



माँ शाकुम्भरी विश्वविद्यालय, सहारनपुर Maa Shakumbhari University, Saharanpur

Detailed and Revised Syllabus For Four Year Undergraduate Programme (FYUP) in Education

(Effective from the Session: 2024-2025)

(According to guidelines of letter no. – 2090/70-3-2024-09(01) / 2023(L-4) of Government of Uttar Pradesh and letter no. – 1049 / 06 / AK0 / MSU / 2024-25 of Maa Shakumbhari University, Saharanpur, U.P. India.)

Syllabus Developed and Revised by:

S.N.	Name	Designation	Department / Faculty	College / University
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5	Prof. Amita Pandey Bhardwaj	Professor, Director (TLC) External Expert	School of Education	S.L.B.S.N.S.U. New Delhi
6	Prof. Yogendra Pandey	Professor External Expert	Education	Banaras Hindu University Varanasi, U.P.

PROGRAMME - PREREQUISITES

- Open to All who has qualified higher secondary examination from CBSE/ ICSE/ Any State Board/ NIOS/ Any other National or International Board or Equivalent.

Syllabus for B.A. (Education)/ B.A. Honours in Education/ B.A. Honours with Research in Education

Programme Outcomes (PO's)

This program is designed with an outcome-based approach which aims to:

PO1: Apply knowledge of Education, in all the fields of learning including higher research and its extensions.

PO2: Provide opportunities in higher education and development on the professional front. It also gives the opportunity for career advancement in teaching, research, and industries.

PO3: Integration of Interdisciplinary thoughts and practices.

PO4: Most importantly, the program inculcates the higher values among students which enable them to withstand the challenges of life.

PO5: Develop and use effective skills, tools, and techniques necessary for Holistic development.

PO6: Effectively communicate about their field of expertise on their activities, with their peer and society at large, such as being able to comprehend and write effective reports and design documentation.

PO7: Improve learner's own learning and performance.

PO8: Create an atmosphere that cherishes, nurtures and fosters the uniqueness of each individual, an environment of life-to-life communication that brings forth the best in both the educators and the learners.



B.A. 1st Year Education – CERTIFICATE IN ARTS

Class/ Sem.	Course Code	Core/ Elective	Paper Title	Theory/ Practical/ Project	Credit	Total Marks
B.A. 1 st year/ Sem. I	E010101T/ 0150101	Core	Conceptual Framework of Education	Theory	4	100 (75+25)
	E010102P/ 0150180	Core	Practical: Read the Preamble of Indian Constitution, understand, and analyze its basic ideas of Justice, Equality, Liberty, and Fraternity. Prepare a report and present what you have conceptualized	Practical	2	100
B.A. 1 st year/ Sem. II	E010201T/ 0250101	Core	Development and Challenges of Indian Education System	Theory	4	100 (75+25)
	E010202P/ 0250180	Core	Prepare a Profile of any School (Class 6th to 12th)- Govt./Aided/Private	Practical	2	100

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.
- The learner is 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 course will introduce the challenges faced by Indian Education and initiate a critical analysis of concerns and solutions towards better education.



B.A. 1st Year
Semester-I
Course I - Theory

Program / Class: Certificate / B. A.	Year: First	Semester: First
Subject: Education		
Course Code: E010101T / 0150101	Course Title: Conceptual Framework of Education	
Course Learning Outcomes		
<i>On completion of this course, the learner will be able to:</i>		
<ul style="list-style-type: none">• Interpret the meaning, nature, scope and aims of education.• Explain the factors affecting education and their interrelationship.• Classify and compare the different agencies of education that influence education.• Adapt the Constitutional values and Educational provisions.• Distinguish between different levels of the Education System.• Describe 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:4		Core Compulsory
Max. Marks: -100 External Examination– 75 M Internal Examination – 25 M		Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): L – 4 / w		
Unit	Content	Instructional hours
I	<u>EDUCATION: CONCEPT AND AIMS</u> <ul style="list-style-type: none"> • Concepts of Education- Meaning, Nature. • Education in the context of Prachin Bhartiya Gyan. Parampara: The Way of Life, Concept of Guru and Shishya. • Vidya - Gyan–Teaching. • Training vs. Education. • Influencing Factors of Education. • Aims of Education: Individualistic, Social, Democratic, and Vocational. 	10



II	<u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition and Generation of Human Values. • Education for National Integration. • Education for International Understanding. • Education for HRD. 	8
III	<u>AGENCIES OF EDUCATION</u> <ul style="list-style-type: none"> • Formal. • Informal. • Non-Formal Agencies. 	7
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education. 	7
V	<u>PRE-PRIMARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary Education. • Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten. • Background and Present Scenario of Pre-primary Education in India. • NEP-2020 and Pre-primary Education. 	8
VI	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> • Concept, importance, and present Scenario of Primary Education in India. • Concept, importance, and present Scenario of Secondary Education in India. 	7
VII	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none"> • Concept, Objective of Higher Education. • Need of Higher Education in India. • Types of Universities- Central, State, Deemed, Private, Open. • Present Scenario of Higher Education in India. 	6

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VIII	<p>DIFFERENT GUIDING / REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</p> <p><u>Role and Functions of:</u></p> <ul style="list-style-type: none"> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board. 	7
<p>Suggested Continuous and Comprehensive Evaluation Methods: Assignment / Seminar– 10 Marks</p> <p>Test / Quiz (MCQ)-10 Marks</p> <p>Attendance / Class Performance– 05 Marks</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

Mr. Upadhyay

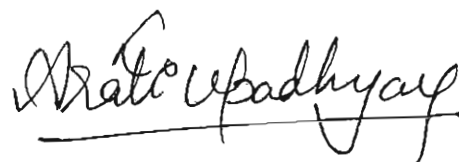
Suggested Readings:

Websites:

- <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>
- <https://archive.org/details/in.ernet.dli.2015.482904>

References:

- टी.रेमटं शिक्षा: शिदधांत.
- शिक्षा के दर्शन: सार्वभौमिक दृष्टिकोण। सार्वभौमिक दृष्टिकोण।
- शिक्षा: शिक्षा के दर्शन। सार्वभौमिक दृष्टिकोण। सार्वभौमिक दृष्टिकोण।
- तोमर और प्रवीण भारतीय शिक्षा नव्यतः। सार्वभौमिक दृष्टिकोण। नई दिल्ली।
- कुमार, प्रभात। भारत का शिक्षा। सार्वभौमिक दृष्टिकोण।
- Aggarwal, J.C. *Theory and Principles of Education*, New Delhi, Vikas Publishing House. 2010
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- 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 Black swan Private Limited, 2009, Third Edition.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, New Delhi, 1991
- Pandey R.S. *Principles of Education*, Agra, Vinod Pustak Mandir. 1992
- Ramachandran, P. & Ramkumar, V. 'Education in India', NBT, New Delhi, 2014.
- Saxena, N.R.S. *Principles of Education*. Meerut. R. Lal Book Depot. 1996
- Vakilk. S. and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Ed., 1966



B.A. 1st Year
Semester I
Course II - Practical

Program/Class: Certificate / B.A.	Year: First	Semester: First
Subject: Education		
Course Code: E010102P / 0150180	Course Title: Practical Read the Preamble of Indian Constitution, understand and Analyze its Basic Ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	
Course Learning Outcomes: On completion of this course, the learner will be able to: <ul style="list-style-type: none">Adapt the stronger orientation towards research.Conceptualize the basic elements of Indian Constitution.Explain the provisions related to education mentioned in Indian Constitution.Describe fundamental rights and duties.		
Credits:2		Core Compulsory
Max. Marks: 100		Min. Passing Marks:33
Total Instructional hours- Tutorials-Practical (in hours per week): P-4/w		
Unit	Content	Instructional Hours
I	<u>INDIAN CONSTITUTION</u> <ul style="list-style-type: none">IntroductionBackground.	20
II	<u>CONSTITUENT ASSEMBLY</u> <ul style="list-style-type: none">Timeline of Formation of Indian Constitution.Important Provisions	20
III	<u>IMPORTANT ARTICLES OF INDIAN CONSTITUTION</u> <ul style="list-style-type: none">Related to Fundamental RightsFundamental DutiesRelated to educational provisions	20
Suggested Readings: <ul style="list-style-type: none">https://www.india.gov.in/my-government/constitutionindia/constitution-india-full-textकुमार,प्रभात.भारत कासंविधान.प्रभात पेपरबक.		
Note: In Final Examination report shall be examined by external and internal examiners out of 100 maximum marks.		



B.A. 1st Year
Semester - II
Course I - Theory

Program / Class: Certificate / BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010201T / 0250101	Course Title: Development and Challenges of Indian Education System	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Describe 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:4		Core Compulsory
Max. Marks:100 External Examination– 75 M Internal Examination – 25 M		Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours

I	<u>ANCIENT EDUCATION SYSTEM</u>	9
	<ul style="list-style-type: none"> • Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. • Viewpoints of Travelers towards Ancient Indian Education System. 	
II	<u>EDUCATION IN MEDIEVAL PERIOD</u>	7
	<ul style="list-style-type: none"> • Main Characteristics. • Merits and Demerits of Education System. • Contribution to Modern Indian Education. 	



III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: A Brief Description of <ul style="list-style-type: none"> • Indian University Commission. • Gokhale Bill. • Wardha Yojna. 	7
IV	<u>POST-INDEPENDENCE ERA OF INDIAN EDUCATION</u> Role of following commissions- <ul style="list-style-type: none"> • Vishvavidyalaya Siksha Ayog (Dr. Radha Krishnan Commission). • Madhyamik Shiksha Ayog (Mudaliar Commission). • Education and National Development (Kothari Commission). • National Policy of Education 1986. • Janardan Committee. • National Knowledge Commission. • National Education Policy- 2020. 	7
V	<u>PROBLEMS OF PRE-PRIMARY EDUCATION SYSTEM</u> <ul style="list-style-type: none"> • Unsatisfactory Conditions of Preprimary Schools. • Training of Pre-primary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity. 	8
VI	<u>PROBLEMS OF PRIMARY AND SECONDARY EDUCATION SYSTEM</u> <ul style="list-style-type: none"> • Problems of Access and Equity. • A problem of Multilingualism, Child's Home Language and the Language of School- Classroom, Textbooks, etc. • Mass vs. Class- Gap in Standards, Financial Load on Parent, Syllabus. • Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF. • Problems due to Cyber World and Increasing Stress. 	8
VII	<u>PROBLEMS OF HIGHER EDUCATION SYSTEM</u> <ul style="list-style-type: none"> • Problems of Access- Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region. • Problem of over-emphasis on Examination System in India, Information Explosion and its Validation. • Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition. 	7

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VIII	AFFECTING FACTORS OF INDIAN EDUCATION SYSTEM <ul style="list-style-type: none"> • Urbanization. • Population Explosion. • Poverty. • Brain Drain 	7
Suggested Continuous and Comprehensive Evaluation Methods: Assignment / Seminar- 10 Marks Test / Quiz(MCQ)- 10 Marks Attendance / Class Performance- 05 Marks Suggested equivalent online courses: Courses on Swayam / MOOCs		

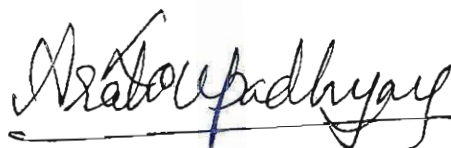
Suggested Readings:

- चौबेएस.पी, भारतीयविश्वकाइतिहास
- जौहरीएंपाठक, भारतीयविश्वकाइतिहास, खनोदनुस्तकमंदर, आगरा.
- अग्रहरेर, अर. अधुनकभारतीयविश्वकाइतिहास: मस्तूयएओरमाधान राजस्तूथानदहदीग्रथअकादमी.
- नाटय, अर. विश्वकाइतिहास: शमाप्रत्यककमस्तूयएओरमाधान राजस्तूथानदहदीग्रथअकादमी.
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- Govinda, R. and M. Bandopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
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- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot.1964
- Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsi Das. 1947
- Ramachandran, P. & Ramkumar, V. 'Education in India', NBT, New Delhi, 2014.
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post- Post-Independence*, Delhi, Ajanta Publications. 1990.

