

DRAFT

National Education Policy-2020

**Common Minimum Syllabus for Uttarakhand State Universities and
Colleges
Four Year Undergraduate Programme-**

FYUP/Honours Programme/Master in Arts

**PROPOSED STRUCTURE FOR FYUP/MASTER'S EDUCATION
SYLLABUS**

DEPARTMENT OF EDUCATION

EXPERT COMMITTEE

| S.N. | Name | Designation | Department | Affiliation |
|-------------|----------------------------|---------------------------------|--|--|
| 1. | Prof. Saumen Chattopadhyay | Professor External Expert | Zakir Hussain Centre for Educational Studies | JNU New Delhi |
| 2. | Prof. Rajnish Pande | Professor Convener | Department of Economics | D.S.B Campus Nainital |
| 3. | Prof. Padam Singh Bisht | Professor | Department of Economics | D.S.B Campus Nainital |
| 4. | Dr. D.S. Bisht | Assistant Professor | Department of Education | S.S.J University, Almora |
| 5. | Prof. Digar Singh Farswan | Professor | Department of Education | U.O.U Haldwani |
| 6. | Dr. Vijiya Rani Dhondhiyal | Professor | Department of Education | S.S.J University, Almora |
| 7. | Dr. N.C. Dhondhiyal | Professor | Department of Education | S.S.J University, Almora |
| 8. | Prof. R.S. Pathni | Professor | Department of Education | S.S.J University, Almora |
| 9. | Prof. P.C Shukla | Professor | Department of Education | Gorakhpur University |
| 10. | Dr. Ruchi Harish Arya | Professor | Department of Education | Sri Dev Suman University |
| 11. | Dr. Nivedita Priyadarshani | Assistant Professor | Department of Education | Sri Dev Suman University |
| 11. | Dr. Atal Bihari Tripathy | Assistant Professor | Department of Education | Sri Dev Suman University |
| 12. | Dr. Hemant Kumar Binwal | Assistant Professor | Department of Education | G.D.C Lamgara, S.S.J University, Almora |
| 13. | Dr. Gaurav Kumar | Assistant Professor | Department of Education | S.S.J University, Almora |
| 14. | Dr. Diksha Khampa | Assistant Professor | Department of Education | Kumaun University |
| 15. | Dr. Renu Joshi | Assistant Professor | Department of Education | I.P. G..G.P.G College Haldwani |

SYLLABUS PREPARATION COMMITTEE

| S.N. | Name | Designation | Department | Affiliation |
|------|----------------------------|------------------------------------|-------------------------|---|
| 1 | Dr. Soni Tamta | Assistant Professor CO-Convener | Department of Education | M.B. Govt. P.G College, Haldwani Kumaun University, Nainital |
| 2 | Dr. Rohit Kumar Kandpal | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital |
| 3. | Dr. Dinesh Jaiswal | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital |
| 4. | Dr. Manisha Nariyal | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital |
| 5. | Dr. Mamta Adhikari | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital |
| 6. | Dr. Gaurvandra Dev Arya | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani Kumaun University, Nainital |
| 7. | Dr. Sanjay Sunal | Assistant Professor | Department of Education | M.B. Govt. P.G College, Haldwani Kumaun University, Nainital |

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List of Papers (DSC, DSE, GE) with Semester Wise Titles for 'Education'

| Year | Semester | Course | Paper Title | Theory/ Practical | Credits |
|---|----------|--------|---|----------------------|---------|
| Undergraduate Certificate in Education | | | | | |
| FIRST YEAR | I | DSC | Education and society | Theory | 3 |
| | | | Practical | Practical | 1 |
| | | GE | Value Education | Theory | 4 |
| | II | DSC | Basic Psychological Foundations of Education-I | Theory | 3 |
| | | | Educational Psychology Practical -I | Practical | 1 |
| | | GE | Life Long Learning and Adult Education | Theory | 4 |
| Undergraduate Diploma in Education | | | | | |
| SECOND YEAR | III | DSC | Philosophical foundations of Education | Theory | 3 |
| | | | Practical (Book Review) | Practical | 1 |
| | | DSE | Inclusive Education | Theory | 4 |
| | | GE | Education for Sustainable Development | Theory | 4 |
| | IV | DSC | Basic Psychological Foundations of Education-II | Theory | 3 |
| | | | Educational Psychology Practical -II | Practical | 1 |
| | | DSE | Human Rights Education | Theory | 4 |
| | | GE | Women Studies | Theory | 4 |

Bachelor of Art in Education

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|-----------------------|-----------|------------|--|-----------------------------|----------|
| THIRD YEAR | V | DSC | New Trends In Education | Theory | 4 |
| | | DSE | Teacher Education | Theory | 4 |
| | | GE | Innovations in Education | Theory | 4 |
| | | RP | Research Project (Survey/ Case Study) | Research Project | 4 |
| | VI | DSC | Development of Indian Education System | Theory | 4 |
| | | DSE | Basic Concepts of Educational Research and Statistics | Theory | 4 |
| | | GE | Guidance ,Counseling in Education and Skill Development | Theory | 4 |
| | | RP | Research Project (Report Writing) | Research Project | 4 |

Bachelor of Art in Education (Honours)

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|---------------------|---|---------------------|--|------------------|----------|
| FOURTH YEAR | VII | DSC | Philosophical Foundations of Education | Theory | 4 |
| | | DSE 1 | Sociological Foundations of Education | Theory | 4 |
| | | DSE 2 | Methodology of Educational Research | Theory | 4 |
| | | DSE 3 | Educational Technology & Information and Communication Technology | Theory | 4 |
| | | GE 1 | Educational Guidance and Counseling | Theory | 4 |
| | | GE 2 | Peace Education | Theory | 4 |
| | | DISSERTATION | Synopsis(Major /Minor)OR Academic Project/Entrepreneurship | Theory | 6 |
| | VIII | DSC | Advanced Psychological Foundation of Education | Theory | 3 |
| | | | Educational Psychology Practical | Practical | 1 |
| | | DSE 1 | Gender Education | Theory | 4 |
| | | DSE 2 | Comparative Education | Theory | 4 |
| | | DSE 3 | Environmental Education | Theory | 4 |
| | | GE 1 | Child Centric Education | Theory | 4 |
| | | GE 2 | Life Skill Education | Theory | 4 |
| DISSERTATION | Synopsis(Chapter 1) (Major / Minor) OR Academic Project/Entrepreneurship | Theory | 6 | | |

Master of Art in Education

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|-------------------|-----------|---------------------|---|---------------|----------|
| FIFTH YEAR | IX | DSC | Educational Research & Statistics In Education | Theory | 4 |
| | | DSE 1 | Special Education | Theory | 4 |
| | | DSE 2 | Curriculum Planning and Development | Theory | 4 |
| | | DSE 3 | Teacher Education | Theory | 4 |
| | | GE 1 | Mental Health and Hygiene | Theory | 4 |
| | | GE2 | Futurology of Education | Theory | 4 |
| | | DISSERTATION | Dissertation(Chapter 2) (Major OR Minor)OR Academic Project/Entrepreneurship/ Synopsis | Theory | 6 |
| | X | DSC | Educational Measurement and Evaluation | Theory | 4 |
| | | DSE 1 | Educational Management. Planning And Organization | Theory | 4 |
| | | DSE 2 | Distance Education | Theory | 4 |
| | | DSE 3 | Population Education | Theory | 4 |
| | | GE 1 | History of Education | Theory | 4 |
| | | GE 2 | Media in Education | Theory | 4 |
| | | DISSERTATION | Dissertation (Major/ Minor) OR Academic Project/Entrepreneurship | Theory | 6 |

Programme Specific Outcomes (PSOs) For Undergraduate Programme

After this programme, the learners will be able to:

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| <p>PSO 1</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • This course will provide students the basic concept of Education. • The student will be able to understand relation between education and society. • This course will help to develop a stronger orientation towards research. • This course will conceptualize the basic elements of Indian Constitution. • The student will be able to explain the importance of values, mental health and hygiene. • This course will develop a comprehensive understanding of the nature, types, and classification of values. • This course will explore the impact of values on individual behavior, societal norms, and cultural frameworks. • This course will evaluate the influence of values in educational institutions and their role in holistic student development. |
| <p>PSO 2</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze the intricate relationship between education and psychology, emphasizing their mutual influence on cognitive and behavioral development. • Explore the fundamental laws of learning and their role in shaping effective teaching and learning experiences. • Examine the concepts of creativity, memory, and interest, highlighting their significance in the learning process. • Investigate the significance of the transfer of learning in facilitating knowledge retention, skill development, and real-world application. Investigate the processes involved in nurturing and stimulating creativity, fostering innovation and critical thinking in learners. • Analyze the relationship between creativity and education, emphasizing its role in holistic development and problem-solving skills. • It will help the students to predict academic and vocational potential helping identify strength and weakness in cognitive areas. • It will help students to understand various personality traits and predict behavior and interactions. • Examine the historical evolution of lifelong learning, extension activities, and outreach programs as catalysts for societal development. • Investigate the role of non-governmental organizations (NGOs) in promoting lifelong learning, with a specific focus on Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti, and Literacy House. • Assess the contributions of UNESCO in advancing lifelong learning policies and global educational initiatives. • Understand the significance of lifelong learning in fostering continuous skill development, employability, and social inclusion. • Examine policy frameworks and government interventions that support lifelong learning at national and international levels. |
| <p>PSO 3</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Examine the fundamental principles and objectives of educational philosophy in fostering intellectual and moral development. • Investigate the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and practices. • Examine the core tenets of Western philosophical traditions, including Idealism, Realism, and Pragmatism in relation to education. • Analyze the role of educational philosophy in addressing contemporary challenges in |

