

Raja Mahendra Pratap Singh University, Aligarh



**Modified Syllabus
(Education)
For**

**Undergraduate Programme
(Semester I to Semester VI)**

(Effective from Academic Session 2025-26)

As per the Guidelines of NEP-2020 (Revised)



National Education Policy-2020
Common Minimum Syllabus for all U.P. State Universities/ Colleges SUBJECT:
EDUCATION

Name	Designation	Affiliation
Steering Committee		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
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Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Supervisory Committee - Arts and Humanities Stream		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
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Syllabus Developed by:

S. N.	Name	Designation	Department	College/ University
1	Dr. Aparna Tripathi	Associate Professor	Education	A.K.P.G College, Hapur (C.C.S. University, Meerut)
2	Dr. Mani Bansal	Associate Professor	Education	D.A.K College, Moradabad
3	Dr. Mamta Dixit	Associate Professor	Education	Mahila Mahavidyalaya, Kanpur

Dr. Anupam

Syllabus Revised By:

S. N.	Name	Designation	Department	College/ University
1	Prof. Ranjana Gupta Convener	Professor	Education	S.R.D.A. Girls College, Hathras
2	Prof. Pradeep Kumar Member	Professor	Education	D.S. College, Aligarh
3	Dr Sanjay Kumar Member	Assistant Professor	Education	D.S. College, Aligarh
4	Dr Rekha Rani Member	Assistant Professor	Education	S.S.J.N.P. Girls College, Kasganj
5.	Dr Ashutosh Tiwari Member	Assistant Professor	Education	D.S. College, Aligarh
6.	Dr Shashi Kumari Member	Assistant Professor	Education	S.R.D.A. Girls College, Hathras
7.	Dr Ajeet Kumar Yadav Member	Assistant Professor	Education	K.A. College, Kasganj
8.	Shri Vineet Singh Member	Assistant Professor	Education	P.C. Bagla College, Hathras
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10	Prof. C.D. Yadav Expert	Retd Principal	Education	Badri Vishal (PG) College, Farrukhabad

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Semester-wise Titles of the Papers in BA (Education)

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1	I	E01010 1T	Conceptual Framework of Education	Theory	4
1	I	E010102P	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	II	E010201T	Development and Challenges of Indian Education System	Theory	4
1	II	E010202P	Prepare a profile of any School (Class 6 th - 12 th) - Government / aided / Private.	Practical	2
2	III	E010301T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E010302P	Practical: Review a book written By prominent Educational thinkers included in the course II.	Practical	2
2	IV	E010401T	Psychological Perspectives of Education	Theory	4
2	IV	E010402P	Course Title: Practical: Case study of a Special Child	Practical	2
2	IV	E010401R	Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or	Project	3

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			war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.		
3	V	E010501T	Course Title: Educational Assessment	Theory	4
3	V	E010502T	Course Title: Educational Statistics	Theory	4
3	V	E010503P	Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personali ty/Aptitude	Practical	2
3	VI	E010601T	Educational Administration and Management	Theory	4
3	VI	E010602T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E010603P	I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2

R. Gopal

Syllabus for BA (Education)

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

Program outcomes (POs) (After 3 years)-

This course is meant for future educators and educational administrators. Education is a process of acquisition of knowledge, values, culture and skills. After completion of the program, Graduates will be able to correlate and apply Education with life situations. They will be able to understand its interdisciplinary nature. Program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation.

L. Ambekar

List of all papers in all six semesters.

Year	Sem.	Course I (Theory)	Credits	Course II (Theory/Practical)	Credits	Course III (Theory/Practical)	Credits	Research Project	Credits	Total Credit
1	I	Conceptual Framework of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
	II	Development and Challenges of Indian Education System	4	Practical	2	NIL	NIL	NIL	NIL	6
2	III	Philosophical-Sociological-Political-Economic Perspectives of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
	IV	Psychological Perspectives of Education	4	Practical	2	NIL	NIL	Project Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, Interview an working child/	3	9

S. Gupta

							a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.		
3	V	Educational Assessment	4	Educational Statistics	4	Practical	2	Nil	10

3	VI	Educational Administration and Management	4	Milestones and New Dimensions of Indian Education	4	Practical	2	.Nil	10
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BA 1st Year Education- CERTIFICATE COURSE IN BASICS OF EDUCATION

Program specific outcomes-

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

This course will also attempt to build an understanding about the agencies and structure of Indian Education System, ie. Pre Primary, Primary, Secondary and Higher level. Learners are introduced to various governing/regulatory systems of the Education System.

The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India.

This paper introduces the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.

BA 1st, Sem. I,

Course I

(Theory)

Program/Class: Certificate	Year: First	Semester: First
Subject: Education		
Course Code: E010101T	Course Title: Conceptual Framework of Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
● To understand the meaning, nature, scope and aims of education. ● To explain the factors of education and their interrelationship. ● To become aware of different agencies of education that influence education. ● To be acquainted with the Constitutional values and Educational provisions.		

- Distinguish between different levels of the Education System.
- Explain the present status of different levels of Education.
- Identify the level of Education and concern governing/regulatory bodies.
- Differentiate the needs and importance of different levels of Education.

Credits: 4		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures

L. Gupta

I	<u>EDUCATION CONCEPT AND AIMS:</u> • Concept, Nature, Meaning, Aims and Objectives of Education. • Forms of Education: Formal, Informal and Non-formal. • Factors of Education. • Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha.	10
II	<u>AGENCIES OF EDUCATION</u> • Agencies of Education: Meaning, Definition and Classification. • School and Education: Meaning, Definition, Need of Schools, Educational Responsibilities, Functions and Importance. • Family and Education: Meaning, Definition, Educational Responsibilities, Functions and Importance.	8
III	<u>FUNCTIONS OF EDUCATION</u> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition of Skills. • Acquisition and Generation of Human Values. • Social Cohesion. • Education for Leisure. • Education for National Integration. • Education for International Understanding. • Education for HRD.	7
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> • Inculcation of Constitutional Values through Education. • Constitutional Provisions for Education.	7

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V	<u>PRE PRIMARY EDUCATION</u> • 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> • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India.	7
VII	<u>HIGHER EDUCATION</u> • Concept, Objective of Higher Education. • Need for Higher Education. • Types of Universities- Central, State, Private, Open. • Present Scenario of Higher Education in India.	6
VIII	<u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board.	7

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Suggested Readings:

- तोमरएलआर.; प्राचीनभारतीयशिक्षापद्धति, मुद्राच प्रकाशित नई दिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avom-samajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- टी.रेमटं, शिक्षासंस्कृत, <https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स,
- पी.ी.काणे, धर्मशास्त्राद्वयसंस्कृत, उत्तरप्रदेशीयशिक्षासंस्थान, लखनऊ
- सलूजा, सी.के. शिक्षाएकशिष्टीचनशिक्षा; रशिवुस. (फुलबुक) 2004
- Aggarwal, J.C. *Theory and Principles of Education*, New Delhi, Vikas Publishing House. 2010
- Banerjee, A. *Philosophy and principles of education*. Calcutta, SusobanPrakashan . 1994
- Barrow, R., & Milburn, G. *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St. 1986
- Bhatia & Bhatia. *Theory and principles of Education*. New Delhi, Doaba House. 2011
- Cohen, B. *Educational Thought: An Introduction*. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. *The school and society*. USA: The University of Chicago Press. 1915
- Dhankar, R. *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. *The History of Education in Modern India (1757-2007)* Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut, 2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
- Pandey R.S. *Principles of Education*, Agra, Vinod PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

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

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

Suggested equivalent online courses:

Courses on Swayam / MOOCs

BA 1st, Sem. I

Course II

(Practical)

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Education		
Course Code: E010102P	Course Title: 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, learners will be able to: • Develop an stronger orientation towards research • conceptualize the basic elements of Indian Constitution		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	• Indian Constitution: Introduction and Background.	10
II	• Constituent Assembly and Timeline of Formation of Indian Constitution.	10
III	• Important Articles of Indian Constitution	40
Suggested Readings: <u>https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text</u> प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स		

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Note: In Final Examination report shall be examined by external and internal examiners.
Marks Distribution: Report presentation- 15 marks Viva- 10

P. C. B. L. A.

BA 1st, Sem. II
Course I
(Theory)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010201T	Course Title: Development and Challenges of Indian Education System	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Understand the development of Indian Education during different ages, • Analyze the trends of Education running in the different educational systems. • Narrate the major contributions of Indian Educational Heritage in the different fields of study. • 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: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>ANCIENT EDUCATION SYSTEM</u> • 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 System.	8
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> • Main Characteristics. • Aims of Education. • Merits and Demerits of Education System. • Contribution to Modern Indian Education.	8

R. Coupland



III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: • Charter act of 1813 to 1833 and Oriental Occidental Dispute. • MacAulay Minute Filtration Theory. • Wood Dispatch. • Hunter Commission. • Indian University Commission. • Gokhale Bill. • Sadler Commission. • Wardha Yojna.	7
IV	<u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u> • Radha Krishna Ayog Commission. • Mudaliar Commission. • Kothari Commission. • National Policy of Education 1986 and 1992. • National Education Policy 2020.	7
V	<u>PROBLEMS OF PREPRIMARY EDUCATION</u> • Unsatisfactory Conditions of Preprimary Schools. • Training of Preprimary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity.	8
VI	<u>PROBLEMS OF ELEMENTRY AND SECONDRY EDUCATION</u> • Problems of Access and Equity. • Problems 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

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VII	PROBLEMS OF HIGHER EDUCATION • 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
VIII	AFFECTING FACTORS OF INDIAN EDUCATION • Urbanization. • Population Explosion. • Poverty. • Brain Drain	7

Suggested Readings:

- चौबे एस.पी., भारतीयशिक्षाकाइशतहास
- जौहरीएिं पाठक, भारतीयशिक्षाकाइशतहास, शिनोिपुस्तकमंशिरागगा
- अशननहोत्रीआर.; आधुशनकभारतीयशिक्षा: समस्याएंऔरसमाधान, राजस्थानशहन्िीग्रंथअकािमी
- पांडेयआर.एस, शिक्षाकीसमसामशयकसमस्याएं, शिनोिपुस्तकमंशिर, आगगा
- <https://archive.org/details/in.ernet.dli.2015.441175/page/n311/mode/2u>
- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore& Brothers. 1963
- Bakshi S.R.& Mahajan, L. *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, MotilalBanarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.

L. Campbell

• Singh, Bhanu Pratap, <i>Aims of Education in India: Vedic, Buddhist, Medieval, British and Post-Independence</i>, Delhi, Ajanta Publications. 1990
This course can be opted as an elective by the students of following subjects: Open for all
Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar
Suggested equivalent online courses: Courses on Swayam / MOOCs

BA 1st, Sem. II,
Course II
(Practical)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010202P	Course Title: Prepare a profile of any School (Class 6th - 12th) Government / aided / Private.	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop an stronger orientation towards research • Conceptualize the school profile preparation.		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	• School: need and importance.	10
II	• Types of school on account on administration.	10
III	• What is school profile and how to create it?	40

Signature

Note: In Final Examination report shall be examined by external and internal examiners.
Marks Distribution: Profile Report - 15 marks Viva- 10

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

Program specific outcomes-

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

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility. This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

BA 2nd, Sem. III Course I (Theory)

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical-Sociological- Political-Economic Perspectives of Education	

S. Gupta

Course Learning Outcomes

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

- Define Education and Philosophy.
- Explain difference between Darshan and Philosophy.
- Identify significant features of the Indian and Western philosophies.
- Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
- Compare the Indian and Western Philosophical thoughts.
- Define pluralism and diversity in Indian society.
- Relate Education with Political and Economic issues.
- Distinguish between Fundamental Rights and duties.
- Value role of Education for Sustainable Development

Credits: 4		
Core Compulsory		
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> • Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. • Branches of Philosophy and Education.	8
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> • Vedant. • Bhagavad Geeta.	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> • Idealism. • Naturalism. • Pragmatism.	7

Signature



IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> •Mahatma Gandhi. • Swami Vivekanand. • BR. Ambedkar. • Rousseau. • Dewey.	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender.	8

VI	<u>SCHOOL EDUCATION AND SOCIETY</u> • School as Social Organization. • Social Change and Education. • Social Mobility and Education.	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> •Fundamental Rights and Duties. •Directive Principles.	7
VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> • Education as Development Indicator. • Education for Sustainable development • UN Millennium development goals VS Sustainable development goals.	7

S. S. S.

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान. दिल्ली, ग्रंथशिल्पी. 2002
- सलूजासी.के, शिक्षा विमर्श, शहं वि माध्यम कायामनूयन शनि वि ालयन ईशिल्ली
- धर्कर आर. शिक्षा और समाज. हरयाणा, आधार प्रकाशिन. 2006
- ओडएल.के, शिक्षा की वि ामिशन कपूछभूशम, राजस्थान शहन् वि ाग्रंथ अका वि मी, 1994
- पांडेय.के. पी, शिक्षा के वि ामिशन क एसिमा शाजक आधार, वि ाराण सी शिश्व शिद्यालय प्रका वि न
- Archer, M.S. *Social Origins of Educational Systems*, New Delhi: Sage. 1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education*, New Jersey: Prentice Hall Inc., Englewood Cliffs. 12 Hours. 1962
- Cohen, B. *Educational Thought: An Introduction*. Macmillan, Britain. 1969
- Dewey, J. *The School and Society*. Chicago, The University of Chicago Press. 1915
- Durkheim, E. *Education and Sociology*. New York: The Free Press. 1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan. 1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas*. New Delhi, Sage Publications. 1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1998

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

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

Signature

BA 2nd, Sem. III
Course II
(Practical)

Program/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010302P	Course Title: Review a book written by prominent educational thinkers included in the course II.	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop an stronger orientation towards research • Understand the concept of Book review.		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	• What is Book review?	4
II	• Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.	36
III	• Introduction and the discussion of the books written by Rousseou and Dewey.	20
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Review presentation- 15 marks Viva- 10		

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BA 2nd , Sem. IV
Course I
(Theory)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		

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

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

- Define Education and Psychology.
- Relate Education and Psychology
- Compare characteristics and needs of different stages of development.
- Name 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: NA	Min. Passing Marks:

Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w

Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u> • Psychology: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology.	8

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II	<u>PROCESS OF DEVELOPMENT</u>	8
	• Development/Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.	
III	<u>UNDERSTANDING THE LEARNING</u>	7
	• Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Transfer of Learning and its classroom implications.	
	<u>Learning Theories:</u> • Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.	
IV	<u>FOUNDATIONS OF BEHAVIOURS</u>	7
	• Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue	
V	<u>INDIVIDUAL DIFFERENCES</u>	8
	• Meaning, Types and Causes of Individual Differences. • Individual Differences and Education.	
VI	<u>SPECIAL NEED LEARNERS</u>	8
	• Mentally Retarded. • Gifted Children. • Divyang (Handicapped).	

S. Gupta

VII	<u>MENTAL HEALTH AND ADJUSTMENT</u> • Concept and need of studying mental health. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process.	7
VIII	<u>TEACHING AND LEARNING PROCESS</u> • Concept of Teaching. • Relation between Learning and Teaching. • Conditioning vs Teaching. • The Objectives of Education is Learning. • Role of Teacher in Teaching- Learning.	7

Suggested Readings:

- भटनागरएस, शिक्षामनोविज्ञान, सूयमपशललकेिन, 1998
- जायसालएस.आर, भारतीय मनोविज्ञान और शिक्षा , अक्क बुक डीपो नई शिल्ली
- शत्रपाठीाशलग्राम, शिक्षणव्यवहार, राधापशललकेिन, नई शिल्ली
- गुप्ताएस.पी, शिक्षामनोविज्ञान, िाखाप्रकाििन, मेरठ
- युगशकम्बल, शिक्षामनोविज्ञानकीआधार शिला, शिनोि पुस्तक मंशिर, 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*. Englewood Cliffs. New Jersey; Prentice Hall.
- Rani, A. (2011). *Psychology of learning Behavior*. New Delhi, Centrum Press.

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Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar
Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 2nd , Sem. IV,
Course II (Practical)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Case study of a Special Child	
Course Learning Outcomes On completion of this course, learners will be able to: ● Develop an stronger orientation towards research ● Identify the different special children. ● Prepare a case study.		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	● What is case study? And its steps.	10
II	● Special children: Types and characteristics.	50
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10		
Suggested Readings: ● मंगलएस.के, शिक्षामनोशिज्ञानणि सांशययकी, शिनोि पुस्तक मंशिर, आगरा ● कश्रपलएच.के, अनुसंधानशिशिधयां, भागमिशप्रंटसम, आगरा ● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep& Deep Publications. ● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.		