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B.A. 1st Year
Semester - II
Course II - Practical

Program / Class: Certificate / B.A.	Year: First	Semester: Second
Subject: Education		
Course Code: E010202P / 0250180	Course Title: Practical Prepare a Profile of any School (Class6th-12th) Government /Aided / Private.	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Adapt a stronger orientation towards research.• Classify different kind of schools based on administration running in India.• Conceptualize the school profile preparation.• Create a school profile.		
Credits:2	Core Compulsory	
Max. Marks: - 100	Min. Passing Marks: 33	
Total Instructional hours- Tutorials-Practical (in hours per week): P- 4 / w		
Unit	Content	Instructional hours
I	<u>SCHOOL</u> <ul style="list-style-type: none">• Introduction• Need• Importance	20
II	<u>TYPES OF SCHOOL</u> <ul style="list-style-type: none">• On account of administration	15
III	<u>SCHOOL PROFILE</u> <ul style="list-style-type: none">• What is school profile?• How to create it?	25
Note: In Final Examination report shall be examined by external and internal examiners. Examination Method – Report Presentation and Viva-voce. Maximum Marks: 100		



B.A. 2nd Year – DIPLOMA IN ARTS

Program specific outcomes-

This program aims at:

1. This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learner to Indian and Western philosophical perspectives of Education.
2. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers.
3. 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.
4. This course introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings.
5. It elaborates on the approaches of learning and basics of human behaviour.
6. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

Class/ Sem.	Course Code	Core/ Elective	Paper Title	Theory/ Practical/ Project	Credit	Total Marks
B.A. 2 nd year / Sem. III	E010301T /0350101	Core	Philosophical-Sociological- Political-Economic Perspective of Education	Theory	4	100 (75+25)
	E010302P/ 0350180	Core	Review a Book written by prominent educational thinkers included in the course-I	Practical	2	100
B.A. 2 nd year / Sem. IV	E010401T /0450101	Core	Psychological Perspective of Education	Theory	4	100 (75+25)
	E010402P/ 0450180	Core	Case study of a Special Child	Practical	2	100
	0450165	Core	Research Project on any topic related to subject	Minor Research Project	3	100

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B.A. 2nd Year
Semester - III
Course I – Theory

Program / Class: Diploma / B.A.	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T / 0350101	Course Title: Philosophical-Sociological- Political-Economic Perspectives of Education	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <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 philosophy 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:4		Core Compulsory
Max. Marks: 100 External Examination:75 M Internal Examination: 25 M		Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): L-4 / w		
Unit	Content	Instructional hours
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 Educational Philosophy. 	8



II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> • Vedant. • Bhagavad Geeta. 	8
III	<u>A BRIEF INTRODUCTION TO WESTERN SCHOOLS OF PHILOSOPHIES</u> <ul style="list-style-type: none"> • Idealism. • Naturalism. • Pragmatism. 	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> • Mahatma Gandhi. • Swami Vivekanand. • Dr. B.R. Ambedkar. • Rousseau. • Dewey. • Montessori. 	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> • Concept of Pluralism in Society. • Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender. 	8
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. 	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Fundamental Rights and Duties. • Directive Principles. • Right to Education. 	7
VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> • Education as Development Indicator. • Education for Sustainable development. • UN-MDG, SDG 	7

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Suggested Continuous and Comprehensive Evaluation Methods:

Assignment/Seminar- 10 Marks

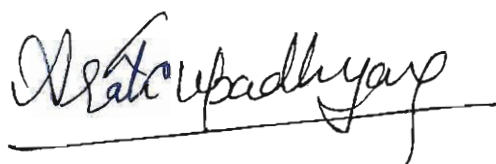
Test / Quiz (MCQ) – 10 Marks

Attendance / Class Performance- 05Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

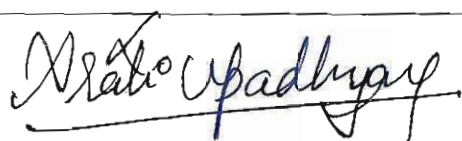
Suggested Readings:

- कमर के शिक्षा और ज्ञान ग्रंथमाला, ददरी, 2002
- वि. रूज, वि. के. शिक्षा दान, दहली माध्यमिक विद्यालयनतनदे, प्रियन, नईदहली
- धनकड़, अर. शिक्षा और समाज, हररघाणा, अधरप्रका, न. 2006
- ओडर के शिक्षा के दा, तनक नृमि रजस्त्, थानदहली ग्रंथ अकादमी, 1994
- बांडे, के. वि. शिक्षा के दा, तनकंवर, मागक आधार, ब्रह्मवददधारप्रका, न, वासापणी
- Archer, M.S. *Social Origin of Educational Systems*, New Delhi: Sage. 1984
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- 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
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- Shukla, S.C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1999



B.A. 2nd Year
Semester - III
Course II - Practical

Program / Class: Diploma / B.A.	Year: Second	Semester: Third
Subject: Education		
Course Code: E010302P / 0350180	Course Title: Practical Review a Book Written by Prominent Educational Thinkers Included in the Course.	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Adapt a stronger orientation towards research.• Illustrate the concept of Book review.• Describe the different kinds of book review.• Review books.		
Credits:2		Core Compulsory
Max. Marks: -100		Min. Passing Marks: 33
Total Instructional Hours- Tutorials-Practical (in hours per week): P - 4 / w		
Unit	Content	Instructional hours
I	<u>BOOK REVIEW</u> <ul style="list-style-type: none">• What is Book review?• Its advantages.	10
II	<u>INTRODUCTION AND THE DISCUSSION</u> Books written by <ul style="list-style-type: none">• M.K. Gandhi• Swami Vivekananda• Dr. B.R Ambedkar	25
III	<u>INTRODUCTION AND THE DISCUSSION</u> Books written by <ul style="list-style-type: none">• Rousseau• Dewey.	25
Note: In Final Examination report shall be examined by external and internal examiners. Report Presentation and Viva-voce. Maximum Marks: 100		



B.A. 2nd Year
Semester - IV
Course I (Theory)

Program / Class: Diploma /B.A.	Year: Second	Semester: Fourth
Subject: Education		

Course Code: E010401T/ 0450101	Course Title: Psychological Perspectives of Education
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Course Learning Outcomes

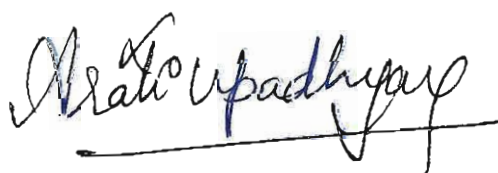
On completion of this course, learner will be able to:

- Define Education and Psychology.
- Relate Education and Psychology.
- Compare characteristics and needs of different stages of development.
- List different approaches of learning.
- Distinguish between different psychological traits.
- Identify Individual Differences.
- Examine the importance Mental Health.
- Illustrate Teaching Learning Process.

Credits:4	Core Compulsory
Max. Marks: 100 External Examination:75 M Internal Examination: 25 M	Min. Passing Marks: 33

Total Instructional hours- Tutorials-Practical (in hours per week): L – 4 / w

Unit	Content	Instructional hours
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. 	8



II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> • Development / Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development- Physical, Mental, • Emotional, Social, Motor Development, Language Development. 	8
III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> • Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Thorndike's laws of learning. • Transfer of Learning and its classroom implications. • Learning Theories: Pavlov's Classical Conditioning Theory, Skinner's Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications. 	7
IV	<u>FOUNDATIONS OF BEHAVIOURS AND THEIR ROLES</u> <ul style="list-style-type: none"> • Instincts. • Sensation, Perception, and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning, and Imagination. • Habit. • Fatigue 	7
V	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> • Meaning, Types, and Causes of Individual Differences. • Individual Differences and Education. 	8
VI	<u>SPECIAL NEED LEARNER</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. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process. 	7

N. K. Upadhyay

VIII	TEACHING AND LEARNING PROCESS <ul style="list-style-type: none"> • Concept of Teaching. • Relation between learning and Teaching. • Conditioning vs. teaching. • The Objectives of Education is learning. • Role of Teacher in Teaching-Learning. 	7
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Suggested Continuous and Comprehensive Evaluation Methods: Assignment / Seminar – 10 Marks

Test / Quiz (MCQ)–10Marks

Attendance /Class Performance–05Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:

- भटनागर,एस.शिक्षामनोवज्ञान.शू. यानगरकेशून.1998.
- जाशयवार,शए.आर.भारतीयमनोवज्ञानऔरशिक्षा.आयाबुकडडनो,नईददली.
- त्ररनाठी,शू.अरिग्राम.शिक्षणव्यवहार.राधानगरकेशून.नईददली.
- गुप्ता,शए.नी.शिक्षामनोवज्ञान.शू.खाप्राकाशून.मेरठ.
- युगककममबर,शिक्षामनोवज्ञानकीआधारशिरा.वनोदनुस्तकमंददर.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). 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. Engle wood Cliffs. New Jersey; Prentice Hall.
- Rani, A. (2011). Psychology of learning Behavior. New Delhi, Centrum Press.

