

NATIONAL EDUCATION POLICY-2020

**SULLABUS STRUCTURE FOR FYUP/ HONOURS PROGRAMME
AND MASTER OF ARTS IN EDUCATION
(For All Colleges Affiliated to Sri Dev Suman Uttarakhand university)**

DEPARTMENT OF EDUCATION

From the Session 2025-26



SRI DEV SUMAN UTTARAKHAND UNIVERSITY

**CURRICULUM DESIGN COMMITTEE,
UTTARAKHAND**

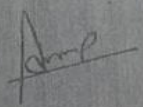
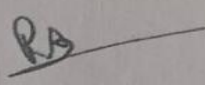
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2.	Prof. N.K. Joshi Vice – Chancellor , Sri Dev Suman Uttarakhand University - Member
3.	Prof. O.P.S. Negi Vice – Chancellor ,Uttarakhand Open University - Member
4	Prof. Surekha Dangwal – Vice Chancellor- Doon University, Dehradun
5.	Prof. Satpal Singh Bisht Vice – Chancellor , S.S.J University Almora -Member
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3.	Prof. Padam Singh Bisht	Professor	Department of Economics	D.S.B Campus Nainital
4.	Dr. D.S. Bisht	Assistant Professor	Department of Education	S.S.J University, Almora
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Badshahithaul, Tehri Garhwal, Uttarakhand
Board of Studies (EDUCATION)

Date-13.06.2025

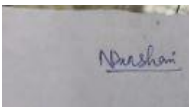
Sl. No	Name	Designation	Signature
1	Prof. Dinesh Chandra Goswami	Dean of Arts and Head (Geography) SDSUV, Pt. L M S Campus, Rishikesh, Dehradun	 13/6/25
2	Dr. Atal Bihari Tripathy	Head of the Department (Education) SDSUV, Pt. L M S Campus, Rishikesh, Dehradun	
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SYLLABUS PREPARATION (Revision) COMMITTEE

SRI DEV SUMAN UTTARAKHAND UNIVERSITY

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

Bachelor of Art in Education

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

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

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

Programme Specific Outcomes (PSOs) For Undergraduate Programme

After this programme, the learners will be able to:

PSO 1

The student will be able to:

- understand the basic concept of Education.
- understand relation between education and society.
- develop a stronger orientation towards research.
- conceptualize the basic elements of Indian Constitution.
- explain the importance of values, mental health and hygiene.
- develop a comprehensive understanding of the nature, types, and classification of values.
- explore the impact of values on individual behavior and their role in holistic student development.

PSO 2

The student will be able to:

- Analyze the intricate relationship between education and psychology, emphasizing their mutual influence on cognitive and behavioral development.
- Explore the fundamental laws of learning and their role in shaping effective teaching and learning experiences.
- Examine the concepts of creativity, memory, and interest, highlighting their significance in the learning process.
- Investigate the significance of the transfer of learning in facilitating knowledge retention, skill development, and real-world application. Investigate the processes involved in nurturing and stimulating creativity, fostering innovation and critical thinking in learners.
- Analyze the relationship between creativity and education, emphasizing its role in holistic development and problem-solving skills.
- Investigate the role of non-governmental organizations (NGOs) in promoting lifelong learning, with a specific focus on Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti, and Literacy House.
- Understand the significance of lifelong learning in fostering continuous skill development, employability and social inclusion.
- Examine policy frameworks and government interventions that support lifelong learning at national and international levels.

PSO 3

The student will be able to:

- Examine the fundamental principles and objectives of educational philosophy in fostering intellectual and moral development.
- Investigate the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and practices.
- Examine the core tenets of Western philosophical traditions, including Idealism, Realism, and Pragmatism in relation to education.
- Analyze the role of educational philosophy in addressing contemporary challenges in

	education and fostering critical thinking. • Conduct a detailed and critical review of a book authored by a distinguished educational thinker included in the course curriculum. • Develop a profound understanding of the objectives, structure, and methodologies involved in academic and educational book reviews. • Collect, organize, and synthesize relevant information on the works, theories, and contributions of significant educational scholars • Develop a comprehensive understanding of the concept, principles, and evolution of inclusive education in India. • Examine the policies, frameworks, and legislative measures supporting inclusive education at national and international levels. • Explore effective strategies for addressing the diverse educational needs of special children within an inclusive classroom setting. • Investigate the essential skills, roles, responsibilities, and professional qualities required of an inclusive educator. • Examine the critical role of guidance and counseling in fostering the academic, emotional, and social well-being of students in inclusive settings. • Develop a comprehensive understanding of the concept, necessity, and scope of sustainable development in a global context. • Analyze the roles and responsibilities of governments, non-governmental organizations (NGOs), and international bodies in promoting sustainable development. • Investigate the relationship between education and the achievement of the United Nations Sustainable Development Goals (SDGs). • Evaluate the role of education in fostering global citizenship, equity, and social justice to create a more inclusive and peaceful world. • Develop critical insights into policy frameworks and best practices for advancing sustainability through education at local, national, and global levels.
PSO 4	The student will be able to: • Develop awareness of various patterns of human development and their implications for learning and teaching. • Explore key theories of learning, assessing their contributions to educational practices and student engagement. • Examine the factors influencing individual differences, including genetic, environmental, and socio-cultural determinant • Investigate Jean Piaget's Cognitive Developmental Theory and its application in educational settings. • Examine Lev Vygotsky's Social Development Theory, focusing on the role of social interaction in learning. • Analyze Piaget's Theory of Moral Development and its relevance in fostering ethical and moral reasoning in learners. • Explore the concept of motivation, including its meaning, nature, types, sources, and its role in the learning process. • Examine the principles of mental health and hygiene, identifying factors that affect children's psychological well-being and strategies for promoting mental wellness in education. • Develop the ability to assess student adjustment levels using standardized tools such as the Revised Adjustment Inventory and Social Adjustment Inventory. • Develop a comprehensive understanding of the fundamental concepts, principles, and significance of human rights. • Examine the historical evolution and philosophical foundations of human rights in a global context. • Analyze the role of the United Nations in promoting, protecting, and upholding human

	rights worldwide. • Explore key international human rights instruments, including the Universal Declaration of Human Rights (UDHR) and various UN conventions. • Explore contemporary human rights challenges and emerging issues in a rapidly changing global landscape. • Explore key theories related to the evolution of gender concepts, assessing their relevance in modern gender studies. • Examine the formation and expression of gender identities in various formal and informal organizational settings. • Investigate policy frameworks and legal provisions that support women's rights and empowerment at national and international levels. • Identify challenges and barriers to gender equality and evaluate strategies for promoting inclusive and equitable opportunities.
PSO 5	The student will be able to: • Develop analytical skills to critically evaluate integration policies and educational practices at both national and international levels. • Investigate the objectives and key provisions of the National Education Policy (NEP), highlighting its transformative vision for the education system. • Assess the implications of the NEP on higher education, school education, skill development, and lifelong learning. • Examine policy reforms aimed at enhancing equity, quality, and accessibility in education under the NEP framework. • Develop analytical and critical thinking skills to evaluate policies and practices related to national and international integration in education. • Analyze the relationship between education, national integration, and the promotion of cultural harmony and social cohesion. • Examine the role of education in fostering international understanding, global citizenship, and cross-cultural exchange. • Explore policy initiatives at national and global levels aimed at strengthening inclusive and equitable education systems. • Develop a comprehensive understanding of the objectives and aims of teacher education at various educational levels. • Explore the role of various national and international organizations in shaping teacher education policies and practices. • Examine the role of accreditation bodies, teacher training institutions, and policy frameworks in ensuring the effectiveness of teacher education. • Develop a comprehensive understanding of the concept, functions, benefits, and limitations of Information and Communication Technology (ICT) in education. • Explore the significance of Massive Open Online Courses (MOOCs) and effectively utilize platforms such as SWAYAM for professional and academic growth. • Develop the ability to access, collect, and integrate educational materials from Open Educational Resources (OERs) to enhance teaching and learning.
PSO 6	• Develop a comprehensive understanding of the evolution, structure, and key components of the Indian education system. • Critically analyze the recommendations of various education commissions and committees, assessing their impact on policy and practice. • Assess the relevance and applicability of India's educational heritage in contemporary education policies and reforms. • Analyze the role of NEP 2020 in preserving and integrating India's educational heritage with modern innovations. • Gain proficiency in utilizing statistical tools and techniques for data analysis in educational research.

	• Explore qualitative and quantitative research methods, their strengths, limitations, and appropriate applications. • Understand the meaning, definition, and scope of statistics in the context of education and research. • Develop expertise in calculating and interpreting measures of central tendency, including mean, median, and mode for data summarization. • Explore the concept and computation of standard deviation as a measure of data dispersion in educational research. • Develop a comprehensive understanding of the counseling needs of college students to effectively support their academic, personal, and career development. • Acquire the necessary skills and knowledge to serve as counselors in higher education, addressing students' psychological and emotional well-being.
PSO 7	Programme Specific Outcomes (PSOs) for (Bachelor of Art in Education (Honours)) After this programme, the learners will be able to: • Develop a comprehensive understanding of the concept, scope, and significance of educational philosophy in shaping pedagogical practices. • Analyze the perspectives of prominent educational thinkers, evaluating their contributions to the evolution of educational theories and methodologies. • Compare and contrast Indian and Western schools of philosophy, examining their foundational principles and educational implications. • Explore the Nyaya, Sankhya, Yoga, Vedanta, Jainism, and Buddhism philosophical traditions, with a focus on their perspectives on knowledge, reality, and values in education. • Critically evaluate the philosophical contributions of Indian thinkers such as Swami Vivekananda and Rabindranath Tagore, focusing on their impact on education. • Develop a comprehensive understanding of the concept, scope, and significance of educational sociology in shaping educational systems and social structures. • Critically analyze the perspectives of prominent educational thinkers, evaluating their insights on the relationship between education and society. • Explore the impact of urbanization, modernization, westernization, Sanskritization, and globalization on Indian society and their educational implications. • Investigate the concepts of cultural lag, cultural conflicts, and cultural unity, analyzing their relevance in contemporary educational contexts. • Examine the role of education in preserving, transmitting, and transforming cultural heritage, fostering a balance between tradition and modernity. • Analyze the interplay between education and social change, exploring how educational institutions serve as agents of cultural transformation. • Develop a comprehensive understanding of the importance of reviewing literature in academic research and its role in framing research questions. • Acquire skills to analyze, synthesize, and report research findings in a structured and academically appropriate manner. • Differentiate between primary and secondary research data, understanding their significance and application in educational research. • Develop proficiency in writing research reports, ensuring clarity, coherence, and adherence to academic standards. • Appreciate the transformative role of ICT in modern teaching-learning processes, fostering engagement, accessibility, and efficiency. • Gain familiarity with ICT-related terminology and emerging technological advancements, staying updated with global trends in digital education.

	• Examine the role, significance, types, and scope of guidance and counseling in education and everyday life. • Understand the concept of peace education, emphasizing its role in conflict resolution and harmonious coexistence. • Explore strategies to promote a culture of peace through education, fostering tolerance, empathy, and social harmony. • Identify and implement practices for value inculcation and clarification, ensuring holistic personality development in learners.
PSO 8	The student will be able to: • Explore the interconnection between education and psychology, examining how psychological principles influence learning and teaching. • Develop awareness of various patterns of human development, understanding their impact on cognitive, emotional, and social growth. • Examine the relationship between individual differences and educational strategies, fostering inclusivity in teaching. • Understand the role of creativity, emotional intelligence, and mindfulness in modern learning environments. • Develop a critical understanding of gender issues in education and their societal implications. • Understand the concept and importance of gender justice and equality in education. • Identify the challenges in girls' education and explore solutions for improving access and retention. • Compare and analyze the educational systems of different countries, identifying best practices. • Explore various processes of knowledge dissemination across global education systems. • Investigate the impact of socio-cultural factors on comparative education. • Develop a sense of responsibility towards environmental conservation. • Understand various environmental protection strategies and their integration into education. • Explore the role of education in fostering environmental awareness and action. • Understand the importance of child-centered education and various child-friendly teaching methods. • Examine factors influencing education, including psychological, sociological, and economic aspects. • Understand the concept, evolution, and significance of life skills education. • Develop critical thinking, problem-solving, and coping skills to enhance student resilience.
PSO 9	Programme Specific Outcomes (PSOs) in (Master of Arts in Education) The student will be able to: • Understand the role and significance of statistics in educational research • Apply parametric and non-parametric tests in educational research. • Design and present research proposals, abstracts, and reports in a professional manner. • Understand the fundamentals and principles of special education, including segregation and integration. • Explore various disabilities and their impact on learning, designing inclusive instructional strategies. • Develop specialized knowledge on educational programs for children with special needs. • Identify the key components and principles of curriculum development.

	• Critically analyze curriculum evaluation methodologies, particularly in higher education. • Acquaint with objectives and aims of teacher education at various levels. • Evaluate the role of agencies and institutions in teacher education. • Identify problems in teacher education in India and propose solutions for reform. • Explore the fundamentals of educational management, planning, and financing. • Examine the role of leadership in effective educational administration. • Develop an understanding of mental health principles and their relevance in education. • Explore the importance of mental hygiene and its relationship with mental well-being. • Analyze various adjustment mechanisms and coping strategies for students. • Develop insight into future challenges in education and society. • Encourage awareness and preparedness for emerging trends and innovations. • Promote critical thinking and solution-oriented approaches to educational development. • Understand key concepts of educational measurement, assessment, and evaluation. Differentiate between various types of evaluations and their educational applications.
PSO 10	The student will be able to: • Understand key principles of measurement, assessment, and evaluation in education and their conceptual differences • Explore different types of tests and evaluation techniques used in education. • Understand the role of effective educational management in academic institutions. • Understand the concept, objectives, and scope of distance education. • Explore the role of ICT, electronic media, and emerging technologies in distance learning. • Examine key terminologies and factors influencing population growth. • Gain knowledge of Vedic, Muslim, and Buddhist educational systems. • Understand various forms of media and their educational applications. • Apply analytical techniques to assess the credibility and impact of media messages. • Explore advancements in educational technology, planning, and administration. • Examine global best practices in educational evaluation and management.

