

Nehru Gram Bharati (Deemed to be University)
Prayagraj, Uttar Pradesh , INDIA

Syllabus

[As per NEP-2020 Regulations]

Bachelor of Arts (Honours)/(Honours with Research)
in
Education

[Department of Education]

[Effective From 2023-24 Onwards]

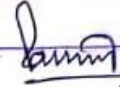
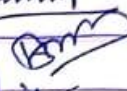
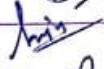

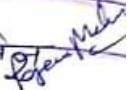
Board of Studies

Dated: 02-06-2023

1	Dr. Pramod Kumar Mishra ,	HoD & Associate Professor, Department of Education, NGB(DU), Prayagraj
2	Mr. Krishna Kumar Mishra	Assistant Professor, Department of Education, NGB(DU), Prayagraj
3	Mr. Sanjay Sharma	Assistant Professor, Department of Education, NGB(DU), Prayagraj
4	Prof. R.R. Singh (Subject Expert)	Former Principal, Professor, PG College , Handia
5	Prof. Rajiv Malviya	Professor & Principal, Nagrik PG College, Janghai, Jaunpur

बैठक एवं कार्यवृत्ति

आज दिनांक: 02/06/2023 को शिक्षाशास्त्र विभाग की अध्ययन परिषद (B.O.S.) शशि परिसर में हुई, अध्ययन परिषद में निम्न लिखित सदस्य उपस्थित रहे -

1. डॉ. प्रमोद कुमार मिश्र - अध्यक्ष - 
2. श्री के.के. मिश्र - सदस्य - 
3. श्री संजय शर्मा - सदस्य - 
4. प्रो. आर.आर. सिंह - प्राचार्य चर पी.जी. कालेज इंडिया 
5. प्रो. राजीव मालवीय - पी. नागरिक पी.जी. कालेज जंघई-जौनपुर 

कुल सदस्य संख्या 05 में से 04 उपस्थित रहे कोरम पूर्ण होने की दशा में अध्यक्ष महोदय की अनुमति से कार्यवाही प्रारम्भ हुई। बैठक में विषयवार (एजेन्डा) विमर्श विमर्श निम्नवत् क्रम में विश्लेषित हुए

क्रम सं-1 - NEP 2020 के वर्षवार विभाजन पर विमर्श

U.G.C. द्वारा प्रस्तावित चार वर्षीय विभाजन की स्वीकृति और समाविषण पर सर्व सहमति प्राप्त हुई।

क्रम सं-2 - सेमेस्टर विभाजन पर विमर्श। प्रस्तावित 4 Y.U.G. के 8 सेमेस्टर पर सर्व सहमति प्राप्त हुई

क्रम सं-3 - क्रेडिट विभाजन पर विमर्श। ने. शा. मा. मानित वि. वि. प्रयागराज के I.C.A.C द्वारा प्रस्तावित शिक्षाशास्त्र के प्रश्न पत्रों के क्रेडिट प्रारूप को समाविषित करने पर स्वीकृति प्राप्त हुई।

क्रम सं-4 - प्रश्नपत्र एवं उनके इक्वई पर विमर्श। अध्ययन परिषद के सदस्यों द्वारा समसमयिक प्रासंगिकता, रोजगारी-मुखला, स्थानियता,

आदि को दृष्टिगत करते हुए मेजर प्रश्न पत्रों के रूप में कुल 19 प्रश्न पत्र प्रत्येक प्रश्न पत्र में 5 ईकाई को स्वीकृति प्राप्त हुई।

इसी क्रम में माइनर प्रश्न पत्रों के रूप में कुल 03 प्रश्न पत्र प्रत्येक 05 ईकाई के साथ स्वीकृति किये गये।
क्रम संख्या - 5 - अध्ययन अभिवृद्धि पर विमर्श।


प्रस्तावित प्रारूप में प्रस्तुत आन्तरिक मूल्यांक लेक्चर थ्योरेटिकल प्रैक्टिकल विशिष्ट व्याख्यान श्लोक फास्ट लर्नर हेतु अध्यापन शैक्षिक नवाचार के विविध आयाम की शक्ति हेतु प्रारूप में प्रस्तावित विद्यो को सर्व सम्मति से स्वीकृति प्राप्त हुई।