Xrato Upadhyay

B.A. 2nd Year
Semester - IV
Course II - Practical

Program / Class: Diploma / B.A.	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P / 0450180	Course Title: Practical Prepare a Case Study of a Special Child	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Adapt a stronger orientation towards research.• Identify the differently abled children (special children).• Conceptualize method of case study.• Prepare a case study report.		
Credits: 2	Core Compulsory	
Max. Marks: 100	Min. Passing Marks:33	
Total Instructional hours- Tutorials-Practical (in hours per week): P- 4 / w		
Unit	Content	Instructional hours
I	<u>SPECIAL CHILDREN AND THEIR EDUCATION</u> <ul style="list-style-type: none">• Types• Characteristics• Key educational measures	20
I	<u>CASE STUDY</u> <ul style="list-style-type: none">• What is a case study?• Need and Significance.• Merits and Demerits	20
II	<u>METHOD OF CASE STUDY AND REPORTING</u> <ul style="list-style-type: none">• Introduction to Various methods• Report preparation of case study	20
Note: In Final Examination report shall be examined by external and internal examiners. Maximum Marks- 100 Suggested Readings: <ul style="list-style-type: none">• मंगर सिंह के शिक्षणनोवकननीशियापयसीवनोदुक्तकमंदरअमरा• कवनरिचकेअनुनाशनवकनभापयवपयः।अमरा• Pandey, K.P. Fundamentals of Educational Research. Vishvidyalay Prakashan. Varanasi.1998.• Dash, M. (1994). Educational Psychology. New Delhi, Deep & Deep Publications.• Hurlock, E.B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.		

State Upadhyay

Diploma in Arts
B.A. 2nd Year
Semester IV
Course Code: 0450165
Credit: 3

Core Compulsory: Minor Research Project

Minor Research Project:

Research Project on any topic related to subject.

Nirali Upadhyay

B.A. 3rd Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION

Program specific outcomes-

1. 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.
2. This course enables the students to understand concepts and needs of statistics in education, it analyses the statistics of Continuous and comprehensive evaluation techniques in classroom.
3. This course consists of the knowledge of Educational Administration and Management in student.
4. It will develop an insight about the organizational and Administrative structure of Education.
5. 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.

Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
B.A. 3 rd year / Sem. V	E010501T /0550101	Core	Educational Assessment	Theory	4	100 (75+25)
	E010502T /0550102	Core	Educational Statistics-I	Theory	4	100 (75+25)
	E010503P/ 0550180	Core	Administration and Interpretation of Score of a psychological test- Achievement / Intelligence / Personality /Aptitude	Practical	2	100
B.A. 3 rd year/ Sem. VI	E010601T /0650101	Core	Educational Administration and Management	Theory	4	100 (75+25)
	E010602T /0650102	Core	Milestones and New dimensions of Indian Education	Theory	4	100 (75+25)
	E010603P/ 0650180	Core	Write and submit an article on any trending Socio- cultural-Environmental issues	Practical	2	100

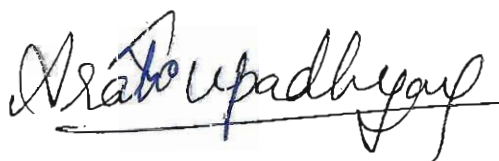
Neel Gopal

B.A. 3rd Year
Semester - V
Course I (Theory)

Program/Class: Degree / B.A.	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T/0550101	Course Title: Educational Assessment	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Define assessment, measurement and evaluation.• Enumerate and Illustrate Characteristics of a good test.• Classify different psychological tests.• Examine Intelligence / Personality /Aptitude of a subject.		

Credits:4	Core Compulsory
Max. Marks: 100 External Examination: 75 M Internal Examination: 25 M	Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w	

Unit	Content	Instructional hours
I	<u>BASICS OF ASSESSMENT</u> <ul style="list-style-type: none"> • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical vs. Psychological Measurements. 	8
II	<u>CONTINUOUS AND COMPREHENSIVE EVALUATION</u> <ul style="list-style-type: none"> • Meaning • Aims • Aspects • Formative Assessment • Summative Assessment 	7



III	<u>NORMS</u> <ul style="list-style-type: none"> • Norms: Meaning and Significance • Marks vs. Grades • Credit System 	7
IV	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> • Meaning, Aims and Types. • Subjective vs. Objective tests. • Characteristics of a Good test. 	8
V	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> • Verbal, Non-Verbal test. • Meaning of I.Q. • Individual Tests and Group test 	8
VI	<u>PERSONALITY TEST</u> <ul style="list-style-type: none"> • Personality- Concept and Types. • Personality Assessment through Inventories and Projective Techniques. 	7
VII	<u>PERFORMANCE TESTS</u> <ul style="list-style-type: none"> • Concept • Types-Based on practical in labs, Co—curricular Activities. 	8
VIII	<u>APTITUDE TEST</u> <ul style="list-style-type: none"> • Aptitude: Concept and Types. • Aptitude: Characteristics and Measurement. 	7

Natko Upadhyay

Suggested Continuous and Comprehensive Evaluation

Methods: Assignment / Seminar- 10 Marks

Test / Quiz (MCQ) – 10 Marks

Attendance / Class Performance– 05 Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:

- गुप्ता एस.पी. शिक्षक मानन व पुस्तक निति सरदानुस्तक भवन अमरा
- नन्दनौरवणी मा. शिक्षामनोवज्ञान व एमनन िजयनरके निति अणरा
भटनगर ि शिक्षामनोवज्ञान यनरके निति 1998.
- िक्षर के शिक्षामनोवज्ञान भारती भवन नटना
- 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

Kratu Upadhyay

B.A. 3rd Year
Semester- V
Course II - Theory

Program/Class: Degree / B.A.	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T /0550102	Course Title: Educational Statistics	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <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:4		Core Compulsory
Max. Marks:100 External Examination: 75 M Internal Examination: 25 M		Min. Passing Marks: 33
Total Instructional Hours-Tutorials-Practical (in hours per week): L-4/w		
Unit	Content	Instructional hours

I	<u>INTRODUCTION TO STATISTICS</u> <ul style="list-style-type: none"> • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics 	7
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> <ul style="list-style-type: none"> • Organization of data: <ul style="list-style-type: none"> i. Simple array ii. Frequency array iii. Frequency Distribution • Class Interval: <ul style="list-style-type: none"> i. Inclusive ii. Exclusive 	7



III	<u>GRAPHICAL REPRESENTATION OF DATA</u> <ol style="list-style-type: none"> Bar diagram Histogram Pie chart 	8
IV	<u>MEASURES OF CENTRAL TENDENCY</u> Definition, Uses, Computation of: <ul style="list-style-type: none"> Mean, Median Mode 	8
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> Definition, Uses, Computation: <ul style="list-style-type: none"> Range Mean Deviation Standard Deviation 	8
VII	<u>CORRELATION</u> <ul style="list-style-type: none"> Meaning, Types, Uses Computation of Coefficient of Correlation-Spearman's Rank Difference Method. 	9
VIII	<u>NORMAL PROBABILITY CURVE</u> <ul style="list-style-type: none"> Concept Characteristics. 	5
Suggested Continuous and Comprehensive Evaluation Methods: Assignment / Seminar – 10 Marks Test/Quiz (MCQ)– 10 Marks Attendance/Class Performance–05 Marks		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

Suggested Readings:

- अस्तु, आनंदकनिका: शिक्षकअनु: धनराज: त अण्यकी अण्वारतारकी: न.2011.
- किप्लरएकेअनु: धानववचधयां, भागाववप्रदटा, आगरा,
- नाडेएकेनी: शिक्षकअनु: धानववचधयां, भागाववप्रदटा, आगरा,
- 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)
- Ottand, Longnecker. *Statistical methods and data analysis*. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing Gmb H & Co.2012
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon.1988

Dr. Rati Upadhyay

B.A. 3rd Year
Semester- V
Course III - Practical

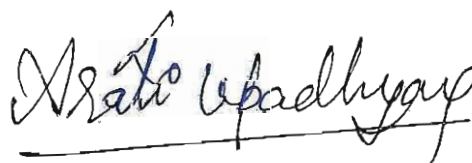
Program / Class: Degree / B.A.	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P /0550180	Course Title: Practical Administration and Interpretation of Score of a Psychological Test- Achievement / Intelligence / Personality / Aptitude	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Adapt the stronger orientation toward research.• Describe different Psychological Tests.• Administer different Psychological Tests.• Explain guidance and counselling.		
Credits:2		Core Compulsory
Max. Marks: 100 Marks		Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): P- 4 / w		
Unit	Content	Instructional hours
I	<u>PSYCHOLOGICAL TEST</u> <ul style="list-style-type: none">• Concept• Meaning	15
II	<u>GUIDANCE AND COUNSELLING</u> <ul style="list-style-type: none">• Types• Utility	15
III	<u>ADMINISTRATION AND INTERPRETATION OF SCORE</u> <ul style="list-style-type: none">• Achievement Test• Intelligence Test• Personality Test• Aptitude Test	30
Note: In Final Examination report shall be examined by external and internal examiners Report presentation and Viva (External Exam)		
Suggested Readings: <ul style="list-style-type: none">• गुप्ता एस.जी. शिक्षकमानवसंस्कारानि । रक्षाभुक्तभवन,आगरा• नन्द,त्रैलोक्यकी. माशिक्षामनोवैज्ञानसंज्ञानरति: । जयप्रकाशके. न,आगरा• भटनागर,ए।ए।शिक्षामनोवैज्ञान, नारायणसंस्थानके. न,1998• सिंह,के.शिक्षामनोवैज्ञान,भारतीयभवन,नटना• Anastasi, A. Psychological Testing. New York, Macmillan PublishingCo.Inc.1976• NCERT Curriculum and Evaluation, New Delhi, NCERT 1990		

Arko Upadhyay

B.A. 3rd Year
Semester- VI
Course I - Theory

Program / Class: Degree / B.A.	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T / 0650101	Course Title: Educational Administration and Management	
Course Learning Outcomes <i>On completion of this course, the learner will be able to:</i> <ul style="list-style-type: none">• Describe different Educational Organizations.• Compare Administration, Management and Supervision.• Differentiate between inspection and supervision.• Explain educational leadership.• Elaborate different sources of finance.		

