक्षण पद्धतियां, राजस्थान हिंदी ग्रंथ अकादमी।
- 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
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Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz(MCQ) / Seminar

B.A. 3rd. Year (Sem. VI)
(Practical)

Program/Class: Degree /B.A.	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010603P	Course Title: Practical- I Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio Cultural-Environmental Issue.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Develop an stronger orientation towards research. ● Understand and Conceptualize ICDS and Anganwadi. ● Understand current issues and write an article 		
Credits: 2	Core Compulsory	
Max. Marks: 25	Min. Passing Marks: As for rule	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> ● ICDS (Integrated Child Development Services): Introduction 	5
II	<ul style="list-style-type: none"> ● Anganwadi: Introduction, Structure, Supervision, Utility, Challenges. 	10
III	<ul style="list-style-type: none"> ● How to write an article: steps and ethics. 	5
IV	<ul style="list-style-type: none"> ● Sources of literature and their usage. 	10
<p><i>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10</i></p>		