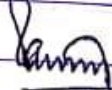
क्रम सं-6 - वाह्य परीक्षकों की नियुक्ति पर विमर्श।
मौखिकी, प्रश्नपत्र निर्माण, मूल्यांकन इत्यादि शैक्षणिक कार्यों हेतु प्रस्तावित सूची में से चयन पन्द्रह नामों पर स्वीकृति प्राप्त हुई जो आगे संलग्न है।

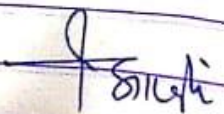
विषय क्रम संख्या 01 से क्रम संख्या 06 तक से सभी संबन्धित सभी पत्रों के मूल प्रति प्रस्तुत किये गये कतिपय टंकणगत संशोधनों के सुझाव के साथ स्वीकृति प्राप्त हुई।

अन्य विषय के अभाव में अध्यक्ष महोदय के धन्यवाद ज्ञापन के साथ बैठक सम्पन्न हुई।


के.के. मिश्र


संजय शर्मा जी


02/06/2023
डॉ. प्रसाद कुमार मिश्र


डॉ. आर.आर. १०

Introduction of the Programme:

[a] Introduction:

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honours/Honours with Research) in Education is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills, as well as to develop spirit of enquiry, problem solving skills and human and professional values which foster rational and critical thinking in students.

[b] Graduate Attributes:

Type of learning outcomes	The Learning Outcomes Descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Disciplinary/ interdisciplinary Knowledge & Skills
Generic learning outcomes	<i>Critical Thinking & problem-solving Capacity</i>
	<i>Creativity</i>
	<i>Communication Skills:</i> The graduates should be able to demonstrate the skills that enable them to: <ul style="list-style-type: none">• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences,• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,• confidently share views and express herself/himself,• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,• convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
	<i>Analytical reasoning/thinking:</i> The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none">• evaluate the reliability and relevance of evidence;• identify logical flaws in the arguments of others;• analyze and synthesize data from a variety of sources;• draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

Research-related skills: The graduates should be able to demonstrate:

- a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,
- the ability to problematize, synthesize and articulate issues and design research proposals,
- the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- the capacity to develop appropriate methodology and tools of data collection,
- the appropriate use of statistical and other analytical tools and techniques,
- the ability to plan, execute and report the results of an experiment or investigation,
- the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:

- work effectively and respectfully with diverse teams,
- facilitate cooperative or coordinated effort on the part of a group,
- act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:

- mapping out the tasks of a team or an organization and setting direction.
- formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.
- using management skills to guide people to the right destination.

'Learning how to learn' skills: The graduates should be able to demonstrate the ability to:

- acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,

- work independently, identify appropriate resources required for further learning,
- acquire organizational skills and time management to set self-defined goals and targets with timelines.
- inculcate a healthy attitude to be a lifelong learner,

Digital and technological skills: The graduates should be able to demonstrate the capability to:

- use ICT in a variety of learning and work situations,
- access, evaluate, and use a variety of relevant information sources,
- use appropriate software for analysis of data.

• **National & International Perspective considering the current perspective of a Global Village.**

Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:

- embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
- practice responsible global citizenship required for responding to contemporary

<p>global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</p> <ul style="list-style-type: none"> • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development.
<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion,
<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

[c] Flexibility:

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. The Learner is given freedom of choice in selecting disciplines. Students may select his/her own stream. He/She may select three major disciplines from his/her own stream or two major disciplines from his own stream and one major discipline from any other stream. Along with major disciplines, a student can select minor disciplines from other streams, languages, generic electives, ability enhancement courses, Vocational/Skill Enhancement Courses (SEC) and Value added Courses including Extra Curricular activities.

Multiple Entry & Exit Options:

EXIT OPTIONS	Credits Required
Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme. [NSQF Level 5]	44
Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. [NSQF Level 6]	88
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme.	136
Bachelor Degree with Honours/Honours with Research in a Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.	180

Programme Educational Objectives (PEOs):

Programme Outcome (POs)
Students develop an understanding of Concepts, theoretical frameworks, perspectives and methods of inquiry.
Students are trained to think rationally and critically.
Students learn to appreciate diversity and develop cultural sensitivity..
Recognition of self as an individual with strengths and weaknesses.
Students imbibe human values and become responsible citizens..