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**BA 3rd , Sem. IV,
(Project)**

Program/Class: Diploma/BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010401R	Course Title: Research Project	
Course Learning Outcomes On completion of this course, learners will be able to • Develop an stronger orientation towards research • Understand Basic methods of research and different research tools		
Credits: 3		Core Compulsory
Max. Marks: - 100		Min. Passing Marks: 40%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
I	Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.	45
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal		
Suggested Readings: • भटनागर, िैशक्षकअनुसंधानकीकायमप्रणाली, आर. लालबुक्कशडपो, मेरठ • गुप्ताएस.पी, िोधसंििमशिका, िारिपुस्तकभिन, आगरा • नन्ि. पचौरीणििमाम, शिक्षामनोशिज्ञानणिमापन, संजयपशललकेिन्स, आगरा • पाण्डेयके.पी, िैशक्षकअनुसंधान, शिशुशिक्षालयप्रिासन, िाराणसी • Anastasi, A. <i>Psychological Testing</i>. New York, Macmillan Publishing Co. Inc. 1976		

[Signature]

- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990

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

Program specific outcomes-

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

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

BA 3rd , Sem. V, Course I (Theory)

Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T	Course Title: Educational Assessment	
Course Learning Outcomes On completion of this course, learners will be able to: ● Define assessment measurement and evaluation. ● Enumerate and Illustrate Characteristics of a good test. ● Classify different psychological tests. ● Test Intelligence/Personality/Aptitude of a subject.		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

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Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical vs Psychological Measurements. • Continuous and Comprehensive Education: Meaning, Aims and Aspects.	8
II	<u>NORMS</u> • Norms: Meaning and Significance • Marks vs Grades • Credit System	7
III	<u>ACHIEVEMENT TESTS</u> • Meaning, Aims and Types. • Subjective VS Objective tests. • Characteristics of a Good test.	8
IV	<u>INTELLIGENCE</u> • What is Intelligence, Types? • Concept of Emotional Intelligence.	7
V	<u>MEASUREMENT OF INTELLIGENCE</u> • Verbal, Non-Verbal test • Individual Tests and Group test	8
VI	<u>PERSONALITY</u> • What is Personality? • Types of Personality. • Theories of Personality.	7

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VII	<u>ASSESSMENT OF PERSONALITY</u> • Personality Inventories • Projective Techniques.	8
VIII	<u>APTITUDE</u> • What is Aptitude? • Types of Aptitude. • Characteristics of Aptitude. • Measurement of Aptitude.	7

Suggested Readings:

- गुप्ताएस.पी, िैशक्षकमापनएिमूल्यांकन, िारिपुस्तकभिन, आगरा
- नन्ि. पचौरिणििमाम, शिक्षामनोशिज्ञानएिमापन, संजयपशललकेिन्स, आगरा
- भटनागरएस, शिक्षामनोशिज्ञान, सूक्ष्म पशललकेिन्स, 1998
- शसंहए.के, शिक्षामनोशिज्ञान, भारतीभिन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990
- Norris, N. *Understanding Educational Evaluation*, Kogan Page Ltd. 1990
- Thorndike, E.L., & E.P., Hagen. *Measurement and Evaluation in Psychology and Education*. New York, Johan Wiley and Sons Inc. 1969
- Secolsky, C. *Handbook on Measurement and Evaluation in Higher Education*. U.K. Routledge. 2011
- Sindhu, K.S. *New approaches to measurement and evaluation*, New Delhi, Sterling Publication. 2007
- Singh, H.S. *Modern educational testing*. New Delhi: Sterling Publication. 1974

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

Suggested equivalent online courses:
Courses on Swayam / MOOCs

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BA 3rd, Sem. V
Course II
(Theory)

(Theory)		
Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T	Course Title: Educational Statistics	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Define Statistical terms. • Prepare graphical charts. • Interpret the results various operations of statistics. • Survey and collect data. • Analyze the data with Suitable Statistical methods.		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures

I	<u>INTRODUCTION TO STATISTICS</u> • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics	7
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> • Organization of data: ○ Simple array ○ Frequency array ○ Frequency Distribution • Class Interval: ○ Inclusive ○ Exclusive	7

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III	<u>GRAPHICAL REPRESENTATION OF DATA</u> • Bar diagram • Histogram • Pie chart	8
IV	<u>MEASURES OF CENTRAL TENDENCY</u> • Definition, Uses, Computation of: Mean, Median, Mode	8
V	<u>MEASURES OF RELATIVE POSITION</u> • Concept of Relative Position • Percentile Rank • Percentile	5
VI	<u>MEASURES OF VARIABILITY</u> • Definition, Uses, Computation: Range, Mean Deviation, Standard Deviation.	8
VII	<u>UNIT IV: CORRELATION</u> • Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method.	12
VIII	<u>NORMAL PROBABILITY CURVE</u> • Concept and Characteristics.	5

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Suggested Readings:

- अस्थानाशिक्षण, िैशक्षकअनुसंधान िं सांशयकी, अग्रिल पशतलकेिन्स, 2011.
- कशपल एच.के, अनुसंधान शिवाध्यां, भागमि शप्रंटसम, आगरा
- पांडेय के.पी, िैशक्षकअनुसंधान, िाराणसीशिक्षणशालाप्रकाशिन
- Agresti & Finlay, *Statistical Methods for the Social Sciences*. New Jersey, Prentice Hall. 2010
- Garret H.E., *Psychological Tests, Methods, and Results* Nabu Press, 2011.
- Garret H.E., *Statistics in Psychology and Education*, Paragon International Publishers, 2005(Hindi & English)
- Ott and Longnecker. *Statistical methods and data analysis*. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH & Co. 2012
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon. 1988

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

Suggested equivalent online courses: Courses
on Swayam / MOOCs

**BA 3rd, Sem. V,
Course III
(Practical)**

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title : Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop an stronger orientation towards research • Understand and Administer different Psychological Tests		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:

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Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	• Psychological Test: Types and Utility for Guidance and Counselling	10
III	• How to administer and Interpret score of Achievement/Intelligence/Personality/Aptitude/Text	50
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva- 10		
Suggested Readings: ● गुप्ताएस.पी, िैशक्षकमापनमूल्यांकन, िारिपुस्तकभिन, आगरा ● नन्ि. पचौरीणिमाम, शिक्षामनोशिज्ञानमिमापन, संजयपशललकेिन्स, आगरा ● भटनागरएस, शिक्षामनोशिज्ञान, सू पशललकेिन्स, 1998 ● शसंहए.के, शिक्षामनोशिज्ञान, भारतीभिन, पटना ● Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976 ● NCERT Curriculum and Evaluation, New Delhi, NCERT 1990		

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**BA3rd
Sem. VI,
Course I
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Describe different Educational Organizations. • Compare Administration, Management and Supervision. • Differentiate between inspection and supervision.		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATIONAL ORGANIZATIONS</u> • Meaning and Types. • Characteristics of Educational Organizations.	8
II	<u>EDUCATIONAL ADMINISTRATION</u> • 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> • Classical School • New Classical School • New Management	7

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IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> • POSDCORB	7
V	<u>LEADERSHIP</u> • Meaning, Nature of Leadership. • Styles of Leadership. • Centralization vs Decentralization • Decision Making.	8
VI	<u>EDUCATIONAL PLANNING</u> • Meaning and Nature of Educational Planning. • Approaches of Educational Planning.	8
VII	<u>EDUCATIONAL FINANCE</u> • Need and Significance. • Sources of Finance.	6
VIII	<u>EDUCATIONAL SUPERVISION</u> • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision.	8

Suggested Readings:

- भटनागर आर.पी., शिक्षक प्रशिक्षण, आरलाल बुक डीपोट, 2015
- ओडएल.के., शिक्षक प्रशिक्षण, राजस्थान शाहंी ग्रंथ अकािमी, जयपुर
- िमाम, एल.एन. भारतीय शिक्षा वियस्था ऍ प्रशिक्षण तंत्र, राजस्थान शाहंी ग्रंथ अकािमी, जयपुर.
- Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.).
- Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006
- Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).
- Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot.

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- Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.
- <http://mlrd.gov.in/school-education>
- <http://mlid.gov.in/schemes-1>

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 3rd , Sem. VI,
Course II (Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010602T	Course Title: Milestones and New Dimensions of Indian Education	
Course Learning Outcomes		
On completion of this course, learners will be able to: • List and differentiate the different education programs and schemes. • Use MOOCs and SWAYAM. • Collect and use material from OERs. • Review e-journals and e-Magazines.		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of
		Lectures

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I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u>	9
	• ICDS • SSA. • Mid-day Meal. • RMSA. • RUSA. • NMEICT. • RTE. • PMMMNMTT.	
II	<u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA:</u>	5
	• Shanti Niketan. • Vanasthali Vidyapeeth. • Chitrakoot Gramodaya Vishwavidyalaya. • Pondicherry Ashram. • Navodaya Vidyalaya.	
III	<u>EDUCATIONAL TECHNOLOGY</u>	8
	• ICT: Meaning, Type, Concept and Needs. • ICT and Education. • Approaches of Educational Technology. • Computer and Internet: Application in Education	
IV	<u>INITIATIVES AND INNOVATIONS</u>	7
	• EDUSAT, EDUCOM. •MOOCS, SWAYAM. • OERs. • e-journals and e-Magazines. • NAD, NIRF, e-Pathshala.	
V	<u>SOCIETAL TRENDS AND EDUCATION</u>	8
	• Inclusion-. • Human Rights. • Value and Moral. • Women Empowerment	
VI	<u>CULTURAL TRENDS AND EDUCATION</u>	8
	• Social Media. • Demographic changes. • Globalization • Peace.	
	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u>	

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VII	• Environment and Ecosystems. • Environmental Pollution. • Ozone layer depletion. • Greenhouse effect. • Global Warming.	7
VIII	<u>ENVIRONMENT AND EDUCATION</u> • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. • Conservation of Natural Resources and Utilization of Non-Conventional Resources.	8

Suggested Readings:

- या.ि.एस. आरुतिशिक्षा, शिनो.ि.पुस्तकमंशिर, 2001
- िमामजी. आरशिक्षणतकनीकी, स्.ि.रूपएंडसन्स, न्यूशिल्ली, 1992
- भा.ि.ू आर.आर. साक्षरता शिक्षा, िं निचार, हंसा प्रका.िन, जयपुर
- सक्सेनाआर.आर. निचारीशिक्षणपद्धतयां, राजस्थानशहन्.ि.ी ग्रंथ अका.िमी
- Agarwal, S.P. and Aggarwal, J.C. *Environmental protection, education and development. New Delhi, New Concepts. 1996*
- Aggarwal J.C. *Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995*
- Kumar, K.L. *Educational Technology, New Delhi, New Age International (P) Ltd. Publishers. 2000*
- Kaushal, S. & Mahapatra. *Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007*
- Laxmi S. *Innovations in Education, Delhi Sterling Publishers. 1989*
- Reddy, P. K. & Reddy, N. D. *Environmental Education. Hyderabad: Neelkamal publications. 2001*
- Sampath, K. et. Al. *Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998*
- Sharma, B. L., & Maheswari, B. K. *Education for environmental and human value. Meerut, R.Lall Books Depot. 2008*
- Singh, Y. K. *Teaching of environmental science, New Delhi, APH Publishing 2009*
- Corporation. Underwood, Jean D.M., and Underwood, G. *Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell. 1990*

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

Suggested equivalent online courses:
Courses on Swayam / MOOCs

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**BA 3rd , Sem. VI,
Course III
(Practical)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010603P	Course Title: I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending SocioCultural-Environmental Issue.	

Course Learning Outcomes

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

- Develop an stronger orientation towardsresearch.
- Understand and Conceptualize ICDS and Anganwadi.
- Understand current issues and write an article.

Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w		
Unit	Topics	No. of Lectures
I	● ICDS (Integrated Child Development Services): Introduction	10
II	● Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	20
III	● How to write an article: steps and ethics.	10
IV	● Sources of literature and their usage.	20
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10		

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RAJA MAHENDRA PRATAP SINGH UNIVERSITY, ALIGARH



**Modified Syllabus
(Education)**

For

**Bachelor Honours Degree / Bachelor Honours Degree with Research / M.A
(Semester VII to Semester X)**

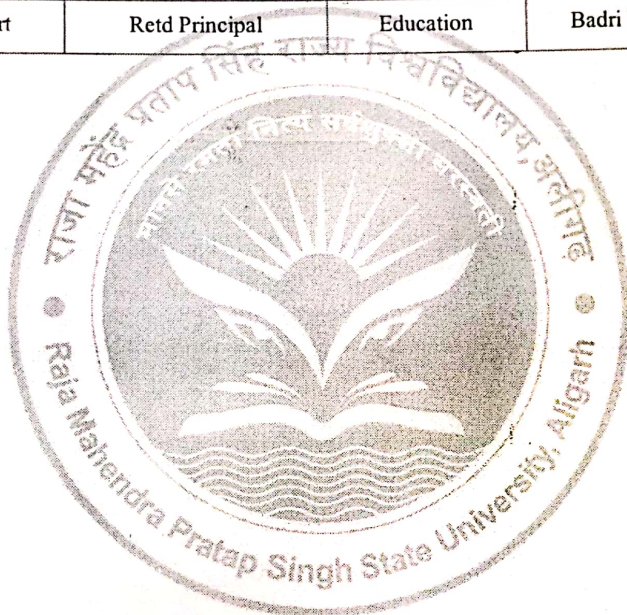
(Effective from Academic Session 2026-2027)

As per the Guidelines of National Education Policy 2020 (Revised)



Syllabus Revised By

S. N.	Name	Designation	Department	College/ University
1	Prof. Ranjana Gupta, Convener	Professor	Education	S.R.D.A. Girls College, Hathras
2	Prof. Pradeep Kumar, Member	Professor	Education	D.S. College, Aligarh
3	Dr Sanjay Kumar, Member	Assistant Professor	Education	D.S. College, Aligarh
4	Dr Rekha Rani, Member	Assistant Professor	Education	S.S.J.N.P. Girls College, Kasganj
5	Dr Ashutosh Tiwari, Member	Assistant Professor	Education	D.S. College, Aligarh
6	Dr Shashi Kumari, Member	Assistant Professor	Education	S.R.D.A. Girls College, Hathras
7	Dr Ajeet Kumar Yadav, Member	Assistant Professor	Education	K.A. College, Kasganj
8	Shri Vineet Singh, Member	Assistant Professor	Education	P.C. Bagla College, Hathras
9	Prof. Vinita Gupta, Expert	Professor	Education	D.D.M. (PG) College, Firozabad
10	Prof. C.D. Yadav, Expert	Retd Principal	Education	Badri Vishal (PG) College, Farrukhabad



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Course Structure

Year	Semester	Course Code	Paper Title	Theory/Project	Credits
4	VII	E010701T	EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	Theory	4
4	VII	E010702T	SOCIOLOGICAL FOUNDATION OF EDUCATION	Theory	4
4	VII	E010703T	EDUCATIONAL PSYCHOLOGY-I	Theory	4
4	VII	E010704T	RESEARCH IN EDUCATION-I	Theory	4
4	VII	E010705T	CURRICULUM DEVELOPMENT AND EVALUATION (Only for Bachelor Honours Degree)	Theory	4
4	VII	E010706R	RESEARCH PROJECT Prepare a Research Proposal (Only for Bachelor Honours Degree with Research)	Research Project	4
4	VIII	E010801T	EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	Theory	4
4	VIII	E010802T	EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Theory	4
4	VIII	E010803T	EDUCATIONAL PSYCHOLOGY-II	Theory	4
4	VIII	E010804T	RESEARCH IN EDUCATION - II	Theory	4
4	VIII	E010805T	ENVIRONMENTAL EDUCATION (only for Bachelor Honours degree)	Theory	4
4	VIII	E010806R	RESEARCH PROJECT – Dissertation (for Bachelor Honours degree with Research)	Research Project	4
5	IX	E010901T	HISTORY OF INDIAN EDUCATION: PRE-INDEPENDENT ERA	Theory	4
5	IX	E010902T	EDUCATIONAL TECHNOLOGY-I	Theory	4
5	IX	E010903T	TEACHER EDUCATION	Theory	4
5	IX	E010904aT OR E010904bT	GUIDANCE AND COUNSELLING OR YOGA EDUCATION	Theory	4
5	IX	E010905R	RESEARCH PROJECT Prepare a Research Proposal	Research Project	4
5	X	E011001T	HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENT ERA	Theory	4
5	X	E011002T	EDUCATIONAL TECHNOLOGY- II	Theory	4
5	X	E011003T	PEDAGOGY, ANDRAGOGY AND ASSESSMENT	Theory	4
5	X	E011004aT OR E011004bT	INCLUSIVE EDUCATION OR GENDER STUDIES	Theory	4
5	X	E011005R	RESEARCH PROJECT - Dissertation	Research Project	4

Signature



Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010701T	Course Title – EDUCATIONAL THOUGHT: WESTERN PHILOSOPHICAL TRADITIONS	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the meaning, nature, scope and aims of education and philosophy
2. To explain the factors of education and their interrelationship.
3. To become aware of different agencies of education that influence education.
4. To explain the western philosophies
5. To study the ideas of major philosophers
6. To apply Western philosophical frameworks (Idealism, Naturalism, Pragmatism, Realism) to analyze contemporary educational problems.
7. To compare the educational philosophies of John Dewey, Paulo Freire, Mary Wollstonecraft, and Nel Noddings and assess their relevance today.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF PHILOSOPHY AND EDUCATION • Meaning and Nature of Philosophy • Scope of Educational Philosophy. • Relationship between Philosophy and Education • Need and Functions of Educational Philosophy.	15
II	CLASSICAL APPROACHES TO EDUCATIONAL PHILOSOPHY • Idealism, Naturalism, Pragmatism and Realism with Special Reference to Metaphysics, Epistemology, Axiology and Their Educational Implications	15
III	MODERN AND CONTEMPORARY PHILOSOPHIES IN EDUCATION • Marxism and Existentialism, Humanism and Logical Positivism with Special Reference to Metaphysics, Epistemology, Axiology and Their Educational Implications.	15
IV	WESTERN EDUCATIONAL THINKERS • John Dewey • Paulo Freire • Mary Wollstonecraft • Nel Noddings	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