Department of Education
Semester-I
Undergraduate Certificate in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Education and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

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

UNDERGRADUATE CERTIFICATE IN EDUCATION			
Programme: <i>Undergraduate Certificate in Education</i>		Year: I	Semester: I Paper: DSC
Subject: Education			
Course: DSC	Course Title: Education and Society		
Course Outcomes: After studying this course, the students will be able to: • To understand the meaning, nature, features & different branches of Indian Society. • Illustrate the meaning and nature of Education. • Compare how Education & Sociology are related to each other. • To understand meaning, nature, and scope of educational sociology. • Discuss education as a social process.			

Credits: 3		Discipline Specific Course (DSC)
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Education: Nature And Aims 1. Education: its meaning, nature, scope 2. Constitutional Provisions related to Education 3. Functions and aims of education 4. Agencies of education- Meaning and types	15
Unit II	Education And Sociology 1. Sociology-meaning, nature and scope 2. Relation between sociology and education. 3. Educational Sociology- meaning, nature, importance, scope and limitations. 4. Impact of Sociology on Education and Social responsibility.	15
Unit III	Education As a Social Process 1. Education as a process and as a product 2. Relation between education and society 3. Social change, social stratification, social mobility and Role of Education 4. Equity and Equality of educational opportunity.	15

Recommended Readings:

- Dewey, J(1915). The School and Society. Chicago, The University of Chicago Press.
- Durkheim, E (1956) Education and Sociology. New York: The Free Press.
- Elmhirst, (1956) L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.(1994) Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970
- Kneller, G.F(1963). Foundations of Education. London and New York, John Wiley and Sons, Inc.
- Kumar, K(1991). The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications.
- Shukla, S(1985). and Kumar, K. Sociological Perspective in Education. New Delhi, Chanakya Publications.
- Maxmullar(1965), F: The six systems of Indian Philosophy, Calcutta: Susheel gupta,.
- Cohen B(1969) (: Educational Thought, London: Macmillan & Co.
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Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epgpathshala, egyankosh.ac.in, MOOCS

Program/Class: Certificate/BA			Semester: First
Subject: Education			
PRACTICAL		Course Title: PRACTICAL	
Course Learning Outcomes- On completion of this course, learners will be able to: 1. develop a stronger orientation towards research 2. conceptualize the basic elements of Indian Constitution			
Credits: 1		DSC	Hours:15
Max. Marks: 100		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w			
Unit	Topics	No. of Hours	
I	Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity.	8	
II	Indian Constitution: Introduction and Background, Important Articles of Indian Constitution related to Education. Prepare a report and present what you have conceptualized	7	
Suggested Readings: 1. https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text 2. Introduction to the Constitution of India – D.D. Basu 3. भारतीय संविधान – सुभाष कश्यप			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: Internal assessment.			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-I

Undergraduate Certificate in Education

	GENERIC ELECTIVE (GE) - Value Education
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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 60**

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

UNDERGRADUATE CERTIFICATE IN EDUCATION			
Programme: <i>Undergraduate Certificate in Education</i>		Year: I	Semester: I Paper: GE
Subject: Education			
Course: GE:	Course Title: Value Education		
Course Outcomes: After studying this course, the students will be able to: • understand the nature and classification of values. • understand the importance of values in human life. • examine the role of values in Education.			
Credits: 4		Generic Elective	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
Unit I	Value: Concept and meaning, Nature of Human Values. Classification of Values- Personal, Social, Moral, Spiritual, Cultural. Positive and Negative Values, Sources of Values, Importance of Values in Human Life. Family Values-Components, structure and responsibilities of family		20
Unit II	Value Education: Concept, Objectives and need Role of Family, School and Society in development of Values. Strategies for inculcation of values		20
Unit III	Value Conflict and their resolution, building positive attitude and interpersonal skills, Positive habit formation, Goal setting practices		20

Recommended Readings:

- Learning disabilities in India, P. Karant, Sage Publication, New Delhi
- Education for exceptional children, K.C. Panda, Vikas Publication, New Delhi.
- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- Freire, Paulo (1970) Pedagogy of the Oppressed, New York: Continuum.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization
- Roger, Harrison (Ed.2002) Supporting Lifelong Education, London: Rotledge. Shah, S. Y.
- (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.

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

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

Semester-II

Undergraduate Certificate in Education

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

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

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

Undergraduate Certificate in Education

Programme: Undergraduate Certificate in Education		Year: I	Semester: II
Subject: Education			
Course: DSC	Course Title: Psychological Foundations of Education-I		
Course Outcomes: After studying this course, the students will be able to: • understand the relation between Education and Psychology. • understand the learning theories and laws of learning. • explore the concept of transfer of learning and its influence on skill acquisition and knowledge retention. • examine the concepts of creativity, memory, and interest, focusing on their importance in the learning process. • explore effective strategies and methodologies for stimulating interest and engagement in children’s educational experiences.			
Credits: 3		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: Asper Univ. rules	
Unit	Topic		No. of Hours
Unit I	Educational Psychology – Nature, functions and methods 1. Psychology- Meaning, nature and branches, Relation between education and psychology: 2. Educational Psychology: Meaning, Nature, Scope, functions and Role 3. Human growth and development: Meaning and Characteristics, Stage of development (Infancy, Childhood, Adolescence), Educational Implications 4. Heredity and Environment		15
Unit II	Learning – Characteristics and theories 1. Learning: meaning and Nature 2. Theories of learning- Thorndike’s theory of learning and Kohler’s Insight Theory 3. Classical conditioning theory of Pavlov, Skinner’s operant Conditioning theory 4. Transfer of Learning- Meaning, nature, Theories and Educational Implications 5. Individual Differences: meaning, Characteristics, scope, types and Role of Education		15

Unit III	Creativity and Personality 1. Creativity: Meaning, Nature and characteristics, Nurturing and stimulating creative thinking, Relationship between Creativity and education 2. Memory: meaning, nature, type and laws of memory 3. Interest: Meaning, Nature, characteristics, bases and types and methods of arousing interest in children (Educational Implications)	15
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Recommended Readings:

- Educational Psychology, .Gupta S.P &Dr.Alka Sarda pustak bhawan,Allahbad(2014),.
- Educational Psychology, S. K. Mangal, S. Bhatnagar & A. Saxena.
- Advanced Educational Psychology, S.K.Mangal
- Educational Psychology – P.D.Pathak
- विक्षा मनोविज्ञान रूवि हरीि आया नीलकमल प्रकािनि
- पाडेय,राम िकल विक्षा मनोविज्ञान,मेरठ;सूया पवललकेिनि
- पाठक,पी.डी. विक्षा मनोविज्ञान,आगरा;विनोद पुस्तक मवददर।
- माथुर,एस.एस.विक्षा मनोविज्ञान,आगरा;विनोद पुस्तक मवददर।

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

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

Program/Class: /B.A.		Semester: II	
Subject: Education			Hours:15
PRACTICAL		Course Title: Educational Psychology Practical-I)	
Course Learning Outcomes- On completion of this course, learners will be able to: 01- understand and implement the psychological tools. 02.- investigate personality traits, specific ability and creative capability of the subject.			
Credits: 1		DSC	
Max. Marks: 100		Min. Passing Marks: 33	
Unit	Topics		No. of Hours
I	Psychological Practical 1. Interest Inventory (Multiple Interest Inventory-SK Bawa, Multifactor Interest Questionnaire-S. D Kapoor R.N Singh, Educational Interest Record- S.P Kulshtestra) 2. Creativity (Verbal Test of scientific creativity VTSC- V.P Sharma and J.P Shukla) 3. Personality Test		15
Suggested Readings: 01- Mangal, S.K.: Educational Psychology, New Delhi, PHI. 02- iz;t`xkRed f"k{kk euksfoKku JhokLro Mh ,u fouksn iqlrd eafnj vx xjk 03- iz;kxkRed f"k{kk euksfoKku Hkkx'o foosd ,u ih lh vx xjk			
This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester			
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (25marks) Viva-voce by external expert.			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-II

Undergraduate Certificate in Education

GE: Life Long Learning and Adult Education

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

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

UNDERGRADUATE CERTIFICATE IN EDUCATION			
Programme: Undergraduate Certificate in Education		Year: I	Semester: II Paper: GE
Subject: Education			
Course: GE	Course Title: Life Long Learning and Adult Education		
Course Outcomes:			
After studying this course, the students will be able skilled to: 1. develop an understanding of historical development of the concept of Lifelong of extension activities and outreach programs for development 2. develop understanding about various Lifelong Learning programs organized in India. 3. enable learners to understand the linkage between social, economic, political and cultural development of society. 4. understand the role played by NGOs in general and Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti and Literacy House in particular in promoting Lifelong Learning. 5. appreciate the role played by UNESCO in the area of Life Long Learning. 6. know about current trends in the area of organizing Lifelong Learning.			
Credits: 4			Generic Elective
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours

Unit I	Historical Perspective of lifelong learning in India Concepts and Terminology related to lifelong learning: Andragogy vs. Pedagogy, Lifelong Learning, Continuing Education, Non-Formal Education. Incidental Learning	15
Unit II	Lifelong learning programmes in India: Total Literacy Campaign: concept and strategies, Emerging needs and future perspectives of Lifelong Learning National Education Policy (2020) and its vision for lifelong learning. Lifelong learning and development –social, economic, political and cultural	15
Unit III	Community engagement in Lifelong learning, Role of NGOs, Zila Saksharta Samitis, UNESCO declaration on Adult and Lifelong Learning, Hamburg declaration (1997) and Mumbai Declaration on Role of Higher Education Bharat Gyan Vigyan Jatha and Literacy House	15
Unit IV	Adult Education: Meaning, Nature and Types. Agencies of Adult Learning: Role of Government, Non-Government and Civil Societies, SDG 4 and its relevance to adult education, Functional literacy, Open and Distance Learning (ODL) initiatives – IGNOU, NIOS, Use of ICT in adult education.	15

Recommended Readings:

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

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

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

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC COURSE (DSC) - Philosophical foundations of Education

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

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

UNDERGRADUATE DIPLOMA IN EDUCATION			
Programme: <i>Undergraduate Diploma in Education</i>		Year: II	Semester: III Paper: DSC
Subject: Education			
Course: DSC		Course Title: Philosophical foundations of Education	
Course Outcomes: After studying this course, the students will be able to: • enable the students to understand the major Philosophies of education. • recognize the specific needs and functions of education with regard to philosophy. • explore the educational thoughts of Indian and Western educational thinkers.			
Credits: 3		Discipline Specific Course	
Max. Marks: As Per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

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

Recommended Readings:

- HtVutx7, 1Dl`ut Htt7r e` ttt 0;olFtt dt ttdtl j HtVutx7, ,oaho ,o` ehut{th -Htt7r e` ttt i.ttyh dt ttdtlj Htt7r e` ttt 0;olFtt dt ttdtlj
- Htt7rh; ttt(tt iz.ttyh dt ttdtlj
- ptSa` ,lo iho, Htt7rh; ttt(tt dt btt7tlj
- vt`M, ,yo d`o, ttt(tt dh nt`tztt i`eBtt, ttt, ttt idt`tuj
- 1Dl`ut, ,uo vt7o Lo:It, mnh;etu Htt7rh; lett e` ttt(td, e7` B` ,vt7 oytyo ad ttt
- Altekar A. S. Education in Ancient India. Varanasi, Nandkishore & Brothers. 1963
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964 Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915
- Durkheim, E. Education and Sociology. New York: The Free Press. 1956

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

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

Program/Class: Undergraduate Diploma in Education III		Hours: 15	Semester: THIRD
Subject: Education			
PRACTICAL		Course Title: PRACTICAL (BOOK REVIEW)	
Course Learning Outcomes On completion of this course, learners will be able to: 01- Conduct a comprehensive review of a book authored by a prominent educational thinker included in the course curriculum. 02. Develop a deep understanding of the purpose, structure, and methodology of book reviews in academic and educational contexts. 03. Gather and organize relevant information on the works and contributions of various educational thinkers.			
Credits: 1		Discipline Specific Core	
Max. Marks: 100		Min. Passing Marks: 33	
Unit	Topics	No. of Hours	
I	What is Book review? Introduction and the discussion of the books written by Mahatma Gandhi, Swami Vivekanand and B.R Ambedkar, Rousseau and Dewey focusing on Different perspectives OR Collection of Information on life and written contributions of educational thinkers mentioned in syllabus	15	
Suggested Readings: 1. Oad L. K.: Shiksha Ki Darshanik Evam Samajshastriya Pristhabhoomi. 2. Pandey R, S, Shiksha Darshan			
This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 st semester			
Suggested Continuous Evaluation Methods: For Internal assessment			
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Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-III

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Inclusive Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

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

UNDERGRADUATE DIPLOMA IN EDUCATION

Programme : *Undergraduate Diploma in Education*

Year: II

Semester: III

Paper: DSE

Subject: Education

Course: DSE

Course Title: Inclusive Education

Course Outcomes:

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

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

Credits: 4

**DISCIPLINE
SPECIFIC
ELECTIVES**

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Inclusive Education-Meaning, Definition, Objectives, Characteristics, Importance, Dimensions, Need and Significance. Difference between inclusive, integrated, and special education Principles of Inclusive education. Historical evolution of Inclusive Education in India and Globally	15
Unit II	Types of Special Children Children with special needs: Meaning and Process of Identification. Types of Children with Special Educational Needs- physical, mental, social, emotional and multiple. Classroom management in inclusive education. Different type of disabilities	15
Unit III	Teacher Preparation for Inclusive Education Characteristics of Inclusive Teacher: Attitude, Values, Ethics and Beliefs. Capacity Building for preparing teachers for inclusive education. SSA and Inclusive education. National Education Policy (NEP), 2020 – provisions for inclusive education.	15
Unit IV	Role and Responsibilities Role of parent teacher association. Salamanca Statement (1994), UNCRRPD (2006), Incheon Declaration (2015). Various provisions of PWD Act for schools Socialization process in the classroom with respect to inclusion. Guidance & Counseling programme in Inclusive Education for stakeholders	15

Recommended Readings

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

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

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

Semester-III

Undergraduate Diploma in Education

GENERIC ELECTIVES (GE) - Education for Sustainable Development

CREDIT

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

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

UNDERGRADUATE DIPLOMA IN EDUCATION		
Programme : <i>Undergraduate Diploma in Education</i>		Year: II Semester: III Paper: GE
Subject: Education		
Course: GE	Course Title: Education for Sustainable Development	
Course Outcomes: After completing this course, the students will be able to: • understand Concept, need and scope of sustainable development • analyze the responsibilities of government & NGO for sustainable development • understand the important role of education for sustainable development • understand education as a public good, a global common good, a fundamental human right and a basis for achieving UN sustainable development goals. • understand about global initiatives being taken by United Nations. • understand that education can help create a more sustainable, equitable and peaceful world		
Credits: 4		GE

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

Recommended Readings:

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

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

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

Semester-IV

Undergraduate Diploma in Education

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

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

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

Undergraduate Diploma in Education		
Programme: Undergraduate Diploma in Education		Year: II
		Semester: IV
		Paper: DSC
Subject: Education		
Course: DSC	Course Title: Psychological Foundation of Education-II	
Course Outcomes:		
After studying this course, the students will be able to:		
● explore the interrelation between Education and psychology. ● Make aware themselves about different pattern of development. ● explore the different theories of learning. ● acquaint with the relation between different sources of Individual difference. ● develop an understanding of the role of individual difference and creativity with education.		
Credits: 4		Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Understanding Educational Psychology - Nature, Scope of Educational Psychology, Methods of Educational Psychology (Observation, Experiment, Case Study, Interview) - Relationship between Education and Psychology Developmental Theories - Cognitive Developmental theories of Piaget and Bruner - Lev Vygotsky's Social Development theory - Piaget's theory of Moral Development	15
Unit II	Personality and Intelligence Personality: Concept of Personality, Determinants of Personality, Type and Trait Theories of Personality- Allport Trait Theory, Freud's Personality theory & Jung's Personality Theory: Assessment of Personality Intelligence: meaning of intelligence, Theories of Intelligence: Guilford theory of intelligence, Gardner's theory of multiple intelligence, Intelligence Quotient and its computation. Measurement of Intelligence	15
Unit III	Motivation, Adjustment, Mental Health and Hygiene Motivation: Meaning, definition, nature and types, sources of motivation, Motivation and Learning Adjustment: Meaning, definition, nature, characteristics of well-adjusted person Mental Health and Hygiene: Meaning, nature, characteristics, factors hindering child's mental health, Education for Mental health & Hygiene Group Dynamics- Meaning, importance, Types (formal vs. informal, primary vs. secondary), Teacher's Role in Managing Group Dynamics	15

Recommended Readings:

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

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

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

Program/Class: Certificate/BA		SECOND YEAR	Semester: FOURTH
Subject: Education			Hours:15
PRACTICAL		Course Title: Educational Psychology Practical-II	
Course Learning Outcomes On completion of this course, learners will be able to: 01- The student will be able to understand and implement the psychological tools.			
Credits: 1		Discipline Specific Course	
Max. Marks: 100		Min. Passing Marks: 33	
Unit	Topics		No. of Lectures
I	PSYCHOLOGICAL PRACTICAL (Any 2) Motivation Test (Student Motivation Scale, Achievement Motivation Scale) Adjustment Scale (Revised Adjustment Inventory, Social Adjustment Inventory) Personality Test (Dimensional Personality Inventory, 16 P. F. Questionnaire, Introversion-Extroversion Personality Inventory)		15
Suggested Readings: 1. eut f"kk esa i;kx ,oa ijh[k.k] ,10 ,u0 "kekZ ,o' Httxo(%2o15%j 2. vt/t;ud iz;txRed eut f"kk Mtoizhfr oet ,o' Mho,uo JhotLro 1995 j 3. iz;t xtRed eut f"kk, e[thtt 1995j			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/ Attendance For External assessment (25marks) Viva-voce by external expert.			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-IV

Undergraduate Diploma in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Human Rights Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN EDUCATION

UNDERGRADUATE DIPLOMA IN EDUCATION			
Programme: Undergraduate Diploma in Education		Year: II	Semester: IV Paper: DSE
Subject: Education			
Course: DSE	Course Title: Human Right Education		
Course Outcomes: After studying this course, the students will be able to: ● know the basic concept of human rights ● know the role of United Nations and human rights ● understand enforcement mechanism in India			

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

Recommended Readings:

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

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

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

Semester-IV**Undergraduate Diploma in Education****GENERIC ELECTIVES (GE) - Women Studies****No. of Hours-60****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

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

UNDERGRADUATE DIPLOMA IN EDUCATION			
Programme: Undergraduate Diploma in Education		Year: II	Semester: IV Paper: GE
Subject: Education			
Course: GE	Course Title: Women Studies		
Course Outcomes:			
After studying this course, the students will be able to:			
• attain an understanding of international and national perspective on status of women. • develop an appreciation of women status in social and familial life in Indian and global settings. • understand various theories proposed in the context of evolution of the concept of gender. • identify the broad pattern of gender identities in various formal and informal organizations. • understand the concept and various dimensions of women empowerment. • gain knowledge about various women development related policies and decisions at national and international levels.			

Credits: 4		Generic Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Introduction to women Studies: Concept, historical background, issues and problems. Origin of Women Studies as a Discipline Objectives and scope of Women's Studies Establishment of Centre for women's Studies under UGC guidelines	15
Unit II	Educational Status of Women: Theories on gender and education (Indian concept): Socialization theory, Structural theory Gender identity in Family, Schools, Formal and Informal Organizations. Schooling of Girls: Inequalities and resistance in attitudes.	15
Unit III	Feminism: Meaning, various theories of Feminism: Liberal, Radical, Marxist, Eco-Feminism. Empowerment-meaning, National Policy for Empowerment of Women 2001, National Policy for Women (2016), Constitutional guarantees for women in India	15
Unit IV	Policies and Programmes for women development and empowerment: Beti Bachao Beti Pado, Sukanya Samriddhi Yojana, Balika Samriddhi Yojana, CBSE Udaan, Kasturba Balika Vidyalaya, National Scholarship for Higher Education of ST girls, Savitribai Jyotirao Phule Fellowship for Single Girl Child (SJS GC)	15

Recommended Readings:

- Sharma, Nirmala: Women and Education: Issues and Approaches.
- Agrawal, J.C.- Bharat Mein Nari Shiksha
- Jha, A.K. -Gender Inequality and Women Empowerment
- Kalia, N.N. - Sexism in Indian Education
- Maurya, S.D. - Women in India
- Roopa, V. and A.K.Sen- Education and Problems of Indian Women
Singh, Madan- Prodh Shiksha.
- Chapariya, Manoj - Stri Shiksha-Samajik Gatisheelata
- https://www.ugc.gov.in/Fellowship/stu_Fellowship3
- <https://transformingindia.mygov.in/scheme/udaan-cbse-scholarship-program/>
- <https://wcd.nic.in/schemes/beti-bachao-beti-padhao-scheme>
- [https://www.nsiindia.gov.in/\(S\(gct1l0555ecbvxisuwko40ec\)\)/InternalPage.aspx?Id_Pk=89](https://www.nsiindia.gov.in/(S(gct1l0555ecbvxisuwko40ec))/InternalPage.aspx?Id_Pk=89)

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

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

Semester-V**Bachelor of Arts in Education****DISCIPLINE SPECIFIC COURSE (DSC) - NEW TRENDS IN EDUCATION****No. of Hours-60****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

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

Bachelor of Arts in Education			
Programme: Bachelor of Arts in Education		Year: III	Semester: V Paper: DSC
Subject: Education			
Course: DSC	Course Title: NEW TRENDS IN EDUCATION		
Course Outcomes: After studying this course, the students will be able to: • develop analytical skills to question and appraise Integration and practices at national and international levels • analyze critically the effect of globalization and Vocationalization in education • understand the need of distance education in present scenario • understand the main Purpose of NEP			
Credits: 4			Discipline Specific Course (DSC)
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules

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

Recommended Readings:

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

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

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

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

Semester-V
Bachelor of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Teacher Education

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Hours: 60

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

Bachelor of Arts in Education			
Programme: Bachelor of Arts in Education		Year: III	Semester: V Paper: DSE
Subject: Education			
Course Code: DSE		Course Title: Teacher Education	
Course Outcomes: After studying this course, the students will be able to: • acquaint the student with Objectives and aims of teacher education at different levels. • develop an understanding of Teacher Education programmes • analyze the historical background of teacher education • understand Need and significance for Teacher Education at higher education Level • explore the Problems in Teacher Education in India • develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India.			
Credits: 4		Discipline Specific Elective (DSE)	

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Teacher Education – Aims and Objectives 1. Teacher Education- meaning, nature and scope. 2. Aims and objectives of Teacher Education in Elementary and Secondary levels. 3. Pre-service and in-service teacher education: meaning and differences	15
Unit II	Role and Professional Ethics of a teacher 1. Functions of teacher, characteristics of an ideal teacher, role of teacher in present context. 2. Definition and characteristics of teaching, teaching as a profession. Professional Ethics of a teacher. 3. Teacher education as a discipline and a profession	15
Unit III	1. Development of Teacher Education from Ancient to Modern Period 2. Teacher education in National Policy on Education (1986, 1992, 2020). 3. Recommendations of various Commissions and Committees for the development of Teacher Education 4. Teacher Education Programme (ITEP and B.Ed.)	15
Unit IV	Agencies and Institutions of Teacher Education 1. Agencies of Teacher education and their functions and responsibilities (NCERT, NIEPA, SCERT, UGC, NCTE) 2. DIETs, IASEs, CTEs 3. Quality and accountability in teacher education	15

Recommended Readings:

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

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

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

Semester-V
Bachelor of Arts in Education

GENERIC ELECTIVES (GE) - Innovations in Education

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

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

Bachelor of Arts in Education			
Programme: Bachelor of Arts in Education		Year: III	Semester: V
		Paper: GE	
Subject: Education			
Course: GE		Course Title: Innovations in Education	
Course Outcomes: After studying this course, the students will be able to: - To understand the concept, functions, advantages and disadvantages of ICT - List and differentiate the different education programs and schemes. - Use MOOCs and SWAYAM. - Collect and use material from OERs. - Review e-journals and e-Magazines.			
Credits: 4			Generic Elective
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours	
Unit I	Definition, characteristics, and types of innovation (technological, pedagogical, administrative) ICT: Concept, Meaning and Functions of ICT. Characteristics, Advantages and Disadvantages of ICT. Computer as an educational learning resource: Computer Assisted Instruction (CAI) and Computer Assisted Management (CAM).	15	
Unit II	Changing Paradigm of technology in higher education: e-learning, m-learning, weblog, e-journals and e-Magazines Role of social media in learning, challenges and issues of social media AI, AR/VR, and adaptive learning technologies.	15	
Unit III	Initiatives and Innovations: Mobile learning, Open Educational Resources (OERs), EDUSAT, EDUCOM, SWAYAM, Massive Open Online Courses (MOOCs), NPTEL NEP 2020 and its vision for innovative education in India	15	
Unit IV	E-Repositories -Meaning and uses, popular e-repositories, Govt. of India initiatives for e-repositories- NDL, NAD, E-Granthalaya etc. Technology Enabled Education- Institutional initiatives- I [Govt. of India initiatives, as- Sakshat, e-PG Pathshala, etc.]	15	

Recommended Readings:

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

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

Assignment/test/Quiz/Seminar/Attendance

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

Program/Class: Bachelor of Arts in Education		Hours:15	Semester: FIFTH	
Subject: Education				
RESEARCH PROJECT		Course Title: Survey / Case Study (Research Project)		
Course Learning Outcomes On completion of this course, learners will be able to: • Understand the organizational structure and governance of degree colleges. • Analyze the roles and responsibilities of apex bodies at the state/district level in higher education management. • Understand the objectives, scope, and implementation of various government and institutional schemes in higher education.				
Credits: 4		RESEARCH PROJECT		
Max. Marks: 100		Min. Passing Marks: 33		
Unit	Topics			No. of Hours
I	Observation of Different management functions in Degree Colleges: Survey /Case study of Apex bodies at state/ district level etc./Case study of Anganwadi OR Observation of roles and functions of degree college principal OR Study of the implementation status of various schemes in degree college			30
Suggested Readings: • विवेक्षक प्रिासन और प्रिंधन – डॉ. एस. के. कोरि • विवेक्षक प्रिंधन – डॉ. विी. के. राि • विवेक्षक नेतृत्ि और प्रिंधन – डॉगुुा.एल.एम.				
This course can be opted as an elective by the students of following subjects: Open to all				
Suggested Continuous Evaluation Methods: For Internal assessment				
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL				