Credits:4		Core Compulsory
Max. Marks: 100 Marks External Examination –75 M Internal Examination – 25 M		Min. Passing Marks:33
Total Instructional hours- Tutorials-Practical (in hours per week): L-4 / w		
Unit	Content	Instructional hours
I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> • Meaning and Types • Characteristics of Educational Organizations 	8
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • Meaning, Concept and Types of Educational Administration. • Administration vs. Management. • Principles of Educational Administration. • Administrative Skills. 	8
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> • Classical School • New Classical School • New Management 	7



IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • POSDCORB: Meaning and Functions. 	6
V	<u>EDUCATIONAL LEADERSHIP</u> <ul style="list-style-type: none"> • Meaning, Nature of Educational Leadership. • Styles of Educational Leadership- Autocratic, Democratic and Laissez-faire • Centralization vs. Decentralization • Decision Making 	9
VI	<u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> • Meaning and Nature of Educational Planning • Approaches of Educational Planning 	8
VII	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> • Need and Significance. • Sources of Finance. 	6
VIII	<u>EDUCATIONAL SUPERVISION</u> <ul style="list-style-type: none"> • Meaning and Nature of Educational Supervision. • Inspection vs. Supervision. • Types of Educational Supervision. 	8

Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar–10 Marks test
 Quiz (MCQ) / - 10 Marks
 Attendance/Class Performance–05 Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:

- भटनागर, आर. सी. शिक्षक प्रशासन, न. आर. सर, बुक डेपॉट, 2015.
- ओडिशा के शिक्षण: राजस्थान प्रशासनिक प्रशासन.
- कर्मा, ए. ए. भारतीय शिक्षण प्रशासन: नंतर, राजस्थान प्रशासनिक प्रशासन.
- 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.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication.
- <http://mlrd.gov.in/school-education>
- <http://mlrd.gov.in/schemes-1>

Arati Upadhyay

B.A. 3rd Year
Semester- VI
Course II - Theory

Program / Class: Degree / B.A.	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010602T / 0650102	Course Title: Milestones and New Dimensions of Indian Education	
Course Learning Outcomes		
<i>On completion of this course, the learner will be able to:</i>		
<ul style="list-style-type: none">• List and differentiate the different educational programs and schemes.• Use MOOCs and SWAYAM.• Collect and use material from OERs.• Review e-journals and e-Magazines.• Compare technology in education and technology of education.• Discuss milestone educational institution of India.• Explains societal trends, cultural trends and education.		
Credits:4		Core Compulsory
Max. Marks: 100 Marks External Examination- 75 M Internal Examination – 25 M		Min. Passing Marks: 33
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours
I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u> <ul style="list-style-type: none">• ICDS• RMSA.• RUSA.• NMEICT.• RTE.• PMMMNMTT.	9

Dr. Atul Upadhyay

II	<u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA</u> <ul style="list-style-type: none"> • VISHVABHARTI. • SNDT Women's University. • IGNTU. • JRHU. • MGCGV. • Pondicherry Ashram. • Navodaya Vidyalaya. • Eklavya Vidyalaya • Ashram PaddhatiVidyalaya • KasturbaVidyalaya. 	9
III	<u>EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none"> • ICT: Meaning, Type, Concept and Needs. • ICT and Education. • Approaches of Educational Technology. • Computer and Internet: Application in Education • Online classes- need and arrangement. 	8
IV	<u>INITIATIVES AND INNOVATIONS</u> <ul style="list-style-type: none"> • EDUSAT, EDUCOM. • MOOCS, SWAYAM. • OERs. • E-journals and e-Magazines. • NAD, NIRF, e-Pathashala. 	7
V	<u>SOCIETAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Inclusion • Human Rights. • Value and Moral. • Women Empowerment • Effect of Pandemics on Society and Education. 	8
VI	<u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> • Social Media: Role in Enhancement of Demographic Changes, Globalization and Peace. • Cultural Education 	8

Arati Upadhyay

VII	ENVIRONMENT: CONCEPT AND CONCERNS <ul style="list-style-type: none"> • Environment and Ecosystem. • Environmental Pollution and its Type • Traditional Environmental Awareness • Ozone layer Depletion. • Global Warming • Climate Change 	7
VIII	ENVIRONMENT AND EDUCATION <ul style="list-style-type: none"> • Environmental Education: Concept, Aims and Importance • Awareness towards Environmental Issues • Conservation of Natural Resources • Utilization of Non-Conventional Resources. 	8
Suggested Continuous and Comprehensive Evaluation Methods Assignment / Seminar- 10 Marks Test /Quiz (MCQ)– 10 Marks Attendance/Class Performances – 05 Marks		

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:

- यावि.एस. आर. दूरवर्ती शिक्षा व वनोदनुस्तक मंदिर. 2001.
- ि मा.जी.आर. शिक्षण तकनीकी स्वरूप एंड डी. नई दिल्ली. 1992.
- भादु.आर.आर. ि ाक्षरता शिक्षा एवं नवाचार. ि हि.प्रका. ि न.जयपुर.
- ि कि ि ने.आ.आर. नवाचारी शिक्षण नदतयां राजस्. थानदहदी प्रथ 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
- Sharma, B.L., & Maheswari, B.K. Education for environmental and human value. Meerut, R. Lal Books Depot. 2008

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B.A. 3rd Year
Semester - VI
Course III - Practical

Program / Class: Degree / B.A.	Year: Third	Semester: Sixth
Subject: Education		

Course Code: E010603P / 0650180	Course Title: Practical Write and Submit an Article on any Trending Socio-Cultural-Environmental Issue.
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Course Learning Outcomes

On completion of this course, the learner will be able to:

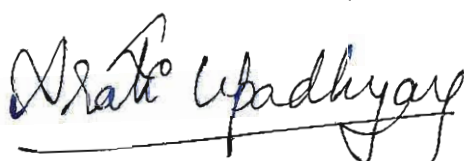
- Adapt the stronger orientation towards research.
- Explain current issues and write an article.
- Write research articles on trending socio-cultural–environmental issues.
- Discuss different sources of literature.

Credits:2	Core Compulsory
Max. Marks: -100	Min. Passing Marks: 33

Total Instructional hours- Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional hours
I	<u>RESEARCH ARTICLE</u> <ul style="list-style-type: none"> • What is research article? • Its need and Utility. 	10
II	<u>WRITE AN ARTICLE</u> <ul style="list-style-type: none"> • Steps • Ethics. • Publications 	25
III	<u>SOURCES OF LITERATURE</u> <ul style="list-style-type: none"> • Conventional Sources • E-Sources • Open Sources 	25

Note: In Final Examination report shall be examined by external and internal examiners.
Maximum Marks: 100

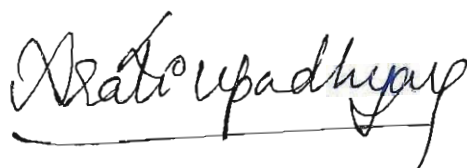


B.A. Honours in Education / B.A. Honours with Research in Education
Year - Fourth

Program Specific Outcomes (PSOs):

This program aims to:

1. Demonstrating a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study.
2. A critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Education.
3. Reflecting Professional and communication skills in the field of School and Higher Education including communication with students, parents and policymakers, institutional and academic communication and social communication.
4. Updated knowledge and understanding in the emerging areas of knowledge and e-learning, Interdisciplinary and Multidisciplinary Branches of knowledge.
5. Comprehending the current developments in the field of Educational Studies, including a critical understanding of the latest developments like Global Education, Pillars of Learning, and Education for Sustainable development etc.
6. Demonstrating an ability to use established methods and techniques of research, analysis and inquiry within the area of Education.
7. Demonstrating comprehensive knowledge about resources, including current scenarios and latest achievement in research, access to scholarly and professional literature, e- resources and systematic procedures relating to essential and advanced learning areas pertaining to Education.
8. Using knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
9. Communicating the results of studies undertaken in academic research accurately in a range of different social or human contexts using the main concepts, methods, constructs and techniques of the Educational Research.
10. Addressing his/her own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
11. Application of disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real- life problems.



Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
B.A. 4 th Year; B.A. Honours in Education / B.A. Honours with Research in Education Sem. VII	0750101	Core	Philosophical Foundation of Education	Theory	4	100 (75+25)
	0750102	Core	Sociological Foundation of Education	Theory	4	100 (75 + 25)
	0750103	Core	Psychological Foundation of Education	Theory	4	100 (75 + 25)
	0750104	Core	Introduction to Educational Research	Theory	4	100 (75+25)
	0750180	Elective (Choose any one from the given)	Library visit and Review of Related Literature	Practical	4	100
	0750105		Language Education	Theory	4	100 (75+25)
	0750165		Dissertation-I	Major Research Project	4	100 (75+25)
B.A. 4 th Year; B.A. Honours in Education / B.A. Honours with Research in Education Sem. VIII	0850101	Core	Measurement and Evaluation	Theory	4	100 (75 + 25)
	0850102	Core	Teacher Education	Theory	4	100 (75+25)
	0850103	Core	Methodology of Educational Research	Theory	4	100 (75+25)
	0850104	Core	Educational Technology	Theory	4	100 (75+25)
	0850180	Elective (Choose any one from the given)	Construction of Tool and Data Collection	Practical	4	100
	0850105		Futurology of Education	Theory	4	100 (75+25)
	0850165		Dissertation-II	Major Research Project	4	100 (75+25)

Note: 1. Student will be able to opt the Dissertation (I & II) in 4th year of UG, only if he/she has secured 75% marks in all six semesters of his/her degree programme (UG).

2. Student will be able to opt Dissertation only by replacing either the theory course 'Language Education' (Paper code: 0750105) or practical course 'Library visit and Review of Related Literature' (Paper code: 0750180) from seventh semester. Similarly, they can replace either the theory course 'Futurology of Education' (Paper Code: 0850105) or practical course 'Construction of Tool and Data Collection' (Paper code: 0850180) from eighth semester to opt dissertation.

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**B.A. Honours in Education / B.A. Honours with Research in Education
(Year-Fourth)**

**Semester-VII
(Theory)**

Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education	Year: Fourth (M.A. Year: First)	Semester: Seventh
Subject: Education		
Course Code:0750101	Course Title: Philosophical Foundation of Education	
Course Learning Outcomes		
<i>On completion of the course, it is expected that the learner will be able to:</i>		
<ul style="list-style-type: none">• Explain the core concepts and aspects of philosophy of education in Indian and Global Context.• Describe the multicultural merger in Indian Philosophy and its impact on modern Indian Educational thoughts.• Evaluate the importance and significance of studying philosophical enquiry as basis of education.• Write the propositions of different philosophical schools in educational practices.• Explain the contributions of great thinkers in contemporary philosophy and their bearing on education.		