S. Gaur

Suggested Readings:

1. ओ पी. आर. ए. (2015). शिक्षा का दार्शनिक आधार (पाश्चात्य एवं भारतीय संदर्भ में). मेरठ: विनोद पुस्तक मंदिर। (पाश्चात्य विचारक - सुकरात, प्लेटो, अरिस्तो, रूसो, ड्यूई, पेम्बोर्लीनी आदि के शैक्षिक दृष्टिकोण का विश्लेषण।)
2. चौहान, सी. पी. एस. (2012). शिक्षा के महान विचारक (पाश्चात्य एवं भारतीय). दिल्ली: राष्ट्रीय पुस्तक व्यास।
3. सिंह, यू. के., & नायक, डी. एन. (2010). शैक्षिक दर्शन. दिल्ली: कॉपनवेलथ पब्लिशर्स।
4. मिश्रा, बी. एन. (2013). शिक्षा एवं दर्शन. पाश्चात्य परिप्रेक्ष्य. वाराणसी: ज्ञान भारती प्रकाशना।
5. पंडेय, के. पी. (2008). शिक्षा का दार्शनिक एवं समाजशास्त्रीय आधार. मेरठ: आर. तात. पब्लिकेशन्स।
6. अग्रवाल, जे. सी. (2011). शिक्षा के दार्शनिक एवं सामाजिक आधार. दिल्ली: आर्य बुक डिपो।
7. वर्मा, एल. एन. (2014). शिक्षा दर्शन: पाश्चात्य चिंतन की व्याख्या. पटना: छात्र साहित्य निकेतन।
8. माथुर, एस. एस. (2010). शिक्षा और दर्शन. आगरा: विनोद पुस्तक मंदिर।
9. श्रीवास्तव, जी. एन. (2016). पाश्चात्य शिक्षा दर्शन. प्रयागराज: भारतीय पुस्तक भवन।
10. तिवारी, डी. पी. (2017). शिक्षा दर्शन एवं शैक्षिक चिंतन. लखनऊ: भारत पुस्तक केन्द्र।
11. Henderson, S. V. P. (1947). Introduction to philosophy of education. University of Chicago Press.
12. Butler, J. D. (1951). *Four philosophies and their practice in education and religion* (3rd ed., 1968). Harper & Brothers.
13. Kneller, G. F. (1964). *Introduction to the philosophy of education* (2nd ed., 1971). John Wiley & Sons.
14. Titus, H. H. (1979). *Living issues in philosophy* (7th ed.). D. Van Nostrand.
15. Durant, W. (1926). *The story of philosophy: the lives and opinions of the greater philosophers*. Simon & Schuster.
16. Butts, R. F. (1947). *A cultural history of education: reassessing our educational traditions*. McGraw-Hill.
17. Brameld, T. (1955). *Philosophies of education in cultural perspective*. Dryden Press.
18. O'Connor, D. J. (1957). *An introduction to the philosophy of education*. Routledge & Kegan Paul.
19. Fromm, E. (1961). *Marx's concept of man*. Frederick Ungar.



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Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010702T	Course Title – SOCIOLOGICAL FOUNDATION OF EDUCATION	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture;
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and related issues.
5. To examine social stratification and its influence on equalization of educational opportunities in India.
6. To analyze the role of education in social mobility and empowerment of marginalized communities.
7. To critically evaluate educational policies addressing socially and economically disadvantaged groups (SC/STs, women, rural population).
8. To discuss the concept of de-schooling and futurology as frameworks for rethinking education in a changing society.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF SOCIOLOGY OF EDUCATION • Origin and Development of Educational Sociology • Concept of Educational sociology and Sociology of Education • Nature and Scope of Educational Sociology • Methods of Study in Educational Sociology	15
II	EDUCATION, SOCIAL SYSTEMS, AND CULTURE • Concept and Elements of Social System - Education as a Social Subsystem • Role of Family, Community, Economic System, Political System, and Religion in Education • Culture: Functional Characteristics and Cross-Cultural Transmission • Characteristics of Indian Culture • Role of Education in Assimilation of Indian Traditions and New Cultural Patterns	15
III	EDUCATION, SOCIAL CONTROL, AND SOCIAL CHANGE • Social Control: Nature and Agencies • Role of Education in Social Control • Social Change and Modernization: Concepts and Factors • Constraints on Social Change and Modernization in India • Social Mobility and the Role of Education	15
IV	CONTEMPORARY SOCIAL ISSUES IN EDUCATION • Social Stratification and Equity in Education • Equalization of Educational Opportunities • Education for Socially and Economically Disadvantaged Groups (SC, ST, Women, Rural Population) • Social Movements in India • De-schooling and Futurology	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Acharya, P. (1987). Education: politics and social structure. In R. Ghosh & M. Zachariah (Eds.), *Education and the process of change*. Sage.
2. Acharya, P. (1988). Is Macaulay still our guru? *Economic and political weekly*, 23(22), 1124-1130.
3. Aikara, J. (1994). Sociology of education. Indian Council of Social Sciences Research.
4. Althusser (1971). Ideology and ideological state apparatuses 'notes towards an investigation'. Lenin and Philosophy and Other Essays, New Left Books.
5. Annamalai, E. (2001). Managing multilingualism in india: political and linguistic manifestations. Sage Publications.
6. Apple, M. (1979). Ideology and curriculum. Routledge & Kegan Paul.
7. Apple, M. W. (1988). Teaches and texts: a political economy of class and gender relations in education. Routledge.
8. Bona, J. E. D. (1973). Change and conflict in the indian university. Lilavati Publishing House: Bombay.
9. Gore, M. S. (1995). Indian education: structure and process. Jaipur: Rawat Publications.
10. Ilaiah, K. (1996). Why i am not a hindu: a sudra critique of hindutva philosophy. culture and political economy, Samya Publications: Kolkata.
11. Kumar, K. (1989). Social character of learning. SAGE.
12. Kumar, K. (1991). Political agenda of education: a study of colonialist and nationalist ideas. SAGE.
13. Kumar, K. (1983). Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, Economic and Political Weekly, 17(36-37).
14. शुक्ला, एस. सी., & कुमार, वी. (2005). शिक्षा का समाजशास्त्र. दिल्ली: एनसीईआरटी।
15. तिवारी, डी. पी. (2012). शिक्षा और समाज. मेरठ: विनोद पुस्तक मंदिर।
16. अग्रवाल, जे. सी. (2009). शिक्षा का सामाजिक आधार. दिल्ली: आर्य बुक डिपो।
17. ओझा, आर. पी. (2011). शिक्षा का समाजशास्त्रीय परिप्रेक्ष्य. लखनऊ: भारतीय पुस्तक भवन।
18. दुबे, एस. सी. (1990). भारतीय समाज. दिल्ली: नेशनल बुक ट्रस्ट।
19. पांडेय, के. पी. (2007). शिक्षा का दार्शनिक एवं समाजशास्त्रीय आधार. मेरठ: विनोद पुस्तक मंदिर।
20. श्रीवास्तव, जी. एन. (2010). शिक्षा और समाज: एक समाजशास्त्रीय विश्लेषण. वाराणसी: ज्ञान भारती प्रकाशना।
21. आनंद, सी. एल. (2008). भारतीय समाज में शिक्षा. दिल्ली: विकास पब्लिशिंग हाउस।
22. वर्मा, एल. एन. (2013). शिक्षा एवं समाजशास्त्र. पटना: छात्र साहित्य निकेतन।

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Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010703T	Course Title – EDUCATIONAL PSYCHOLOGY-I	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To explain the concepts of Education and Psychology.
2. To describe the scope and importance of Educational Psychology.
3. To explain the methods of Educational Psychology.
4. To describe the principles and stages of human development.
5. To differentiate between growth and development.
6. To analyze major theories of growth and development.
7. To apply the principles of mental health and adjustment.
8. To evaluate factors influencing learners' development and behaviour.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY • Education and Psychology: Concept and Relationship • Concept and Scope of Educational Psychology • Methods Used in Educational Psychology • Importance of Educational Psychology for Teachers	15
II	DEVELOPMENTAL DIMENSIONS OF LEARNERS • Growth and Development: Concept, Principles and Differences • Aspects of Human Development – Physical, Mental and Emotional • Stages of Development : Infancy, Childhood, Adolescent and Developmental Tasks • Determinants of Development: Heredity and Environment	15
III	THEORIES OF GROWTH AND DEVELOPMENT • Jean Piaget: Cognitive Development Theory • Lev Vygotsky: Social and Cultural Theory • Eric Erikson: Psychosocial Development Theory • Lawrence Kohlberg: Moral Development Theory • Golman: Theory of Emotional Intelligence	15
IV	MENTAL HEALTH AND ADJUSTMENT • Mental Health and Hygiene: Concept and Principles • Stress and Its Management • Concept and Process of Adjustment • Characteristics of a Well-Adjusted Person • Causes of Maladjustment and Coping Behaviour	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q/assignment/presentation/any other activity related to content.

Signature

Suggested Readings:

1. Allport, W. G. (1961). Pattern and growth in personality.
2. Woolfolk, A. (2006). Educational psychology (9th ed.) pearson education.
3. Santrock, W. J. (2006). Psychology essentials 2 (updated ed.). Tata McGraw-Hill Edition.
4. Sreevani, R. (2010). *A guide to mental health and psychiatric nursing* (3rd ed.). Jaypee Brothers Medical Publishers.
5. Hallahan, D. P., & Kauffman, M. J. (1991). *Exceptional children: Introduction to special education* (5th ed.). Allyn & Bacon.
6. चौहान, एस. एस. (2010). शैक्षिक मनोविज्ञान. दिल्ली: विकास प्रकाशन।
7. माथुर, एस. एस. (2012). शैक्षिक मनोविज्ञान. आगरा: विनोद पुस्तक मंदिर।
8. शर्मा, आर. ए. (2015). शैक्षिक मनोविज्ञान एवं बाल विकास. मेरठ: आर.लाल. पब्लिकेशन।
9. गुप्ता, एम. एस. (2014). शैक्षिक मनोविज्ञान का परिचय. दिल्ली: लक्ष्मी नारायण अग्रवाल।
10. तिवारी, डी. पी. (2011). शैक्षिक मनोविज्ञान एवं शिक्षा में इसका प्रयोग. लखनऊ: भारत बुक सेंटर।
11. यादव, एस. के. (2016). शैक्षिक मनोविज्ञान: सिद्धांत एवं व्यवहार. दिल्ली: ज्ञानोदय प्रकाशन।
12. सिन्हा, यू. के., & सिंह, आर. पी. (2013). शैक्षिक मनोविज्ञान और शिक्षक का व्यवहार. पटना: प्रकाश बुक डिपो।
13. अग्रवाल, जे. सी. (2010). शैक्षिक मनोविज्ञान. दिल्ली: आर्य बुक डिपो।
14. मिश्रा, के. (2009). अधिगम और शिक्षण मनोविज्ञान. इलाहाबाद: भारतीय पुस्तक भवन।



Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010704T	Course Title – RESEARCH IN EDUCATION-I	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To explain the meaning, nature, scope, types, and uses of educational research.
2. To understand the scientific method and its application in educational research.
3. To differentiate between various types and approaches of educational research.
4. To identify and formulate research problems and review related literature.
5. To understand variables, hypotheses, and their role in research.
6. To apply sampling techniques in educational research.
7. To use various tools and techniques for data collection.
8. To prepare research proposals and write research reports with proper referencing.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF EDUCATIONAL RESEARCH • Research- Meaning, Nature, Need and Scope • Scientific Method – Meaning, Steps and Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive) • Aims of Research as a Scientific Activity- Problem-solving, Theory Building and Prediction	15
II	DESIGNS AND APPROACHES OF EDUCATIONAL RESEARCH • Types of Research- Fundamental, Applied and Action • Designs in Educational Research- Descriptive, Experimental and Historical • Approaches to Educational Research- Qualitative, Quantitative and Mixed-Methods	15
III	LITERATURE REVIEW, VARIABLE, HYPOTHESIS AND SAMPLING • Review of Related Literature and Selection of a Research Problem • Variables-Meaning and Types (Independent, Dependent, Extraneous, Intervening and Moderator) • Hypotheses - Concept, Sources, Types (Research, non-directional, Null), Formulating Hypothesis, Characteristics of a Good Hypothesis • Population and Sampling Concepts, Characteristics of a Good Sample, Techniques of Sampling- Probability and Non-probability Sampling, Sampling Design	15
IV	DATA COLLECTION, RESEARCH PROPOSAL AND RESEARCH REPORT • Tools and Techniques of Data Collection- Questionnaire, Rating Scale, Attitude Scales, Tests, Sociometry, Observation, Interview • Types of Measurement Scale- Nominal, Ordinal, Interval and Ratio • Writing a Research Proposal and Research Report • Referencing & Bibliography Techniques	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. James, V. (1995). *Research in education*. Prentice Hall.
2. Aggarwal, Y. P. (1998). *The science of educational research: A source book*. Nirmal.
3. Edward, A. L. (1968). *Experimental designs in psychological research*. Holt, Rinehart and Winston.
4. Burns, R. B. (1991). *Introduction to research in education*. Prentice Hall.
5. Good, C. V. & Douglas, E. S. (1954). *Methods in social research*. McGraw-Hill.
6. Kerlinger, F. N. (1973). *Foundations of behavioral research*. Holt, Rinehart and Winston.
7. Koul, L. (1988). *Methodology of educational research*. Vikas.
8. McMillan, J. H. & Schumacher, S. (1989). *Research on education: a conceptual introduction*. HarperCollins.
9. Mouly, A. J. (1963). *The science of educational research*. Eurasia.
10. Neuman, W. L. (1997). *Social research methods: qualitative and quantitative approaches*. Allyn & Bacon.
11. Boston Travers, R. M. W. (1978). *An introduction to educational research*. Macmillan.
12. Van Dalen, D. B. (1962). *Understanding educational research*. McGraw-Hill.
13. Young, P. V. (1960). *Scientific social surveys and research*. Prentice Hall.
14. शर्मा, आर. ए. (2016). *शैक्षिक अनुसंधान*. मेरठ: विनोद पुस्तक मंदिर।
15. तिवारी, डी. पी. (2014). *शिक्षा में अनुसंधान विधियाँ*. आगरा: एलन प्रकाशन।
16. सिंह, ए. के. (2015). *मूल्यांकन एवं शैक्षिक अनुसंधान*. पटना: भारतीय पुस्तक भवन।
17. चौहान, एस. एस. (2012). *शैक्षिक अनुसंधान के सिद्धांत एवं विधियाँ*. दिल्ली: विकास प्रकाशन।
18. पांडेय, के. पी. (2011). *शिक्षा में अनुसंधान की विधियाँ*. मेरठ: आर.लाल. पब्लिकेशन।
19. मिश्रा, बी. के. (2013). *शिक्षा अनुसंधान: सिद्धांत एवं प्रयोग*. लखनऊ: भारत पुस्तक केन्द्र।
20. त्रिपाठी, ए. एन. (2010). *शिक्षा में अनुसंधान और सांख्यिकी*. इलाहाबाद: किताब महल।
21. यादव, एस. के. (2018). *शिक्षा में अनुसंधान: अवधारणाएँ और प्रयोग*. दिल्ली: ज्ञानोदय प्रकाशन।
22. श्रीवास्तव, जी. एन. (2017). *शिक्षा में कार्यरूपी अनुसंधान (Action Research)*. वाराणसी: ज्ञान भारती प्रकाशन।



Bachelor Honours Degree	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010705T	Course Title – CURRICULUM DEVELOPMENT AND EVALUATION (Only for Bachelor Honours Degree)	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To develop an in-depth understanding of the fundamental concepts and principles of curriculum and the key stages and strategies involved in its systematic development.
2. To analyse the philosophical, sociological, and psychological foundations of curriculum planning, with a focus on national, democratic, socio-cultural, and learner-centred perspectives.
3. To examine the roles and responsibilities of statutory bodies such as UGC, NCTE, and universities in shaping and regulating curriculum development in higher education.
4. To familiarize students with a range of traditional and contemporary curriculum design models, including discipline-based, competency-based, outcome-based, and integrative models.
5. To explore effective instructional systems, techniques, and media that support curriculum transaction and enhance teaching-learning processes.
6. To understand various approaches to curriculum and instruction, and critically evaluate curricula using established models such as those by Tyler, Stake, Scriven, and Kirkpatrick.
7. To investigate the nature, factors, and approaches to curriculum change, emphasizing the dynamic roles of students, teachers, and educational administrators in facilitating continuous improvement.
8. To promote awareness of the scope and significance of curriculum research, and introduce students to various types and methodologies used in curriculum studies