Semester-VI

Bachelor of Arts in Education

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

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

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

Bachelor of Arts in Education						
Programme: Bachelor of Arts in Education					Year: III	Semester: VI Paper: DSC
Subject: Education						
Course: DSC		Course Title: Development of Indian Education System				
Course Outcomes:						
After studying this course, the students will be able to: ● build up an understanding of the different Indian education system. ● critically analyze the recommendations of various commissions. ● promote sensitivity towards Indian Educational Heritage. ● explore the importance and utility of educational heritage in present scenario of education						
Credits: 4					Discipline Specific Course	
Max. Marks: As per Univ. rules					Min. Passing Marks: As	
					Education	

		per Univ. rules
Unit	Topic	No. of Hours
Unit I	Ancient Education System 1. Meaning, Aims and Characteristics of Vedic Education system, Buddhist Education system, Muslim Education system 2. British Education System: Macaulay's Minute 1835, Wood's Despatch 1854., Hunter Commission 1882., Indian University act (1904)	20
Unit II	Indian Education Movement: 1. Gokhale bill 1911, Sadler Commission (Calcutta University commission, 1917), Wardha scheme of education 1937 Education Commissions in Post Independence Era 1. Radha Krishnan commission 1948-49 2. Mudaliyar commission 1952-53 3. Kothari commission 1964-66.	20
Unit III	Modern Education System. NPE1986, Acharya Ramamurti Review Committee -1990, Revised NPE 1992 and POA, NEP 2020	20

Recommended Reading:

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

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

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

Semester-VI
Bachelor of Arts in Education

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

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Bachelor of Arts in Education			
Programme: Bachelor of Arts in Education		Year: III	Semester: VI Paper: DSE
Subject: Education			
Course: DSE	Course Title: Basic Concepts of Educational Research and Statistics		
Course Outcomes: After studying this course, the students will be able to: • explore the role of research in education • acquire a conceptual understanding of research in education. • develop a critical understanding about the Measurement and Evaluation on the basis of statistics. • acquaint the students with use of statistics			
Credits: 4		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

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

Recommended Readings:

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

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

Assignment/test/Quiz/Seminar/Attendance

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

Semester-VI

Bachelor of Arts in Education

GENERIC ELECTIVES (GE) – Developmental Guidance and Vocational Skills

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

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

Bachelor of Arts in Education			
Programme: Bachelor of Arts in Education		Year: III	Semester: VI Paper: GE
Subject: Education			
Course: GE	Course Title: Developmental Guidance and Vocational Skills		
Course Outcomes: After studying this course, the students will be able to: • Develop an understanding of the counseling needs of college students so that they may be in positions to be counsellors in higher education. • Explain the importance of making right choice in life, education and vocation etc. • Understand the concept, need and process of counselling. • Describe the importance of working with a group, for a group and in a group.			
Credits: 4		Generic Elective	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	

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

Recommended Readings:

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

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

Assignment/test/Quiz/Seminar/Attendance

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

Program/Class: Bachelor of Arts in Education		Hours:30	Semester: Sixth
Subject: Education			
Research Project		Course Title: REPORT WRITING (Research Project)	
Course Learning Outcomes On completion of this course, learners will be able to: 1. To visually represent the evolution of education in India across different eras. 2. To foster creativity and teamwork among students. 3. To improve bilingual communication skills (Hindi and English).			
Credits: 4		(Research Project)	
Max. Marks: 100		Min. Passing Marks: 33	
Unit	Topics		No. of Hours
I	Write a report/ poster on the various education Commissions after Independence with special focus on Key features, and characteristics, Significant milestones or policies, Impact on society and education. OR Report on major reforms mentioned in NEP 2020.		30
Suggested Readings: 1. NEP 2020 Document 2. भारतीय विक्षा का इवतहास- पाठक और त्यागी 3. भारतीय विक्षा का इवतहास- रमन विहारी लाल			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-VII

Bachelor of Arts in Education (Honours)

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Philosophical Foundations of Education	4	4	0	0	Passed Bachelor of Arts in Education	Nil

Bachelor of Arts in Education with (Honors)			
Programme: Bachelor of Arts in Education with (Honors)		Year: IV	Semester: VII Paper: DSC
Subject: Education			
Course: DSC	Course Title: Philosophical Foundations of Education		
Course Outcomes:			
After studying this course, the students will be able to:			
• Explain the concept and importance of educational philosophy. • Analyze the views of educational thinkers. • Discuss Indian and western Schools of philosophy, their salient features and implication			
Credits: 4			Discipline Specific Course
Max. Marks: As per Univ. rules			Min. Passing Marks: As

		per Univ. rules
Unit	Topic	No. of Hours
Unit I	Education & Philosophy • Meaning and scope of Philosophy. • Meaning and scope of Education. • Aims of Education and Philosophy • Nature and scope of educational philosophy. • Relationship between education and philosophy	15
Unit II	Indian Schools of Philosophy • Nyaya, Sankhya, Yog, Vedanta, Jainism, Buddhism with special reference to knowledge, reality, value and educational implications • Indian Thinkers: Swami Vivekanand, Rabindranath Tagore	15
Unit III	Western Schools of Philosophy • Idealism, Naturalism, Pragmatism, Realism, Existentialism, Humanism with special reference to knowledge, reality, value and educational implications • Western Thinkers: Rousseau and Socrates	15
Unit IV	Epistemology of Education: Epistemological Basis of Education: Knowledge, Reason and Belief, Experience and Awareness, Values and Ideals	15

Recommended Readings:

- Modern Philosophy of education, Brubacher, John S.
- Philosophy Bases of education, Kilpatrick
- Philosophy of Education, John Dewey
- Theory and principles of Education, JCAgarwal
- Outlines and Indian Philosophies, Sinha J.
- Great Educators, Rusk RR
- Great Educators, Mukherji, S

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

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

Semester-VII
Bachelor of Arts in Education with (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Sociological Foundations of Education

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Sociological Foundations of Education	4	4	0	0	Passed Bachelor of Arts in Education	Nil

Bachelor of Arts in Education with (Honours)			
Programme: Bachelor of Arts in Education with (Honours)		Year: IV	Semester: VII Paper: DSE1
Subject: Education			
Course: DSE 1		Course Title: Sociological Foundations of Education	
Course Outcomes: After studying this course, the students will be able to: ● Explain the concept & importance of educational sociology. ● Analyze the views of educational thinkers. ● Understand the salient features with educational implications			
Credits: 4		Discipline Specific Elective	

Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Education and Sociology - Sociology-meaning, nature and scope - Relation between sociology and education. - Educational Sociology- meaning, nature, scope and limitations. - Social organizations and its concepts. - Dynamic characteristics of social organizations and its educational implications.	15
Unit II	EDUCATION AS A SOCIAL PROCESS - Education and society - Relation between education and society - Meaning nature and factors of social change. - Role of education as an effective tool of social change. - Education as a process of social stratification, social mobility, Equality and equity of educational opportunity. - Educations and Social Structure - Inter-relation of educational process and social system. - Socialization and social progress. - Social interaction and its role in education. - Concept of social interaction and its educational implications.	15
Unit III	New Trends in Sociology Concept of Urbanization, Modernization, Westernization Sanskritization and globalization with special reference to Indian society and its Educational Implications.	15
Unit IV	Culture and Education - Meaning and nature of culture, Cultural Lag, Cultural Conflicts, Cultural Unity - Cultural determinants of education - Role of education in conservation of culture and cultural change.	15

Recommended Readings:

- Sociological Bases of Education, Dr. S.Chaube
- Fundamentals of educational sociology, Banerji A.
- Social Change in Modern India, Srinavas,M.N.
- Principal of Education- Raman Bihari Lal.
- उदयमान भारतीय समाज में विक्षा- एनस्िरूप स सेना .आर .
- उदयमान भारतीय समाज में विक्षक - डॉरामिकल पांडे .
- विक्षा का सामावजक और दािावनक आधार - डॉ.िावलया
- Principles of sociology with an introduction to social thought, Rao C.N.S.

9. Educational Sociology, Brown F J
10. Sociological perspectives in education, Mannhiem, Karl & Stewart, W.A.C
11. Fundamentals of Educational Sociology, Banerji A
12. An Introduction to sociology of education, Mannhiem, Karl & Stewart, W.A.C
13. Sociology: The study of social system, Michtcheli Duncan.
14. Papers in the sociology of education, NCERT
15. Social Stratification in India, Sharma K.L.

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

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

Semester-VII
Bachelor of Arts in Education with (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Methodology of Educational Research

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Methodology of Educational Research	4	4	0	0	Passed Bachelor of Arts in Education	Nil

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)		Year: IV Semester: VII Paper: DSE2
Subject: Education		
Course: DSE 2	Course Title: Methodology of Educational Research	
Course Outcomes: After studying this course, the students will be able to: • Understand importance of review of literature. • Write and report review in research in appropriate manner. • Identify and classify data in terms of various level of measurement.		
Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Introduction to educational Research • Meaning, nature and definitions • Need and purpose • Qualitative and Quantitative Research • Types of Educational Research ✓ Fundamental ✓ Applied ✓ Action Research	15
Unit II	Research Methods • Historical Research, Descriptive Research, Experimental Research, Ex- post facto research, Ethnography, Case Study • Hypothesis – characteristics, type and formulation • Selection of Research Problem • Development of Research proposal	15
Unit III	Data Collection • Primary and Secondary source of Research Data • Criticism of Historical Data • Levels of Measurement • Errors of Measurement	15
Unit IV	Sampling and methods of sampling • Concept of Population and sampling • Methods of sampling • Probability and non-probability sampling ✓ Sampling size and sampling error ✓ Data Collection Tools: development of Questionnaire, Interview, Rating Scale, Achievement Test • Projective and Sociometric Techniques. • Establishing Reliability and validity ✓ Writing Research Report ✓ Using ICT in Research ✓ Data Analysis and Interpretation	15

Recommended Readings:

- Methodology of Education Research: Lokesh Kaul
- Fundamentals of Educational Research: R.A. Sharma
- Research Methodology in Education: Cohen and Marion
- Research Methods: Ram Ahuja
- Research in Education: Best and Kahn

। विवेक्षक अनुसंधान : डॉपारसनाथ राय .

। विवेक्षक अनुसंधान के मुख्य तत्वि: सुवख्या और मेहरा

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

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

Semester-VII

Bachelor of Arts in Education (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE): Educational Technology & Information and Communication Technology

Hours: 60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Educational Technology & Information and Communication Technology	4	4	0	0	Passed Bachelor of Arts in Education	Nil

Bachelor of Arts in Education (Honours)

Bachelor of Arts in Education (Honours)		
Programme: Bachelor of Arts in Education (Honours)		Year: IV
Subject: Education		Semester: VII
Course: DSE 3		Paper DSE3
Course Title: Educational Technology & Information and Communication Technology		
Course Outcomes: After studying this course, the students will be able to: • Understand the hardware & software requirements for using ICT in Education. • Appreciate the significance of ICT in effective teaching-learning. • Understand ICT related terminology and new developments in the field.		

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Meaning and Scope of Educational Technology • Educational Technology: Meaning, Concept, Nature, Scope and Significance. • Components of Educational Technology: Hardware and Software • Educational Technology and Instructional Technology	15
Unit II	Communication • Communication: Concept, Nature, Process, Principles, Types • Theories of Communication - structural and functional, cognitive and behavioral • Classroom Communication • Mass media approach	15
Unit III	Emerging Trends in Educational Technology • Educational Technology in formal, Non-Formal, Distance Education and Open Learning Systems • Uses of Educational Technology in Teaching: Gamification, Artificial Intelligence • Teleconferencing, CCTV, INSAT, Audio tutorial system	15
Unit IV	Innovations in Educational Technology • Computer Assisted Instruction. • Computer Managed Learning. • Virtual classroom. • E-Learning. • AI in Education: AI for Students and AI for Teachers.	15

Recommended Readings:

1. E-Learning possibilities in education, Kumar, Santheesh J.
2. Introduction to the language laboratory, Turner, L.D.
3. Teleconferencing RamMohan Rao & Srinivasan Ram
4. Education Technology, B.D. Bhatt & S.R. Sharma
5. Computers in Education, Paul Merrill
6. Communication in school, Sheela Taroi
7. Communication in Classroom, M.B. Buch & M.R. Santhanan
8. Essential of educational technology and management, Saxena & Oberoi
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Suggested Continuous Evaluation Methods: Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course. **Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, epg-pathshala, egyankosh.ac.in**

Semester-VII
Bachelor of Arts in Education (Honours)

GENERIC ELECTIVES (GE)- Guidance and counseling

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

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

BACHELOR OF ARTS IN EDUCATION (HONOURS)

BACHELOR OF ARTS IN EDUCATION (HONOURS)		
Programme: Bachelor of Arts in Education (Honours)		Year: IV Semester: VII Paper: GE 1
Subject: Education		
Course: GE 1	Course Title: Educational Guidance and Counseling	
Course Outcomes: After studying this course, the students will be able to: • . Understand the Role of Guidance & Counseling in Education. • Appreciate the significance of Guidance & Counseling in general life. • Understand the types and scopes of Guidance & Counseling. • Know and use the tools and techniques required for providing guidance and counseling services to students.		
Credits: 4		Generic Elective
Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of