Credits:4		Core Compulsory
Max. Marks: -100 External Examination– 75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional hours – Tutorials – Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours
I	<u>CONCEPTUAL UNDERSTANDING OF PHILOSOPHY AND EDUCATION</u> <ul style="list-style-type: none"> • Defining Philosophy and Education from Indian and Western perspectives. • Nature, Aims and Interrelationship between Philosophy and Education. • Branches of Philosophy: Metaphysics; Epistemology; Axiology; Ethics; Aesthetics. • Basic Concepts: Knowledge, Values, Disciplines, Democracy, Religion, Freedom. 	12



II	<u>CLASSICAL PHILOSOPHIES AND EDUCATION: INDIAN PERSPECTIVES</u> Following philosophical thoughts with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications- <ul style="list-style-type: none"> • Upanishad and Shrimad Bhagawad Gita. • Sankhya, Yoga, Nyaya, Vedanta. • Jainism and Buddhism. • Materialism of Charvak, Islamic Philosophy of Education. 	12
III	<u>MODERN PHILOSOPHIES: GLOBAL PERSPECTIVES</u> Following philosophical thought with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications- <ul style="list-style-type: none"> • Educational Thought of Socrates' Dialogism, Plato's Ethics, and Aristotle's Logic. • Modern Philosophies: Idealism, Naturalism, Pragmatism, Empiricism, Marxism. • Post-Modern Philosophies: Logical-Positivism, Realism, Humanism, Existentialism. • Current Trends: Paulo Friar's Pedagogy of the Oppressed. 	12
IV	<u>EDUCATIONAL THINKERS AND THEIR CONTRIBUTION- I</u> <ul style="list-style-type: none"> • Rabindranath Tagore: Harmony with Nature • Mahatma Gandhi: Basic Education • J. Krishnamurthy: Education for Freedom • Sri Aurobindo: Integral Education 	12
V	<u>EDUCATIONAL THINKERS AND THEIR CONTRIBUTION- II</u> <ul style="list-style-type: none"> • John Dewey: <i>Democracy and Education</i> • Rousseau: <i>Emile</i> • Friedrich Frobel: <i>The Education of Man</i> • Ivan Illich: <i>De-schooling Society</i> • John Holt: <i>Unschooling</i> 	12

Suggested Readings:

1. Altekar, A.S.(1944). Education in Ancient India, Benaras: Nand Kishore Brothers
2. Ahmed, S.(2007). World's Great Educationists. New Delhi: Anmol Publications Pvt.
3. Archambault, R.D.(1965) Philosophical analysis and Education. London: Routledge
4. Broudy, H.S. (1954). Building a Philosophy of Education, New York: Prentice Hall
5. Butter, J.D. (1950). Four Philosophies. New Jersey: Princeton.
6. Ivan Illich. (1970). Deschooling Society, United States: Harper
7. Mookerji, R.(1960). Ancient Indian Education– Brahmanical and Buddhist. Delhi: Motilal
8. Freire, Paulo (1993). Pedagogy of the Oppressed, New Delhi: Penguin books.
9. Henry, F.(2002). A Study of Gandhi's Basic Education. New Delhi: National Book Trust
10. Kabir, Humayun (1964) Indian Philosophy of Education, New Delhi: Asia Publishing House
11. Khan, M.S.(1986). Islamic Education. New Delhi: Anish Publishing House.
12. Locke, John, (1880). Some Thoughts Concerning Education, Cambridge: The University Press
13. Locke, John. (1880). An Essay Concerning Human Understanding, Philadelphia: Hayes & Zell
14. Mahatma, Gandhi(1951), Basic Education, Ahmedabad: Navajivan Publishing House
15. Mc Dermott, J.J. (1973). The Philosophy of John Dewey Vol.2. New York: Putnam Merrill.
16. Moore. T.W.(2010). Philosophy of Education. Routledge, London.
17. Pandey, R.S.(2003). Philosophizing Education. New Delhi: Kaniska Publishers.

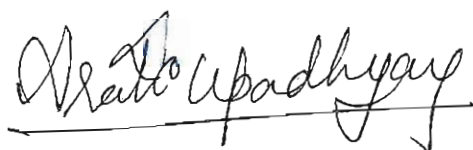
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18. Patel, M. S. (1953). Educational Philosophy of Mahatma Gandhi. Ahmadabad: Navajeevan.

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Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education	Year: Fourth	Semester: Seventh
Subject: Education		
Course Code: 0750102	Course Title: Sociological Foundations of Education	
Course Learning Outcomes		
<i>On completion of the course, it is expected that the learner will be able to:</i>		
<ol style="list-style-type: none">1. Explain the concept and theoretical approaches of sociology of education and their implications for education system in India.2. Critically analyze the role of education in social processes (social stratification, social mobility and social change).3. Contextualize education as a social system and describe the dynamic relationship between education and society by noticing the influence of key social institutions.4. Discuss the concept of equality and its applicability to know existing inequalities in education system in India.5. Formulate sociological questions, collect and analyze data and conduct their own inquiry in the area of sociology of education.		

Credits:4		Core Compulsory
Max. Marks:100 External Examination–75 M Internal Examination – 25 M		Min. Passing Marks:40
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours
I	<u>CONCEPTUAL UNDERPINNINGS</u> <ul style="list-style-type: none">• Sociology of Education: Nature and Scope.• Interrelationship between education and society.	10
II	<u>THEORETICAL APPROACHES AND NEW SOCIOLOGY</u> <ul style="list-style-type: none">• Theoretical Approaches in Sociology of Education: Functionalist Theory, Conflict Theory, Cultural Reproduction Theory, Feminist Theory• New Sociology of Education: Knowledge selection and transmission in school.	14



III	<u>EDUCATION AND SOCIAL PROCESSES</u> <ul style="list-style-type: none"> • Education and Socialization: Concept, Theories of Socialization. • Agencies of Socialization - family, peer group, community, institutions of formal education, and mass media. • Education as a factor of Social Stratification and Social Mobility. • Concept and theories of Social Change; Education and social Change. 	12
III	<u>EDUCATION AND SOCIAL PROCESSES</u> <ul style="list-style-type: none"> • Education and Socialization: Concept, Theories of Socialization. • Agencies of Socialization - family, peer group, community, institutions of formal education, and mass media. • Education as a factor of Social Stratification and Social Mobility. • Concept and theories of Social Change; Education and social Change. 	12
IV	<u>EDUCATION AS A SOCIAL SYSTEM</u> <ul style="list-style-type: none"> • Meaning and nature of Culture, Education and Culture. • Social organization (Max Weber). • School as a social system (Talcott Parson). • Interrelationship of Education and other Social Institutions: Education and Economy; Education and Politics; Education and Religion. 	12
V	<u>EDUCATION AND EQUALITY</u> <ul style="list-style-type: none"> • Education and Constitutional values. • Concept of Equality and its relevance in Indian context. • Equality of Educational Opportunities for the disadvantaged groups. • Concept and Theories of Social Movements. 	12

Suggested Readings

1. Ballantice, H.J., Hammack, M.F. & Stuber, J.(2017). *The Sociology of Education: A Systematic Analysis*. New York: Routledge
2. Bernstein, B. (1971). Classification and framing of educational knowledge, in M.F.D.
3. Giddens, A. (2006). *Sociology*. UK: Polity Press.
4. Gupta, D. (2004). Social stratification. New Delhi: Oxford University Press.
5. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
6. Haralambos, M. & Heald, R. M. (2010). *Sociology Themes and Perspectives*. New York: Oxford University Press
7. Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.
8. Kamat, A.R. (1982). Education and Social Change. A Conceptual Framework. *Economic and Political Weekly*, 17(31), 1237-1244.
9. Mani, B.R. & Sardar, Pamela. (Eds.) (2008). *A forgotten liberator: the life and struggle of Savitri Bai*.
10. Shukla, S. & Kumar, K.(Eds.). (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
11. Thapan, M. (Eds). (2015). *Education and Society*. UK: Oxford University Press.
12. Young, M.F.D. (1971). (ed.) *Knowledge and Control: New Directions for the Sociology of Education*. London: Collier Macmillan.

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Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education	Year: Fourth	Semester: Seventh
Subject: Education		
Course Code:0750103	Course Title: Psychological Foundation of Education	
Course Learning Outcomes		
<i>On completion of the course, it is expected that the learner will be able to:</i>		
<ul style="list-style-type: none">• Describe the meaning, Nature and scope of Educational Psychology• Explain the applications of Educational Psychology in teaching and learning• Describe the meaning, nature, factors affecting and theories of learning• Explain the concept, types and theories of Intelligence• Appraise the concept of creativity, Personality, Mental Health and Adjustment		

Credits:4		Core Compulsory
Max. Marks: 100 External Examination –75 M Internal Examination – 25 M		Min. Passing Marks:40
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours
I	<u>EDUCATIONAL PSYCHOLOGY: INTRODUCTION</u> <ul style="list-style-type: none"> • Meaning and Definition of Educational Psychology. • Nature, scope and methods of educational psychology. • Applications of Educational Psychology in teaching-learning. • Contribution of the Behaviorism, Gestalt and Psychoanalytical schools of Psychology towards education. 	12

II	<u>LEARNING AND MOTIVATION</u> <ul style="list-style-type: none"> • Learning – Meaning and Nature. • Factors Affecting Learning. • Learning and Motivation. • Theories of Learning - Pavlov's Classical and Skinner's Operant Conditioning, Learning by Insight, Tolman's Theory of Learning, Gagne's Hierarchy of Learning. 	12
III	<u>INTELLIGENCE AND CREATIVITY</u> <ul style="list-style-type: none"> • Concept of Intelligence. • Types of Intelligence. • Theories of Intelligence – Guilford Model of Intellect and Gardner's Theory of Multiple Intelligence. • Concept of Creativity. 	12



IV	<u>PERSONALITY AND MENTAL HEALTH</u> <ul style="list-style-type: none"> • Personality – Definition, meaning and nature. • Types of personality, trait theory, psychoanalytical theory. • Mental Health. 	12
V	<u>ADJUSTMENT AND DEFENCE MECHANISM</u> <ul style="list-style-type: none"> • Adjustment: Meaning and Concept. • Conflicts, frustration, anxiety and complexes. • Defense mechanism. • Stress management. 	12

Suggested Readings

1. Chauhan, S. S. (2005). Advance Educational Psychology. Vikas Publishing House: New Delhi.
2. Mangal. S.K. (2011). Essentials of Educational Psychology. Prentice Hall of India: New Delhi Publications Pvt. Ltd.
3. J. C. Aggarwal (2014). Essentials of Educational Psychology. Vikas Publishing House: New Delhi.
4. William, C.M. and Wingo, G.M. (1962). Psychology and Teaching. (2ndEd.). SCOH, Foresman and Company: Chicago.
5. Anita Wool folk & Kapur P. (2016). Educational Psychology, Thirteenth Edition. Pearson: New York.
6. John, W. Santrock & Pamela R. Rothstein (2002). Educational Psychology. 2nd Edition. McGraw - Hill: New Delhi.

Online / Web Resources / eBooks (Links)

1. Animated Videos from Study. Com
2. <http://study.com/academy/course/educational-psychology-course.html>
3. Seifert, K. and Sutton, R. (2011). Educational Psychology Third Edition
4. <http://www.oercommons.org/courses/educational-psychology/view>
5. Introduction to Psychology, Open Textbook
6. <http://open.lib.umn.edu/intropsyc/>

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Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education		Year: Fourth	Semester: Seventh
Subject: Education			
Course Code: 0750104		Course Title: Introduction to Educational Research	
Course Learning Outcomes <i>On completion of the course, it is expected that the learner will be able to:</i> <ul style="list-style-type: none">• Describe the nature of fundamental concepts of research in education.• Explain the procedure of selecting suitable research problem• Adopt sampling design appropriate for the research study.• Construct appropriate research tools for research study.• Design a research proposal.			