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| | <p>education and fostering critical thinking.</p> <ul style="list-style-type: none"> • Conduct a detailed and critical review of a book authored by a distinguished educational thinker included in the course curriculum. • Develop a profound understanding of the objectives, structure, and methodologies involved in academic and educational book reviews. • Collect, organize, and synthesize relevant information on the works, theories, and contributions of significant educational scholars • Develop a comprehensive understanding of the concept, principles, and evolution of inclusive education in India. • Examine the policies, frameworks, and legislative measures supporting inclusive education at national and international levels. • Explore effective strategies for addressing the diverse educational needs of special children within an inclusive classroom setting. • Investigate the essential skills, roles, responsibilities, and professional qualities required of an inclusive educator. • Examine the critical role of guidance and counseling in fostering the academic, emotional, and social well-being of students in inclusive settings. • Develop a comprehensive understanding of the concept, necessity, and scope of sustainable development in a global context. • Analyze the roles and responsibilities of governments, non-governmental organizations (NGOs), and international bodies in promoting sustainable development. • Investigate the relationship between education and the achievement of the United Nations Sustainable Development Goals (SDGs). • Evaluate the role of education in fostering global citizenship, equity, and social justice to create a more inclusive and peaceful world. • Develop critical insights into policy frameworks and best practices for advancing sustainability through education at local, national, and global levels. |
| <p>PSO 4</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Develop awareness of various patterns of human development and their implications for learning and teaching. • Explore key theories of learning, assessing their contributions to educational practices and student engagement. • Examine the factors influencing individual differences, including genetic, environmental, and socio-cultural determinant • Investigate Jean Piaget’s Cognitive Developmental Theory and its application in educational settings. • Examine Lev Vygotsky’s Social Development Theory, focusing on the role of social interaction in learning. • Analyze Piaget’s Theory of Moral Development and its relevance in fostering ethical and moral reasoning in learners. • Explore the concept of motivation, including its meaning, nature, types, sources, and its role in the learning process. • Examine the principles of mental health and hygiene, identifying factors that affect children’s psychological well-being and strategies for promoting mental wellness in education. • Develop the ability to assess student adjustment levels using standardized tools such as the Revised Adjustment Inventory and Social Adjustment Inventory. • Develop a comprehensive understanding of the fundamental concepts, principles, and significance of human rights. • Examine the historical evolution and philosophical foundations of human rights in a global context. • Analyze the role of the United Nations in promoting, protecting, and upholding human |

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| | <p>rights worldwide.</p> <ul style="list-style-type: none"> • Explore key international human rights instruments, including the Universal Declaration of Human Rights (UDHR) and various UN conventions. • Explore contemporary human rights challenges and emerging issues in a rapidly changing global landscape. • Explore key theories related to the evolution of gender concepts, assessing their relevance in modern gender studies. • Examine the formation and expression of gender identities in various formal and informal organizational settings. • Investigate policy frameworks and legal provisions that support women's rights and empowerment at national and international levels. • Identify challenges and barriers to gender equality and evaluate strategies for promoting inclusive and equitable opportunities. |
| <p>PSO 5</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Develop analytical skills to critically evaluate integration policies and educational practices at both national and international levels. • Investigate the objectives and key provisions of the National Education Policy (NEP), highlighting its transformative vision for the education system. • Assess the implications of the NEP on higher education, school education, skill development, and lifelong learning. • Examine policy reforms aimed at enhancing equity, quality, and accessibility in education under the NEP framework. • Develop analytical and critical thinking skills to evaluate policies and practices related to national and international integration in education. • Analyze the relationship between education, national integration, and the promotion of cultural harmony and social cohesion. • Examine the role of education in fostering international understanding, global citizenship, and cross-cultural exchange. • Explore policy initiatives at national and global levels aimed at strengthening inclusive and equitable education systems. • Develop a comprehensive understanding of the objectives and aims of teacher education at various educational levels. • Explore the role of various national and international organizations in shaping teacher education policies and practices. • Examine the role of accreditation bodies, teacher training institutions, and policy frameworks in ensuring the effectiveness of teacher education. • Develop a comprehensive understanding of the concept, functions, benefits, and limitations of Information and Communication Technology (ICT) in education. • Explore the significance of Massive Open Online Courses (MOOCs) and effectively utilize platforms such as SWAYAM for professional and academic growth. • Develop the ability to access, collect, and integrate educational materials from Open Educational Resources (OERs) to enhance teaching and learning. |
| <p>PSO 6</p> | <ul style="list-style-type: none"> • Develop a comprehensive understanding of the evolution, structure, and key components of the Indian education system. • Critically analyze the recommendations of various education commissions and committees, assessing their impact on policy and practice. • Assess the relevance and applicability of India's educational heritage in contemporary education policies and reforms. • Analyze the role of NEP 2020 in preserving and integrating India's educational heritage with modern innovations. • Gain proficiency in utilizing statistical tools and techniques for data analysis in educational research. |

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| | <ul style="list-style-type: none"> • Explore qualitative and quantitative research methods, their strengths, limitations, and appropriate applications. • Understand the meaning, definition, and scope of statistics in the context of education and research. • Develop expertise in calculating and interpreting measures of central tendency, including mean, median, and mode for data summarization. • Explore the concept and computation of standard deviation as a measure of data dispersion in educational research. • Develop a comprehensive understanding of the counseling needs of college students to effectively support their academic, personal, and career development. • Acquire the necessary skills and knowledge to serve as counselors in higher education, addressing students' psychological and emotional well-being. |
| <p>PSO 7</p> | <p>Programme Specific Outcomes (PSOs) for (Bachelor of Art in Education(Honours))</p> <p>After this programme, the learners will be able to: The student will be able to:</p> <ul style="list-style-type: none"> • Develop a comprehensive understanding of the concept, scope, and significance of educational philosophy in shaping pedagogical practices. • Analyze the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and methodologies. • Compare and contrast Indian and Western schools of philosophy, examining their foundational principles and educational implications. • Explore the Nyaya, Sankhya, Yoga, Vedanta, Jainism, and Buddhism philosophical traditions, with a focus on their perspectives on knowledge, reality, and values in education. • Critically evaluate the philosophical contributions of Indian thinkers such as Swami Vivekananda and Rabindranath Tagore, focusing on their impact on education. • Develop a comprehensive understanding of the concept, scope, and significance of educational sociology in shaping educational systems and social structures. • Critically analyze the perspectives of prominent educational thinkers, evaluating their insights on the relationship between education and society. • Explore the impact of urbanization, modernization, westernization, Sanskritization, and globalization on Indian society and their educational implications. • Investigate the concepts of cultural lag, cultural conflicts, and cultural unity, analyzing their relevance in contemporary educational contexts. • Examine the role of education in preserving, transmitting, and transforming cultural heritage, fostering a balance between tradition and modernity. • Analyze the interplay between education and social change, exploring how educational institutions serve as agents of cultural transformation. • Develop a comprehensive understanding of the importance of reviewing literature in academic research and its role in framing research questions. • Acquire skills to analyze, synthesize, and report research findings in a structured and academically appropriate manner. • Differentiate between primary and secondary research data, understanding their significance and application in educational research. • Develop proficiency in writing research reports, ensuring clarity, coherence, and adherence to academic standards. • Appreciate the transformative role of ICT in modern teaching-learning processes, fostering engagement, accessibility, and efficiency. • Gain familiarity with ICT-related terminology and emerging technological advancements, staying updated with global trends in digital education. |