Unit	Topics	No. of Lectures
I	FOUNDATIONS AND PRINCIPLES OF CURRICULUM DEVELOPMENT • Concept and Principles of Curriculum • Strategies and Stages in the Process of Curriculum Development • Foundations of Curriculum Planning: Philosophical (National, Democratic), Sociological (Socio-cultural Reconstruction), Psychological (Learner's Needs and Interests) • Benchmarking in Curriculum Development • Role of Statutory Bodies: UGC, NCTE and Universities in Curriculum Development	15
II	MODELS OF CURRICULUM DESIGN • Traditional and Contemporary Models of Curriculum Design • Academic/Discipline-Based Model • Competency-Based Model • Social Functions/Activities Model (Social Reconstruction) • Individual Needs and Interests Model • Outcome-Based Integrative Model • Intervention Model • CIPP Model (Context, Input, Process, Product)	15
III	CURRICULUM TRANSACTION AND EVALUATION • Instructional System and Techniques for Curriculum Transaction	15

Signature



	• Role of Instructional Media and Materials • Approaches to Curriculum and Instruction: Academic Approach, Competency-Based Approach • Curriculum Evaluation Models: Tyler's Model, Stake's Model, Scriven's Model, Kirkpatrick's Model	
IV	CURRICULUM CHANGE AND RESEARCH • Meaning and Types of Curriculum Change • Factors influencing Curriculum Change • Approaches to Curriculum Change • Role of Students, Teachers, and Educational Administrators in Curriculum Improvement • Scope and Types of Research in Curriculum Studies	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

Suggested Readings:

1. शर्मा, आर. ए. (2015). पाठ्यक्रम विकास एवं मूल्यांकन. मेरठ: विनोद पुस्तक मंदिर।
2. सिंह, यू. के., & नायका, डी. एन. (2012). पाठ्यक्रम निर्माण और मूल्यांकन. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
3. तिवारी, डी. पी. (2014). पाठ्यक्रम विकास एवं शिक्षण विधियाँ. लखनऊ: भारत पुस्तक केन्द्र।
4. अग्रवाल, जे. सी. (2010). शिक्षा में पाठ्यक्रम नियोजन और मूल्यांकन. दिल्ली: आर्य बुक डिपो।
5. जोशी, एन. डी. (2013). पाठ्यक्रम और मूल्यांकन: एक शिक्षाशास्त्रीय परिप्रेक्ष्य. दिल्ली: ज्ञानगंगा पब्लिकेशन।
6. पांडेय, के. पी. (2007). पाठ्यक्रम एवं निर्देश प्रणाली. मेरठ: आर.लाल. पब्लिकेशन।
7. माधुर, एस. एस. (2011). पाठ्यक्रम विकास: सिद्धांत और प्रयोग. आगरा: विनोद पुस्तक मंदिर।
8. मिश्रा, बी. के. (2016). शिक्षा में पाठ्यचर्या एवं मूल्यांकन. वाराणसी: ज्ञान भारती प्रकाशन।
9. Ornstein, A. C. & Hunkins, F. P. (2017). Curriculum: foundations, principles, and issues (7th ed.), Pearson Education.
10. Wiles, J. W. & Bondi, J. C. (2014). Curriculum development: a guide to practice (9th ed.). Pearson.
11. Tyler, R. W. (2013). Basic principles of curriculum and instruction. University of Chicago Press, (Original work published 1949).
12. Taba, H. (1962). Curriculum development: theory and practice. Harcourt, Brace & World.
13. Posner, G. J. (2004). Analyzing the curriculum (3rd ed.). McGraw-Hill.
14. Oliva, P. F. & Gordon, W. R. (2018). Developing the curriculum (9th ed.). Pearson.
15. Print, M. (1993). Curriculum development and design. Allen & Unwin.
16. Kelly, A. V. (2009). The curriculum: theory and practice (6th ed.). SAGE Publications.

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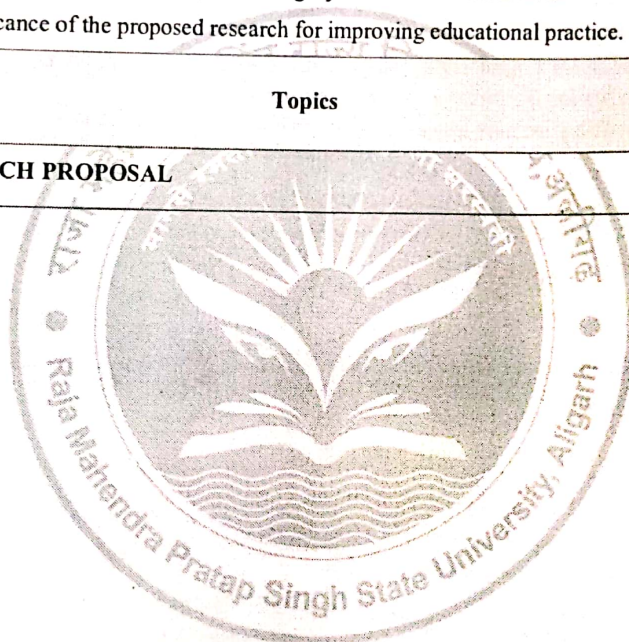
Bachelor Honours Degree with Research	Year: Fourth	Semester: Seven
Subject – Education		
Course Code: E010706R	Course Title – RESEARCH PROJECT (Only for Bachelor Honours Degree with Research)	
Credits: 4	Research Project	Max Marks - 100

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the procedure of educational research.
2. To formulate a clear and researchable problem statement based on a review of existing literature.
3. To develop a comprehensive research design specifying objectives, hypotheses, and methodology.
4. To select and justify appropriate data-collection tools and sampling strategies for the proposed study.
5. To apply APA referencing standards in preparing the research proposal document.
6. To present and defend the research proposal before peers and faculty, incorporating feedback for improvement.
7. To demonstrate understanding of ethical considerations and integrity in educational research.
8. To reflect on the practical significance of the proposed research for improving educational practice.

Unit	Topics	No. of Lectures
Project	PREPARE A RESEARCH PROPOSAL	8 hours/week



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Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010801T	Course Title – EDUCATIONAL THOUGHT: INDIAN PHILOSOPHICAL TRADITIONS	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To know the meaning of philosophy and philosophical foundations of education.
2. To comprehend the nature and functions of philosophy of education.
3. To logically analyze, interpret and synthesize various concepts, propositions and philosophical assumptions about educational phenomena.
4. To understand and use of philosophical methods in studying educational data.
5. To develop philosophical insight for resolution of educational issues.
6. To critically appraise contributions of great educators to education and society.
7. To be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/traditions

Unit	Topics	No. of Lectures
I	INTRODUCTION TO INDIAN PHILOSOPHY • Main Characteristics of Indian Philosophy • Historical Review of Indian Philosophy • Classification of Indian Philosophical Systems	15
II	ORTHODOX SCHOOLS OF INDIAN PHILOSOPHY AND EDUCATIONAL IMPLICATIONS • Introduction to Orthodox (Astik) Schools • Samkhya Darshan • Yoga Darshan • Nyaya Darshan • Vaishesika Darshan • Vedanta Darshan • Mimamsha Darshan (With reference to Concepts of Knowledge, Reality, Values and Educational Implications.)	15
III	HETERODOX SCHOOLS OF INDIAN PHILOSOPHY AND EDUCATIONAL IMPLICATIONS • Introduction to Heterodox (Nastik) Schools • Jainism and its Philosophical Tenets • Buddhism and its Contributions to Education • Lokayat (Charvaka) Darshan (With reference to Concepts of Knowledge, Reality, Values and Educational Implications)	15
IV	EDUCATIONAL THOUGHTS OF GREAT INDIAN THINKERS Educational Philosophies of: • Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, J. Krishnamurthy, Rabindranath Tagore, Savitribai Phule	15

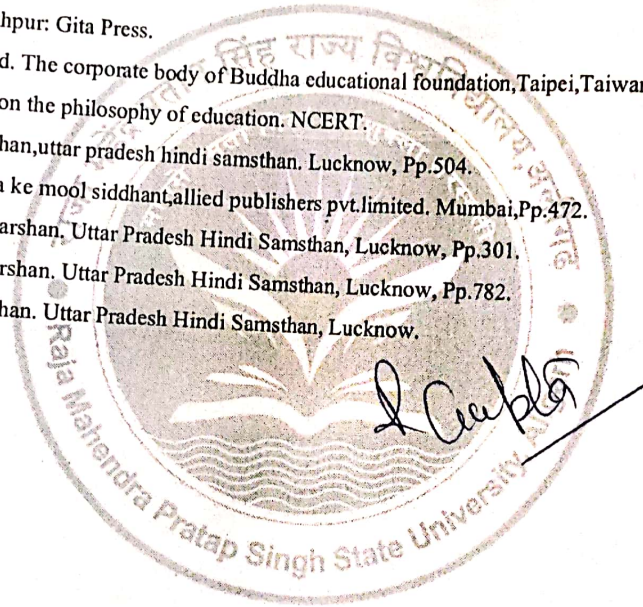
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

P. C. S. P.

Suggested Readings:

1. राधाकृष्णन, स. (2005). भारतीय दर्शन का संक्षिप्त इतिहास. दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस (मूल अंग्रेजी संस्करण 1948 में प्रकाशित)
2. शुक्ल, र. च. (2012). भारतीय शिक्षा और दर्शन. चारणसी: गंगा प्रकाशन।
3. मिश्र, वि. (2008). शिक्षा और भारतीय संस्कृति. दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एन सी ई आर टी)।
4. भगवानदीन. (2003). प्राचीन भारत में शिक्षा प्रणाली. इलाहाबाद: भारतीय साहित्य संस्थान।
5. सक्सेना, ए. एन. (2010). दार्शनिक आधारशिलाएँ एवं शिक्षा. मेरठ: विनोद पुस्तक मंडल।
6. सिंह, य. (2015). भारतीय ज्ञान परंपरा और आधुनिक शिक्षा. दिल्ली: संकल्प प्रकाशन।
7. सरस्वती, स. (2001). योग दर्शन और शिक्षा. मुंबई: योग प्रकाशन ट्रस्ट।
8. कश्यप, भि. ज. (1995). बौद्ध दर्शन और शिक्षा. दिल्ली: मोतीलाल बनारसीदास।
9. जैन, ज. क. (2007). जैन दर्शन और शिक्षा. आगरा: अरिहंत पब्लिकेशन।
10. कुमार, क. (2011). गांधी और शैक्षिक दर्शन. दिल्ली: शिल्पायन प्रकाशन।
11. Radhakrishnan, S. (2004). Uddeshyapurna jeevan. Hind Pocket Books., P.110.
12. Sinha, J. (2004). Outlines of indian philosophy, pilgrims publishing, varanasi, pp.435.
13. Radhakrishnan, S. (2004). Bhartiya sanskriti kuchh vichar. Hind Pocket Books., P.116.
14. Radhakrishnan, S. (2004). Hamari virasat. Hind Pocket Books., P.98.
15. Radhakrishnan, S. (2004). Upnishado ka sandesh. Hind Pocket Books., P.160.
16. Kirilenko, G. & Korshunova, L. (1988). What is philosophy? (hindi translation by j.c.pandey). Jaipur: Rajasthan Pupils Publishing House, Pp.272.
17. Upanishads (nine major), Gorakhpur: Gita Press.
18. Negi, W. D. (2003). Dhammapad. The corporate body of Buddha educational foundation, Taipei, Taiwan.
19. Vazhayil, J. (2001). Reflections on the philosophy of education. NCERT.
20. Mishra, U. (2003). Bhartiya darshan, uttar pradesh hindi samsthan. Lucknow, Pp.504.
21. Verma, V. P. (2004). Nitishashtra ke mool siddhant, allied publishers pvt. limited. Mumbai, Pp.472.
22. Agrawal, B. S. (2002). Paschatya darshan. Uttar Pradesh Hindi Samsthan, Lucknow, Pp.301.
23. Devraj, N. K. (2002). Bhartiya darshan. Uttar Pradesh Hindi Samsthan, Lucknow, Pp.782.
24. Sampurnanand (2006). Yoga darshan. Uttar Pradesh Hindi Samsthan, Lucknow.



Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010802T	Course Title – EDUCATIONAL ADMINISTRATION AND MANAGEMENT	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To enable the student-teachers to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To develop an understanding in the students about various approaches to educational planning.
3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.
4. To orient students with the concept of educational supervision, inspection and improvement in the field of education.
5. To acquaint the students with specific trends in educational management.
6. To analyze the significance of Total Quality Management (TQM), Management by Objectives (MBO), and PERT in modern educational institutions.
7. To evaluate participatory and conflict management strategies in improving institutional governance.
8. To critically review emerging trends in educational management and their implications for school effectiveness.

Unit	Topics	No. of Lectures
I	EVOLUTION OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT THEORIES • Educational Administration and Management: Meaning, Principles, Functions and Importance • The Scientific Management Movement • Fayol's Administrative Process Theory and Bureaucratic Theory of Administration • Human Relations Approach to Management • Social Systems Approach to Management • The Integrated Approach (1970 onwards)	15
II	EDUCATIONAL PLANNING AND INSTITUTIONAL DEVELOPMENT • Educational Planning: Meaning, Nature and Need • Approaches to Educational Planning • Institutional Planning	15
III	LEADERSHIP AND SUPERVISION IN EDUCATION • Educational Leadership: Meaning and Nature • Theories of Leadership: Trait, Behavioural, Contingency, Transformational • Leadership Styles and Their Evaluation • Functions of Educational Leader and Manager • Educational Supervision: Meaning, Nature, Scope, Need & Functions • Supervision as a Process • Evaluation of Supervisory Effectiveness • Inspection vs Supervision	15
IV	TRENDS AND TECHNIQUES IN EDUCATIONAL MANAGEMENT • Total Quality Management (TQM) and Management by Objectives (MBO) • Organizational Compliance and Decision Making in Education • PERT (Program Evaluation and Review Technique)	15

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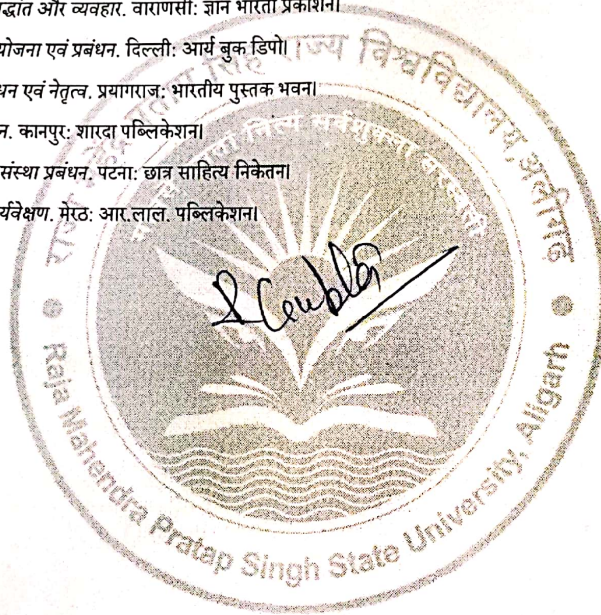
- Participatory Management and Conflict Management
- Research in Educational Management

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

Suggested Readings:

1. Adolph, E., & Turner, H. (n.d.). *Supervision for change & innovation*. Houghton Mifflin Company.
2. Agarwal, J. C. (n.d.). *School administration*. Arya Book Depot.
3. Bhatnagar, & Verma. (n.d.). *Educational supervision*. International Publishing House.
4. Kimbrough, S. R., Michael, & Nunnery. (n.d.). *Educational administration*. Macmillan Company.
5. Kimbrough, R. B., & Nunnery, M. Y. (n.d.). *Educational administration: An introduction*. Macmillan Publishing Co.
6. शर्मा, आर. ए. (2016). *शैक्षिक शासन, प्रबंधन और नेतृत्व*. मेरठ: विनोद पुस्तक मंदिर। (प्रशासकीय सिद्धांतों, संगठनात्मक व्यवहार एवं नेतृत्व शैलियों का विस्तृत विवेचन।)
7. सिंह, यू. के., & नायका, डी. एन. (2014). *शैक्षिक प्रबंधन एवं योजना निर्माण*. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
8. तिवारी, डी. पी. (2015). *शैक्षिक शासन एवं प्रबंधन*. लखनऊ: भारत पुस्तक केन्द्र।
9. माथुर, एस. एस. (2012). *शैक्षिक संगठन, शासन और पर्यवेक्षण*. आगरा: विनोद पुस्तक मंदिर।
10. मिश्रा, बी. एन. (2013). *शैक्षिक प्रबंधन: सिद्धांत और व्यवहार*. वाराणसी: ज्ञान भारती प्रकाशन।
11. अग्रवाल, जे. सी. (2010). *शैक्षिक शासन, योजना एवं प्रबंधन*. दिल्ली: आर्य बुक डिपो।
12. श्रीवास्तव, जी. एन. (2017). *शिक्षा का प्रबंधन एवं नेतृत्व*. प्रयागराज: भारतीय पुस्तक भवन।
13. त्रिपाठी, एल. (2011). *प्रभावी शैक्षिक प्रबंधन*. कानपुर: शारदा पब्लिकेशन।
14. वर्मा, एल. एन. (2016). *शैक्षिक नेतृत्व और संस्था प्रबंधन*. पटना: छात्र साहित्य निकेतन।
15. पांडेय, के. पी. (2009). *शैक्षिक शासन एवं पर्यवेक्षण*. मेरठ: आर. लाल. पब्लिकेशन।



Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010803T	Course Title – EDUCATIONAL PSYCHOLOGY-II	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To develop an understanding about theories of learning
2. To develop an understanding about learners' cognitive, thinking and learning styles.
3. To develop an understanding about learners' development and the characteristics associated with it.
4. To develop an understanding of classroom as a social group and group processes.
5. To develop an understanding of concept, models and types of intelligence.
6. To develop an understanding of concept, models and types of metacognition.
7. To develop an understanding of theories of personality and its measurement.
8. To evaluate the influence of creativity and metacognition on higher- order thinking and academic performance.