Credits: 4		Core Compulsory	
Max. Marks: 100 External Examination –75 M Internal Examination – 25 M		Min. Passing Marks: 40	
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w			
Unit	Content		Instructional hours
I	<u>RESEARCH IN EDUCATION: CONCEPTUAL ISSUES</u> <ul style="list-style-type: none">• Meaning, purpose and areas of educational research.• Methods of acquiring knowledge.• Kinds of educational research: basic, applied and action research.• Research paradigms in education: qualitative, quantitative and mixed.		12

II	<u>PLANNING THE RESEARCH STUDY</u> <ul style="list-style-type: none"> • Criteria and Sources for identifying research problems. • Review of the literature- purpose and resources. • Delimiting and operationalizing variables. • Formulation of Hypotheses. 	12	
III	<u>SAMPLING AND DATA COLLECTION TOOLS</u> <ul style="list-style-type: none"> • Concept of Sampling and its types. • Sampling error. • Understanding of different methods of Data collection. • Construction and standardization of different tools used in Educational research. 	12	

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IV	<u>RESEARCH METHODS</u> <ul style="list-style-type: none"> • Ethnography & Case studies. • Historical Research & Grounded theory. • Experimental Research. • Non-Experimental Research. 	12
V	<u>PREPARATION OF A RESEARCH PROPOSAL</u> <ul style="list-style-type: none"> • Identification and Conceptualization of Research Problem: statement of problem. • Purpose and research questions in qualitative and quantitative research. • Preparation of a Research Proposal: Framework of the research proposal. • Strategies for writing the research proposal. 	12

Suggested Readings

1. Ary, Donald et. al. 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston.
2. Best, J. W. Research in Education. New Delhi. Prentice Hall of India.
3. Broota. K.D. Experimental Design in Behavioural Research New Delhi. Wiley Eastern Ltd.1992.
4. Cohen, L. & Mauion L. Research methods in Education Routledge.
5. Ebel, R.L. A Guide to Educational Research. Boston: Allyn & BacuInc,1965
6. Festinger, V. and Katz-Research Methods in Behavioural Sciences.N.Y. Bold Dry Den, 1981.
7. Fox, D.J. – The Research process in Education in U.S.A. Holt Pinchart & Wilson Inc. U.S.A. 1969.
8. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi, Bombay Calcutta, Oxford & SBH pub. Co.
9. Good, C.V. Essentials of Educational Research Methodology and Design, N.Y. Appleton Century Crofts. 1941.
10. Gronlund, N.E. Measurement and Evaluation in Teaching. N.Y. MacMillan.1981.
11. Gupta, S.P. Statistical Methods Sherda Pustak Bhawan. Allahabad. 1997.
12. Hdmstadter, G.C. Research concepts in Human Behaviour, Education, Psychology sociology. New York. Meredith Corporation.1970.
13. Kaul, L. Methodology of Educational Research. New Delhi. Vikas Pub. House.1984
14. Kerlinger, F.N. Foundations of Behavioural Research. Delhi. Surjeet Publications.1978.
15. Kunker, P. J. and M. C. Grath. J. E. Research on Human Behaviour a systematic Guide to Method. New York. Holt Rinchart and Winston Inc. 1972

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B. A. Honours in Education / B. A. Honours with Research in Education
Year - Fourth
Course - Practical
(Elective)

Program / Class: B. A. Honours in Education / B. A. Honours with Research in Education		Year: Forth	Semester: Seventh
Subject: Education			
Course Code: 0750180		Course Title: Library visit and Review of Related Literature	
Course Learning Outcomes <i>At the completion of this course the learner will be able to:</i> <ul style="list-style-type: none">• Identify key components of Library.• Create review writing.• Accumulate the critical scientific information related to the review of related literature.• Demonstrate writing skills by writing, a clear, concise research proposal with scientifically defensible objectives.• Write how to collect, critique, and interpret peer-reviewed research through the creation of a literature review.			
Credits: 4		Elective	
Max. Marks - 100		Min. Passing Marks: 40	
Total Instructional hours- Tutorials-Practical (in hours per week): P- 8 / w			
Unit	Content	Instructional hours	
I	<u>LIBRARY VISIT</u> <ul style="list-style-type: none">• Concept and Meaning.• Need and Importance.• Key components of a Library.	20	
II	<u>DIGITAL LIBRARY</u> <ul style="list-style-type: none">•Introduction.•Need and Significance.	15	
III	<u>LITERATURE REVIEW</u> <ul style="list-style-type: none">• What is Literature Review?• Need and Significance of Literature Review.	15	
IV	<u>SOURCES OF LITERATURE</u> <ul style="list-style-type: none">• Traditional and offline sources.• Online Sources.• Steps of Writing review.	30	

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V	<u>RESEARCH PROPOSAL</u> <ul style="list-style-type: none"> • Concept and Meaning. • Standard Requirements of a Dissertation Proposal. • Report writing. 	40
Note: In Final Examination report shall be examined by external and internal examiners. Examination Method – Report Presentation and Viva-voce.		

Suggested Readings

1. Babbie, E. (2010). The practice of social research (Twelfth Edition). Belmont. Wadsworth.
2. Best, J. (2001). Damned lies and statistics. Berkeley. University of California Press. Publications
3. Manual of the American Psychological Association (6th ed.). (2010). Washington D. C. American Psychological Association.
4. Ivers, M. (2010). Random House Guide to Good Writing. Random House Digital. Inc.
5. Eisenstein, Elizabeth L. The Printing Revolution in Early Modern Europe (Canto Classics Edition). 2nd ed. Cambridge: Cambridge University Press. 2012. Print.
6. Gutjahr, Paul C. An American Bible. A History of the Good Book in the United States. 1777-1880. Stanford. Stanford University Press. 1999. Print.
7. Striplas, Ted. The Late Age of Print. Everyday Book Culture from Consumerism to Control. New York. Columbia University Press, 2009. Print
8. Pan, M. L. (2013). Preparing literature reviews. Qualitative and Quantitative approaches. Pyczak Publishing.
9. Abbot, Craig S. and William Proctor Williams. An Introduction to Bibliographical and Textual Studies. 4th ed. MLA, 2009. Print.

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B. A. Honours in Education / B. A. Honours with Research in Education
Year - Fourth
Course - Theory
(Elective)

Program / Class: B. A. Honours in Education / B. A. Honours with Research in Education	Year: Fifth	Semester: Seventh
Subject: Education		
Course Code: 0750105	Course Title: Language Education	
Course Learning Outcomes <i>On completion of the course, it is expected that the learner will be able to:</i> <ul style="list-style-type: none">• Interpret the interface between language, culture and cognition with respect to acquisition of language.• Developing sight into the process, theories, models and techniques of language learning and acquisition.• Critically reflect upon curriculum development and evaluation with respect to language education.• Examine the policies and research in the field of language.		

Credits:4		Elective
Max. Marks: 100 External Examination –75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional hours- Tutorials-Practical (in hours per week): L-4/w		
Unit	Content	Instructional hours
I	<u>LANGUAGE, CULTURE AND COGNITION</u> <ul style="list-style-type: none"> • Understanding the interface between socio-cultural and psychological aspect of cognition by examining the work of Cole, Lave and Rogoff • Understanding the interrelationship of language and thought • Understanding language diversity in India: Issues and Challenges such as Dialects, National language, official language and Regional Language. 	12
II	<u>LANGUAGE TEACHING - LEARNING</u> <ul style="list-style-type: none"> • Nature and functions of Language • Principles of language and learning language: Studying the contribution of Yask, Panini, Patanjali, Bhartrihari • Studying the contribution of behaviourist and cognitivists • Language learning process and pedagogy 	12

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III	<u>LANGUAGE LEARNING TECHNIQUES AND INFLUENCING FACTORS</u> <ul style="list-style-type: none"> • Language learning Techniques • First language, Second language learning process and challenges • Factors affecting teaching-learning of language 	12
IV	<u>LANGUAGE ACQUISITION</u> <ul style="list-style-type: none"> • Linguistic: Contribution to language learning and acquisition • Language acquisition theories • Language acquisition stages: first language and second language • Models of language acquisition in student approaches and techniques 	10
V	<u>LANGUAGE EDUCATION: CURRICULUM RESEARCH AND POLICY</u> <ul style="list-style-type: none"> • Language education curriculum: Dimensions, objectives, selection and organization of content, development of Instruction material • Parameters to be kept in mind for developing a language education program for pre-service and in-service teachers • Historical analysis of language policy in India: Pre-independence and post-independence • NEP-2020: Recommendations on Language in India (Study & Critique) 	14

Suggested Readings:

1. Chomsky, Noam. (2003). On language. Penguin Books. India.
2. Daniels, H.; Lauder, H. and Porter, J. (2009). Knowledge, Values and Educational Policy: A Critical Perspective. N Y: Routledge.
3. John, R.; Grindstaff, L. and ChengLo, M. (2015). Handbook of Cultural Sociology. N Y: Routledge.
4. Krashen, Stephen. (1998). Second Language Acquisition and Second Language Learning. Prentice Hall International.
5. Lyons, John. (1981). Language and Linguistics – An Introduction. New York. Cambridge University.
6. Robson, S. and Quinn, S.F. (Eds) (2015). The Routledge Handbook of Young Children's Thinking and Understanding. NY: Routledge.

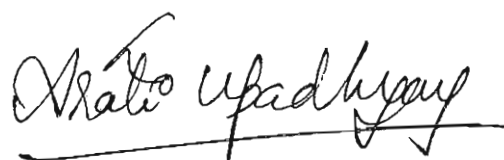
Shatrupadhyay

Semester - VII; Year 4th
Course Code: 0750165
Research Project – Elective
Credit: 4

Research Project: Dissertation-I

Assessment: Maximum Marks – 100

- 75 Marks for Dissertation Report writing and presentation.
- 25 Marks for Research Paper Publication in UGC CARE listed or SCOPUS or peer reviewed or referred journal / Chapter published in Book with ISBN / Paper presentation in national / international seminar / symposium.



B. A. Honours in Education / B.A. Honours with Research in Education
Year - Fourth
Semester- VIII
(Core Compulsory: Theory)

Program / Class: B.A. Honours in Education / B.A. Hnours with Research in Education	Year: Fourth	Semester: Eighth
Subject: Education		
Course Code: 0850101	Course Title: Measurement and Evaluation	
Course Learning Outcomes		
<i>On completion of the course, it is expected that the learner will be able to:</i>		
<ul style="list-style-type: none">• Describe the basic concepts and practices adopted in educational measurement and evaluation.• Explain the tools and techniques of measurement and evaluation.• Demonstrate skills and competencies in constructing and standardizing a test.• Elaborate how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learner.• Adapt skills and competencies in determining the norms of a measuring tool.		