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| | <ul style="list-style-type: none"> • Examine the role, significance, types, and scope of guidance and counseling in education and everyday life. • Understand the concept of peace education, emphasizing its role in conflict resolution and harmonious coexistence. • Explore strategies to promote a culture of peace through education, fostering tolerance, empathy, and social harmony. • Identify and implement practices for value inculcation and clarification, ensuring holistic personality development in learners. |
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| PSO 8 | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Explore the interconnection between education and psychology, examining how psychological principles influence learning and teaching. • Develop awareness of various patterns of human development, understanding their impact on cognitive, emotional, and social growth. • Examine the relationship between individual differences and educational strategies, fostering inclusivity in teaching. • Understand the role of creativity, emotional intelligence, and mindfulness in modern learning environments. • Develop a critical understanding of gender issues in education and their societal implications. • Understand the concept and importance of gender justice and equality in education. • Identify the challenges in girls' education and explore solutions for improving access and retention. • Compare and analyze the educational systems of different countries, identifying best practices. • Explore various processes of knowledge dissemination across global education systems. • Investigate the impact of socio-cultural factors on comparative education. • Develop a sense of responsibility towards environmental conservation. • Understand various environmental protection strategies and their integration into education. • Explore the role of education in fostering environmental awareness and action. • Understand the importance of child-centered education and various child-friendly teaching methods. • Examine factors influencing education, including psychological, sociological, and economic aspects. • Understand the concept, evolution, and significance of life skills education. • Develop critical thinking, problem-solving, and coping skills to enhance student resilience. |
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| PSO 9 | <p>Programme Specific Outcomes (PSOs) in (Master's of Arts in Education)</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the role and significance of statistics in educational research • Apply parametric and non-parametric tests in educational research. • Design and present research proposals, abstracts, and reports in a professional manner. • Understand the fundamentals and principles of special education, including segregation and integration. • Explore various disabilities and their impact on learning, designing inclusive instructional strategies. • Develop specialized knowledge on educational programs for children with special needs. • Identify the key components and principles of curriculum development. |
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| | <ul style="list-style-type: none"> • Critically analyze curriculum evaluation methodologies, particularly in higher education. • Acquaint with objectives and aims of teacher education at various levels. • Evaluate the role of agencies and institutions in teacher education. • Identify problems in teacher education in India and propose solutions for reform. • Explore the fundamentals of educational management, planning, and financing. • Examine the role of leadership in effective educational administration. • Develop an understanding of mental health principles and their relevance in education. • Explore the importance of mental hygiene and its relationship with mental well-being. • Analyze various adjustment mechanisms and coping strategies for students. • Develop insight into future challenges in education and society. • Encourage awareness and preparedness for emerging trends and innovations. • Promote critical thinking and solution-oriented approaches to educational development. • Understand key concepts of educational measurement, assessment, and evaluation. <p>Differentiate between various types of evaluations and their educational applications.</p> |
| <p>PSO 10</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand key principles of measurement, assessment, and evaluation in education. • Differentiate between evaluation, assessment, and measurement in an academic context. • Learn the step-by-step process of developing standardized tests. • Explore different types of tests and evaluation techniques used in education. • Understand the role of effective educational management in academic institutions. • Understand the concept, objectives, and scope of distance education. • Explore the role of ICT, electronic media, and emerging technologies in distance learning. • Develop an understanding of population education and its significance. • Examine key terminologies and factors influencing population growth. • Gain knowledge of Vedic, Muslim, and Buddhist educational systems. • Trace the historical evolution of education in India through successive stages. • Understand various forms of media and their educational applications. • Identify stereotypes and biased representations in print and digital media • Apply analytical techniques to assess the credibility and impact of media messages. • Explore advancements in educational technology, planning, and administration. • Examine global best practices in educational evaluation and management. |

Department of Education
Semester-I
Undergraduate Certificate in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Education and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (if any) |
|----------------------------|---------|-----------------------------------|----------|--------------------|--|--------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC: Education and Society | 4 | 3 | 0 | 1 | Passed Class XII with arts/ science / commerce | Nil |

UNDERGRADUATE CERTIFICATE IN EDUCATION

Programme : Undergraduate Certificate in Education

Year: I

Semester: I
Paper: DSC

Subject: Education

Course: DSC

Course Title: Education and Society

Course Outcomes:

After studying this course, the students will be able to:

- To understand the meaning, nature, features & different branches of Indian Society.
- Illustrate the meaning and nature of Education.
- Compare how Education & Sociology are related to each other.
- To understand meaning, nature, and scope of educational sociology.
- Discuss education as a social process.

| Credits: 3 | | Discipline Specific Course |
|---------------------------------------|---|---|
| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
| Unit | Topic | No. of Hours |
| Unit I | EDUCATION: NATURE AND AIMS 1. Education: its meaning, nature, scope 2. Education as a social process and constitutional Provisions in Education 3. Functions and Aims of education Agencies of education and types | 15 |
| Unit II | EDUCATION AND SOCIOLOGY 1. Sociology-meaning, nature and scope 2. Relation between sociology and education. 3. Educational Sociology- meaning, nature, importance, scope and limitations. Impact of Sociology on Education and Social responsibility. | 15 |
| Unit III | EDUCATION AS A SOCIAL PROCESS 1. Education as a process and as a product 2. Relation between education and society 3. Education as a process of social change, social stratification, social mobility 4. Equity and Equality of educational opportunity. | 15 |

Recommended Readings:

- Dewey, J(1915). The School and Society. Chicago, The University of Chicago Press.
- Durkheim, E (1956) Education and Sociology. New York: The Free Press.
- Elmhirst, (1956) L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.(1994) Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970
- Kneller, G.F(1963). Foundations of Education. London and New York, John Wiley and Sons, Inc.
- Kumar, K(1991). The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications.
- Shukla, S(1985). and Kumar, K. Sociological Perspective in Education.New Delhi, Chanakya Publications.
- Maxmullar(1965),F:The six system of Indian Philosophy,Calcutta:Susheel gupta,.
- Cohen B(1969)(:Educational Thought,London:Macmillan & co.
- ओड, एल० के०(1985), शिक्षा की दार्शनिक पृष्ठभूमि ,हरिहर प्रकाशन।
- सक्सेना,एन० आर०(2000) स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मरे ट ,आर ०लाल० बुक डिपो।

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.**Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in,epg-pathshala, egyptankosh.ac.in, MOOCS**

| | | | |
|--|--|--|-----------------|
| Program/Class: Certificate/BA | | Semester: First | |
| Subject: Education | | | |
| PRACTICAL | | Course Title : PRACTICAL | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop an stronger orientation towards research 2. conceptualize the basic elements of Indian Constitution | | | |
| Credits: 1 | | DSC | Hours:15 |
| Max. Marks : As per Univ. rules | | Min. Passing Marks : As per Univ. rules | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w | | | |
| Unit | Topics | No. of Hours | |
| I | Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. | 8 | |
| II | Indian Constitution: Introduction and Background, Important Articles of Indian Constitution related to Education. Prepare a report and present what you have conceptualized | 7 | |
| <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text 2. Introduction to the Constitution of India – D.D. Basu 3. भारतीय संविधान – सुभाष कश्यप | | | |
| This course can be opted as an elective by the students of following subjects: Open to all | | | |
| Suggested Continuous Evaluation Methods: Internal assessment. | | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | | |

Semester-I

Undergraduate Certificate in Education

GENERIC ELECTIVE (GE) - Value Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|----------------------------|----------|-----------------------------------|----------|--------------------|--------------------------------------|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE: Value Education | 4 | 4 | 0 | 0 | Passed Class XII(open to all) | Nil |

UNDERGRADUATE CERTIFICATE IN EDUCATION

| Programme : <i>Undergraduate Certificate in Education</i> | | Year: I | Semester: I Paper: GE |
|---|--|---|----------------------------------|
| Subject: Education | | | |
| Course: GE: | Course Title: Value Education | | |
| Course Outcomes: | | | |
| After studying this course, the students will be able to: <ul style="list-style-type: none"> • Understand the nature and classification of values. • Understand the importance of values in human life. • Examine the role of values in Education. | | | |
| Credits: 4 | | Generic Elective | |
| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules | |
| Unit | Topic | | No. of Hours |
| Unit I | Value: Concept and meaning, Nature of Human Values. Classification of Values- Personal, Social, Moral, Spiritual, Cultural. Positive and Negative Values, Sources of Values Importance of Values in Human Life. Family Values-Components, structure and responsibilities of family | | 20 |
| Unit II | Value Education: Concept, Objectives and need Role of Family, School and Society in development of Values. Strategies for inculcation of values | | 20 |
| Unit III | Value Conflict and their resolution, building positive attitude and interpersonal skills, Positive habit formation, Goal setting practices | | 20 |

- **Recommended Readings:** सक्सेना, एन० आर० स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मरे ट , आर ० लाल० बुक डिपो
- **Essentials of Educational Psychology: Values and Education:** S.K. Mangal, PHI Learning
- **Values and Ethics in School Education:** J.C. Aggarwal, Shipra Publications

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in), MOOCS

Semester-II

Undergraduate Certificate in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Basic Psychological Foundations of Education-I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course(if any) |
|---|---------|-----------------------------------|----------|---------------------|--|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practic e | | |
| DSC: Basic Psychological Foundations of Education-I | 4 | 3 | 0 | 1 | Passed Class XII with arts/ science / commerce | Nil |

Undergraduate Certificate in Education

| | | |
|---|----------------|---------------------|
| Programme : Undergraduate Certificate in Education | Year: I | Semester: II |
| | | Paper DSC |

Subject: Education

Course: DSC **Course Title: Basic Psychological Foundations of Education-I**

Course Outcomes: After studying this course, the students will be able to:

- To understand the relation between Education and Psychology.
- To understand the learning theories and laws of learning.
- Explore the concept of transfer of learning and its influence on skill acquisition and knowledge retention.
- Examine the concepts of creativity, memory, and interest, focusing on their importance in the learning process.
- Explore effective strategies and methodologies for stimulating interest and engagement in children's educational experiences.