		No. Of Hours
Unit I	Guidance and counseling: • Concept, nature need scope and purpose; relationship with education. Basic types of Guidance and the underlying principles, nature scope and purposes; • Educational Guidance: basic assumptions and principles • Curricular choice and its implications for Career guidance; Guidance and curriculum and class room learning. • Vocational Guidance: basic principles. • Vocational choice as a development process • Nature of work and Job analysis, discrimination of occupational information: Vocationalization of secondary education and career development • Personal Guidance: basics assumptions	15
Unit II	Guidance services: • Individual Inventory and Information counseling Group guidance services, Placement services and follow-up services. • Guidance of children with special needs, role of teacher. • Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.	15
Unit III	Guidance Appraisal of the Individual: • meaning, need, purpose and place of appraisal in. • Techniques of Appraisal: Testing techs-ability tests (Viz. Intelligence, Aptitude, Achievement, Interest tests and Personality measures). • Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools	15
Unit IV	Guidance and Counselling in Groups: • Nature aims, Principles and procedure, Group Counselling Vs Individual counselling, counselling for adjustment. • Types of group activities-their merits and demerits Current Trends, concerns and Demands in Guidance	15

Recommended Readings:

- Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.
- Dave, I The basic Essentials of counselling. New Delhi: sterling Publishers.
- Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York: Prentice Hall.
- Jones, A.J. Principles Principles of guidance. New Delhi: Mc Graw Hill publishing company.
- Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi: sterling publishers.
- Meyers, G.E., Principles and techniques of vocational guidance, New York: Mc Crow Hill.
- Nayak, A.K. guidance and counselling, New Delhi: APH publishing corporation.
- Pandey, K.P. Educational and vocational guidance in India varanasi : Vish wavidyalaya Prakashan.
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- Øt` y'o rFtt Øt` ,o fUn`Z'tu i7p; : vt/tt7Ht,r f(l)tUlr vt7 i;t`x j fUnYh , ;7f't;t

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

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

Semester-VII
Bachelor of Arts in Education (Honours)

GENERIC ELECTIVES (GE) - Peace Education

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

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

Bachelor of Arts in Education (Honours)

Programme: Bachelor of Arts in Education (Honours)

Year: IV

Semester: VII
Paper: GE 2

Subject: Education

Course: GE 2

Course Title: Peace Education

Course Outcomes:

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

- understand the concept of Peace Education,
- discuss the ways of promoting culture of peace.
- identify and apply the practices for value inculcation and clarification.

Credits: 4

Generic Elective

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	UNDERSTANDING PEACE AND PEACE EDUCATION Peace Education: Concept, Meaning and Definition, Aims and Objectives of Peace Education- at different levels of education Peace as a dynamic process of justice and equity	15
Unit II	CONFLICT, VIOLENCE, AND PEACEBUILDING Importance of Peace Education in the present scenario - Peace education as conflict resolution training - Democracy education - Human rights education, Peace building and conflict resolution	15
Unit III	PROMOTING CULTURE OF PEACE Meaning of culture of peace and non-violence. Fostering culture of peace through education tolerance, solidarity- Education for non-violence international peace and security. conflict prevention and resolution Promoting inner peace, understanding. UNESCO culture of peace Programmes, Peace education in Indian policy documents (NCF 2005, NEP 2020)	15
Unit IV	APPROACHES AND STRATEGIES Approaches to Value development Value inculcation, analysis and clarification Strategies: Curricular and Co-curricular activities - Field trips, Club activities whole school approach pedagogy of values Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.	15

Recommended Readings:

- Barash, P. David (2000). Approaches to Peace, oxford university press, New York.
- Galtung, I (1996). Peace by peaceful means: Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.
- Gandhi, M.K., (1959) An Autobiography of the story of my experiments with Truth, Ahmadabad: Navajivan Trust
- Hicks, David, (1988), Education for Peace New York: Routledge
- NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).
- Burns, Robin Joan and Robert Aspeslagh (1996). Three Decades of peace education Around the world, New Jersey: Garland Publication, INC.
- Bernard Jessie, (1957) ‘The sociological study of conflict’ International sociological Association, The nature of conflict UNESCO Paris.
- Galtung, J (1996), Peace by peaceful means: Peace and conflict, Development and Civilization, PRIO: International Peace research institute of oslo and sage publication.
- Kreidler, W.J. (1995), Teaching, Conflict Resolution Through Children’s Liter New York: Scholastic.

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

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

Semester-VII
Bachelor of Arts in Education (Honours)

	Synopsis/ Project
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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 90

Course Title	Credits	Credit distribution of the Course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial/Fieldwork/ Practical/Practice		
Synopsis/ Project	6	4	2	Passed Bachelor of Art in Education	Nil

Bachelor of Arts in Education (Honours)		
Programme: Bachelor of Arts in Education (Honors)		Year: IV Semester: VII Paper: Synopsis/ Project
Subject: Education		
Course: Synopsis/ Project	Course Title: Synopsis/ Project	
Course Outcomes:		
After studying this course, the students will be able to:		
• Develop advanced research skills, including the ability to formulate research questions, design methodologies, gather and analyze data, and draw meaningful conclusions. • Enhance their critical thinking abilities through the evaluation and synthesis of existing literature, identification of gaps in current knowledge, and the development of innovative approaches to their research topic. • Demonstrate the ability to work independently, manage their time effectively, and take responsibility for their own learning and research process. • Develop problem-solving skills by addressing challenges and obstacles encountered during the research process. • Cultivate an understanding of ethical considerations in research, including issues related to plagiarism, and responsible conduct of research.		
Credits: 6		Dissertation
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Selection of Topic Introduction and Need of the Topic	90

Suggested Continuous Evaluation Methods: Evaluating a dissertation will require a methodical approach that assesses various criteria such as research question clarity, literature review depth, methodology rigor, results interpretation, discussion coherence, writing quality, originality, and overall impact.

External Assessment will be done

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

Semester-VIII

Bachelor of Arts in Education (Honours)

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

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Advanced Psychological Foundation of Education	4	3	0	1	Passed Bachelor of Art in Education	Nil

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)		Year: IV Semester: VIII Paper: DSC
Subject: Education		
Course: DSC	Course Title: Advanced Psychological Foundation of Education	
Course Outcomes: After studying this course, the students will be able to: • Explore the interrelation between Education and psychology. • Aware themselves about different pattern of development. • Explore the different theories of learning. • Acquaint with the relation between different sources of Individual difference. • Develop an understanding of the role of individual difference and creativity with education.		
Credits: 3		Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours

Unit I	Understanding Educational Psychology: Meaning, Nature, Objectives and Scope of Educational Psychology Behavioral and Social Learning Theories in Modern Context Behavioral Theory (B.F. Skinner), Social Learning Theory (Albert Bandura) Robert Gagne's Hierarchical Learning Theory Erikson's theory of Psycho-social development Jerome Bruner's Theory of Cognitive development	15
Unit III	Motivation and Engagement: meaning, need, types, Relationship Between Motivation and Engagement, Strategies to Enhance Motivation and Engagement Theories of motivation B.F Skinner's Reinforcement theory Maslow's Hierarchy of Need Theory Self-Determination Theory (SDT) in Student Motivation	15
Unit IV	Innovative Educational Strategies for modern learning: Emotional Intelligence in classroom dynamics, Mindfulness and positive Psychology in Learning Outcome, Mental Health and Academic Achievement, Artificial Intelligence in personalized Education	15

Recommended Readings:

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

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

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

Program/Class: Bachelor of Arts in Education (Honours)		Hours:15	Semester: VIII
Subject: Education			
PRACTICAL		Course Title: Educational Psychology Practical	
Course Learning Outcomes On completion of this course, learners will be able to: 01- understand and implement the psychological tools.			
Credits: 1		DSC	
Max. Marks: 100		Min. Passing Marks: 33	
Unit	Topics		No. of Hours
I	PSYCHOLOGICAL PRACTICAL Intelligence Test (Verbal/Non-verbal Intelligence Test, Social Intelligence Scale, Emotional Intelligence Scale) Mental Health (Mental Health Scale, Mental Health Check List) Measurement of Academic Achievement		15
Suggested Readings: - Mangal, S.K.: Educational Psychology, New Delhi, PHI - प्रयोगात्मक शिक्षा मनोविज्ञान: श्री. अस्ति डीएन विनोद पुस्तक मंदिर आगरा - प्रयोगात्मक शिक्षा मनोविज्ञान: भागा विवेक (एन.पी.सी आगरा)			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (25marks) Viva-voce by external expert.			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

Semester-VIII
Bachelor of Arts in Education (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Gender Education

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

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

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)	Year: IV	Semester: VIII Paper DSE1
Subject: Education		
Course: DSE1	Course Title: Gender and Women’s Education	
Course Outcomes: After studying this course, the students will be able to: • sensitize students about the gender issues related to education. • critically analyze the gender structure of the society. • understand the policy perspectives related to education of girls in India. • acquaint themselves with schemes and programmes for education of girls. • understand the concept and importance of gender justice and equality • explore different challenges of girl’s education sector in India. • understand the scope and future possibilities within gender education.		
Credits: 4	Discipline Specific Elective	

Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Gender Studies • Concept, Need, Scope • Importance of Gender studies as an academic discipline • Relational values of Gender, Economy and Work Participation. • Globalized relevance and need of Gender education	15
Unit II	Women education in India. • Family, Caste, Class, Culture and religious issues • Women's education - gender bias in enrolment and Curriculum content • Co-education as a process of empowering girls' students. • Literacy and non-formal education for women's development • Education of Girl child in India: present status and challenges ahead	15
Unit III	Women's Movements in India • Pre-independent, Post Independent and Current women movements • National committees and Commissions for Women • Governmental and Non-Governmental Organizations for women and Child • Development, Community participation for girl education. Constitutional Provisions, Policies for the empowerment of Women in India	15
Unit IV	Programmes and Strategies for promoting Girls'/women Education and Gender Equality in India • Access, enrolment, retention of girls at school stages • Mahila samakshya, • Kasturba Gandhi Balika Vidyalaya (KGBV). • Girl's education in SSA, RMSA, Samagra Siksha Abhiyan • Impact of Media and Media Literacy for promoting Gender Equality	15

Recommended Readings:

- Parvin, M.R., Empowerment of Women: Strategies and Systems for Gender Justice.
- Rao. D.B., Education for Women
- Rao. D.B., International Encyclopedia of Women
- Segal, L. Why Feminism? Gender, Psychology, Politics,
- Sindhuja, P., Economic Empowerment of Women Through Self-Help Groups.
- Skelton, C. The SAGE Handbook of Gender and Education.
- Unterhalter, E., Morley, L., and Gold, A., 2004. Special Edition on Gender Equity in Commonwealth Universities

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

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

Semester-VIII
Bachelor of Arts in Education (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Comparative Education

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

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

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)	Year: IV	Semester: VIII Paper DSE2
Subject: Education		
Course: DSE2	Course Title: Comparative Education	
Course Outcomes: After studying this course, the students will be able to: • Compare and analyze the educational systems of different countries. • Develop an understanding about different educational systems, and process of dissemination. • Explore the developmental scenario and best practices under comparative education. • Encourage themselves to recognize different Social and cultural factors which influence the aims of comparative education. • Promote them to identify their role in improving education in India. • Strengthen their knowledge regarding role in constitutional matters in our democratic society.		

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Comparative Education as a specific Discipline • Comparative Education: Meaning, Nature and Scope. • Comparative Education as an academic discipline • Difference between Comparative and International Education • Historical Perspective of Comparative Education.	15
Unit II	Factors and Methods of Comparative Education • Factors of comparative Education: Geographical, Political, Socio-cultural, Economic, Historical, Scientific, Technological • Methods of comparative Education: Historical, Philosophical, Scientific, Sociological, Cross-cultural, Descriptive and Analytical	15
Unit III	Problems of Comparative Education. • Social, cultural, political, and economic realities of particular countries. • Educational, • Poverty • Population Explosion • Unemployment	15
Unit IV	Comparative study of Education systems of UK, USA, Great Britain and India with reference to- • Elementary education • Secondary Education • Vocational Education • Higher Education • Teacher Education • Administration, Financing Education and Examination system	15

Recommended Readings:

- Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
- Govt. of India, report of the University Education Commission, (1949) Vol-I, Simla.
- Niak J.P. (1963). The role of govt. of India, Ministry of Education.
- Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
- M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
- Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers

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

Semester-VIII
Bachelor of Arts in Education (Honours)

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Environmental Education

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

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

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)	Year: IV	Semester: VIII Paper DSE3
Subject: Education		
Course: DSE3	Course Title: Environmental Education	
Course Outcomes: After studying this course, the students will be able to: • sensitize themselves towards their duty for environment. • explore various problematic issues regarding environment. • acquaint themselves with different methods and process of environmental protection. • motivate themselves for active participation in environmental improvement Programmes. • understand the role of environmental education in conservation of environment. • provide opportunities to participate actively in resolution of environmental problems.		