Unit	Topics	No. of Lectures
I	LEARNING AND THEORIES OF LEARNING • Concept of Learning and Transfer of Learning • Behaviourist Theories: Thorndike, Pavlov, Skinner, Hull • Cognitive Theories: Learning by Insight, Tolman's Theory, Lewin's Field Theory • Gagne's Hierarchy of Learning • Bandura's Social Learning Theory	15
II	MOTIVATION AND PERSONALITY • Concept and Theories of Motivation, Hierarchy of Motivation by Abraham Maslow • Meaning and Theories of Personality: Traits, Types and Psychoanalytical • Measurement of Personality	15
III	INTELLIGENCE, CREATIVITY AND COGNITIVE PROCESSES • Intelligence : Concept, Theories and Measurement. • Creativity : Meaning, Characteristics and Importance • Specific Cognitive Processes : Memory, Thinking and Problem Solving	15
IV	INDIGENOUS EDUCATIONAL PSYCHOLOGY • Indigenous Psychology: Meaning and Concepts • Indian Concept of Development • Indian Concept of Personality: Panch-kosha and Trigunas • Chitt : Meaning and Its States • Methods of Study- Sravan, Manan and Nidhidhyasan	15

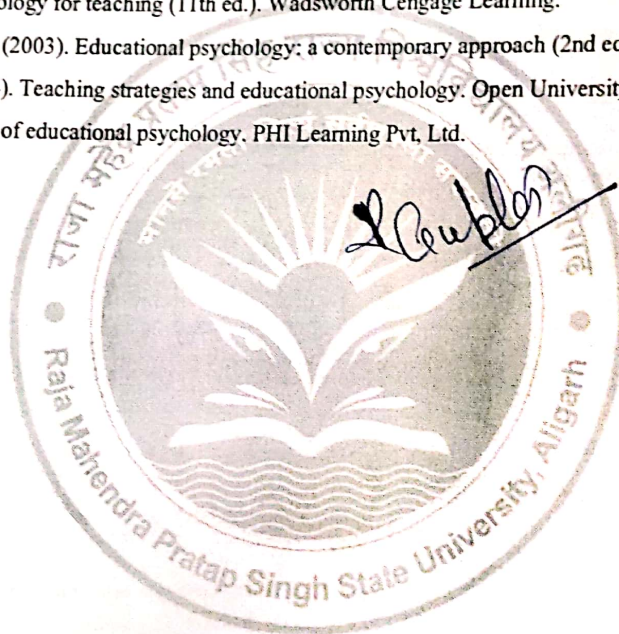
Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

P. Coupland

Suggested Readings:

1. चौहान, एस. एस. (2010). शैक्षिक मनोविज्ञान. दिल्ली: विकास प्रकाशन। (शिक्षा के छात्रों के लिए सर्वाधिक मान्यता प्राप्त पुस्तक)
2. माधुर, एस. एस. (2012). शैक्षिक मनोविज्ञान. आगरा: विनोद पुस्तक मंदिर। (व्यवहार, अधिगम सिद्धांत, अभिप्रेरणा, स्मृति आदि का सरल प्रस्तुतीकरण)
3. शर्मा, आर. ए. (2015). शैक्षिक मनोविज्ञान एवं बाल विकास. मेरठ: आर. तात. पब्लिकेशन।
4. गुप्ता, एम. एस. (2014). शैक्षिक मनोविज्ञान का परिचय. दिल्ली: लक्ष्मी नारायण अग्रवाला।
5. तिवारी, डी. पी. (2011). शैक्षिक मनोविज्ञान एवं शिक्षा में इसका प्रयोग. लखनऊ: भारत बुक सेंटर।
6. यादव, एस. के. (2016). शैक्षिक मनोविज्ञान: सिद्धांत एवं व्यवहार. दिल्ली: ज्ञानोदय प्रकाशन।
7. मिन्हा, यू. के., & सिंह, आर. पी. (2013). शैक्षिक मनोविज्ञान और शिक्षक का व्यवहार. पटना: प्रकाश बुक डिपो।
8. अग्रवाल, जे. सी. (2010). शैक्षिक मनोविज्ञान. दिल्ली: आर्य बुक डिपो।
9. मिश्रा, के. (2009). अधिगम और शिक्षण मनोविज्ञान. इलाहाबाद: भारतीय पुस्तक भवन।
10. श्रीवास्तव, जी. एन. (2017). शिक्षा मनोविज्ञान: आधुनिक दृष्टिकोण. वाराणसी: ज्ञान भारती प्रकाशन।
11. Woolfolk, A. (2019). Educational psychology (14th ed.). Pearson.
12. Santrock, J. W. (2020). Educational psychology (7th ed.). McGraw-Hill Education.
13. Ormrod, J. E. (2020). Essentials of educational psychology: big ideas to guide effective teaching (5th ed.). Pearson.
14. Slavin, R. E. (2020). Educational psychology: theory and practice (13th ed.). Pearson.
15. Eggen, P. & Kauchak, D. (2015). Educational psychology: windows on classrooms (9th ed.). Pearson.
16. Snowman, J. & Biehler, R. (2014). Psychology applied to teaching (14th ed.). Wadsworth Cengage Learning.
17. Lefrancois, G. R. (2011). Psychology for teaching (11th ed.). Wadsworth Cengage Learning.
18. Borich, G. D. & Tombari, M. L. (2003). Educational psychology: a contemporary approach (2nd ed.). Pearson Education.
19. Davis, H. A. & Florian, L. (2004). Teaching strategies and educational psychology. Open University Press.
20. Mangal, S. K. (2012). Essentials of educational psychology. PHI Learning Pvt. Ltd.



Bachelor Honours Degree / Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010804T	Course Title – RESEARCH IN EDUCATION - II	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand and apply descriptive statistical techniques.
2. To differentiate between parametric and non-parametric statistical methods.
3. To explain the basic concepts of statistical inference and hypothesis testing.
4. To apply inferential statistical techniques for data analysis.
5. To explain the major qualitative research designs.
6. To apply mixed-method research designs in educational research.
7. To interpret quantitative and qualitative research findings.
8. To select appropriate research designs and data analysis techniques for research.

Unit	Topics	No. of Lectures
I	QUANTITATIVE DATA ANALYSIS (DESCRIPTIVE STATISTICS) • Measures of Central Tendency, • Measures of Variability • Measures of Position • Graphical Presentation of Data	15
II	PARAMETRIC AND NON-PARAMETRIC STATISTICS • Parametric and Non-Parametric Techniques- Meaning and Difference • NPC- Uses and Characteristics • Type I and Type II Errors • One-Tailed and Two-Tailed Tests • Levels of Significance • Degree of Freedom	15
III	QUANTITATIVE ANALYSIS (INFERENTIAL STATISTICS) • Correlation • t-test • ANOVA • Chi-square Test (Equal Probability and Normal Probability Hypothesis)	15
IV	QUALITATIVE RESEARCH DESIGNS & MIXED METHODS • Grounded Theory-Meaning, Characteristics, Steps, Strengths and Limitations • Narrative Research- Meaning, Characteristics, Steps, Strengths and Limitations • Case Study- Meaning, Characteristics, Components, Types, Steps, Strengths and Limitations • Ethnography- Meaning, Characteristics, Assumptions, Steps, Strengths and Limitations • Mixed Method Research, Characteristics, Types (Triangulation, Explanatory and Exploratory) Steps, Strengths and Limitations	15

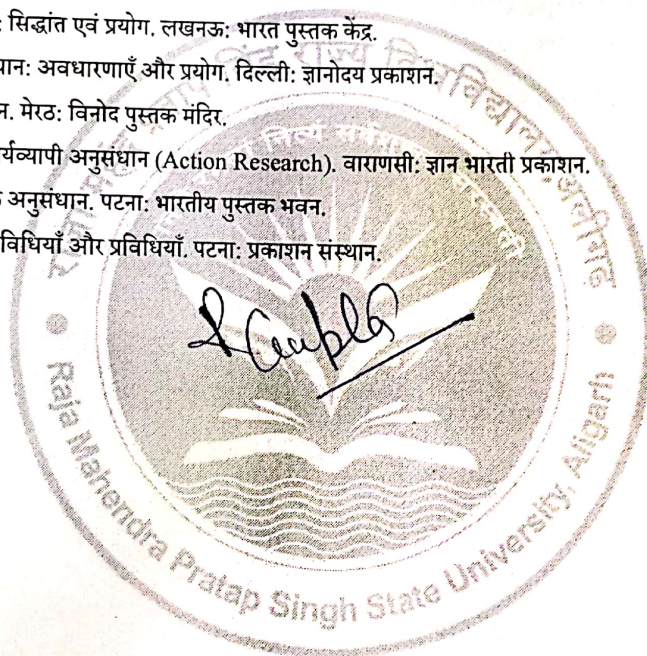
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

I.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Aggarwal, Y. P. (1998). The science of educational research: a source book. Nirmal, Kurukshetra.
2. Best, J. W. & Kahn, J. V. (1995). Research in education. Prentice Hall.
3. Burns, R. B. (1991). Introduction to research in education. Prentice Hall.
4. Edward, A. L. (1968). *Experimental designs in psychological research*. Holt, Rinehart and Winston.
5. Good, C. V. & Douglas, E. S. (1954). Methods in social research. McGraw-Hill.
6. Kerlinger, F. N. (1973). Foundations of behavioral research. Holt, Rinehart and Winston.
7. Koul, L. (1988). Methodology of educational research. Vikas.
8. McMillan, J. H. & Schumacher, S. (1989). Research on education: a conceptual introduction. HarperCollins.
9. Mouly, A. J. (1963). The science of educational research. Eurasia.
10. Neuman, W. L. (1997). Social research methods: qualitative and quantitative approaches. Allyn & Bacon.
11. चौहान, एस. एस. (2012). शैक्षिक अनुसंधान के सिद्धांत एवं प्रविधियाँ. दिल्ली: विकास प्रकाशन.
12. त्रिपाठी, ए. एन. (2010). शिक्षा में अनुसंधान और सांख्यिकी. इलाहाबाद: किताब महल.
13. तिवारी, डी. पी. (2014). शिक्षा में अनुसंधान विधियाँ. आगरा: एलन प्रकाशन.
14. पांडेय, के. पी. (2011). शिक्षा में अनुसंधान की प्रविधियाँ. मेरठ: आर. एल. एल. पब्लिकेशन.
15. मिश्रा, बी. के. (2013). शिक्षा अनुसंधान: सिद्धांत एवं प्रयोग. लखनऊ: भारत पुस्तक केंद्र.
16. यादव, एस. के. (2018). शिक्षा में अनुसंधान: अवधारणाएँ और प्रयोग. दिल्ली: ज्ञानोदय प्रकाशन.
17. शर्मा, आर. ए. (2016). शैक्षिक अनुसंधान. मेरठ: विनोद पुस्तक मंदिर.
18. श्रीवास्तव, जी. एन. (2017). शिक्षा में कार्यव्यापी अनुसंधान (Action Research). वाराणसी: ज्ञान भारती प्रकाशन.
19. सिंह, एके. (2015). मूल्यांकन एवं शैक्षिक अनुसंधान. पटना: भारतीय पुस्तक भवन.
20. सिंह, यू. के. (2012). शैक्षिक अनुसंधान: विधियाँ और प्रविधियाँ. पटना: प्रकाशन संस्थान.



Bachelor Honours Degree	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010805T	Course Title – ENVIRONMENTAL EDUCATION (Only for Bachelor Honours degree)	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To help learners acquire an awareness of and sensitivity to the total environment and its allied problems (Awareness).
2. To help learners acquire a set of values and feelings of concern for the improvement and protection (Knowledge, Attitude)
3. To help learners acquire the skills for identifying and solving environmental problems (Skills).
4. To enable learners to develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and nonformal/informal education.
5. To provide learners with an opportunity to be actively involved at all levels in working toward resolution of environmental problems (Participation)
6. To evaluate national and international environmental protection programs and their effectiveness in promoting sustainable development.
7. To critically assess environmental laws and governance frameworks (national and global) for conservation and regulation.
8. To design and propose evidence-based environmental management strategies aligned with Sustainable Development Goals (SDGs).

Unit	Topics	No. of Lectures
I	INTRODUCTION TO ENVIRONMENTAL EDUCATION: • Meaning, Aims, Needs, and Scope • Curriculum Design for Environmental Education: Features and Frameworks • Approaches to Environmental Education: Interdisciplinary vs. Multidisciplinary Models	15
II	ENVIRONMENT, ECOLOGY AND POLLUTION • Environment and Ecology: Meaning, Definition, and Scope • Human-Environment Relationship: Historical and Contemporary Perspectives • Impact of Population Growth on Environmental Resources • Environmental Pollution: Types (Air, Water, Noise, Soil), Causes, and Ecological Effects	15
III	PEDAGOGY AND INSTITUTIONAL SUPPORT • Teacher Training in Environmental Education: Needs and Frameworks • Methods of Teaching Environmental Education: Pedagogy and Co-curricular Activities • Role of Universities, Media, and NGOs in Promoting Environmental Literacy	15
IV	ENVIRONMENTAL GOVERNANCE AND SUSTAINABLE DEVELOPMENT • Environmental Protection Programs : Local, National, and Global Initiatives • Environmental Laws and Policies: Frameworks for Conservation and Regulation • Environmental Management: Strategies for Sustainable Development	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Carson, Sean Mc B. (1978). *Environmental education: Principles and practices*. Edward Arnold Publishers.
2. George, Martin, & Turner. (n.d.). *Environmental studies*. Blend Education.
3. Odum, E. P. (1971). *Fundamentals of ecology*. W. B. Saunders Company.
4. NCERT. (1981). *Environmental education at school level*. NCERT.
5. Saxena, A. B. (1986). *Environmental education*. National Psychological Corporation.
6. Sharma, R. C. (n.d.). *Environmental education*. Metropolitan Publishers.
7. Dillon, J., Brody, M., & Stevenson, R. (Eds.). (n.d.). *International handbook of research on environmental education*. n.p.
8. अग्रवाल, के. सी. (2016). पर्यावरण शिक्षा. नवीन प्रकाशन.
9. वाजपेयी, पी. एस. (2019). पर्यावरण अध्ययन. लक्ष्मी नारायण अग्रवाल.
10. कुमार, नरेन्द्र. (2020). पर्यावरण शिक्षा. अशोक प्रकाशन.
11. गुप्ता, वी. के. (2017). पर्यावरण एवं पारिस्थितिकी. रत्ना सागर.
12. सिंह, ए. के. (2018). पर्यावरण अध्ययन: एक समग्र दृष्टिकोण. भारती पुस्तक भवन.
13. मिश्रा, डी. डी. (2015). पर्यावरण विज्ञान. लक्ष्मी नारायण अग्रवाल.
14. शर्मा, जे. पी. (2014). पर्यावरण अध्ययन. साहित्य भवन पब्लिशर्स.
15. पांडे, बी. एन. (2012). पर्यावरण शिक्षा एवं जागरूकता. राज पब्लिकेशन्स.
16. सिन्हा, एस. पी. (2016). पर्यावरण शिक्षा: सैद्धांतिक एवं व्यवहारिक पक्ष. शारदा पब्लिकेशन.



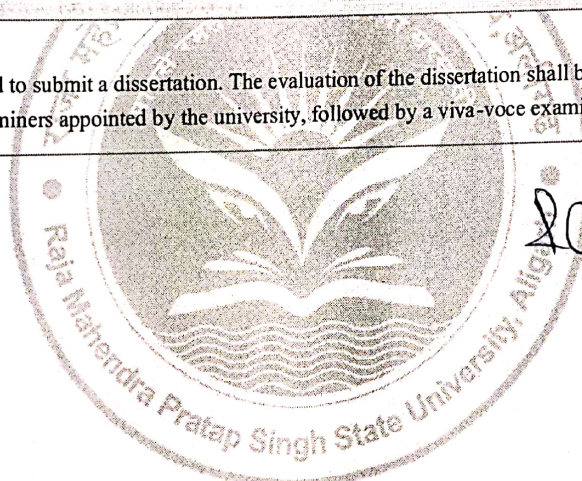
Bachelor Honours Degree with Research	Year: Fourth	Semester: Eight
Subject – Education		
Course Code: E010806R	Course Title – RESEARCH PROJECT (For Bachelor Honours Degree with Research)	
Credits: 4	Core / Compulsory	Max Marks - 100

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the process of complete research projects.
2. To understand the process of research in education.
3. To understand the fundamentals of research process in social sciences.
4. To construct valid and reliable data-collection instruments and collect data systematically and ethically.
5. To analyze and interpret research findings, draw evidence-based conclusions, and write a well-structured dissertation report.
6. To present the dissertation before internal and external examiners and respond competently to viva-voce examination questions.
7. To demonstrate research integrity, adherence to ethical standards, and professional conduct throughout the research process.
8. To reflect critically on the limitations of the study and propose directions for future research.