| | |
|---------------------------------------|---|
| Credits: 3 | Discipline Specific Course |
| Max. Marks: As per Univ. rules | Min. Passing Marks: As per Univ. rules |

| Unit | Topic | No. of Hours |
|-----------------|--|--------------|
| Unit I | Educational Psychology – Nature, functions and methods 1. Psychology- Meaning, Definition 2. Educational Psychology: Meaning, definition, Nature, scope and functions. 3. Relation between education and psychology; Methods of Psychology 4. Human growth and development: Effect of Environment and Heredity Stage of development (Infancy, Childhood, Adolescence)-Meaning, Definition, Characteristics and Education | 15 |
| Unit II | Learning – Characteristics and theories 1. Learning: meaning, definition and Characteristics. 2. Theories of learning- Classical conditioning theory of Pavlov, Skinner's operant Conditioning theory, 3. Thorndike's theory of learning and Kohler's Insight Theory 4. Transfer of Learning, Law of Learning | 15 |
| Unit III | Individual Differences: meaning, Characteristics , scope and types Creativity: Meaning, Nature and characteristics, Nurturing and stimulation of creativity. Relation of Creativity and education Memory: meaning, nature, type and laws of memory Interest: Meaning, Nature, characteristics, bases and types and methods of arousing interest in children | 15 |

Recommended Readings:

- Educational Psychology, Gupta S.P & Dr. Alka Sarda pustak bhawan, Allahbad(2014),.
- Educational Psychology, S. K. Mangal, S. Bhatnagar & A. Saxena.
- Advanced Educational Psychology, S.K.Mangal
- Educational Psychology – P.D.Pathak
- शिक्षा मनोविज्ञान रूचि हरीश आर्या नीलकमल प्रकाशन
- पाडेय, राम शकल शिक्षा मनोविज्ञान, मेरठ; सूर्या पब्लिकेशन
- पाठक, पी.डी. शिक्षा मनोविज्ञान, आगरा; विनोद पुस्तक मन्दिर।
- माथुर, एस.एस. शिक्षा मनोविज्ञान, आगरा; विनोद पुस्तक मन्दिर।

Suggested Continuous Evaluation Methods: To study this course, a student must have had the subject In class/12th/ certificate/diploma.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

| | | |
|---|---|---|
| Program/Class: /B.A. | | Semester: II |
| Subject: Education | | Hours:15 |
| PRACTICAL | Course Title: Educational Psychology Practical-1) | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <p>01- The student will be able to understand and implement the psychological tools.</p> <p>02.-The student will be able to investigate intelligence of subject.</p> | | |
| Credits: 1 | | DSC |
| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
| Unit | Topics | No. of Hours |
| I | Psychological Practical 1. Interest Inventory(Multiple Interest Inventory-SK Bawa, Multifactor Interest Questionnaire-S.D Kapoor R.N Singh, Educational Interest Record- S.P Kulshrestra) 2.Creativity(Verbal Test of scientific creativity VTSC- V.P Sharma and J.P Shukla) | 15 |
| <p>Suggested Readings:</p> <p>01- Mangal, S.K.: <i>Educational Psychology</i>, New Delhi, PHI.</p> <p>02. प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनोद पुस्तक मंदिर आगरा</p> <p>03. प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव विवेक एन पी सी आगरा</p> | | |
| This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester | | |
| <p>Suggested Continuous Evaluation Methods: For Internal assessment(25marks)</p> <p>Practical File/Attendance For External assessment (25marks) Viva-voce by external expert.</p> | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | |

Semester-II

Undergraduate Certificate in Education

GE: Life Long Learning and Adult Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|---|----------|-----------------------------------|----------|--------------------|--|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE: Life Long Learning and Adult Education | 4 | 4 | 0 | 0 | Passed Class XII (Open to All) | Nil |

| UNDERGRADUATE CERTIFICATE IN EDUCATION | | |
|---|---|-----------------------------------|
| Programme : <i>Undergraduate Certificate in Education</i> | Year: I | Semester: II Paper: GE |
| Subject: Education | | |
| Course: GE | Course Title: Life Long Learning and Adult Education | |
| Course Outcomes: | | |
| After studying this course, the students will be able skilled to: <ol style="list-style-type: none"> 1. To develop an understanding of historical development of the concept of Lifelong of extension activities and outreach programs for development 2. To develop understanding about various Lifelong Learning programs organized in India. 3. To enable learners to understand the linkage between social, economic, political and cultural development of society. 4. To understand the role played by NGOs in general and Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti and Literacy House in particular in promoting Lifelong Learning. 5. To appreciate the role played by UNESCO in the area of Life Long Learning. 6. To know about current trends in the area of organizing Lifelong Learning. | | |
| Credits: 4 | Generic Elective | |
| Max. Marks: As per Univ. rules | Min. Passing Marks: As per Univ. rules | |
| Unit | Topic | No. of Hours |

| | | |
|-----------------|---|-----------|
| Unit I | Historical Perspective of lifelong learning in India Concepts and Terminology related to lifelong learning: Andragogy and Pedagogy, Lifelong Learning, Continuing Education, Non Formal Education. Incidental Learning | 15 |
| Unit II | Lifelong learning programmes in India: Total Literacy Campaign :concept and strategies Emerging needs and future perspectives of Lifelong Learning Lifelong learning and development –social, economic ,political and cultural | 15 |
| Unit III | Community engagement in Lifelong learning, Role of NGOs, Zila Saksharta Samitis, UNESCO declaration on Adult and Lifelong Learning, Hamburg declaration (1997) and Mumbai Declaration on Role of Higher Education Bharat GyanVigyan Jatha and Literacy House | 15 |
| Unit IV | Adult Education: Meaning, Nature and Types . Agencies of Adult Learning: Government and Non-Government | 15 |

Recommended Readings:

- UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation and peace.
- Natthulal Gupta. Mulyaparak shiksha aur Samaaj.
- R.A. Sharma. Manav mulya evam shiksha.
- R.A. Sharma. Human Values and Education.
- R.S. Pandey. Mulya shiksha ke Pariprekshya.
- Yogesh kr.Singh and Ruchika Nath. Value Education

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Philosophical foundations of Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--|----------|-----------------------------------|----------|--------------------|--|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC: Philosophical foundations of Education | 4 | 3 | 0 | 1 | Passed Undergraduate Certificate in Education | Nil |

| UNDERGRADUATE DIPLOMA IN EDUCATION | | |
|---|---|----------------------|
| Programme : <i>Undergraduate Diploma in Education</i> | Year: II | Semester: III |
| Subject: Education | | |
| Course: DSC | Course Title: Philosophical foundations of Education | |
| Course Outcomes: | | |
| After studying this course, the students will be able to: <ul style="list-style-type: none"> • To enable the students to understand the major Philosophies of education. • To recognize the specific needs and functions of education with regard to philosophy. • To explore the educational thoughts of Indian and Western educational thinkers. | | |
| Credits: 3 | Discipline Specific Course | |
| Max. Marks: As Per Univ. rules | Min. Passing Marks: As per Univ. rules | |
| Unit | Topic | No. of Hours |

| | | |
|-----------------|---|-----------|
| Unit I | PHILOSOPHY: NATURE AND FUNCTIONS 1. Philosophy-meaning and branches 2. Relationship between philosophy and education 3. Philosophy of education: meaning, nature and scope 4. Functions of educational philosophy | 15 |
| Unit II | SCHOOLS OF PHILOSOPHY 1. Schools of philosophy – approaches and their educational implications. 2. Naturalism, Idealism and Pragmatism with special reference to aims, curriculum, teaching methods, discipline. | 15 |
| Unit III | CONTRIBUTION OF PHILOSOPHERS 1. A critical study of Indian educational thinkers and their contribution. Swami Vivekananda, Mahatma Gandhi and Rabindranath Tagore, Gijju Bhai, J.Krishnamurti 2. A critical study of contribution of western educational thinkers with special reference to aims and curriculum –Rousseau, Pestalozzi and Plato | 15 |

Recommended Readings:

- भटनागर, सक्सेना भारत में शिक्षा व्यवस्था का विकास । भटनागर, ए0बी0 एवं मीनाक्षी .भारत में शिक्षा प्रणाली का विकास। भारत में शिक्षा व्यवस्था का विकास।
- भारतीय शिक्षा प्रणाली का विकास।
- चौबे एस0 पी0, भारतीय शिक्षा का इतिहास।
- ओड, एल0 के0, शिक्षा की दार्शनिक पृष्ठभूमि ,हरिहर प्रकाशन।
- सक्सेना,एन0 आर0 स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मरे टं ,आर 0लाल0 बुक डिपो
- Altekari A. S. Education in Ancient India. Varanasi, Nandkishore & Brothers. 1963
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964 Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915
- Durkheim, E. Education and Sociology. New York: The Free Press. 1956