Credits: 4		Discipline Specific Elective
Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Education & Environment • Meaning, Scope and Importance of environment. • Relation between education and environment. • Objectives of Environmental Education. • Approaches of Environmental Education. • Role of education in developing positive attitude towards environment.	15
Unit II	Environmental Threats and Role of Awareness • Global Threats of Environment • Types, Causes and Effects of Threats • Environmental Hazards with reference to India • Pollution and its remedies. • Green House effect; Ozone Layer Depletion; Acid Rain, Polar Melting, Rise of Sea Level and their implications • Environmental Awareness through Education. • Various awareness Programmes for promoting healthy Environment.	15
Unit III	Relation of Man with Environment • Human activities affecting the environment. • Relation between Man and nature. • Human Values and culture related to environment. • Learning to live in Harmony with Nature.	15
Unit IV	Environmental Conservation and Development • Sustainable development- Role of environmental and natural resources • Environmental Education for Development and Conservation of natural resources (Soil, Water, Forests, Wild Life) • Role of Eco-friendly Technology, National Parks, Sanctuaries and Zoos in conservation of environment • Various movement to save environment (Chipko movement, Project Tiger) • Role of Earth Day, Environment Day, Water Day	15

Recommended Readings:

- NCERT, Environmental Education at school level.
- Saxena, A. B; Environmental Education.
- Sharma, R. C.; Environmental Education.
- V.C. Pandey, Environmental Education
- Environmental Education- Principles and Practices: Edward George, Martin and Turner, Environmental studies.
- Odum, E.P., Fundamental of Ecology
- James M Major, Environmental Education Objectives and Field Activities
- Harendra Chakhaiya, Periwinkle Environmental Education Part IX
- Sharma, R. A. (2008). Environmental Education
- Sharma, B. L., & Maheswari, B. K., Education for Environmental and Human Value
- Agarwal, S.P. and Aggarwal, J.C., Environmental Protection, Education and Development

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

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

Semester-VIII
Bachelor of Arts in Education (Honors)

GENERIC ELECTIVES (GE)-Child Centric Education

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

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

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)		Year: IV Semester: VIII Paper: GE1
Subject: Education		
Course: GE1	Course Title: Child Centric Education	
Course Outcomes: After studying this course, the students will be able to: 1. understand the importance of child centric education and the various child friendly teaching methods 2. understand various factors effecting education 3. recognize the need and importance of play way method		
Credits: 4		Generic Elective
Max. Marks: As per university. rules		Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Introduction to Child-centric Education - Child Centric Education: Meaning and Characteristics, Aims of modern child centric education, significance. - Different approaches of Child-Centric Education: Life Centric Education: Features and significance. - Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.	15
Unit II	Agencies of Education (other than School) - The family- its educative role - Socio-cultural organizations- Clubs, Libraries, Sports organization - Mass Media: News Paper, Radio, Television	15
Unit III	Modern Trends and Innovations - Role of ICT and EdTech in child-centric learning - Flipped classroom and personalized learning - Use of AI and Gamification in early education - Inclusive education and Universal Design for Learning (UDL).	15
Unit IV	Curriculum and Assessment in Child-Centric Education: - Integration of arts, sports, and life skills - Continuous and Comprehensive Evaluation (CCE) - Formative vs Summative assessment	15

Recommended Readings:

- Grewal, J.S.: Early Childhood Education,
- Agra, National Psychological Corporation, 1984.
- Dutt, N.K.: Psychological Foundations of Education, Delhi, Doaba House, 1974.
- Aggarwal, J.C.: Methods and Materials of Nursery Education, Delhi, Doaba House, 1990.
- Bloom, B.S. (1964): Stability and Change in Human Characteristics, New York: John Wiley & Sons Inc.
- Banta, T. (1966): Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association & Ohio Psychiatric Association.
- Burgers, E. & Locke, H.J. The Family, New York, American Book Co., 1953.

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

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

Semester-VIII
Bachelor of Arts in Education (Honours)

GENERIC ELECTIVES (GE) - Life Skill Education

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

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

Bachelor of Arts in Education (Honors)		
Programme: Bachelor of Arts in Education (Honors)	Year: IV	Semester: VIII Paper: GE2
Subject: Education		
Course: GE2	Course Title: Life Skill Education	
Course Outcomes: After studying this course, the students will be able to: ● To understand the concept of life skills and its evolution. ● To recognize and analyze the importance of the skills education by studying the reports of international organizations and committees. ● To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking and coping skills		
Credits: 4		Generic Elective
Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	Life Skills- Meaning, Concept and Development • Meaning of Life Skills • Types of Life Skills.	15
Unit II	Methods of Teaching Life Skills- • Project, Demonstration, Observation • Experimental, Role Playing, Story Telling • Lecture, Brainstorming, Illustration	15
Unit III	Life Skills for Self-Management • Self Esteem, Self-Awareness, Self-Control, Empathy and Sympathy • Emotional Quotient and Social Quotient	15
Unit IV:	Life Skills for Social Interaction • Thinking Skills- Creative & Critical Thinking, Problem Solving, Decision Making, Goal Setting • Communication Skills- Effective Communication, Barriers in Effective Communication • Emotional Skills- Stress and Strain, Coping Strategies, Conflict Resolution: Steps and Stages	15

Recommended Readings:

1. Life Skill Education Gaurav Mahajan Shipra Publication 2022
2. Life Skill Education in Hindi Dr. Ruchi Harish Arya Neelkamal Prakashan
3. Nair, M. (2005). Family Life & Life Skills Education for Adolescents. Abstract, University of Southampton.
4. Vranda, M., & Rao, M. (2011). Life Skills Education for Young Adolescents and Indian Experience.
5. UNO Document for LIFE SKILL DEVELOPMENT <https://www.ugc.ac.in/e-book/SKILL%20ENG.pdf>

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

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

Semester-VIII
Bachelor of Arts in Education (Honours)

	Synopsis
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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 90

Course Title	Credits	Credit distribution of the Course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial/Fieldwork/ Practical/Practice		
Synopsis (Chapter I)	6	4	2	Passed Bachelor of Art in Education	Nil

Bachelor of Arts in Education (Honours)		
Programme: Bachelor of Arts in Education (Honours)	Year: IV	Semester: VIII Paper: Synopsis (Chapter I)
Subject: Education		
Course: Synopsis (Chapter I)	Course Title: Synopsis	
Course Outcomes:		
After studying this course, the students will be able to:		
• Develop advanced research skills, including the ability to formulate research questions, design methodologies, gather and analyze data, and draw meaningful conclusions. • Enhance their critical thinking abilities through the evaluation and synthesis of existing literature, identification of gaps in current knowledge, and the development of innovative approaches to their research topic. • Improve their written and oral communication skills by effectively articulating their research findings. • Demonstrate the ability to work independently, manage their time effectively, and take responsibility for their own learning and research process. • Develop problem-solving skills by addressing challenges and obstacles encountered during the research process. • Cultivate an understanding of ethical considerations in research, including issues related to plagiarism, and responsible conduct of research. • Enhance their ability to deliver effective presentations, including the creation of compelling visual aids, engaging with audiences, and responding to questions and feedback.		

Credits: 6		Dissertation
Max. Marks: As per University rules		Min. Passing Marks: As per University rules
Unit	Topic	No. of Hours
Unit I	Synopsis on Minor OR Academic Project/Entrepreneurship	90

Recommended Readings:

1. Agarwal. L. P. (2007). Modern Educational Research, Dominant Publishers and Distributors. New Delhi.
2. Cohen, Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
3. Kaul, Lokesh (1984): Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.

Suggested Continuous Evaluation Methods: Evaluating a dissertation will require a methodical approach, that assesses various criteria such as research question clarity, literature review depth, methodology rigor, results interpretation, discussion coherence, writing quality, originality, and overall impact.

External Assessment will be done

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

Semester-IX

Masters of Arts in Education

DISCIPLINE SPECIFIC COURSE (DSC) - EDUCATIONAL RESEARCH AND STATISTICS IN EDUCATION

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: EDUCATIONAL RESEARCH AND STATISTICS IN EDUCATION	4	4	0	0	Passed Bachelor of Arts in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: IX Paper: DSC
Subject: Education			
Course: DSC	Course Title: EDUCATIONAL RESEARCH AND STATISTICS IN EDUCATION		
Course Outcomes: After studying this course, the students will be able to:			
• Understand the meaning and significance of statistics as a subject of study. • Acquaint them and understand the different statistical methods with their uses and interpretations. • Develop computational skill. • Compute parametric and non-parametric tests and apply the techniques to educational research. • Analyze, interpret and generalize the statistical data for drawing interferences. • Develop the skill of designing a research proposal/ synopsis and abstract. • Develop skill of research report writing			
Credits: 4		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
Unit I	DESCRIPTIVE STATISTICS		15
	• Meaning, Nature and Scope of Statistics. • Nature Of Educational Data - Qualitative and Quantitative • Measures Of Central Tendency - Mean, Median and Mode • Measures Of Dispersion–Range, Quartile Deviation, Average Deviation, Standard Deviation • Measures Of Relative Position - Percentile and Percentile Ranks • Graphic Methods - Line Graph, Bar Diagram, Histogram, Pie Chart		

Unit II	Parametric and non-parametric statistics: • Parametric: Concept, Assumption, Computation and Uses • T-Test • Anova Test • Non-Parametric: Concept, Assumption, Computation and Uses • Chi Square Test	15
Unit III	Inferential Statistics: • Null Hypothesis • One And Two Tailed Test • Type 1 And Type 2 Errors • Standard Errors, Confidence Limits.	15
Unit IV	Educational Research Report Writing • Formulation Of Research Proposals/Synopsis • Writing Of Research Report/Dissertation/Thesis • Characteristics and Formats. • Preparation Of Bibliography - APA and MLA Standards • Writing Abstract of Thesis • Writing Research Paper and Article	15

Recommended Readings:

- Agarwal. L. P. (2007). Modern Educational Research, Dominant Publishers and Distributers. New Delhi.
- Cohen, Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
- Kaul, Lokesh (1984): Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
- Keeves, John, P. (1998). Educational Research Methodology And
- Measurement, An International Hand Book, Pergamon Press, Oxford.
- Kerlinger, F.N. (1986), Foundations of Behavioral Research 3rd Edition, New York, Holt, Rinehart and Winston.

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

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

Semester-IX
Masters of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - SPECIAL EDUCATION

No. of Hours: 60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: SPECIAL EDUCATION	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: IX
		Paper DSE1	
Subject: Education			
Course: DSE1	Course Title: SPECIAL EDUCATION		
Course Outcomes: After studying this course, the students will be able to: • Understand the basic concepts involved in special education with reference to segregation and integration • Understand the principles, programs and practices in special education • Understand the etiology of various disabilities • Know about designing of educational programme for various categories of special children.			

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Education Of the Children with Special Needs • Special Education: Meaning, Concept, Scope and Objectives ➤ Constitutional Provisions ➤ Government Policies ➤ Recommendations In National Policy of Education (1986), POA (1992), NEP (2020) ➤ Person With Disability Act (1995) ➤ Right Of Persons with Disabilities Act 2016 • History Of Special Education in India	15
Unit II	Exceptional Learners • Exceptional Learners: Concept, Types and Characteristics ➤ Mentally Challenged Children ➤ Learning Disabled Children's ➤ Visually Impaired Children ➤ Hearing Impaired Children ➤ Gifted And Talented Children ➤ Problems Of Children with Special Needs	15
Unit III	Education Of Exceptional Learners • Educational Program and Methods for ➤ Mentally Challenged Children ➤ Learning Disabled Children ➤ Visually Impaired Children ➤ Hearing Impaired Children ➤ Gifted And Talented Children	15
Unit IV	Educational Interventions ➤ Special Schools: Nature And Objective ➤ Main Streaming - Integrated School and Supports Services: Resources Room, Resource Teacher, Counselor etc. ➤ Remedial Teaching Specially for The Children Facing Learning Difficulties ➤ Education Of Exceptional Children ➤ Role of Teacher, Peer Group, Family, Community	15

Recommended Readings:

- 01- Kundu, C.L. (Editor in Chief): Status of Disability in India 2000, New Delhi: Rehabilitation Council of India.
- 02- Panda, K.C.: Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd., 1997.
- 03- Dash, M.: Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors, 2000.
- 04- Bist, Abha Rani: Vishistha Balak, Agra: Vinod Pustak Mandir.
- 05- Bhargava, Mahesh: Vishistha Balak – Unki Shiksha Evam Punarvas, Lucknow: Vedanta Publications, 2003.

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

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

Semester-IX
Masters of Arts in Education

**DISCIPLINE SPECIFIC ELECTIVES (DSE) - CURRICULUM
PLANNING AND DEVELOPMENT**

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSE: CURRICULUM PLANNING AND DEVELOPMENT	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: IX Paper DSE2
Subject: Education			
Course: DSE2	Course Title: CURRICULUM PLANNING AND DEVELOPMENT		
Course Outcomes: - After studying this course, the students will be able to: • identify the different components of curriculum development • understand the role of philosophy, sociology and psychology in shaping curriculum • specify the steps of curriculum planning and development • acquaint themselves with different principles of curriculum construction • critically analyze different needs, sources and components of curriculum evaluation • define curriculum evaluation in context of higher education			

Credits: 4		Discipline Specific Elective	
Max. Marks: As per Univ. Rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
Unit I	Curriculum Planning and Development - Curriculum: Meaning, Concept, Scope, Components and Types - Curriculum Development - Theories and Procedures - Sources Of Curriculum Development: Philosophical, Psychological, Sociological - Discipline Oriented and Administrative Consideration	15	
Unit II	Curriculum Construction - Principles Of Curriculum Construction - Criteria for selection, sequence, continuity structure and integration of contents	15	
Unit III	Models Of Curriculum Development and Implementation - Models Of Curriculum Development: Need Assessment Model, Futuristic Model, Vocational Model - Models Of Curriculum Implementation: Administrative Model, Grassroot Model, Demonstration Model	15	
Unit IV	Curriculum Evaluation - Curriculum Evaluation: meaning and significance - Curriculum Evaluation: Components and Sources - Trends in Curriculum Evaluation Recommendations of NEP 2020	15	

Recommended Readings:

- Aggarwal, J. C. Development and Planning of Modern Education, Vikas Publishing House Pvt. Ltd., 2009.
- Andrey And Nicholas, Howard. Developing Curriculum: A Practical Guide. George, Allen and Unwin, London, 1978.
- Beane, James A.; Toepfer, Conrad F. And Alessi, Samuel J. Curriculum Planning and Development, Allyn and Bacon, 1986.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith. A Guide To Teaching Practice.
- Parkay, Forrest W.; Anctil, Eric J. And Hass, Glen. Curriculum Planning – A Contemporary Approach. Pearson, 2006.
- Talla, Mrunalini. Curriculum Development: Perspectives, Principles and Issues, Pearson Education, 2009.