Unit	Topics	No. of Lectures
Project	DISSERTATION (Students will be required to submit a dissertation. The evaluation of the dissertation shall be conducted by internal and external examiners appointed by the university, followed by a viva-voce examination.)	8 hours/week



M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010901T	Course Title – HISTORY OF INDIAN EDUCATION: PRE-INDEPENDENT ERA	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the historical development of education in India.
2. To find out the characteristics of ancient Indian education.
3. To study about major commissions and committees.
4. To study the relevancy of ancient Indian thoughts in present scenario.
5. To critically assess educational reforms during inter-war years: Hartog Committee, Wardha Scheme (Nai Talim), Abbott-Wood Report, and Sargent Plan.
6. To evaluate the long-term impact of colonial educational policies on post-Independence Indian education.
7. To draw lessons from ancient and medieval Indian educational systems and relate them to contemporary educational priorities.
8. To develop a critical historical perspective on the transformation of Indian education from antiquity through Independence.

Unit	Topics	No. of Lectures
I	EDUCATION IN THE VEDIC PERIOD • Vedic System of Education: Aims, Curriculum, Methods, Features and Practices • Centres of Vedic Education.	15
II	EDUCATION IN THE BUDDHIST AND MEDIEVAL (MUSLIM) PERIODS • Buddhist Systems of Education: Aims, Curriculum, Methods, Features and Practices. • Islamic Systems of Education: Aims, Methods, Curriculum Features and Practices. • Centres of Buddhist and Islamic Education.	15
III	DEVELOPMENT OF EDUCATION DURING BRITISH RULE - I • Charter Act of 1813 and 1833 • Macaulay's Minute-1835, • Wood Dispatch-1854 • Hunter Commission-1882, • Gokhale's Bill-1911 • Calcutta University Commission (1917-19)	15
IV	DEVELOPMENT OF EDUCATION DURING BRITISH RULE - II • Hartog Committee-1929 • Wardha Scheme of Basic Education/Nai Talim-1937 • Abbot-wood report-1937 • Sargent Plan -1944	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Aggarwal, J. C. (2004). *Development of education system in India*. Shipra.
2. Sharma, S. (2005). *History and development of higher education in free India*. ABD Publishers.
3. Singh, B. P. (1990). *Aims of education in India*. Ajanta Publication.
4. Aggarwal, J. C. (2004). *Modern Indian education*. Shipra.
5. Sharma, R. L. (2006). *Comprehensive history of modern education*. Cyber Tech Publications.
6. शर्मा, आर. ए. (2012). भारतीय शिक्षा का इतिहास एवं विकास. मेरठ: विनोद पुस्तक मंदिर। (प्राचीन गुरुकुल परंपरा से लेकर 1947 तक के शैक्षिक परिवर्तनों का विश्लेषण।)
7. सिन्हा, वी. पी. (2014). भारतीय शिक्षा का इतिहास (प्राचीन से स्वतंत्रता तक). पटना: छात्र साहित्य निकेतन।
8. दुबे, एस. पी. (2010). भारत में शिक्षा का ऐतिहासिक विकास. दिल्ली: शिखा प्रकाशन।
9. श्रीवास्तव, जी. एन. (2015). स्वतंत्रता पूर्व भारतीय शिक्षा व्यवस्था. प्रयागराज: भारतीय पुस्तक भवन।
10. मिश्रा, बी. एस. (2011). प्राचीन, मध्यकालीन और ब्रिटिश भारत की शिक्षा. वाराणसी: ज्ञान भारती प्रकाशन।
11. तिवारी, डी. पी. (2013). भारतीय शिक्षा का इतिहास: एक अध्ययन. लखनऊ: भारत पुस्तक केन्द्र।
12. अग्रवाल, जे. सी. (2009). भारतीय शिक्षा का इतिहास. दिल्ली: आर्य बुक डिपो।
13. सिंह, यू. के., & नायक, डी. एन. (2011). शिक्षा का ऐतिहासिक परिप्रेक्ष्य (भारत में). नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
14. पाठक, आर. एस. (2010). ब्रिटिश काल में भारतीय शिक्षा. इलाहाबाद: किताब महल।
15. माथुर, एस. एस. (2008). भारत में शिक्षा: प्राचीन से आधुनिक काल तक. आगरा: विनोद पुस्तक मंदिर।

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M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010902T	Course Title – EDUCATIONAL TECHNOLOGY-I	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the meaning, nature, scope and aims of educational technology.
2. To understand the various approaches of education technology.
3. To understand the uses of educational technology in classroom teaching.
4. To apply Gagne's Nine Events of Instruction to design effective and sequenced learning experiences.
5. To develop constructivist instructional plans using the Five E's model and the Nine Elements of Constructivist Instructional Design.
6. To analyze teaching-learning interactions using Flanders' Interaction Analysis and Galloway's System of Teacher Evaluation.
7. To critically evaluate the relationship between learning theories and instructional strategies in diverse educational settings.
8. To design appropriate instructional technology solutions for formal, non-formal, ODL, and inclusive education contexts.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF EDUCATIONAL TECHNOLOGY • Meaning, Concept, Scope and Development of Educational Technology • Types of Educational Technology: Instructional, Behavioural, Instructional Design and System Approach • Approaches of Educational Technology : Hardware, Software, and Systems Approach	15
II	APPLICATIONS AND LEARNING THEORIES • Teaching: Meaning and Characteristics • Levels of Teaching: Memory, Understanding and Reflective • Applications of Educational Technology in Formal, Non-formal (ODL), Informal and Inclusive Education	15
III	INSTRUCTIONAL DESIGN • System Approach to Instructional Design • Models of Instructional Design: ADDIE, ASSURE, Dick and Carey • Gagne's Nine Events of Instruction	15
IV	CONSTRUCTIVISM AND EVALUATION SYSTEMS • Constructivist Instructional Models: Five E's, Nine Elements of Constructivist Instructional Design • Relationship Between Learning Theories and Instructional Strategies • Flanders' Interaction Analysis and Galloway's System of Teacher Evaluation	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

S. C. Gupta

Suggested Readings:

1. Mohanty, J. (2001). *Educational technology*. Deep & Deep Publication.
2. Rastogi, S. (1998). *Educational technology for distance education*. Eastern Book House.
3. Sampath, K. (1992). *Introduction to educational technology* (3rd rev. ed.). Sterling Publishers.
4. Sharma, R. A. (1991). *Technology of teaching*. International Publishing House.
5. Sharma, R. A. (1982). *Programmed instruction: An instructional technology*. International Publishing House.
6. Mangal, S. K., & Mangal, S. (n.d.). *Shiksha takneeki*. PHI Publication.
7. शर्मा, आर. ए. (2019). शिक्षण प्रौद्योगिकी। मेरठ: आर. लाल बुक डिपो।
8. मंगल, एस. के. एवं मंगल, उमा (2019). शिक्षा प्रौद्योगिकी। नई दिल्ली: पीएचआई लर्निंग।
9. अग्रवाल, जे. सी. (2015). शिक्षा प्रौद्योगिकी एवं शिक्षण-अधिगम। नई दिल्ली: विकास पब्लिशिंग हाउस।
10. पाण्डेय, के. पी. (2017). शैक्षिक प्रौद्योगिकी एवं शिक्षण तकनीकी। आगरा: विनोद पुस्तक मंदिर।
11. भटनागर, आर. पी. एवं अग्रवाल, विद्या (2016). शिक्षण एवं शिक्षा प्रौद्योगिकी। मेरठ: इंटरनेशनल पब्लिशिंग हाउस।
12. सिंह, एल. सी. (2014). शिक्षा प्रौद्योगिकी के सिद्धांत एवं व्यवहार। नई दिल्ली: कॉन्सेप्ट पब्लिशिंग कंपनी।
13. गुप्ता, एस. पी. एवं गुप्ता, अलका (2018). शिक्षा में सूचना एवं संचार प्रौद्योगिकी। इलाहाबाद: शारदा पुस्तक भवन।
14. पाठक, पी. डी. (2017). शैक्षिक प्रौद्योगिकी: सिद्धांत एवं अनुप्रयोग। आगरा: अग्रवाल पब्लिकेशन्स।



M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010903T	Course Title – TEACHER EDUCATION	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the meaning, nature, scope and aims of teacher education.
2. To understand the historical development of teacher education.
3. To understand national and state level institutions of teacher education in India
4. To acquaint the learners with the concept, need and scope of teacher education.
5. To develop understanding of the structure of teacher education curriculum at different levels.
6. To familiarize learners with programs of pre-service and in-service teacher education at state and national level.
7. To acquaint learners with the models and transactional approaches of teacher education.
8. To develop interest in innovative practices in teacher education for continuous professional development.

Unit	Topics	No. of Lectures
I	FOUNDATIONS OF TEACHER EDUCATION • Concept, Need and Scope of Teacher Education, • Types of Teacher Education Programs. • The Structure of Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Level. • The Vision of Teacher Education in Curriculum Document of NCERT and NCTE	15
II	PRE-SERVICE, IN-SERVICE AND PROFESSIONAL DEVELOPMENT • Concept, Need, Purpose and Scope of Pre-service Teacher Education • Educational Organization of In-Service Teacher Education Programmes at District, State and National levels. • Continuous Professional Development of Teachers	15
III	APPROACHES AND MODELS OF TEACHER EDUCATION • Transactional Approaches in Teacher Education: Expository Collaborative and Experiential Learning • Models of Teacher Education: Behaviouristic, Competency-Based, Inquiry Oriented Models	15
IV	CONTEMPORARY ISSUES IN TEACHER EDUCATION • ICT Integration and Innovation in Teacher Education. • Professional Ethics of Teachers. • Personal and Contextual factors affecting Teacher Development.	15

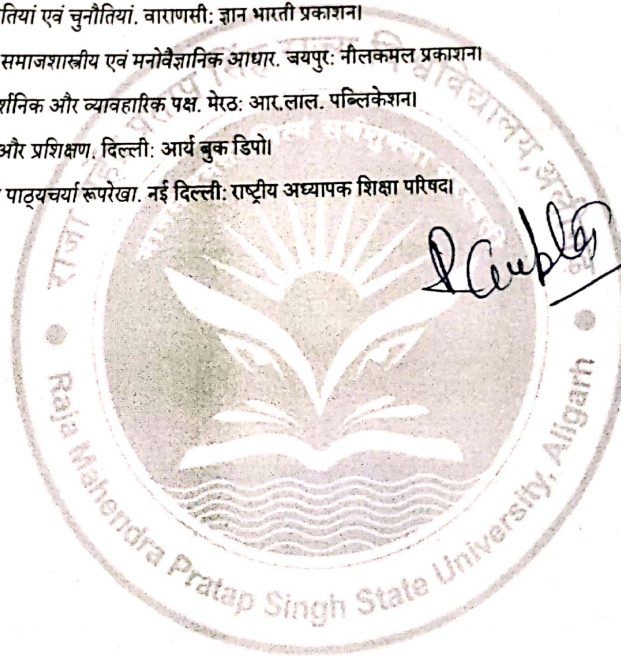
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

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Suggested Readings:

1. Arora, G. L. (2012). *Teachers and their teaching*. Ravi Books.
2. Beck, C., & Kosnik, C. (2006). *Innovations in teacher education: A social constructivist approach*. State University of.
3. CIBE. (1992). *Report of the CIBE committee on policy perspective*. Government of India, MHRD.
4. Caggart, G. L. (2005). *Promoting reflective thinking in teachers*. Crowin Press.
5. Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. Teachers College Press.
6. Cohen, L., Minion, L., & Morrison, K. (2004). *A guide to teaching practice* (5th ed.). Routledge Falmer.
7. Day, C., & Sachs, J. (Eds.). (2004). *International handbook on the continuing professional development of teachers*. Open University Press.
8. Deighton, L. C. (n.d.). *The encyclopedia of education* (Vols. 1 & 11). Macmillan & Co. & Free Press.
9. Delors, J. (1996). *Learning: The treasure within*. UNESCO Publishing.
10. शर्मा, आर. ए. (2015). *अध्यापक शिक्षा, मेरठ: विनोद पुस्तक मंदिरा (शिक्षक प्रशिक्षण की नीतियां, विधियां एवं मूल्यांकन प्रक्रियाएं)*
11. तिवारी, डी. पी. (2014). *शिक्षक शिक्षा के सिद्धांत एवं अभ्यास*. लखनऊ: भारत पुस्तक केन्द्र।
12. सिंह, यू. के., & नायका, डी. एन. (2011). *शिक्षक शिक्षा: एक आधुनिक परिप्रेक्ष्य*. नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
13. माधुर, एस. एस. (2010). *शिक्षक प्रशिक्षण एवं शिक्षण कौशल*. आगरा: विनोद पुस्तक मंदिरा
14. श्रीवास्तव, जी. एन. (2013). *शिक्षक शिक्षा और पेशेवर विकास*. प्रयागराज: भारतीय पुस्तक भवन।
15. मिश्रा, बी. एन. (2012). *अध्यापक शिक्षा: नीतियां एवं चुनौतियां*. वाराणसी: ज्ञान भारती प्रकाशन।
16. चतुर्वेदी, एन. डी. (2009). *शिक्षक शिक्षा का समाजशास्त्रीय एवं मनोवैज्ञानिक आधार*. जयपुर: नीलकमल प्रकाशन।
17. पांडेय, के. पी. (2010). *शिक्षक शिक्षा का दार्शनिक और व्यावहारिक पक्ष*. मेरठ: आर.लाल. पब्लिकेशन।
18. अग्रवाल, जे. सी. (2011). *अध्यापक शिक्षा और प्रशिक्षण*. दिल्ली: आर्य बुक डिपो।
19. एनसीटीई. (2009). *शिक्षक शिक्षा हेतु राष्ट्रीय पाठ्यचर्या रूपरेखा*. नई दिल्ली: राष्ट्रीय अध्यापक शिक्षा परिषद।



M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010904aT	Course Title – GUIDANCE AND COUNSELLING	
Credits: 4	Elective	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the meaning, nature, scope and aims of guidance and counselling.
2. To understand Theoretical approaches of guidance and counselling
3. To understand the various techniques of guidance and counselling.
4. To study the various schools' programs helpful in guidance and counselling.
5. To understand the uses and importance of guidance and counselling.
6. To explain the factors of education guidance and counselling.
7. To evaluate the characteristics, professional preparation, and ethics of an effective counsellor in school and clinical settings.
8. To design a school-level guidance and counselling programme .addressing academic, vocational, and personal-social needs of students.
9. To reflect on the role of a teacher as a counsellor and apply professional ethics associated with guidance practice.

Unit	Topics	No. of Lectures
I	FOUNDATIONS AND PRACTICES OF GUIDANCE AND COUNSELING • Concept and Principles of Guidance. • Meaning, Need and Importance of Educational and Vocational Guidance. • Meaning, Need and Importance of Personal Guidance.	15
II	THEORETICAL APPROACHES AND MODALITIES: • Types of Guidance – Health and Social, Individual and Group Guidance. • Planning and Organization of Guidance Services at School Level. • Problems in Setting up Guidance Services and Measures of Improvement.	15
III	PROGRAM PLANNING AND INTERVENTION TECHNIQUES • Meaning and Nature of Counselling. • Scope of Counselling, Relationship Between Guidance and Counselling. • Theories of Counselling: Behaviouristic, Rational, Emotive and Reality.	15
IV	APPLICATION AREAS IN GUIDANCE AND COUNSELLING • Professional Preparation and Training for the Counsellor. • Characteristics and Traits of a counsellor, Skill in Counselling (Listening, Questioning, Responding, Communicating) • Role of a Teacher as a Counsellor and Professional Ethics Associated with it.	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Aggarwal, J. C. (2005). *Career information in career guidance theory & practice*. Doaba House.
2. Aggarwal, R. (2010). *Elementary guidance and counselling*. Shipra Publication.
3. Aggarwal, R. (2006). *Educational vocational guidance and counselling*. Shipra Publication.
4. Chandra, R. (2009). *Career information and guidance & counselling*. Isha Books.
5. Chandra, R. (2007). *Career information and guidance and counseling*. Isha Books.
6. Chauhan, S. S. (2007). *Principles and techniques of guidance*. Vikas Publishing House.
7. David, A. (2009). *Guidance and counseling*. Commonwealth Publisher.
8. Gibson, & Mitchell, M. (2008). *Introduction counseling and guidance*. PHI Learning Pvt. Ltd.
9. चौधरी, एस. एन. (2019). *मार्गदर्शन और परामर्श*. राज प्रकाशन।
10. चौहान, एस. एस. (2017). *शैक्षिक एवं व्यावसायिक मार्गदर्शन*. विकास पब्लिशिंग हाउस।
11. शास्त्री, आर. ए. (2016). *परामर्श और मार्गदर्शन*. अग्निपथ प्रकाशन।
12. श्रीवास्तव, डी. एन. (2018). *मार्गदर्शन एवं परामर्श का सिद्धांत एवं प्रयोग*. राधा प्रकाशन।
13. अग्रवाल, जे. सी. (2015). *शैक्षिक मार्गदर्शन और परामर्श*. विकास पब्लिशिंग हाउस।
14. माथुर, एस. एस. (2014). *शैक्षिक मनोविज्ञान एवं मार्गदर्शन*. विनीत पब्लिकेशन।
15. शुक्ला, एस. एस. (2013). *व्यक्तित्व विकास, मार्गदर्शन एवं परामर्श*. नवीन प्रकाशन।
16. मिश्र, बी. एन. (2020). *परामर्श मनोविज्ञान*. भारत बुक डिपो।
17. त्रिपाठी, आर. पी. (2016). *मानव व्यवहार और परामर्श*. विश्वविद्यालय प्रकाशन।
18. गुप्ता, वी. पी. (2012). *मार्गदर्शन एवं परामर्श की आधारशाला*. भारतीय पुस्तक भवन।



M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010904bT	Course Title – YOGA EDUCATION	
Credits: 4	Elective	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To explore the educational significance of yoga from Indian philosophical perspectives.
2. To understand the psychological and physiological benefits of yoga for learners and educators.
3. To develop the ability to integrate yoga into educational settings.
4. To train in basic yoga practices relevant to holistic development
5. To apply yoga practices (Asanas, Pranayama, Dhyana, Shatkarma) appropriately for diverse age groups in educational settings.
6. To design yoga modules for children, adolescents, and teachers integrating safety, ethics, and pedagogical best practices.
7. To evaluate yoga as a tool for cognitive development, learning enhancement, and inclusive education for learners with special needs.
8. To demonstrate reflective and mindful professional practice by integrating yogic principles into personal and professional development.