Credits:4		Core Compulsory
Max. Marks -100 External Examination – 75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional Hours-Tutorials-Practical (in hours per week): L-4/w		
Unit	Content	Instructional hours
I	<u>BASIC CONCEPTS AND PRACTICES IN EDUCATIONAL MEASUREMENT AND EVALUATION</u> <ul style="list-style-type: none"> • Concept of Measurement, Assessment and Evaluation. • Summative and Formative Evaluation. • Internal and External Assessment. • Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation (CCE) Assessment, Semester system, Question Bank. 	12
II	<u>MEASUREMENT THEORIES AND TOOLS</u> <ul style="list-style-type: none"> • Theories of Measurement: Classical theory, Item Response theory, and Generalizability theory. • Tools: Questionnaire, scales, profile, achievement tests, standardized tests. • Techniques: Self-report, Interviews, Observation, Document Analysis. • Concept of Criterion Reference Test and Norm Reference Test. 	12

Nishi Upadhyay

III	<u>CONSTRUCTING AND STANDARDIZING A TEST</u> <ul style="list-style-type: none"> • General principles of test construction and its standardization. • Achievement test. • Diagnostic test. • Writing test items – objective type, essay type and interpretive type. • Item analysis, Steps involved in standardizing a Test. • Construction and standardization: Achievement test and Diagnostic test. 	12
IV	<u>VALIDITY AND RELIABILITY</u> <ul style="list-style-type: none"> • Methods of ascertaining Validity and Reliability of a tool. • Relationship between Reliability and Validity. • Factors Affecting Reliability. • Scaling methods: purpose and dimensions of scaling. • Construction of Attitude Scales by Thurston Method, Likert Method and Guttman Method. 	12
V	<u>NORMS OF A MEASURING TOOL</u> <ul style="list-style-type: none"> • Meaning. • Significance of Norms. • Types of Norms: Age norms, Grade Norms, Percentiles, z-scores, T-score, and Stanine- score. 	12

Suggested Readings:

1. Agrawal, J.C. 2004. Essential of Examination System. New Delhi: Vikas publishing House.
2. Asthana, B. 2005. Measurement and Evaluation in psychology and Education. Agra. Vinod Pustak Mandir.
3. Lal, J.P. (2006). Educational Measurement and Evaluation. New Delhi. Anmol Publications.
4. Sharma, R.A. (2004). Essentials of Measurement in Education and Psychology. Meerut. Surya Publication.
5. Sidhu, K.S. New Approaches to Measurement and Evaluation. Sterling Publishers. New Delhi. 2009.
6. Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore. The Johns Hopkins University Press.
7. Linn, R. L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey. Pearson Prentice Hall.

Online / Web Resources / eBooks (Links)

1. Suen, H. K., & Lei, P.W. (2007). Classical versus Generalizability theory of measurement. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.6432&rep=rep1&type=pdf>
2. DeMars, C.E. (2018). Classical Test Theory and Item Response Theory. In The Wiley Handbook of Psychometric Testing (eds P. Irwing, T. Booth and D.J. Hughes). <https://doi.org/10.1002/9781118489772.ch2>
3. Drost, Ellen A. (2011). Validity and Reliability in Social Science Research. *Educational Research and Perspectives*, 38(1), 105-123. <https://www3.nd.edu/~ggoertz/sgameth/Drost2011.pdf>

Dr. R. Upadhyay

Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education		Year: Fourth	Semester: Eighth
Subject: Education			
Course Code: 0850102		Course Title: Teacher Education	
Course Learning Outcomes			
<i>On completion of the course, it is expected that the learner will be able to:</i>			
<ul style="list-style-type: none">• Describe the holistic perspective of teacher education and its historical perspective.• Apply diverse theoretical approaches and practice in teacher education and their implications in teaching-learning process.• Analyze the current pre-service and in-service teacher education programs in terms of various policy documents.• Explain on the need and modalities for continuing professional development of a teacher.• Critically analyze research trends and innovations in the field of teacher education.			

Credits:4		Core Compulsory	
Max. Marks: 100 External Examination –75 M Internal Examination – 25 M		Min. Passing Marks: 40	
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w			
Unit	Content	Instructional hours	
I	<u>CONCEPT AND HISTORICAL PERSPECTIVES</u> <ul style="list-style-type: none">• Teacher Education: Meaning.• Nature and scope.• Changing concepts of Teacher Education in Indian context: A historical overview.	12	
II	<u>PERSPECTIVES TO UNDERSTAND THEORY</u> <ul style="list-style-type: none">• Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas.• Meaning of Reflective Teaching.• Strategies for Promoting Reflective Teaching.	12	
III	<u>MODLES OF TEACHER EDUCATION AND ANDROGOGY</u> <ul style="list-style-type: none">• Models of Teacher Education – Behaviouristic, Competency based, Inquiry Oriented Teacher Education Models.• The concept of Androgogy and its principles.	12	

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IV	<u>TEACHER EDUCATION PROGRAMES</u> <ul style="list-style-type: none"> • Types of teacher education program. • Modes of pre-service and in-service Teacher Education. • Agencies and Institutions of In-service Teacher Education. • Components of Pre-service Teacher Education. • Preliminary Consideration in Planning in-service teacher education program District, State and National Level. 	12
V	<u>TEACHER EDUCATION AND CURRICULUM</u> <ul style="list-style-type: none"> • The Structure of Teacher Education Curriculum. • Vision of Teacher Education Curriculum Documents of NCERT. • Vision of NCTE at Elementary, Secondary and Higher Secondary Levels. 	12

Suggested Reading

1. Kothari, R.G. and Patel, J.B. (2011). In-service Teacher Education: Training program for Primary Teachers. Germany. VDM Verlag Publisher.
2. J.S. Rajput & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited. New Delhi.
3. Mohanty, J. (2003). Teacher education. Deep & Deep publication. New Delhi.
4. Saxena, N.R. , Mishra, B.K. & Mohanty, R.K. (1998). Teacher Education. R. Lal Book Depot. Meerut.
5. Marsh, C. (2000). Handbook for Beginning Teachers. Second Edition. Pearson Education. Australia.
6. McClelland, V.A. and Verma, V.P. (1989). Advances in Teacher Education. Routledge. London.
7. Bose, K. ,and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad. Chug Publication.
8. Rao, R. (2004). Methods of Teacher Training. New Delhi. Discovery Publishing House.
9. NCERT (1997) Code of Professional Ethics for Teacher.
10. Chopra, R. K. (1993) Status of Teachers in India. NCERT. New Delhi.
11. NCTE (2009). Curriculum Framework of Teacher Education. NCTE. New Delhi.
12. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education. Sterling Publishers. Pvt. Ltd. New Delhi.
13. Sharma, R.A. (2002). Teacher Education. International Publication House. Meerut.
14. Sharma, Shashi Prabha. (2003). Teacher education. Kanishka Publication. New Delhi.

Web-references

1. http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf.
2. <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf>.
3. https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf.

Neel Upadhyay

Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education		Year: Fourth	Semester: Eighth
Subject: Education			
Course Code: 0850103		Course Title: Methodology of Educational Research	
Course Learning Outcomes <i>On completion of the course, it is expected that the learner will be able to:</i> <ul style="list-style-type: none">• Explain the characteristics and different types of research.• Interpret the meaning and types of different research designs.• Select appropriate research design.• Review related researches.• Discuss limitations of different types of researches.			

Credits:4		Core Compulsory
Max. Marks: 100 External Examination – 75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional hours- Tutorials-Practical (in hours per week): L- 4 / w		
Unit	Content	Instructional hours
I	<u>QUALITATIVE RESEARCH</u> <ul style="list-style-type: none">• Qualitative Research – Meaning, Nature, Concept.• Main steps of Qualitative Research.• Sources of Data.• Qualitative research approaches - Phenomenology, Ethnography, Case study and Grounded theory- characteristics, limitations.• Study of some recent Qualitative Research studies reported in educational research literature.	12
II	<u>THE HISTORICAL RESEARCH</u> <ul style="list-style-type: none">• Nature of historical knowledge.• Principles and main steps of historical research.• New trends in historical approaches to education, Limitations of historical research.• Sources of data: Classification of historical sources and documents.• Validation of sources and documents: External and Internal Criticism.	14

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III	<u>THE SURVEY RESEARCH</u> <ul style="list-style-type: none"> • Concept and need • Types of survey study: school survey, public opinion survey and community surveys, self-administered survey, telephone/ mail survey. • Design and steps in survey research. • Survey instruments and devices. • Reliability and validity of instruments. 	10
IV	<u>THE EXPERIMENTAL RESEARCH</u> <ul style="list-style-type: none"> • Characteristics and general steps of experimental research • 'Laboratory experiments' and 'Field experiments.' • Variables and the Experimental design. • External and internal validity of experimental research. • Study of some recent experimental studies reported in educational research literature. 	12
V	<u>THE MIXED METHOD RESEARCH</u> <ul style="list-style-type: none"> • Mixed Research – Meaning, Nature, Concept. • Main steps of Mixed method Research. • Sources of Data. • Mixed Research - meaning, fundamental principles, strengths and weaknesses, types and limitations. • Study of some recent Mixed Research studies reported in educational research literature. 	12

Suggested Readings

1. Ary, Donald et al 1972. Introduction to Research in Education. N. Y. Holt. Rinehart and Winston.
2. Best, J.W. Research in Education. New Delhi. Prentice Hall of India.
3. Cohen, L. & Mauion, L. Research methods in Education Routledye.
4. Ebel, R.L. A Guide to Educational Research. Boston. Allyan & Bacu. Inc.1965.
5. Festinger, V. and Katz. Research Methods in Behavioural Sciences. N.Y. Bold Dry Den. 1981.
6. Fox. D. J. The Research process in Education in U.S.A. Holt Pinchart & Wilson. Inc. U.S.A.
7. Freeman, F.S. Theory and Practice of Psychological Testing. New Delhi. Bombay Calcutta. Oxford & SBH pub. Co.
8. Good, C.V. Essentials of Educational Research Methodology and Design N.Y. Appleton Century Crofts.1941.
9. Gupta, S.P. Statistical Methods Sharda Pustak Bhawan. Allahabad. 1997.
10. Hdmstadter, G. C. Research concepts in Human Behaviour, Education, Psychology Sociology. New York: Meredith Corporation. 1970.
11. Kaul, L. Methodology of Educational Research. New Delhi. Vikas Pub.House.1984
12. Kerlinger. F.N. Foundations of Behavioural Research. Delhi. Surjeet Publications.1978.
13. Nannally, J. C. Educational Measurement & Evaluation McGraw Hill Book Comp.

Neel Upadhyay

Program / Class: B. A. Honours in Education / B.A. Honours with Research in Education		Year: Fourth	Semester: Eighth
Subject: Education			
Course Code: 0850104		Course Title: Educational Technology	
Course Learning Outcomes <i>On completion of the course, it is expected that the learner will be able to:</i> <ul style="list-style-type: none">• Discuss the emergence and evolution of ET as a discipline.• Explain the communication process and instructional design.• Analyze the relationship between learning theories and instructional strategies in the teaching-learning process.• Describe various uses of ICT and e-learning in research, evaluation and management.• Elaborate the ethical issues emerged from application of technology in education.• Explore recent innovations and future perspectives of Education Technology.			