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

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

Semester-IX
Masters of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - TRENDS IN TEACHER EDUCATION: PAST AND PRESENT

Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: TEACHER EDUCATION	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Master of Arts in Education		Year: V	Semester: IX Paper DSE3
Subject: Education			
Course: DSE3	Course Title: TRENDS IN TEACHER EDUCATION: PAST AND PRESENT		
Course Outcomes: After studying this course, the students will be able to: • . Acquaint themselves with objectives and aims of teacher education at different levels • Develop an understanding of teacher education programmes. • Analyze the historical background of teacher education. • understand need and significance for teacher education at higher education level • EXPLORE THE PROBLEMS IN TEACHER EDUCATION IN INDIA • DEVELOP AN UNDERSTANDING TOWARDS THE ROLE OF DIFFERENT AGENCIES/INSTITUTIONS IN IMPARTING TEACHER EDUCATION IN INDIA			
Credits: 4		Discipline Specific Elective	

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
Unit I	Teacher Education: Overview - Teacher Education: Concept And Scope, Aim and Objectives at different Levels (Elementary, Secondary and Higher Education Levels) - Teacher Education Programmes D. El. Ed. and B. El. Ed. - B.Ed. And M. Ed. - Integrated Courses	15	
Unit II	Historical Development of Teacher Education - Historical Perspective of The Development of Teacher Education in the Light of the Recommendations given by Various Committees and Commissions- - Kothari Commission (1964- 66) - Chattopadhyay Commission (1983 – 85) - National Policy on Education (1986 & 1992), Nep 2020 - NCFTE (2009) Of Teacher Education - NCFTE (2014) Of Teacher Education	15	
Unit III	Types And Agencies of Teacher Education Programs (With Special Reference of Composition and Functions) - Types Of Teacher Education Programme - In Service Teacher Programme - Pre - Service Teacher Education - Distance Education - Faculty Induction Programme (FIP) & Refresher Course - Training Of Educational Administrator - Agencies Of Teacher Education Programme - NCERT (National Council of Educational Research and Training) - NCTE (National Council for Teacher Education) - NUEPA (National University of Educational Planning and Administration) - University Grants Commission for Academic Staff College (UGC HRDC-MMTTC) - NAAC (National Accreditation and Assessment Council)	15	
Unit IV	Problems Related to Teacher Education - Teacher Education Curriculum Related Problems - Practicing School and Internship Related Problems - Implementation of In-Service Teacher Trainings Related Problems - Teaching Effectiveness and Teachers Behaviour Related Problems	15	

Recommended Readings:

- Charisa, G. (1976): New Era in Teacher Education, New Delhi.
- Govt. of India (1968): Education and National Development, Report of Education Commission, New Delhi.

- Govt. of India (1986): National Policy of Education, Ministry of
- Human Resource and Development, New Delhi.
- Govt. of India (1992): Report of C.A.B.E. Committee Department of
- Education, New Delhi.
- Kohli, V.K. (1992): Teacher Education in India, Vivek Publishers, Ambala.
- N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
- Sharma., R.A. (2005) : Teacher Education, Loyal Book Depot, Meerut.
- Vision Document of Rashtriya uchchatar Shiksha Abhiyan, MHRD,2013.
- Divedi, Prabhakar (1980): Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.

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

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

Semester-IX

Master of Arts in Education

GENERIC ELECTIVES (GE) - Mental health and Hygiene

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
GE: Mental health and hygiene	4	4	0	0	Passed Bachelor of Art in Education (Honours) (Open to all)	Nil

Master of Arts in Education		
Programme: Master of Arts in Education		Year: V Semester: IX Paper: GE1
Subject: Education		
Course: GE1	Course Title: Mental health and hygiene	
Course Outcomes: After studying this course, the students will be able to: 1. acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person. 2. understand the concept and importance of mental hygiene and its relationship with mental health. 3. acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health. 4. learn the meaning and problem of adjustment and also the different adjustment mechanisms		

Credits: 4		Generic Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Fundamentals of Mental Health 1. Mental Health – Meaning and Definitions 2. Scope of Mental Health 3. Dimensions of Mental Health 4. Need and importance of Mental Health 5. Characteristics of a mentally healthy person	15
Unit II	Mental Hygiene – Meaning and Definitions 1. Mental Hygiene – Meaning and Definitions 2. Goals of Mental Hygiene 3. Functions of Mental Hygiene 4. Need and importance of Mental hygiene 5. Relationship between Mental health and hygiene	15
Unit III	Education and Mental Health 1. Principles of sound Mental Health 2. Factors affecting Mental Health 3. Mental Health Hazards 4. Mental Health of Students 5. Role of Home, School and Society	15
Unit IV	Social Issues in Mental Health 1. Media, Technology and Communication 2. Contemporary Lifestyle and Relation Issues 3. Negotiating Stereotype: Gender, Caste, Class, Region and Religion	15

Recommended Readings:

- Baron, Robert. (2000). Psychology. (3rd ed.). New Delhi: Prentice Hall.
- Bernard, H. W. (1951). Towards Better Personal Adjustment. New York: McGraw Hill.
- Bhatnagar, A. and Gupta, N. (Eds). (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi:
- Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.
- Dusek, J. B. (1991). Adolescent Development and Behaviour. New Jersey: Prentice Hall.
- Goode, William. (1994). The Family. (2nd ed.). New Delhi: Prentice Hall
- Patel, V. and Thara, R. (Ed). (2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications
- Pachuari, S.K. (1995), Women and Human Rights, Delhi, APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

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

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

**Semester-IX
Masters of Arts in Education**

GENERIC ELECTIVES (GE)-Futurology of Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Masters of Arts In Education			
Programme: Masters of Arts in Education		Year: V	Semester: IX Paper: GE2
Subject: Education			
Course: GE2	Course Title: Futurology of Education		
Course Outcomes: After studying this course, the students will be able to: 1. development of insight and futuristic vision in students. 2. become sensitive to the futuristic problems of education and the society. 3. make them aware about the environment around them. 4. become prepared to solve the futuristic problems of education.			
Credits: 4		Generic Elective	

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Futures Studies and Their Relevance to Education - Meaning, Characteristics and Scope of Future Studies. Its relationship with education. - Futures studies in education, need and different factors viz. Social, Economic, Environmental and Technological factors	15
Unit II	Futures of Education – - Learning to be, Education for 21st century - Delors Commission Report Four Pillars of Learning. - Education for all-Education as Fundamental Rights. - Futures of Elementary, Secondary and Higher Education System, Lifelong and continuing Education. General vs. Professional Education, Life Oriented Education.	15
Unit III	Emerging Trends in Global Education: - Education for Sustainable Development (ESD) - Global citizenship and digital literacy - Personalized learning and competency-based education - Internationalization at Home (IaH) - University-to-university collaboration	15
Unit IV:	Impact of NEP 2020 on Higher Education: NEP 2020 and its futuristic vision, HECI (Higher Education Commission of India), Multidisciplinary Education, National Research Foundation (NRF), Academic Bank of Credits (ABC), Integration of skill education, life skills, and socio-emotional learning	15

Recommended Readings:

- Education in Emerging India- R.P. Pathak
- Philosophical and Sociological Foundations of Education- J.C. Aggarwal
- 21^{वीं} सदी में भारतीय शिक्षा"- प्रो. सतीश कुमार

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

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

Semester-IX

Master of Arts in Education

Dissertation Chapter2 (Review of Related Literature and Data Handling)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE **Hours: 90**

Course Title	Credits	Credit distribution of the Course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial/Fieldwork/ Practical/Practice		
DISSERTATION Dissertation Chapter2 (Review of Literature and data handling)	6	2	4	Passed Bachelor of Art in Education (Honours)	Nil

MASTER OF ARTS IN EDUCATION

Programme: Master of Arts in Education		Year: V	Semester: IX Paper: (Review of Literature)
Subject: Education			
Course: (Review of Literature & Data Handling)		Course Title: DISSERTATION Chapter2 (Review of Literature and data handling)	
Course Outcomes: After studying this course, the students will be able to: • Develop advanced research skills, including the ability to formulate research questions, design methodologies, gather and analyze data, and draw meaningful conclusions. • Enhance their critical thinking abilities through the evaluation and synthesis of existing literature, identification of gaps in current knowledge, and the development of innovative approaches to their research topic. • Demonstrate the ability to work independently, manage their time effectively, and take responsibility for their own learning and research process. • Develop problem-solving skills by addressing challenges and obstacles encountered during the research process. • Cultivate an understanding of ethical considerations in research, including issues related to plagiarism, and responsible conduct of research.			
Credits: 6		Dissertation	
Max. Marks: As per univ. rules		Min. Passing Marks: As per Univ. rules	

Unit	Topic	No. of Hours
Unit I	Review of Related Literature	45
Unit 2	Data Collection and Data Analysis	45

Recommended Readings:

1. Keeves, John. P. (1998). Educational Research Methodology And
2. Measurement, An International Hand Book, Pergamon Press, Oxford.
3. Kerlinger, F.N. (1986), Foundations of Behavioral Research 3rd Edition, New York, Holt, Rinehart And Winston.

Suggested Continuous Evaluation Methods: Evaluating a dissertation will require a methodical approach that assesses various criteria such as research question clarity, literature review depth, methodology rigor, results interpretation, discussion coherence, writing quality, originality, and overall impact.

External Assessment will be done

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

Semester-X

Master of Arts in Education

DISCIPLINE SPECIFIC COURSE (DSC) - EDUCATIONAL MEASUREMENT AND EVALUATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: EDUCATIONAL MEASUREMENT AND EVALUATION	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education	
Subject: Education	
Course: DSC	Course Title: EDUCATIONAL MEASUREMENT AND EVALUATION
Course Outcomes: After studying this course, the students will be able to: • develop an understanding about the fundamentals of educational measurement and evaluation. • understand the uses and purposes of testing. • differentiate between evaluation, assessment and measurement. • develop an understanding about the steps involved to construct a standard test. • understand about various types of evaluation and tests. • acquaint the students with new trends of evaluation.	

Credits: 4		Discipline Specific Course	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
Unit I	Measurement And Evaluation Process • Measurement: Concept, Scope and Need. • Evaluation: Meaning, Functions and Basic Principles. • Norm - Referenced and Criterion Referenced Measurement. • Relationship Between Measurement and Evaluation in Education.	15	
Unit II	Types Of Evaluation • Types Of Evaluation – • Placement and Formative • Diagnostic and Summative • External And Internal Evaluation • Continuous And Comprehensive Evaluation (CCE) • Tools Of Measurement and Evaluation • Subjective And Objective Tools • Essay Type Test, Objective Test • Questionnaire, Interview • Rating Scale, Inventories • Schedules And Performance Test	15	
Unit III	Construction and Standardization of tools • General Principles/Steps of Test Construction and Its Standardization • Basic Characteristics of a Good Measuring Instrument • Validity And Reliability • Objectivity, Usability and Norms	15	
Unit IV	New Trends in Evaluation • Grading System, Semester System, Credit System • Question Bank, Open Book Examination • Continuous Internal Assessment System • E - Learning, E - Content and Online Examination • Portfolio Assessment, Peer Assessment and Self-Assessment • Use of Computer in Evaluation and Rubrics	15	

Recommended Readings:

- AGGARWAL, J. C. ESSENTIALS OF EXAMINATION SYSTEM, VIKAS PUBLISHING HOUSE PVT. LTD. 2005.
- AGGARWAL, R. N. AND ASTHANA, VIPIN. EDUCATIONAL MEASUREMENT AND EVALUATION, VINOD PUSTAK MANDIR AGRA, 1983.

- BROWN, FREDERICK GRAMM. EDUCATIONAL TESTS AND MEASUREMENT, F. E. PEACOCK PUBLISHERS, 1971.
- MEHRENS, W. A. AND LEHMANN, I. J. MEASUREMENT AND EVALUATION IN EDUCATION AND PSYCHOLOGY, HOLT, RINEHART AND WINSTON, NEW YORK, 1984.
- RANI, SWARUPA J; PRIYADARSAINI, J. R; RAO, D. BHASKARA. EDUCATIONAL MEASUREMENT AND EVALUATION, DISCOVERY PUBLISHING HOUSE PVT. LTD. 2004.
- SIDHU, K. S. NEW APPROACHES TO MEASUREMENT AND EVALUATION, STERLING PUBLISHERS, NEW DELHI, 2005.
- मनोविज्ञान और शिक्षा में मापन एि मूलयांकन- भटनागर एि भटनागर
- मनोविज्ञान और शिक्षा में मापन एि मूलयांकन- अस्थाना एि अग्रिल

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

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

Semester-X
Masters of Arts in Education

	DISCIPLINE SPECIFIC ELECTIVES (DSE) - Educational Administration and Management
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No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Educational Management, Planning And Organization	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: X Paper DSE1
Subject: English			
Course: DSE1	Course Title: Educational Administration and Management		

Course Outcomes:

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

- acquaint them with the effective role of educational management.
- understand basic concepts of educational planning and financing.
- explore the educational management in India.
- acquire necessary knowledge of the principles and procedures of educational planning.
- recognize the role of effective leadership in educational administration.
- explore different constraints related to educational planning.