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in), MOOCS

| | | | |
|--|---|--|------------------------|
| Program/Class: Undergraduate Diploma in Education III | | Hours: 15 | Semester: THIRD |
| Subject: Education | | | |
| PRACTICAL | | Course Title: PRACTICAL(BOOK REVIEW) | |
| Course Learning Outcomes On completion of this course, learners will be able to: 01- Conduct a comprehensive review of a book authored by a prominent educational thinker included in the course curriculum. 02. Develop a deep understanding of the purpose, structure, and methodology of book reviews in academic and educational contexts. 03. Gather and organize relevant information on the works and contributions of various educational thinkers. | | | |
| Credits: 1 | | Discipline Specific Core | |
| Max. Marks : As per Univ. rules | | Min. Passing Marks : As per Univ. rules | |
| Unit | Topics | No. of Hours | |
| I | What is Book review? Introduction and the discussion of the books written by Mahatma Gandhi, Swami Vivekanand and B.R Ambedkar ,Rousseau and Dewey OR Collection Information on life and written contribution of educational thinkers mentioned in syllabus | 15 | |
| Suggested Readings: 1. Oad L. K.: Shiksha Ki Darshanik Evam Samajshastriya Pristhabhoomi. 2. Pandey R,S, :Shiksha Darshan | | | |
| This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester | | | |
| Suggested Continuous Evaluation Methods: For Internal assessment | | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | | |

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Inclusive Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--------------------------|---------|-----------------------------------|----------|--------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE: Inclusive Education | 4 | 4 | 0 | 0 | Passed Undergraduate Certificate in Education | Nil |

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : *Undergraduate Diploma in Education*

Year: II

Semester: III

Paper: DSE

Subject: Education

Course: DSE

Course Title: Inclusive Education

Course Outcomes:

After studying this course, the students will be able to:

1. To develop an understanding of concept, principles and development of Inclusive education in India.
2. To discuss various types of special children.
3. To provide knowledge of skills, roles, responsibilities and qualities of an inclusive teacher.
4. To enable students to understand the importance of guidance and counseling in Inclusive Education

Credits: 4

**DISCIPLINE
SPECIFIC
ELECTIVES**

| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
|--------------------------------|---|--|
| Unit | Topic | No. of Hours |
| Unit I | Inclusive Education Meaning, Definition, Objectives, Characteristics, Importance, Dimensions and Need. Principles of Inclusive education. Historical development of Inclusive Education in India. | 15 |
| Unit II | Unit-2: Types of Special Children Children with special needs: Meaning and Process of Identification. Types of Children with Special Educational Needs- physical, mental, social, emotional and multiple. Classroom management in inclusive education. Different type of disabilities | 15 |
| Unit III | Unit-3: Teacher Preparation For Inclusive Education Characteristics of Inclusive Teacher: Attitude, Values, Ethics and Beliefs. Various programmes for preparing teachers for inclusive education. SSA and Inclusive education. | 15 |
| Unit IV | Unit-4: Role and Responsibilities Role of parent-teacher association. Various provisions of PWD Act for schools Socialization process in the classroom with respect to inclusion. Guidance & Counseling programme in Inclusive Education for stakeholders | 15 |

Recommended Readings

- Inclusive Education – Madan Singh.
- Inclusive Education – A.B. Bhatnagar, Anurag Bhatnagar, N. Bhatnagar.
- Inclusive education- Yogendra K. Sharma and Madhulika Sharma.
- Inclusive education- Yatendra Thakur

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, study-, epg-pathshala, egyankosh.ac.in, MOOCSS

Semester-III

Undergraduate Diploma in Education

GENERIC ELECTIVES (GE) - Education for Sustainable Development

DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--|----------|-----------------------------------|----------|------------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practic e | | |
| GE: Education for Sustainable Development | 4 | 4 | 0 | 0 | Passed Undergraduate Certificate in Education(Open to all) | Nil |

UNDERGRADUATE DIPLOMA IN EDUCATION

| | | | |
|--|--|-----------------|------------------------------------|
| Programme : <i>Undergraduate Diploma in Education</i> | | Year: II | Semester: III Paper: GE |
| Subject: Education | | | |
| Course: GE | Course Title: Education for Sustainable Development | | |
| Course Outcomes: | | | |
| After completing this course, the students will be able to: | | | |
| <ul style="list-style-type: none"> • To understand Concept, need and scope of sustainable development • To analyze the responsibilities of government & NGO for sustainable development • The learner will understand the important role of education for sustainable development • The learner will also understand education as a public good, a global common good, a fundamental human right and a basis for achieving UN sustainable development goals. • The learner will able to understand about global initiatives being taken by United Nations. • The learner will understand that education can help create a more sustainable, equitable and peaceful world | | | |
| Credits: 4 | | GE | |

| Max. Marks: As per Univ. rules: | | Min. Passing Marks: As per Univ. rules |
|---------------------------------|--|--|
| Unit | Topic | No. of Hours |
| Unit I | SUSTAINABLE DEVELOPMENT - CONCEPT AND NEED 1. Concept of sustainable development 2. Meaning and evolution of the concept of sustainable development 3. Characteristics and scope of sustainable development 4. Need for sustainable development | 15 |
| Unit II | SUSTAINABLE DEVELOPMENT – CHALLENGES AND ROLE OF GOVERNMENT 1. Goals and challenges of sustainable development 2. Challenges of sustainable development for India 3. Role of government agencies for sustainable development 4. Role of NGO's for sustainable development | 15 |
| Unit III | SUSTAINABLE DEVELOPMENT – EDUCATION SYSTEM 1. Role of education for sustainable development 2. United Nations Sustainable Development Goal with reference to SDG 3,4,5,6 3. Learning Objectives for education for sustainable development 4. The relationship between environmental education and ESD | 15 |
| Unit IV | SUSTAINABLE DEVELOPMENT – GLOBAL INITIATIVES 1. UN Decade of Education for Sustainable Development (2005-2014, DESD) 2. Berlin Declaration on Education for Sustainable Development 2021 3. Adoption of a new global framework for ESD 2020-2030 4. Learn for our planet - how environmental issues are integrated in education. | 15 |

Recommended Readings:

- UNESCO. Education for Sustainable Development A Roadmap
<https://www.gcedclearinghouse.org/sites/default/files/resources/200782eng.pdf>
- UNESCO. Competencies for ESD (Education for Sustainable Development) teachers
https://unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf
- Padmanabhan, Jublee, Education for sustainable Development, Atlantic Publishers, New Delhi, 2021.
- Sharma and Tomar, Esthai Ya Satat Vikas ke liye Shiksha, R. Lall, Meeruth, 2021
- UNESCO, ESD, a roadmap accessed at <https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>
- UNESCO. learning for the future
https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf
- UNESCO, Learn for our planet, accessed at <https://unesdoc.unesco.org/ark:/48223/pf0000377362>

Suggested Continuous Evaluation Methods:Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in), MOOC

Semester-IV

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Basic Psychological Foundation of Education-

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|---|---------|-----------------------------------|----------|--------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC: Basic Psychological Foundation of Education-II | 4 | 3 | 0 | 1 | Passed Undergraduate Certificate in Education | Nil |

| Undergraduate Diploma in Education | | |
|---|--|----------------------------|
| Programme : Undergraduate Diploma in Education | Year: II | Semester: IV Paper: DSC |
| Subject: Education | | |
| Course: DSC | Course Title: Basic Psychological Foundation of Education-II | |
| Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none"> • Explore the interrelation between Education and psychology. • Aware themselves about different pattern of development. • Explore the different theories of learning. • Acquaint with the relation between different sources of Individual difference. • Develop an understanding of the role of individual difference and creativity with education. | | |
| Credits: 4 | Discipline Specific Course | |
| Max. Marks: As per Univ. rules | Min. Passing Marks: As per Univ. rules | |

| Unit | Topic | No. of Hours |
|----------|--|--------------|
| Unit I | <p>Understanding Educational Psychology</p> <ul style="list-style-type: none"> Nature, Scope of Educational Psychology, Methods of Educational Psychology (Observational, Experimental, Case Study, Interview) Interrelationship between Education and Psychology <p>Developmental and its theories</p> <ul style="list-style-type: none"> Piaget's Cognitive Developmental theory Lev Vygotsky's Social Development theory Piaget's theory of Moral Development | 15 |
| Unit II | <p>Personality and Intelligence</p> <ul style="list-style-type: none"> Personality: Concept of Personality, Determinants of Personality, Theories of Personality- Allport Trait Theory, Freud's Personality theory & Jung's Personality Theory: Assessment of Personality Intelligence: meaning of intelligence, Theories of Intelligence: Guilford theory of intelligence, Gardner's theory of multiple intelligence, Intelligence Quotient and its computation. Measurement of Intelligence | 15 |
| Unit III | <p>Motivation, Adjustment, Mental Health and Hygiene</p> <ul style="list-style-type: none"> Motivation: Meaning, definition, nature and types, sources of motivation, Motivation and Learning Adjustment: Meaning, definition, nature, characteristics of well-adjusted person Mental Health and Hygiene: Meaning, nature, characteristics, factors hindering child's mental health, Education for Mental health & Hygiene | 15 |

Recommended Readings:

- Allport, W. G. , Pattern and Growth in Personality.
- Woolfolk, A. ,Educational Psychology (9th ed.)
- Santrock, W. J. ,Psychology Essentials 2 (Updated ed.).
- Sreevani, R. , A Guide To Mental Health And Psychiatric Nursing (3rd. ed.).
- Hallahan, P.D., & Kauffman, M. J. Exceptional Children; Introduction to Special Education (5th ed.)
- Mangal, K.S. , Educating Exceptional Children; An Introduction to Special Education.
- Educational Psychology, S.P.Gupta
- Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.
- Advanced Educational Psychology, S.K.Mangal
- Child Development, E. Laura Berk
- Mental Hygiene: The Dynamics of Adjustment , H.A.Caroll
- Mental Health of Indian Children , M.Kapur.
- शिक्षा मनोववज्ञान , एस० के० मंगल
- शिक्षा मनोववज्ञान, एस० एस० माथुर

Suggested Continuous Evaluation Methods: Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

| | | | |
|---|---|---|-------------------------|
| Program/Class: Certificate/BA | | SECOND YEAR | Semester: FOURTH |
| Subject: Education | | | Hours:15 |
| PRACTICAL | | Course Title : Educational Psychology Practical-II | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <p>01- The student will be able to understand and implement the psychological tools.</p> | | | |
| Credits: 1 | | Discipline Specific Course | |
| Max. Marks : As per Univ. rules | | Min. Passing Marks : As per Univ. rules | |
| Unit | Topics | No. of Lectures | |
| I | <p>PSYCHOLOGICAL PRACTICAL (Any 2)</p> <p>Motivation Test (Student Motivation Scale, Achievement Motivation Scale)</p> <p>Adjustment Scale(Revised Adjustment Inventory, Social Adjustment Inventory)</p> <p>Personality Test (Dimensional Personality Inventory, 16 P. F. Questionnaire</p> | 15 | |
| <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. मनोविज्ञान एवं शिक्षा में प्रयोग एवं परीक्षण, एस० एन० शर्मा एवं भार्गव; (2015)। 2. आधुनिक प्रयोगात्मक मनोविज्ञान डा०प्रीति वर्मा एवं डी०एन० श्रीवास्तव 1995। 3. प्रयोगात्मक मनोविज्ञान, मखीजा 1995। | | | |
| This course can be opted as an elective by the students of following subjects: Open to all | | | |
| <p>Suggested Continuous Evaluation Methods: For Internal assessment(25marks)</p> <p>Practical File/Attendance For External assessment (25marks) Viva-voce by external expert.</p> | | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | | |

Semester-IV

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Human Rights Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|-----------------------------|---------|-----------------------------------|----------|--------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE: Human Rights Education | 4 | 4 | 0 | 0 | Passed Undergraduate Certificate in Education | Nil |

UNDERGRADUATE DIPLOMA IN EDUCATION

| | | | | |
|--|--|--|-------------------|---------------------|
| Programme : <i>Undergraduate Diploma in Education</i> | | | Year: II | Semester: IV |
| Subject: Education | | | Paper: DSE | |
| Course: DSE | Course Title: Human Right Education | | | |
| Course Outcomes: | | | | |
| After studying this course, the students will be able to: | | | | |
| <ul style="list-style-type: none"> • To know the basic concept of human rights • To know the role of United Nations and human rights • To understand enforcement mechanism in India | | | | |

| | | |
|---------------------------------------|--|---|
| Credits: 4 | | Discipline Specific Elective |
| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
| Unit | Topic | No. of Lectures |
| Unit I | Human Right - Concept, Needs and Significance- 1. Concept and Nature of Human Rights 2. Need and significance of Human Rights 3. Classification of Human Rights 4. Human Rights of Women and Children | 15 |
| Unit II | Human Right- responsible bodies- 1. Universal Declaration of Human Rights (1948) by UN 2. UN and Promotion and Protection of Human Rights 3. Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties In India 4. Role of National Human Right Commission (NHRC), Educational Institutions, Press, Media and NGO's | 15 |
| Unit III | Human Rights Education- 1. Human Rights Education Meaning, Concepts, Objectives and principles 2. The goals of Human rights education, Needs and significance of Human Right Education 3. Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective. 4. Human Rights Education Frameworks – Educational Policies in India- Universalization of education, SSA, RMSA, RTE, | 15 |
| Unit IV | Methods of Teaching Human Rights: Seminar, Symposia, Debate, Brainstorming, Role playing,. Sensitization Workshop | 15 |

Recommended Readings:

- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
- Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
- Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd. Conventions on the Rights of the child (2000), MHRD Govt of India.
- MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi

Suggested Continuous Evaluation Methods: For Internal assessment Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Education

GENERIC ELECTIVES (GE) - Women Studies

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre- requisite of the course(if any) |
|--------------------------|----------|-----------------------------------|----------|--------------------|--|--------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE: Women Studies | 4 | 4 | 0 | 0 | Passed Undergraduate Certificate in Education (Open to all) | Nil |

UNDERGRADUATE DIPLOMA IN EDUCATION

| | | | | |
|---|------------------------------------|--|-----------------|---------------------|
| Programme : Undergraduate Diploma in Education | | | Year: II | Semester: IV |
| | | | | Paper: GE |
| Subject: Education | | | | |
| Course: GE | Course Title: Women Studies | | | |
| Course Outcomes: | | | | |
| <p>After studying this course, the students will be able to:</p> <ul style="list-style-type: none"> • To attain an understanding of international and national perspective on status of women. • To develop an appreciation of women status in social and familial life in Indian and global settings. • To understand various theories proposed in the context of evolution of the concept of gender. • To identify the broad pattern of gender identities in various formal and informal organizations. • To understand the concept and various dimensions of women empowerment. • To gain knowledge about various women development related policies and decisions at national and international levels. | | | | |

| Credits: 4 | | Generic Elective |
|---------------------------------------|---|---|
| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
| Unit | Topic | No. of Hours |
| Unit I | Introduction to women Studies: Concept, meaning, historical background, issues and problems. Establishment of Centre for women's Studies under UGC guidelines | 15 |
| Unit II | Educational Status of Women: Theories on gender and education(Indian concept): Socialization theory, Structural theory Gender identity in Family, Schools, Formal and Informal Organizations. Schooling of Girls: Inequalities and resistance in attitudes. | 15 |
| Unit III | Feminism: Meaning, various theories of Feminism: Liberal, Radical, Marxist, Eco-Feminism. Empowerment meaning, National Policy for Empowerment of Women 2001 | 15 |
| Unit IV | Policies and Programmes for women development and empowerment: Beti Bachao Beti Padao, Sukanya Samridhi Yojana, Balika Samridhi Yojana, CBSE Udaan, Kasturba Balika Vidyalaya, National Scholarship for Higher Education of ST girls, Savitribai Jyotirao Phule Fellowship for Single Girl Child(SJSGC) | 15 |

Recommended Readings:

- Sharma, Nirmala: Women and Education: Issues and Approaches.
- Agrawal, J.C.- Bharat Mein Nari Shiksha
- Jha, A.K. -Gender Inequality and Women Empowerment
- Kalia, N.N. - Sexism in Indian Education
- Maurya, S.D. - Women in India
- Roopa, V. and A.K.Sen- Education and Problems of Indian Women
Singh, Madan- Prodh Shiksha.
- Chapariya, Manoj - Stri Shiksha-Samajik Gatisheelata
- https://www.ugc.gov.in/Fellowship/stu_Fellowship3
- <https://transformingindia.mygov.in/scheme/udaan-cbse-scholarship-program/>
- <https://wed.nic.in/schemes/beti-bachao-beti-padhao-scheme>
- [https://www.nsiindia.gov.in/\(S\(gct1l0555ccbvxisuwko40cc\)\)/InternalPage.aspx?Id_Pk=89](https://www.nsiindia.gov.in/(S(gct1l0555ccbvxisuwko40cc))/InternalPage.aspx?Id_Pk=89)

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)
Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidya mitra.inflibnet.ac.in, epg-pathshala, egyankosh

Semester-V

Bachelor of Arts in Education

DISCIPLINE SPECIFIC COURSE (DSC) - NEW TRENDS IN EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------|---------|-----------------------------------|----------|--------------------|---|--------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC: NEW TRENDS IN EDUCATION | 4 | 4 | 0 | 0 | Passed Undergraduate diploma in Education | Nil |

Bachelor of Arts in Education

Programme : Bachelor of Arts in Education

Year: III

**Semester: V
Paper: DSC**

Subject: Education

Course: DSC

Course Title: NEW TRENDS IN EDUCATION

Course Outcomes:

After studying this course, the students will be able to:

- To develop analytical skills to question and appraise Integration and practices at national and international levels
- To analyse critically the effect of globalization and vocationalization in education
- To understand the need of distance education in present scenario
- To understand the main Purpose of NEP