Unit	Topics	No. of Lectures
I	PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF YOGA EDUCATION • Meaning, Aims, and Scope of Yoga in Education • Historical Development of Yoga in India: Vedic, Upanishadic, Classical, Modern Periods • Schools of Yoga: Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga and Hatha Yoga • Yoga in Ancient Indian Education Systems (Gurukula, Ashram) • Yoga and Indian Philosophies: Sankhya and Vedanta	15
II	EDUCATIONAL RELEVANCE OF YOGA • Yoga and Holistic Education: Physical, Mental, Emotional, and Spiritual Dimensions • Role of Yoga in Value Education and Character Building • Yoga for Enhancing Concentration, Discipline, and Emotional Regulation in Learners • Integration of Yoga in School Curriculum (NCERT & NEP 2020 Perspectives) • Teacher as a Yogic Role Model: Self-discipline, Awareness, and Mindfulness	15
III	PSYCHOLOGICAL AND HEALTH PERSPECTIVES OF YOGA • Psychological Basis of Yoga: Yogic Theories of Personality and Consciousness • Yoga and Mental Health: Stress Management, Anxiety, and Emotional Well-being • Neuropsychological Effects of Yoga Practices • Yoga for Learners with Special Needs and inclusive Education • Yoga as a Tool for Cognitive Development and Learning Enhancement	15
IV	PRACTICAL ASPECTS AND PEDAGOGY OF YOGA • Introduction to Key Yoga Practices: Asanas (Postures), Pranayama (Breath Regulation), Dhyana (Meditation), Shatkarma (Basic Cleansing Practices) • Pedagogical Approaches for Teaching Yoga in Educational Settings • Designing Yoga Modules for Different Age Groups (Children, Adolescents and Teachers) • Safety, Ethics, and Precautions in Yoga Practice • Evaluation and Feedback in Yoga Education	15

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Suggested Practicum/Fieldwork:

- Maintain a yoga practice diary (self-practice and guided practice)
- Conduct a yoga session for peers or college students
- Prepare a plan integrating yoga with classroom teaching
- Reflective journal on the impact of yoga on personal development

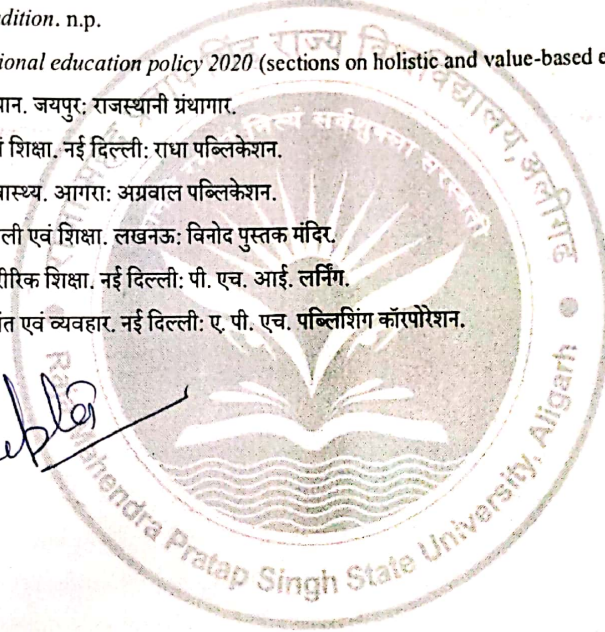
Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

Suggested Readings:

1. Satyananda Saraswati, S. (n.d.). *Asana pranayama mudra bandha*. n.p.
2. Desikachar, T. K. V. (n.d.). *The heart of yoga*. n.p.
3. NCERT. (2015). *Yoga: A healthy way of living* (teachers' handbook). NCERT.
4. Feuerstein, G. (n.d.). *The yoga tradition*. n.p.
5. Government of India. (2020). *National education policy 2020* (sections on holistic and value-based education). Government of India.
6. डॉ. हरीश चंद्र (2019). योग शिक्षा एवं ध्यान. जयपुर: राजस्थानी ग्रंथागार.
7. डॉ. ओम प्रकाश (2017). योग विज्ञान एवं शिक्षा. नई दिल्ली: राधा पब्लिकेशन.
8. डॉ. रमा शंकर (2016). योग शिक्षा एवं स्वास्थ्य. आगरा: अग्रवाल पब्लिकेशन.
9. डॉ. सुनील कुमार (2020). योग: जीवन शैली एवं शिक्षा. लखनऊ: विनोद पुस्तक मंदिर.
10. डॉ. एस. के. मंगला (2015). योग एवं शारीरिक शिक्षा. नई दिल्ली: पी. एच. आई. लर्निंग.
11. आर. पी. सिंह (2018). योग शिक्षा: सिद्धांत एवं व्यवहार. नई दिल्ली: ए. पी. एच. पब्लिशिंग कॉरपोरेशन.

[Signature]



M.A. Education	Year: Fifth	Semester: Ninth
Subject – Education		
Course Code: E010905R	Course Title – RESEARCH PROJECT	
Credits: 4	Core / Compulsory	Max Marks - 100

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the procedure of educational research.
2. To develop the research design.
3. To conduct a comprehensive review of related literature and identify a clear gap that justifies the proposed study.
4. To develop a detailed research design specifying objectives, hypotheses, variables, sampling strategy, and data-collection tools.
5. To apply APA-style referencing and bibliography conventions in the research proposal document.
6. To present and defend the research design before peers and faculty, demonstrating the feasibility and significance of the study.
7. To reflect on ethical considerations, limitations, and potential contributions of the proposed research to educational knowledge.
8. To demonstrate research readiness by integrating theoretical knowledge with practical investigative and writing skills.

Unit	Topics	No. of Lectures
Project	PREPARE A RESEARCH PROPOSAL	8 hours/week



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011001T	Course Title – HISTORICAL PERSPECTIVES OF EDUCATION: POST-INDEPENDENT ERA	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the historical development of education in India.
2. To find out the characteristics of ancient Indian education.
3. To study about major commissions and committees related to education.
4. To study the relevancy of ancient Indian thoughts in present scenario.
5. To analyze the vision, goals, and structural reforms proposed under the National Education Policy (NEP) 2020 for school and higher education.
6. To evaluate NEP 2020's provisions for teacher education, vocational education, and multilingualism.
7. To assess strategies for building institutional capacity, governance reforms, and monitoring mechanisms under NEP 2020.
8. To develop a critical perspective on challenges and opportunities in implementing NEP 2020 at school, state, and national levels.

Unit	Topics	No. of Lectures
I	EVOLUTION OF INDIAN EDUCATION POST-INDEPENDENCE • Overview of Educational Developments before 1947 • University Education Commission (Radhakrishnan Commission) 1948-49 • Secondary Education Commission (Mudaliar Commission) 1952-53 • Indian Education Commission (Kothari Commission) 1964-66	15
II	NATIONAL EDUCATIONAL POLICIES AND FRAMEWORKS • National Policy on Education (NPE) 1968: Features, Implementation and Impact • National Policy on Education (NPE) 1986: Features, Implementation and Impact • Review Committee of NPE 1986 and Action Plan of 1992 • National Curriculum Framework for School Education (NCF-SE) 2023 • National Curriculum Framework for Teacher Education (NCFTE) 2022	15
III	NATIONAL EDUCATION POLICY 2020: VISION AND REFORMS • School Education in NEP 2020: Features, Importance and Impact • Higher Education in NEP 2020: Features, Importance and Impact • Other Focus Areas of NEP 2020: Teacher Education, Vocational Education and Multilingualism	15
IV	NEP 2020: IMPLEMENTATION AND CHALLENGES • Strategies for Strengthening the Education System • Ensuring Financially Affordable and Equitable Access to Quality Education • Building Institutional Capacity and Governance Reforms • Monitoring, Evaluation, and Capacity Building for NEP Implementation	15

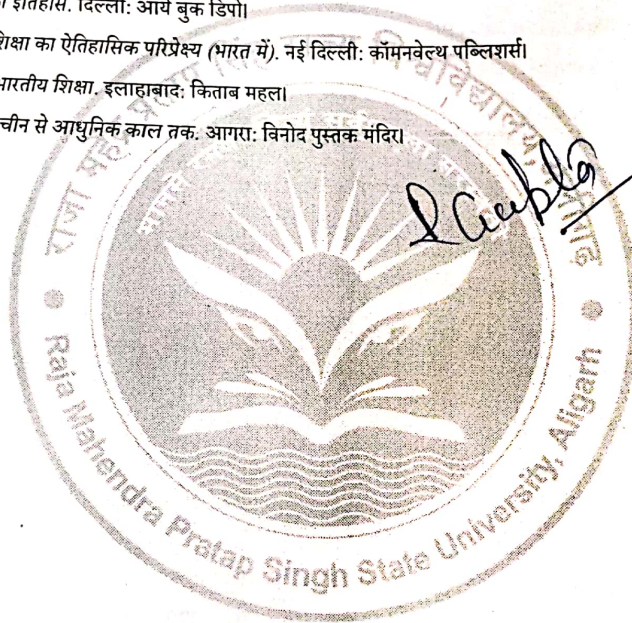
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Ramachandran, P., & Ramkumar. (n.d.). *Education in India*. n.p.
2. Jadhav, N. (n.d.). *Future of Indian education system*. n.p.
3. National Educational Policy. (2020). *The voice of Indian youth*. n.p.
4. Dhawan, M. L. (n.d.). *Issues in Indian education*. n.p.
5. Agrawal, J. C. (n.d.). *Development of education system in India*. n.p.
6. NCERT. (1966). *Report of education commission, 1964 to 1966*. NCERT.
7. Government of India. (1949). *Report of university education commission, 1948-1949*. Ministry of Education.
8. Government of India. (1953). *Report of secondary education commission, 1952-53*. Ministry of Education & Social Welfare.
9. शर्मा, आर. ए. (2012). भारतीय शिक्षा का इतिहास एवं विकास. मेरठ: विनोद पुस्तक मंदिर। (प्राचीन गुरुकुल परंपरा से लेकर 1947 तक के शैक्षिक परिवर्तनों का विश्लेषण)
10. सिन्हा, बी. पी. (2014). भारतीय शिक्षा का इतिहास (प्राचीन से स्वतंत्रता तक). पटना: छात्र साहित्य निकेतन।
11. दुबे, एस. पी. (2010). भारत में शिक्षा का ऐतिहासिक विकास. दिल्ली: शिखा प्रकाशन।
12. श्रीवास्तव, जी. एन. (2015). स्वतंत्रता पूर्व भारतीय शिक्षा व्यवस्था. प्रयागराज: भारतीय पुस्तक भवन।
13. मिश्रा, बी. एन. (2011). प्राचीन, मध्यकालीन और ब्रिटिश भारत की शिक्षा. वाराणसी: ज्ञान भारती प्रकाशन।
14. तिवारी, डी. पी. (2013). भारतीय शिक्षा का इतिहास: एक अध्ययन. लखनऊ: भारत पुस्तक केन्द्र।
15. अग्रवाल, जे. सी. (2009). भारतीय शिक्षा का इतिहास. दिल्ली: आर्य बुक डिपो।
16. सिंह, यू. के., & नायका, डी. एन. (2011). शिक्षा का ऐतिहासिक परिप्रेक्ष्य (भारत में). नई दिल्ली: कॉमनवेल्थ पब्लिशर्स।
17. पाठक, आर. एस. (2010). ब्रिटिश काल में भारतीय शिक्षा. इलाहाबाद: किताब महल।
18. माथुर, एस. एस. (2008). भारत में शिक्षा: प्राचीन से आधुनिक काल तक. आगरा: विनोद पुस्तक मंदिर।



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011002T	Course Title – EDUCATIONAL TECHNOLOGY- II	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To enable the learner to understand the role of educational technology in education
2. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in educational process.
3. To enable the learner to understand ICT and its applications in Education
4. To make the learner familiar with new trends, techniques in education along with e-learning.
5. To enable the learner to become a good practitioner of Educational technology and e-learning
6. To evaluate Open Educational Resources (OERs), Creative Commons, and MOOCs for their role in democratizing access to quality education.
7. To discuss e-inclusion, assistive technology, and ethical responsibilities of teachers and learners in online environments.
8. To apply ICT tools for assessment, administration, and research, including e-portfolios, survey tools, and online repositories.

Unit	Topics	No. of Lectures
I	TECHNOLOGY-ENHANCED LEARNING • Application of Computers in Education: CAI, CAL, CBT, CML • Concept and Approaches to E-Learning: Offline, Online, Synchronous, Asynchronous, Mobile and Blended Learning • Emerging Trends in E-Learning: Social Learning, Web 2.0, Tools, Blogs, Chats, Video Conferencing	15
II	OPEN RESOURCES AND E-INCLUSION • Open Educational Resources (OERs): Creative Commons, MOOCs • E-Inclusion and Assistive Technology in E-Learning • Ethical Issues in E-Learning: For Teachers and Learners	15
III	ICT IN EDUCATION AND ADMINISTRATION • Use of ICT in Evaluation: Online & Offline Tools (Survey Tools, Test Generators) • ICT in Educational Administration and Research • E-Portfolios, Online Repositories, and Online Libraries	15
IV	QUALITY ASSURANCE IN E-LEARNING • Measuring Quality in E-Learning: D&M IS Success Model (2003) • Teacher Evaluation Criteria and Rubrics for Self and Peer Evaluation • Process of Preparing Open and Distance Learning Materials (ODLM)	15

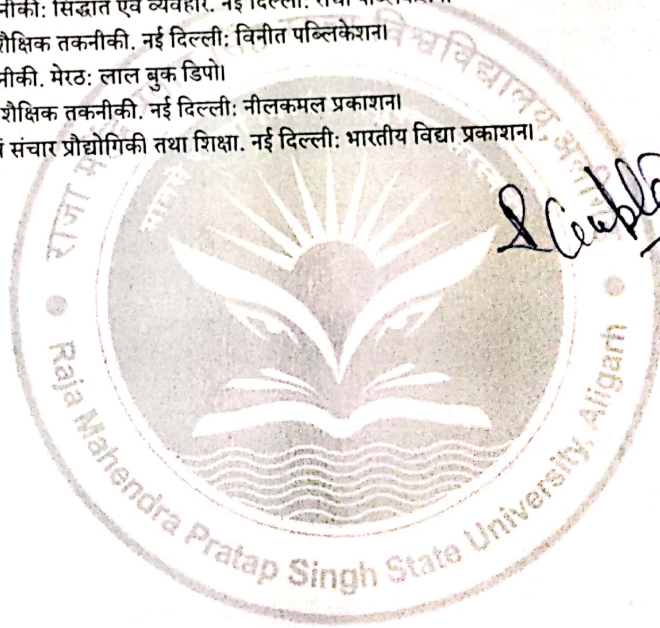
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Joyce, B., & Weil, M. (2003). Models of Teaching (7th ed.). New Delhi: Prentice Hall of India.
2. Kulkarni, S. S. (2004). Educational Technology. New Delhi: Oxford University Press.
3. Mahapatra, B. C. (2006). Information Technology and Education. New Delhi: Sarup & Sons.
4. Mohanty, J. (2001). Educational Technology. New Delhi: Deep & Deep Publications.
5. Mukhopadhyay, M. (2006). Educational Technology. New Delhi: Sterling Publishers.
6. Plomp, T., & Ely, D. P. (Eds.). (1996). International Encyclopaedia of Educational Technology. Oxford: Pergamon Press.
7. Sahoo, P. K. (2005). Educational Technology. New Delhi: Discovery Publishing House.
8. Sahoo, P. K. (2007). Open Learning Systems. New Delhi: Kanishka Publishers.
9. Sampath, K., Panneerselvam, A., & Santhanam, S. (2008). Introduction to Educational Technology. New Delhi: Sterling Publishers.
10. Sharma, M. L. (2002). Educational Technology. New Delhi: Anmol Publications.
11. Sharma, R. A. (2004). Educational Technology. Meerut: R. Lall Book Depot.
12. Sharma, R. A. (2005). System Approach and Its Applications in Education. Meerut: R. Lall Book Depot.
13. Vedanayagam, E. G. (1998). Teaching Technology for College Teachers. New Delhi: Sterling Publishers.
14. अग्रवाल, जे. सी. (2018). शैक्षिक तकनीकी. नई दिल्ली: विकास पब्लिशिंग हाउस।
15. गुप्ता, एस. पी. (2017). शैक्षिक तकनीकी एवं सूचना प्रौद्योगिकी. नई दिल्ली: शारदा पब्लिकेशन।
16. पाण्डेय, के. पी. (2019). शिक्षा में सूचना एवं संचार प्रौद्योगिकी. नई दिल्ली: विनीत पब्लिकेशन।
17. मिश्रा, बी. एन. (2018). शैक्षिक तकनीकी: सिद्धांत एवं व्यवहार. नई दिल्ली: राधा पब्लिकेशन।
18. वर्मा, आर. एन. (2017). आधुनिक शैक्षिक तकनीकी. नई दिल्ली: विनीत पब्लिकेशन।
19. शर्मा, आर. ए. (2016). शैक्षिक तकनीकी. मेरठ: लाल बुक डिपो।
20. सिंह, अर्चना. (2020). ई-लर्निंग एवं शैक्षिक तकनीकी. नई दिल्ली: नीलकमल प्रकाशन।
21. त्रिपाठी, एम. पी. (2018). सूचना एवं संचार प्रौद्योगिकी तथा शिक्षा. नई दिल्ली: भारतीय विद्या प्रकाशन।



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011003T	Course Title – PEDAGOGY, ANDRAGOGY AND ASSESSMENT	
Credits: 4	Core / Compulsory	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To understand the meaning, nature, scope and aims of educational measurement and evaluation.
2. To study the tools and devices of measurement and evaluation.
3. To study the modern techniques using in pedagogy and andragogy.
4. To apply teaching models (Herbartian, Morrison, Bigge-Hunt) and pedagogical analysis to plan and deliver effective lessons.
5. To explain Malcolm Knowles' theory of andragogy and the Dynamic Model of Learner Autonomy for adult and self-directed learning.
6. To design authentic and innovative assessment tools including portfolios, reflective journals, and field engagement rubrics with well-constructed scoring criteria.
7. To apply rubrics for self and peer evaluation and critically assess the alignment of assessment with learning goals in pedagogy and andragogy.
8. To evaluate assessment practices using formative, summative, and placement strategies across cognitive, affective, and psychomotor domains.