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Educational Administration and Management • Meaning And Difference Between Administration and Management • Educational Administration: Meaning, Purpose and Functions. • Educational Management: Meaning, Nature, Scope and Characteristics. • Educational Management in India	15
Unit II	Educational Planning • Meaning And Nature of Educational Planning • Historical Background of Educational Planning in India • Approaches To Educational Planning (Rate of Return Approach, Social Demand Approach, Man Power Approach) • Types Of Educational Planning (Micro and Macro, Short Term and Long Term) • Need And Objectives for Educational Planning	15
Unit III	Leadership in Educational Administration • Educational Leadership: Meaning, Need, Nature and Importance • Styles Of Leadership (Autocratic, Democratic, Laissez-Faire) • Characteristics of a Good Educational Administrator • Theories Of Leadership • Characteristics Of a Good Leader	15
Unit IV	Challenges and Future Trends in Educational Administration and Management • Constraints and Trends in Educational Administration and Management (Political, financial, resource and Cultural Constraints) • Modern trends in educational planning in India (with special reference to 5-year plans, Technology Integration and Digital Literacy) • Sources Of Educational Financing • Budgeting process	15

Recommended Readings

- Aggarwal J. C.: Educational Planning, budgeting and financing in India, Arya book depot

- Bhatnagar, R. P. and Verma: Educational Administration, Planning, Supervision, loyal book depot, Meerut.
- Chaudhri, N. R.: management in education, APH Publishing Corporation, new Delhi.
- S. R. Pandya: Administration and Management of Education- Himalaya publishing house
- Premila Chandrasekaran: Educational planning and management, sterling publication pvt. Ltd. Government of India five-year plans.
- Khan and Khan, Educational Administration, New Delhi, Ashish Publication, 1980.
- Mathur S. S. Educational Administration, Principles and Practices, Jullundur, Krishna brothers, 1966.
- Mukerji s. n. administration education, planning and finance, Baroda Acharya, book, depot, 1962.
- Shukla P. D. Administration of education in India, new Delhi vikash publication, 1982.
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- l,ʃi'Unz ʃi'l'7 -'mp; ʃi'o4ty; ia'/tu ,o' ʃi'u;t`tuʃ

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

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

Semester-X
Masters of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - DISTANCE EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: DISTANCE EDUCATION	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: X Paper DSE2
Subject: Education			
Course: DSE2	Course Title: DISTANCE EDUCATION		
Course Outcomes: After studying this course, the students will be able to: • Understand the concept, features, objectives and scope of distance education. • Familiarize with issues related to planning, management, promotion and coordination of distance education. • Understand the process of designing and development of self- learning print material. • Apply new technologies in the preparation of print material for distance learners. • Understand the role of ICT and electronic media in distance education. • Familiarize with the role of various agencies in distance education. • Understand the evaluation process of distance education.			

Credits: 4		Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Growth & Development of Distance Education - Distance Education: Meaning, Concept, Scope and Characteristics. - Goals, Objectives, Need and Importance of Distance Education. - Development Of Distance Education in Independent India - Distance Education in the Present Perspectives. - The Role of Central Govt., State Govt., NGOs and Mass Communication in the Development of Distance Education.	15
Unit II	Learning At a Distance - Student-Support-Services in Distance Education and Their Management - Problems of Distance Learners. - Technical And Vocational Programmes Through Distance Education - Distance Education and Rural Development	15
Unit III	Designing and Development of Self learning material - Meaning, Importance and Features of Self-Instructional Learning Material (Silm) In the Area of Distance Education. - The Process of Designing and Development of Self-Learning Material. - Types Of Self-Instructional Learning Material (SILM) - Print Materials Oral Materials - Audio-Visual Aids - Role Of Electronic Media in Distance Education - ICT And Their Applications in Distance Education (With Reference to EDUSAT And E-Learning)	15
Unit IV	Quality Enhancement and Evaluation Programmes in Distance Education - Concept And Need of Evaluation in Distance Education - Difference Between Evaluation in Traditional Learning and Distance Learning - Technique Of Evaluation in Distances Education (Grading System and Semester System, Continuous and Comprehensive Evaluation, Assignments, Projects Etc.) - Quality Assurance, Challenges and Priorities in the Area of Distance Education. - Role Of Distance Education Council (DEC), IGNOU	15

Recommended Readings:

- Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat (2004): Barron's Guide to Distance Learning. Barron's E Publisher.
- Daniel, J. S. Etal; (1982): Learning at a Distance: A World Perspective. Athabasca University, Edmonton.

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

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

Semester-X
Masters of Arts in Education

DISCIPLINE SPECIFIC ELECTIVES (DSE) - Population Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Population Education	4	4	0	0	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: X Paper: DSE3
Subject: Education			
Course: DSE3	Course Title: Population Education		
Course Outcomes: After studying this course, the students will be able to: • To develop in the students an understanding of the concept, and importance of Population education. • To enable the students to understand various terminologies connected with population studies and factors responsible for population growth. • To develop an awareness of the implications of population growth on various aspects of social functioning. • To help students to understand the effect of unchecked growth of population of the depletion of natural resources from the environment. • To help students to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning			
Credits: 4		Discipline Specific Elective	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

Unit I	Foundations of Population Education • Introduction: concept, need, scope, importance and objectives. • Population dynamics: distribution and density, population composition according to age, sex, rural, urban, literacy-all India. • Factors affecting the population growth: Fertility, mortality and migration(mobility)	15
Unit II	Population, Quality of Life, and Environmental Sustainability • Population, Human Development, and Environmental Impact • Population Growth: Implications for Well-being and Sustainability • Population Dynamics, Resource Utilization, and Quality of Life	15
Unit III	Role of Teachers and Community • Role of teachers in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behavior. • Working with community to build awareness	15
Unit IV	Regulatory Bodies • Role of central and state government in population control and health preservation: National population policy, various population related policies and programmes voluntary and international agencies –UNEP, WHO, UNESCO etc.	15

Recommended Readings:

1. Asha Bhende and Tara Kanitkar - Principles of Population Studies, Himalaya Publications.
2. Pathak, K.B. and F. Ram- Techniques of Demographic Analysis, 2nd Edition, Himalaya Publications
3. Asha Bhende and Tara Kanitkar- Principles of Population Studies, Himalaya Publications.
4. Pathak, K.B. and F. Ram- Techniques of Demographic Analysis, 2nd Edition, Himalaya Publications
5. Asha Bhende and Tara Kanitkar- Principles of Population Studies, Himalaya Publications.

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

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

Semester-X
Masters of Arts in Education

GENERIC ELECTIVES (GE) - History of Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: X Paper GE1
Subject: Education			
Course: GE1		Course Title: History of Education	
Course Outcomes: After studying this course, the students will be able to: 1. know Vedic, Muslim and Buddhist Educational System. 2. acquaint with the successive stage of development of Education in India. 3. aware of Education Commissions before and after Independence			

Credits: 4		Generic Elective
Max. Marks: As per Univ. Rules		Min. Passing Marks: As per Univ. Rules
Unit	Topic	No. of Hours
Unit I	Landmarks in History of Education in Ancient India: • Education in Vedic and Buddhist period • Education in Medieval Period	15
Unit II	Major landmarks in Indian education during British period: • Charter Act of 1813, oriental-occidental controversy • Macaulay's Minute 1835, Wood's Dispatch 1854. • Hunter Commission 1882, Indian Universities Commission 1904 • Sargent Report 1944	15
Unit III	Development of education in post-independence period • University education commission 1948-49, Secondary education commission 1952-53, • Kothari Commission 1964-66, National Policy on Education-1986, Revised NPE & Programme of Action 1992. Yashpal committee Report 1993, NEP 2020	15
Unit IV	Developments in field of Education: • NCF 2005, Yashpal Committee 2008, RTE 2009, Saakshar Bharat Mission 2009, National Knowledge Commission 2005, Justice Verma Commission (2012)	15

Recommended Readings:

- Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
- Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd., Basu, B.D. History of Education in India, cosmos publications, 1989,
- Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi
- Biswas & Aggarwal J.C. Seven Indian Education Arya Book Depot, New Delhi.
- Chakraborty, Mohit-Modern Issues in Education New Delhi: Kanishka Publishers & Distributors
- Chaube, S.P. & Chaube, Akhilesh: Education in Antient and Medieval India, New

Suggested Continuous Evaluation Methods:

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

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

Semester-X
Masters of Arts in Education

GENERIC ELECTIVES (GE)- MEDIA IN EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Masters of Arts in Education			
Programme: Masters of Arts in Education		Year: V	Semester: X Paper: GE2
Subject: Education			
Course:GE2 MEDIA IN EDUCATION	Course Title: MEDIA IN EDUCATION		
Course Outcomes: On completion of this course. learners are expected to: • Demonstrate familiarity with different kinds of media that have been deployed in education and the functions that they have been deployed towards. • Show critical awareness of the extent of media use and the nature of its usage. • Compare and analyses messages communicated through written media, performances and audio-visual media. • Analyze representations in print and digital media, identify stereotypes and make own alternative messages. • Follow methods to distinguish between news and fake news, information and misinformation. • Keep learning journals/ blogs on their own media use.			
Credits: 4		Generic Elective	

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	Communication, Media and Education - Forms of communication in education: verbal, non-verbal, written; - Different learning arrangements and media use in formal, non- formal and informal settings - Educational communication through performing art and visual arts - Mass media in education: role of books, magazines, newspapers, radio, television, films, internet use - Digital media for educational activities: types and usage	20
Unit II	Critical Media Awareness - Understanding the Media Culture: shaping of views, experience, tastes and interactions - Media as a text and source of education - Stories and narratives: advertising, historical serials, social films - Attention, perception and memory in social media - News and Views: ownership, sponsorship (paid news, advertorials) and interests covered	20
Unit III	Engaging With Media (students are expected to engage with any one the following or similar kinds of activity:) - Use internet resources for verifying news and fake news. - Study the representation of women, children, youth or any other social group in mass and social media - Survey the extent and nature of media use among peer group. - Review essay or video essay on any aspect of media culture. - Critical review of the representation of a social group in a television programme. - Power point presentation and report on different kinds of social media forwards received and source checking they have undertaken by students. - Examining a TV news programme for balanced reporting. - Make a learning blog on media usage.	20

Recommended Readings:

- Asthana, S. (2008). Innovative Practices of Youth Participation in Media; UNESCO.
- Borde, Richard (1995). Mahatma Gandhi's Theory of Nonviolent Communication; Paper presented at the Western States Communication Association Conference, February 1995.
- Buckingham, D. (2003). Media education: Literacy, learning and contemporary culture. Cambridge, MA: Polity Press.
- Media and Information Literacy; Policy and Strategy Guidelines; UNESCO; 2013.
- NCERT Position Paper on National Policy on Education for Peace; NCERT, 2006.
 - Potter, W J (2004). Theory of media literacy: A cognitive approach; Thousand Oaks, CA: Sage.
- Mc Quail, Denis, 2010, Mc Quail's Mass Communication Theory (6th Edition), Chapter 3(3 Concepts and Models for Mass Communication), Chapter 4 (Theory of Media and Society), Chapter 5(Mass Communication and Culture), Sage
- Rosenstone, Robert A. 1995, The Historical Film as Real History, in Film Historia, Vol V, No. 1, 1995, 5-23.
- Saeed, Saima, 2013, Screening the Public Sphere: Media and Democracy in India, Routledge, Taylor and Francis Group, Chapter 9 and 15

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

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

Semester-X
Masters of Arts in Education

DISSERTATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE Hours: 90

Course Title	Credits	Credit distribution of the Course		Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial/Fieldwork / Practical/Practice		
DISSERTATION	6	2	4	Passed Bachelor of Art in Education (Honours)	Nil

Masters of Arts in Education		
Programme: Masters of Arts in Education		Year: V
		Semester: X
		Paper: DISSERTATION
Subject: Education		
Course: DISSERTATION	Course Title: Dissertation	
Course Outcomes:		
After studying this course, the students will be able to:		
• Develop advanced research skills, including the ability to formulate research questions, design methodologies, gather and analyze data, and draw meaningful conclusions. • Enhance their critical thinking abilities through the evaluation and synthesis of existing literature, identification of gaps in current knowledge, and the development of innovative approaches to their research topic. • Demonstrate the ability to work independently, manage their time effectively, and take responsibility for their own learning and research process. • Develop problem-solving skills by addressing challenges and obstacles encountered during the research process. • Cultivate an understanding of ethical considerations in research, including issues related to plagiarism, and responsible conduct of research.		
Credits: 6		Dissertation
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours

Unit I	Dissertation on Major OR Dissertation on Minor OR Academic Project/Entrepreneurship	90
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Recommended Readings:

- Research Methodology- C.R Kothari, New Age International Publishers
- वैवक्षक अनुसंधान की काया प्रणाली- लोके ि कौल ,विकास पवललशिग हाउस प्राइट वलवमटेड नई ददलली
- सामावजक अनुसंधान- राम अहूजा ,राति पवललके िंस जयपुर

Suggested Continuous Evaluation Methods: Evaluating a dissertation will require a methodical approach that assesses various criteria such as research question clarity, literature review depth, methodology rigor, results interpretation, discussion coherence, writing quality, originality, and overall impact.

External Assessment will be done

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