Credits: 4		Core Compulsory
Max. Marks: 100 External Examination – 75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional hours- Tutorials-Practical (in hours per week): L – 4 / w		
Unit	Content	Instructional hours
I	<u>INTRODUCTION TO EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none">• Evolution of ET- emergence of discipline.• Definitions and scope of ET.• Functions /objectives of educational technology.• Approaches of educational technology: Hardware, Software, System, Multimedia.• Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems.	14

II	<u>ICT IN EDUCATION</u> <ul style="list-style-type: none"> • Integration of ICT in Education: Pedagogy, assessment, research & CPD. • Concept of e-learning. • Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning). 	12
III	<u>E-INCLUSION AND ASSISTIVE TECHNOLOGY</u> <ul style="list-style-type: none"> • E-Inclusion- Concept of E-Inclusion. • Application of Assistive technology in E-learning. • Ethical Issues for E-Learner and E-Teacher- Teaching, Learning and Research. 	10

Nat. Upadhyay

IV	<u>RECENT TRENDS</u> <ul style="list-style-type: none"> • Social learning: concept, use of web 2.0 tools for learning. • Social networking sites, blogs, chats, video conferencing, discussion forum). • Open Education Resources: Creative Common, Massive Open Online Courses (Concept and application). 	12
V	<u>LMS AND IPR</u> <ul style="list-style-type: none"> • Learning Management Systems (LMS): Concept and standards. • Its application in education. • Concept of IPR – copyright, trademarks, and patents. • Components of copy right and various legal instruments related to copy right. • Alternatives to copyright. • Open licenses. 	12

Suggested Readings

1. Aggarwal, J.C. (2006). Essentials of Educational Technology, teaching, learning & Innovation in education. Vikas Publishing House Pvt .Ltd. New Delhi.
2. Mangal, S.K. (2009). Fundamentals of Educational Technology. Ludhiana. Prakash Brothers.
3. Tara Chand. (2006). Educational Technology. Anmol Publications. New Delhi.
4. Bharihok Deepak.(2000). Fundamentals of Information Technology. Pentagon Press:New Delhi.
5. Vanaja, S. & S. Rajasekar. (2006). Educational Technology & Computer Education. Neelkamal Publications Pvt. Hyderabad.
6. Gwen Solomon. Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE.
7. W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends. Problems and Prospects. UNESCO. Paris.
8. Y.K. Singh. 2008. Educational Technology. Teaching and Learning. APH publishing.
9. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala. Bawa Publishers.
10. Sampath K. et al (2009). Introduction to Educational Technology. Sterling Publishers. New Delhi.
11. Rana, S. (1994). Open Learning in India. Commonwealth Publishers. New Delhi.
12. Sharma, Y.K. and Sharma, M. (2006). Educational Technology and Management. New Delhi. Kanishka Publishers, Distributors.
13. Rudestam, K.E. & Schoenholtz, R.J. (2002). Handbook of Online Learning. New Delhi. Sage Publications.
14. Jolliffe, A., Ritter, J. & Stevens, D. (2003). The Online Learning Handbook. London. Kogan Page.
15. Mishra, S. & Sharma, R.C. (ed.) (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc (IGI).

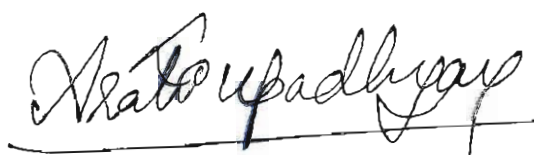
Web references:

1. https://www.researchgate.net/publication/272494060_Educational_Technology/link/54e695610cf277664ff62bf8/download.
2. https://ebooks.lpude.in/arts/ma_education/year_1/DEDU403_EDUCATIONAL_TECHNOLOGY_ENGLISH.pdf.
3. https://www.researchgate.net/publication/272494060_Educational_Technology.

Ratna Upadhyay

B.A. Honours in Education / B.A. Honours with Research in Education
Year - Fourth
Course – Practical
(Elective)

Program / Class: B.A. Honours in Education / B.A. Honours with Research in Education		Year: Forth	Semester: Eighth
Subject: Education			
Course Code: 0850180		Course Title: Practical Construction of Tool and Data Collection	
Course Learning Outcomes			
On completion of this course, learner will be able to:			
<ul style="list-style-type: none">• Conceptualize tool construction and Adaptation.• Distinguish different kind of tools.• Construct tool as per their research need.• Explain reliability and validity of a tool.			
Credits:4		Elective	
Max. Marks: 100		Min. Passing Marks: 40	
Total Instructional hours- Tutorials-Practical (in hours per week): P- 8 / w			
Unit	Content		Instructional hours
I	<u>INTRODUCTION TO RESEARCH TOOLS</u> <ul style="list-style-type: none">• Concept.• Meaning.• Need and Significance.• Types.		20
II	<u>CONSTRUCTION AND ADAPTATION OF TOOLS</u> <ul style="list-style-type: none">• Concept.• Method.		20
III	<u>QUANTITATIVE AND QUALITATIVE RESEARCH TOOLS</u> <ul style="list-style-type: none">• Observation.• Questionnaire.• Interview.• Inventory.• Rating Scale.• Case Study.		30
IV	<u>TYPES OF DATA</u> <ul style="list-style-type: none">• Primary Data.• Secondary Data.		20



V	<u>ADMINISTRATION, RELIABILITY AND VALIDITY OF TOOLS</u> <ul style="list-style-type: none"> • Method of Administration of tools. • Testing Reliability of Tool. • Testing Validity of Tool. 	30
Note: In Final Examination report shall be examined by external and internal examiners. Examination Method – Report Presentation and Viva-voce.		

Suggested Readings:

1. Flyvbjerg, Bent. (2001). *Making Social Science Matter: Why Social Inquiry Fails and How it can Succeed Again*, UK: Cambridge University Press.
2. Robson, C. (2002). *Real World Research*. 2nd Edition. Oxford. Blackbell.
3. Kumar, Ranjith. (2009). *Research Methodology: A Step by Step Guide for Research*, Delhi. Pearson Education.
4. Creemers, B. (2010). *Methodological Advances in Educational Effectiveness Research*. London Routledge.
5. Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. 3rd edition. Thousand Oaks. CA: Sage.
6. Mertens, D.M. (2015). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative and Mixed Methods*. Thousand Oaks. CA: Sage Publication.

Shashi Upadhyay

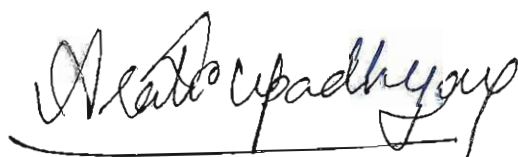
B.A. Honours in Education / B.A. Honours with Research in Education
Year - Fourth
Course – Theory
(Elective)

Program / Class: B.A. Honours in education / B.A. Honours with Research in Education	Year: Fourth	Semester: Eighth
Subject: Education		
Course Code: 0850105	Course Title: Futurology of Education	
Course Learning Outcomes <i>On completion of the course, it is expected that the learner will be able to:</i> <ul style="list-style-type: none">• Develop an insight and futuristic vision.• Become sensitive to the futuristic problems of education and society.• Have awareness about the environment around them.• Solve the futuristic problems of Education.		

Credits: 4		Elective
Max. Marks: 100 External Examination –75 M Internal Examination – 25 M		Min. Passing Marks: 40
Total Instructional hours- Tutorials-Practical (in hours per week): L – 4 / w		
Unit	Content	Instructional hours
I	MEANING, NEED, SCOPE OF FUTUROLOGY OF EDUCATION	12
	<ul style="list-style-type: none"> • Meaning, Characteristics. • Scope of Future Studies. • Its relationship with Education. • Future Studies in Education: need and different factors viz. Social, Economic, Environmental and Technological factors. • Development of Knowledge: Disciplinary, Inter-disciplinary, Multidisciplinary and Trans-disciplinary. • Experimental Learning and Constructivism. 	



II	<u>FRAMEWORK OF FUTURE EDUCATION</u> <ul style="list-style-type: none"> • Value crisis in Future perspective. • Religion blended with scientific temper. • Enrichment of Inner experience of Men- Awakening Intention, Human Values Development. • Future of Education – Learning to Be, Education for 21st Century – Delors Commission Report – Four Pillars of Learning, Challenges of Learning Society. • Structure and Process of Future of Education. • Education for all – Education as Fundamental Rights. 	12
III	<u>FUTURE OF ALTERNATIVES OF FORMAL EDUCATION AT DIFFERENT LEVEL OF LEARNING</u> <ul style="list-style-type: none"> • Future of Elementary, Secondary and Higher Education System. • Life-long and Continuing Education. • General vs. Professional Education. • Life Oriented Education. • Emergence of Open Learning Society. • Characteristic of open learning system. • Open Schooling and University, Virtual Classrooms, Open learning system in India and Abroad. 	12
IV	<u>NETWORKING, TECHNOLOGY AND FUTURE EDUCATION</u> <ul style="list-style-type: none"> • Future of Information and Communication Technology (ICT). • ICT in Education. • Indian experiences, Impact of Technology System on Structure and Functioning of Education. • Educational Technology vs. efficiency and effectiveness of education system. Systems approach, networking. • Future Learner, Teachers and Parents, Futuristic Curriculum, Classroom. • Methodology and Evaluation. 	12
V	<u>ROLE OF DIFFERENT STAKEHOLDERS AND METHODS OF FUTURISING EDUCATION</u> <ul style="list-style-type: none"> • Role of National and International Organizations in Futuristic Education. • Role of UNESCO and World Bank in Futuristic Education. • Methods of Future Studies: Forecasting methods, Qualitative techniques, Scenario Writing, Brain Storming, Free-wheel, and Delphi. • Quantitative Methods of Future Studies: Trend analysis, Linear and Curvilinear trends, Time series, Regression Equation, Analysis, Decision making. 	12



Suggested readings:

1. Chakrabarti, M. Modern Issues in Education. Kanishka Publishers. New Delhi. 2004.
2. Chandra, R. Education and Futurology. Shree Publisher and distributors. New Delhi. 2011.
3. Pruthi, R.K. Education in Modern India. Sonali Publications. New Delhi. 2006.
4. Sharma, R. A. Essential of Educational Technology and Management. R. Lal Book Depot. Meerut. 2007.
5. Available from: <http://en.wikipedia.org/wiki/futurology>.
6. "Futurology social science". Encyclopedia Britannica.
7. "Futurology Definition of Futurology by Lexico". Lexico Dictionaries English.
8. Voros, Joseph. (2017-02-24). "The Futures Cone, use and history". The Voroscope.

Semester - VIII; Year 4th

Course Code: 0850165

Research Project – Elective

Credit: 4

Research Project: Dissertation-I

Assessment: Maximum Marks – 100

- **75 Marks for Dissertation Report writing and presentation.**
- **25 Marks for Research Paper Publication in UGC CARE listed or SCOPUS or peer reviewed or referred journal / Chapter published in Book with ISBN / Paper presentation in national / international seminar / symposium.**