Credits: 4

Discipline Specific Course

Max. Marks: As per Univ. rules

**Min. Passing Marks:
As per Univ. rules**

| Unit | Topic | No. of Hours |
|----------|--|--------------|
| Unit I | Distance Education : Objectives and Needs 1. Distance education: its meaning , objectives, need and purpose. 2. Difference between distance education and traditional education. 3. Current trends in the field of distance learning. 4. Use of ICT in distance education, Blended learning, Flipped classroom | 20 |
| Unit II | Education for National Integration and International Understanding 1- National Integration -- Meaning and concept, 2- International Understanding – Meaning and concept, 3- Factors of National Integration and International Understanding 4- Role of education in promoting National Integration and International Understanding, Education and Leadership | 20 |
| Unit III | Globalization and Education 1- Globalization – Meaning, Nature and Causes 2- Impact of globalization on education, Impact of Globalization in India 3- Global Citizenship, GCED (Global Citizenship Education), Skill Education in the Context of International Education 4- Vocationalization of Education (Primary, Secondary, Higher education) | 20 |

Recommended Readings:

- भारतीय शिक्षा का इतिहास -पाठक
- भारतीय शिक्षा का इतिहास - रमन बिहारी लाल
- Progress of Education in Free India, J.C.Aggarwal
- Educational Technology, S.K.Mangal & Uma Mangal
- Educational Technology -S.P.Kulsrestha
- Essentials of Educational Technology- J.C.Aggarwal
- Introduction to Educational Technology – S.S.Kulkarni

Suggested Continuous Evaluation Methods: For Internal Assessment (25marks)

Assignment / test / Quiz (MCQ) / Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, epg-pathshala, egyptankosh.ac.in

Semester-V
Bachelor of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Teacher Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|-------------------------------|----------|-----------------------------------|----------|--------------------|--|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE: Teacher Education | 4 | 4 | 0 | 0 | Passed Undergraduate Diploma in Education | Nil |

| Bachelor of Arts in Education | | |
|---|--|-----------------------------------|
| Programme : Bachelor of Arts in Education | Year: III | Semester: V Paper: DSE |
| Subject: Education | | |
| Course Code: DSE | Course Title: Teacher Education | |
| Course Outcomes: | | |
| <p>After studying this course, the students will be able to:</p> <ul style="list-style-type: none"> ● To acquaint the student with Objectives and aims of teacher education at different levels. ● To develop an understanding of Teacher Education programmes ● To analyze the historical background of teacher education ● To understand Need and significance for Teacher Education at higher education Level ● To explore the Problems in Teacher Education in India ● To develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India. | | |
| Credits: 4 | Discipline Specific Elective | |

| Max. Marks: As per Univ. rules | | Min. Passing Marks: As per Univ. rules |
|--------------------------------|--|--|
| Unit | Topic | No. of Hours |
| Unit I | Teacher Education – Aims And Objectives 1. Teacher Education- meaning, nature and scope. 2. Aims and objectives of Teacher Education in Elementary and Secondary levels. | 15 |
| Unit II | Role and Professional Ethics of a teacher 1. Functions of teacher, characteristics of an ideal teacher, role of teacher in present context. 2. Definition and characteristics of teaching, teaching as a profession. Professional Ethics of a teacher. | 15 |
| Unit III | Development of Teacher Education 1. Development of Teacher Education in pre independent India: Wood’s Despatch to Wood-Abbot Report 2. Development of Teacher Education in post –independence period: Recommendations of various Commissions and Committees for the development of Teacher Education, Teacher Education and NEP 2020 | 15 |
| Unit IV | Agencies of Teacher Education 1. Agencies of Teacher education and their functions and responsibilities 2. NCERT , NIEPA, SCERT, UGC, NCTE | 15 |

Recommended Readings:

- 1) CHARISA, G. (1976): NEW ERA IN TEACHER EDUCATION, NEW DELHI.
- 2) DIVEDI, PRABHAKAR (1980): TEACHER EDUCATION- A RESOURCE BOOK, N.C.E.R.T., NEW DELHI. GOVT. OF INDIA (1968): EDUCATION AND NATIONAL DEVELOPMENT, REPORT OF EDUCATION COMMISSION, NEW DELHI.
- 3) GOVT. OF INDIA (1986): NATIONAL POLICY OF EDUCATION, MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT, NEW DELHI.
- 4) GOVT. OF INDIA (1992): REPORT OF C.A.B.E. COMMITTEE DEPARTMENT OF EDUCATION, NEW DELHI.
- 5) KOHLI, V.K. (1992): TEACHER EDUCATION IN INDIA, VIVEK PUBLISHERS, AMBALA.
- 6) N.I.E.P.A. (1984): REPORT ON STATUS OF TEACHERS, NEW DELHI.
- 7) SHARMA., R.A. (2005) : TEACHER EDUCATION, LOYAL BOOK DEPOT, MEERUT.
- 8) VISION DOCUMENT OF RASHTRIYA UCHCHTAR SHIKSHA ABHIYAN, MHRD, 2013.

Suggested Continuous Evaluation Methods: : For Internal assessment (25 marks)
Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

Semester-V
Bachelor of Arts in Education

GENERIC ELECTIVES (GE) - Innovations in Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|-------------------------------------|----------|-----------------------------------|----------|--------------------|--|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE: Innovations in Education | 4 | 4 | 0 | 0 | Passed Undergraduate Diploma in Education (Open to all) | Nil |

Bachelor of Arts in Education

Programme : Bachelor of Arts in Education

Year: III

Semester: V
Paper: GE

Subject: Education

Course: GE **Course Title: Innovations in Education**

Course Outcomes: After studying this course, the students will be able to:

- To understand the concept, functions, advantages and disadvantages of ICT
- List and differentiate the different education programs and schemes.
- Use MOOCs and SWAYAM.
- Collect and use material from OERs.
- Review e-journals and e-Magazines.

Credits: 4

Generic Elective

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

| Unit | Topic | No. of Hours |
|-----------------|---|--------------|
| Unit I | ICT: Concept, Meaning and Functions of ICT. Characteristics, Advantages and Disadvantages of ICT. Computer as an educational learning resource: Computer Assisted Instruction and Computer Assisted Management. | 15 |
| Unit II | Changing Paradigm of technology in higher education: e-learning, m-learning, weblog, e-journals and e-Magazines Introduction to learning, types of learning as- traditional, virtual, online, blended, open and distance, correspondence, etc., role of social media in learning, challenges and issues of social media] | 15 |
| Unit III | Initiatives and Innovations: Open Educational Resources (OERs), EDUSAT, EDUCOM, SWAYAM, Massive Open Online Courses (MOOCs), NPTEL | 15 |

| | | |
|----------------|---|-----------|
| Unit IV | E-Repositories [Meaning and uses, popular e-repositories, Govt. of India initiatives for e-repositories- NDL, NAD, E-Granthalaya etc.] Technology Enabled Education- Institutional initiatives- I [Govt. of India initiatives, as- Sakshat, e-PG Pathshala, etc.] | 15 |
|----------------|---|-----------|

Recommended Readings:

- Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVYPub. 2007
- Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989
- <https://iastate.pressbooks.pub/oerstarterkit/chapter/introduction>
- <https://www.library.umass.edu/oer/oer-repositories>
- <https://opentextbc.ca/oerdiscipline/chapter/general-oer-repositories>
- Understanding Open Educational Resources, Commonwealth of Learning, 2015, ISBN 978-1-894975-72-8.
- A Basic Guide to Open Educational Resources (OER), Prepared by Neil Butcher for the Commonwealth of Learning & UNESCO, edited by Asha Kanwar (COL) and Stamenka Uvalic Trumbic (UNESCO), Published in 2011, 2015 by the United Nations Educational, Scientific and Cultural Organization and Commonwealth of Learning, ISBN 978-1-894975-41-4.
- Open Education: from OERs to MOOCs: Springer, By Mohamed Jemni, Kinshuk, Mohamed Koutheair Khribi
- Siksha ke Naveen pravartiya evam vividh aayam: Dr.Ruchi Harish Arya and Dr. Rohit Kumar Kandpal
- Library and Information Science in the Age of MOOCs, IGI Global, By Kaushik, Anna
- Massive Open Online Courses (MOOCs) For Everyone, By Pethuraja.S
- <https://sakshat.ac.in/wp-content/uploads/2020/04/documents/>
- <https://data.gov.in/>
- <http://ndl.iitkgp.ac.in>.
- <https://nad.gov.in/>

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

| | | | |
|---|--|---|------------------------|
| Program/Class: Bachelor of Arts in Education | | Hours:15 | Semester: FIFTH |
| Subject: Education | | | |
| RESEARCH PROJECT | | Course Title :Survey / Case Study(Research Project) | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Understand the organizational structure and governance of degree colleges. • Analyze the roles and responsibilities of apex bodies at the state/district level in higher education management. • Understand the objectives, scope, and implementation of various government and institutional schemes in higher education. | | | |
| Credits: 4 | | RESEARCH PROJECT | |
| Max. Marks : As per Univ. rules | | Min. Passing Marks : As per Univ. rules | |
| Unit | Topics | No. of Hours | |
| I | <p>Observation of Different management functions in Degree Colleges: Survey /Case study of Apex bodies at state/ district level etc/Case study of aanganbadi</p> <p>OR</p> <p>Observation of roles and functions of degree college principal OR</p> <p>Study of the implementation status of various schemes in degree college</p> | 30 | |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> • शैक्षिक प्रशासन और प्रबंधन – डॉ. एस. के. कोचर • शैक्षिक प्रबंधन – डॉ. वी. के. राव • शैक्षिक नेतृत्व और प्रबंधन – डॉ.गुप्ता .एल .एम . | | | |
| This course can be opted as an elective by the students of following subjects: Open to all | | | |
| Suggested Continuous Evaluation Methods: For Internal assessment | | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | | |

Semester-VI

Bachelor of Arts in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Development of Indian Education System

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|---|---------|-----------------------------------|----------|--------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSC: Development of Indian Education System | 4 | 4 | 0 | 0 | Passed Undergraduate diploma in Education | Nil |

| Bachelor of Arts in Education | | | |
|---|--|-----------|----------------------------|
| Programme : Bachelor of Arts in Education | | Year: III | Semester: VI Paper: DSC |
| Subject: Education | | | |
| Course: DSC | Course Title: Development of Indian Education System | | |
| Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none"> • To build up an understanding of the different Indian education system. • To critically analyze the recommendations of various commissions. • To promote sensitivity towards Indian Educational Heritage. • To explore the importance and utility of educational heritage in present scenario of education | | | |
| Credits: 4 | Discipline Specific Course | | |
| Max. Marks: As per Univ. rules | Min. Passing Marks: As | | |

| | | per Univ. rules |
|-----------------|---|-----------------|
| Unit | Topic | No. of Hours |
| Unit I | Ancient Education System 1. Meaning, Aims and Characteristics of Vedic Education system, Buddhist Education system, Muslim Education system 2. British Education System: Macaulay's Minute, Wood's Despatch., Hunter Commission., Indian University act (1904) | 20 |
| Unit II | Indian Education Movement: Gokhale bill 1911, Sadler Commission (Calcutta University commission, 1917), Wardha scheme of education 1937 Education Commissions in Post Independence Era 1. Radha Krishnan commission 1948-49 2. Mudaliyar commission 1952-53 Kothari commission 1964-66. | 20 |
| Unit III | Modern Education System. ,NEP 1968 and NEP1986 Rammurti Review Committee -1990 ,NEP 2020 | 20 |

Recommended Reading:

1. भारतीय शिक्षा का इतिहास- पाठक और त्यागी
2. भारतीय शिक्षा का इतिहास- रमन बिहारी लाल
3. Modern Indian Education- History, Development and Problems, J.C.Aggarwal
4. Modern Indian Education and Its Problem , Suresh Bhatnagar & Anamika Saxena.
5. Problems of Education in India , Sharma and Sharma
6. Education in Ancient India ,A.S.Altakar
7. Ancient Indian Education, R.K.Mukarjee
8. Education in Muslim India , S.M.Jaffar
9. Progress of Education in Free India,J.C.Aggarwal
10. History of Indian Education, Nurullaha & Naik

Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.The end-semester written examination will test all the areas targeted in the course

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, study-online.com, epg-pathshala, egyptankosh.ac.in, MOOCS

Semester-VI
Bachelor of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) – Basic Concepts of Educational Research and Statistics

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|--|---------|-----------------------------------|----------|--------------------|---|-------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| DSE: Basic Concepts of Educational Research and Statistics | 4 | 4 | 0 | 0 | Passed Undergraduate diploma in Education | Nil |

Bachelor of Arts in Education

Programme : Bachelor of Arts in Education

Year: III

Semester: VI
Paper: DSE

Subject: Education

Course: DSE

Course Title: Basic Concepts of Educational Research and Statistics

Course Outcomes:

After studying this course, the students will be able to:

- To explore the role of research in education
- To acquire a conceptual understanding of research in education.
- To develop a critical understanding about the Measurement and Evaluation on the basis of statistics.
- To acquaint the students with use of statistics

Credits: 4

Discipline Specific Course

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

| Unit | Topic | No. of Hours |
|------|-------|--------------|
|------|-------|--------------|

| | | |
|-----------------|--|-----------|
| Unit I | Fundamental of research 1. Research – Meaning, Definition, Characteristics. 2. Educational Research – Meaning, Objectives, Types. 3. Functions and Characteristics of Educational research. 4. Steps in educational research. | 15 |
| Unit II | Research- variables, hypothesis and data collection Procedures 1. Meaning and types of variables, 2. Meaning, importance, characteristics and types of hypothesis 3. Procedure of Data collection – Population and Sample, Sampling Techniques –concept, definition and types (Probability and Non probability) | 15 |
| Unit III | Fundamental of statistics 1. Statistics –meaning, definition 2. Functions of statistics 3. Need and significance of statistics in education | 15 |
| Unit IV | A. Measures of central tendencies i. Mean ii. Median iii. Mode iv. Standard Deviation | 15 |

Recommended Readings:

- Statistics in Psychology and Education, Hannery E. Garnett
- Measurement and Evaluation In Education , Bhatnagar And Bhatnagar

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, epg-pathshala, egyankosh.ac.in

Semester-VI

Bachelor of Arts in Education

GENERIC ELECTIVES (GE) - Guidance, Counseling in Education and Skill Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 60

| Course Title | Credits | Credit distribution of the Course | | | Eligibility criteria | Pre- requisite of the course(if any) |
|---|---------|-----------------------------------|----------|--------------------|---|--------------------------------------|
| | | Lecture | Tutorial | Practical/Practice | | |
| GE: Guidance and Counseling in Education and Skill Development | 4 | 4 | 0 | 0 | Passed Undergraduate diploma in Education (Open to all) | Nil |

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| Bachelor of Arts in Education | | |
| Programme: Bachelor of Arts in Education | | Year: III |
| | | Semester: VI |
| Paper: GE | | |
| Subject: Education | | |
| Course: GE | Course Title: Guidance and Counseling in Education and Skill Development | |
| Course Outcomes: | | |
| After studying this course, the students will be able to: | | |
| <ul style="list-style-type: none"> • Develop an understanding of the counseling needs of college students so that they may be in positions to be counsellors in higher education. • Explain the importance of making right choice in life, education and vocation etc. • Understand the concept, need and process of counselling. • Describe the importance of working with a group, for a group and in a group. | | |
| Credits: 4 | Generic Elective | |
| Max. Marks: As per Univ. rules | Min. Passing Marks: As per Univ. rules | |

| Unit | Topic | No. of Hours |
|----------|---|--------------|
| Unit I | Guidance: Concept, meaning, principles, need and importance, functions and significance and types. Counselling - Concept, meaning, need, procedure and types --Directive counseling, non-directive counseling, | 15 |
| Unit II | Educational Counselling: Meaning , need, importance and scope Vocational Counselling: Meaning, need, importance and scope | 15 |
| Unit III | NEP 2020 and Vocational Education: Skill development, 21 st Century skills through NEP 2020,) Soft Skills: concept, meaning, importance and types. | 15 |
| Unit IV | Agencies and programmes related to vocational educational: National Counsel for Vocational Education and Training (NCVET), Skill India Mission (SIM), Vocational Education Training Programme (VET), Devbhoomi Udhyamata Yojana | 15 |

Recommended Readings:

- Miller F.W. (1961): Guidance Principles and Services, Columbia: Ohio Merrill.
- Pandey. K.P. (2000): Educational and Vocational Guidance in India,
- Tolbert. E.L. (1967): Introduction of Counselling, New York: McGraw Hel
- Strang. Ruth. (1949): Counselling Techniques in Colleges and
- Taxler. A.E. (1964): Techniques of Guidance, New York, McGraw Hill,
- Robinson, F.P. (1950): Principles and Procedures in student counselling.
- . प्रेमशंकर (2005) फफफशष्ट बालक, आलोक प्रकाशन, लखनऊ।
- हॉ फमश्रा फएँपाण्डेयएच.डी., फफफशष्ट फशक्षा, फभदीय प्रकाशन, अयोध्या, फै जाबाद
- Administrartion.Management ,Guidance and Counselling in Education: Dr. Ruchi Harish Arya,Neelkamal Prakashan
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)

Assignment/test/Quiz/Seminar/Attendance

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in

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|---|---|------------------------|
| Program/Class: Bachelor of Arts in Education | Hours:30 | Semester: Sixth |
| Subject: Education | | |
| Research Project | Course Title : REPORT WRITING(Research Project) | |
| <p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> 1. To visually represent the evolution of education in India across different eras. 2. To foster creativity and teamwork among students. 3. To improve bilingual communication skills (Hindi and English). | | |
| Credits: 4 | (Research Project) | |
| Max. Marks : As per Univ. rules | Min. Passing Marks : As per Univ. rules | |
| Unit | Topics | No. of Hours |
| I | <p>Write a report/ poster on the various education Commissions after Independence with special focus on Key features, and characteristics, Significant milestones or policies, Impact on society and education.</p> <p style="text-align: center;">OR</p> <p>Report on major reforms mentioned in NEP 2020.</p> | 30 |
| <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. NEP 2020 Document 2. भारतीय शिक्षा का इतिहास- पाठक और त्यागी 3. भारतीय शिक्षा का इतिहास- रमन बिहारी लाल | | |
| This course can be opted as an elective by the students of following subjects: Open to all | | |
| Suggested Continuous Evaluation Methods: For Internal assessment | | |
| Suggested equivalent online courses: Swayam/MOOCs/ NPTEL | | |