Unit	Topics	No. of Lectures
I	PEDAGOGICAL CONCEPTS AND MODELS • Pedagogy: Meaning, Nature and Scope • Pedagogical Analysis: Concept and Stages • Critical Pedagogy: Meaning, Need and Implications in Teacher Education • Models of Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison Model) and Reflective Level (Bigge and Hunt Model)	15
II	ANDRAGOGY AND LEARNER AUTONOMY • Concept of Andragogy: Meaning, Principles • Competencies of Self-Directed Learning • Malcolm Knowles' Theory of Andragogy • The Dynamic Model of Learner Autonomy • Comparison between Pedagogy and Andragogy	15
III	EDUCATIONAL ASSESSMENT • Assessment: Meaning, Nature and Perspectives • Assessment for Learning, Assessment of Learning and Assessment as Learning • Types of Assessment: Placement, Formative, Summative • Domains of Learning: Cognitive (Anderson & Krathwohl), Affective (Krathwohl) and Psychomotor (R.H. Dave)	15
IV	ASSESSMENT PRACTICES AND TEACHER EVALUATION • Feedback Devices: Meaning, Types, Criteria • Innovative Assessment Tools: Portfolios, Reflective Journals and Field Engagement (Using Rubrics) • Assessment in Andragogy • Rubrics for Self and Peer Evaluation (Meaning, Steps of Construction)	15

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

[Signature]

M.C.Q./assignment/presentation/any other activity related to content.

Suggested Readings:

1. Aggarwal, R. N., & Asthana, V. (1983). *Educational measurement and evaluation*. Vinod Pustak Mandir.
2. Masters, G. N., & Keeves, J. P. (Eds.). (1999). *Advances in measurement in educational research and assessment*. Pergamum Press.
3. MHRD-NIEPA. (2000). *Assessment: Education for all: India*. Government of India.
4. Aiken, L. R. (1985). *Psychological testing and assessment*. Allyn & Bacon.
5. Linn, R. L., & Gronlund, N. E. (2003). *Measurement and assessment in teaching* (8th ed.). Pearson Education.
6. R. A. (1991). *Technology of teaching*. International Publishing House.
7. Kumar, P. (2011). *Web resources in pedagogy*. Apple Academics.
8. वर्मा, आर. एन. (2018). *शिक्षणशास्त्र के सिद्धांत*. विनीत पब्लिकेशन।
9. गुप्ता, एस. के. (2017). *शिक्षण कौशल और अधिगम प्रक्रिया*. राधा पब्लिकेशन।
10. शर्मा, आर. ए. (2019). *शिक्षण विधियाँ*. लाल बुक डिपो।
11. पांडेय, के. पी. (2016). *शिक्षा मनोविज्ञान एवं शिक्षण अधिगम*. विनीत पब्लिकेशन।
12. सिंह, बी. पी. (2015). *वयस्क शिक्षा का सिद्धांत और व्यवहार*. भारतीय विद्या संस्थान।
13. त्रिपाठी, एम. पी. (2018). *वयस्क शिक्षा एवं सतत अधिगम*. विनीत पब्लिकेशन।
14. मिश्रा, बी. एन. (2017). *वयस्क शिक्षा: एक सामाजिक परिप्रेक्ष्य*. राधाकृष्ण प्रकाशन।



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011004aT	Course Title – INCLUSIVE EDUCATION	
Credits: 4	Elective	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To develop understanding of the concept and need for inclusive education.
2. To familiarize learners with policies and provisions related to inclusive education.
3. To equip teachers with strategies for addressing diverse needs in classrooms.
4. To promote values of equity, empathy, and social justice.
5. To analyze types of disabilities and special needs (cognitive, physical, sensory, learning, behavioural) and their implications for inclusive classroom practice.
6. To apply Universal Design for Learning (UDL) principles, differentiated instruction, and assistive technologies to support diverse learners.
7. To evaluate collaborative teaching, peer tutoring, and cooperative learning strategies for effective classroom management in inclusive settings.
8. To assess the roles of teachers, parents, community stakeholders, and support systems in creating and sustaining inclusive educational environments.

Unit	Topics	No. of Lectures
I	CONCEPT AND PHILOSOPHICAL FOUNDATIONS OF INCLUSIVE EDUCATION • Concept, Meaning, and Need of Inclusive Education • Historical Perspectives: From Segregation to Inclusion • Difference between Integration and Inclusion • Philosophical Underpinnings: Equity, Equality, and Social Justice • Constitutional Provisions and Educational Rights (RTE Act 2009, NEP 2020)	15
II	POLICIES, ACTS, AND FRAMEWORKS • National and International Policies on Inclusive Education: • UNCRPD, Salamanca Statement, SDGs • RPwD Act 2016, National Policy on Education 1986, NEP 2020, SSA and RMSA • Role of Organizations: NCERT, UGC, RCI, UNESCO • Inclusive Education in the Context of Gender, Caste, Tribe, Language, and Socio-Economic Background	15
III	UNDERSTANDING LEARNER DIVERSITY • Types of Disabilities and Special Needs (Cognitive, Physical, Sensory, Learning, Behavioural) • Gifted and Talented Learners, Slow Learners • Socio-cultural Diversity and Intersectionality • Barriers to Learning : Attitudinal, Infrastructural and Pedagogical • Psychological and Emotional Needs of Diverse Learners	15
IV	PEDAGOGICAL PRACTICES AND INCLUSIVE STRATEGIES • Adaptation and Instructional Planning • Use of Assistive Technologies and Teaching-Learning Materials • Collaborative Teaching, Peer Tutoring and Cooperative Learning • Classroom Management and Assessment in Inclusive Settings • Role of Teacher, Parents, Community and Support Systems	15

[Signature]

Suggested Comprehensive and Continuous Evaluation Method (Total Marks-25)

M.C.Q./assignment/presentation/any other activity related to content.

Suggested Readings:

1. NCERT. (2014). *Inclusive education*. NCERT.
2. Sharma, U. (2015). *Teaching children with special needs in inclusive settings*. n.p.
3. Booth, T., & Ainscow, M. (2011). *The index for inclusion*. n.p.
4. Government of India. (2016). *Rights of persons with disabilities act*. Government of India.
5. UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO.
6. शर्मा, आर. ए. (2018). *समावेशी शिक्षा*. राधा पब्लिकेशन।
7. चौधरी, एन. के. (2019). *समावेशी शिक्षा: अवधारणा और प्रयोग*. विनीत पब्लिकेशन।
8. अग्रवाल, जे. सी. (2017). *विशेष आवश्यकता वाले बालकों की शिक्षा*. शिक्षा पब्लिकेशन।
9. सिंह, अर्चना. (2020). *समावेशी शिक्षा का सिद्धांत एवं व्यवहार*. नीलकमल प्रकाशन।
10. मिश्रा, बी. एन. (2016). *समावेशी शिक्षा और विशेष शिक्षा*. भारत पुस्तक भवन।
11. वर्मा, एस. पी. (2015). *समावेशी शिक्षा: सिद्धांत एवं प्रयोग*. लाल बुक डिपो।
12. त्रिपाठी, एम. पी. (2019). *समावेशी शिक्षा एवं विशेष आवश्यकता वाले शिक्षार्थी*. विनीत पब्लिकेशन।
13. सिन्हा, एस. पी. (2014). *समावेशी शिक्षा का मनोवैज्ञानिक दृष्टिकोण*. भारतीय विद्या प्रकाशन।
14. गुप्ता, वी. के. (2018). *समावेशी शिक्षा: नीति और व्यवहार*. शारदा पब्लिकेशन।
15. तिवारी, आर. पी. (2016). *समावेशी शिक्षा शिक्षण*. भारती पुस्तक भवन।



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011004bT	Course Title – GENDER STUDIES	
Credits: 4	Elective	Max Marks - 100 (75+25)

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To develop an understanding of the historical perspectives and experiences of women's education across different socio-cultural contexts.
2. To develop the ability to discern gender issues in educational contexts (pedagogy and curriculum, school setting and policies).
3. To understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
4. To gain a critical perspective on the ways in which education maintains and legitimates gender relations in society.
5. To critically analyse policies and programmes for their gendered basis and outcomes.
6. To apply feminist pedagogical approaches and research methods (in- depth interviewing, content analysis, oral history, ethnography) to study gender in education.
7. To critically examine the representation of gender in school curricula, textbooks, and institutional policies.
8. To evaluate the impact of privatization of higher education and power structures on gender equity and women's participation.

Unit	Topics	No. of Lectures
I	CORE CONCEPTS IN GENDER STUDIES • Patriarchy, Biological Determinism • Feminism/s, Femininity and Masculinity • Social Construction of Gender and Identity	15
II	FEMINIST EPISTEMOLOGY AND METHODOLOGIES • Feminist Empiricism and Standpoint Epistemology: Double Consciousness, Strong Objectivity • Feminist Pedagogy : Concept & Significance • Feminist Approaches to Research Methods: In-depth Interviewing, Content Analysis, Oral History, Ethnography	15
III	NATIONALISM, GENDER AND EDUCATIONAL DISCOURSE • Concept and Construction of Nationalism • Relationship between Nationalism and Gender • Role of Education in Constructing Nationalism and Gender • Gender, Ideology and School Curriculum • History of Women's Education in India • Post-Independence Gender and Educational Discourse in India	15
IV	WOMEN IN HIGHER EDUCATION AND POWER STRUCTURES • Gender and Subject Choices in Higher Education • Privatization of Higher Education and Its Effects • Gender, Education, and Nation	15

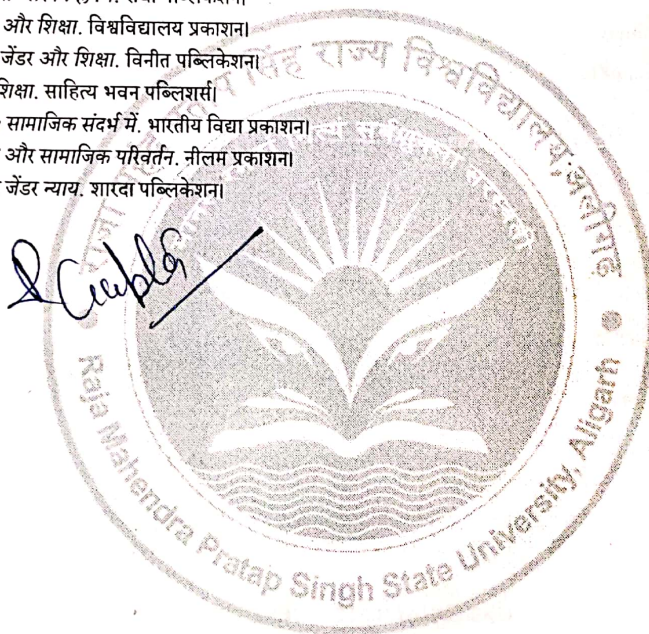
Suggested Comprehensive and Continuous Evaluation Method (Total Marks–25)

M.C.Q./assignment/presentation/any other activity related to content.

[Signature]

Suggested Readings:

1. Bagchi, J., Guha, J., & Sengupta, P. (Eds.). (1997). *Loved and unloved: The girl child in west bengal*. Street Publishers.
2. Batliwala, S. (1993). *Empowerment of women in south asia: Concepts and practices*. n.p.
3. Bhasin, K. (2000). *Understanding gender*. Kali for Women.
4. Bhasin, K. (2004). *Exploring masculinity*. Women Unlimited.
5. Chanana, K. (Ed.). (1988). *Socialization, education and women: Explorations in gender identity*. Orient Longman.
6. Asian-South Pacific Bureau of Adult Education. (n.d.). [Title unavailable in source]. Asian-South Pacific Bureau of Adult Education.
7. Gould, S. J. (1981). *The mismeasure of man*. Penguin Books.
8. Govinda, R. (Ed.). (2002). *India education report: A profile of basic education*. Oxford University Press.
9. Weiler, K. (1988). *Women teaching for change: Gender, class, and power*. Bergin Garvey.
10. Kushwaha, M. (2014). *Gender aur shiksha*. Gangasaran & Grand Sons.
11. Menon, N. (2012). *Seeing like a feminist*. Penguin.
12. मिश्रा, अर्चना. (2018). जेंडर अध्ययन: सिद्धांत एवं व्यवहार. नीलकमल प्रकाशन।
13. फातिमा, सायरा. (2019). लैंगिक संवेदनशीलता और महिला सशक्तिकरण. भारती पब्लिकेशन।
14. शर्मा, कुसुम. (2020). लैंगिक अध्ययन: स्त्री विमर्श की दृष्टि से. शिक्षा पब्लिकेशन।
15. सिंह, अंजू. (2017). स्त्री अध्ययन: विमर्श और विश्लेषण. राधा पब्लिकेशन।
16. तिवारी, रेखा. (2016). लैंगिक समानता और शिक्षा. विश्वविद्यालय प्रकाशन।
17. पांडेय, रमा. (2018). भारतीय समाज में जेंडर और शिक्षा. विनीत पब्लिकेशन।
18. यादव, शशि. (2021). स्त्री विमर्श और शिक्षा. साहित्य भवन पब्लिशर्स।
19. शुक्ला, रेखा. (2015). लैंगिक अध्ययन: सामाजिक संदर्भ में. भारतीय विद्या प्रकाशन।
20. मेहता, कुसुम. (2014). महिला अध्ययन और सामाजिक परिवर्तन. नीलम प्रकाशन।
21. श्रीवास्तव, अनीता. (2020). शिक्षा और जेंडर न्याय. शारदा पब्लिकेशन।



M.A. Education	Year: Fifth	Semester: Tenth
Subject – Education		
Course Code: E011005R	Course Title – RESEARCH PROJECT	
Credits: 4	Core/Compulsory	Max Marks - 100

Course Learning Outcomes:

On completion of this course, learners will be able:

1. To design and execute a complete educational research project from problem selection through data collection and analysis.
2. To apply appropriate qualitative, quantitative, or mixed research methodologies to address a well-defined educational research question.
3. To construct valid and reliable research instruments suitable for the chosen problem, population, and methodology.
4. To collect primary data ethically and systematically, ensuring informed consent and adherence to ethical research protocols.
5. To analyze and interpret research data accurately using relevant statistical or qualitative analytical techniques.
6. To write a comprehensive dissertation report following academic conventions, APA formatting, and scholarly writing standards.
7. To present and defend the completed dissertation before internal and external examiners during viva-voce examination.
8. To demonstrate research integrity, intellectual rigor, and professional conduct throughout the entire research process.

Unit	Topics	No. of Lectures
Project	DISSERTATION (Students Will Be Required To Submit The Dissertation. The Evaluation Of The Dissertation Report Shall Be Conducted By The Internal And External Examiners Appointed By The University Followed By Viva-Voce Examination)	8hours/week