Programme Specific Outcome (PSOs)
Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education.
Students develop knowledge about the details history of Indian Education system.
Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.
Students internalize the basic of Sociology, relation between Sociology and Education theories of Educational Sociology and importance of Educational Sociology in the field of Education.
Integrated the creativity innovation of Education .

Department of Education
B.A.(Honours/Honours with Research) in Education
SYLLABUS STRUCTURE OVER-All (Based on NEP – 2020)

BA (Honours/Honours with Research) in Education											
Year	Semester	Nomenclature of the Courses/Title	Com/Ele.	Credit	Credit Distribution			Teaching Hours			
					L	T	P	L	T	P	
First Year	I	Conceptual Framework of Education (Major-I)	Compulsory	4	4	0	0	60	0	0	
		Introduction to IKS (Major-I)	Compulsory	3	2	1	0	30	15	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		SEC	Pool Elective	3	1	0	2	15	0	60	
		VAC	Pool Elective	2	2	0	0	30	0	0	
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0	
					22				0	0	0
	II	Development and Challenges of Indian Education System (Major-I)	Compulsory	5	4	1	0	60	15	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		SEC	Pool Elective	3	1	0	2	15	0	60	
		VAC	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
					22				0	0	0
	Exit Option : Certificate in Field of Learning/discipline								0	0	0
Second Year	III	Philosophical-Sociological-Political-Economical Perspectives of Education (Major-I)	Compulsory	4	4	0	0	60	0	0	
		Applied IKS-I: Education (Major-I)	Compulsory	3	2	1	0	30	15	0	
		Minor Paper for other discipline i. Introduction of Education	Pool Elective	2	2	0	0	30	0	0	
		SEC	Pool Elective	3	1	0	2	15	0	60	
		VAC	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0	
					22				0	0	0
	IV	Psychological Perspective of Education (Major-I)	Compulsory	5	4	1	0	60	15	0	
		Minor Paper for other discipline i. Educational Psychology	Pool Elective	2	2	0	0	30	0	0	
		SEC	Pool Elective	3	1	0	2	15	0	60	

		VAC	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
				22				0	0	0	
Exit Option : Diploma in Field of Learning/discipline								0	0	0	
Third Year	V	Educational Assesment (Major-I)	Compulsory	4	4	0	0	60	0	0	
		Applied IKS-II : Education (Major-I)	Compulsory	3	2	1	0	30	15	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		Note: Choose any one Paper i. Comparative Education ii. Computer Education	Elective	3	3	0	0	45	0	0	
		VAC	Pool Elective	2	1	1	0	15	15	0	
		Other 02 Major	Pool Elective	8	6	2	0	90	30	0	
					22				0	0	0
	VI	Educational Statistics (Major-I)	Compulsory	5	4	1	0	60	15	0	
		Note: Choose any one Paper (Major-I) i. Environmental Education ii. Women Education	Elective	3	3	0	0	45	0	0	
		Minor	Pool Elective	2	2	0	0	30	0	0	
		VAC	Pool Elective	2	1	1	0	15	15	0	
		Internship/Apprenticeship (Major-I)	Compulsory	4	0	0	4	0	0	120	
		Other 02 Major	Pool Elective	10	8	2	0	120	30	0	
						26				0	0
Exit Option : Basic UG degree in Field of Learning/discipline								0	0	0	
Fourth Year	VII	1. Milestones & New Dimensions of Indian Education (Major-I)	Compulsory	6	6	0	0	90	0	0	
		2. Research Methodology (Hons. with Research) /Economics of Education (Honours)	Compulsory	4	4	0	0	60	0	0	
		Note: Choose any Two Paper (4+4) i. Guidance & Counselling ii. Distance Education iii. Inclusive Education	Elective	8	8	0	0	120	0	0	
		Minor Paper From other discipline i. Emerging Trends in Education	Pool Elective	4	4	0	0	60	0	0	
					22				0	0	0
VIII	Human Rights Education	Compulsory	6	5	1	0	75	15	0		

	<p>Note: Choose any two papers: (4+4)</p> <p>i. Educationl Administration & Management</p> <p>ii. Curriculum Studies</p> <p>iii. Teacher Education</p>	Elective	8	8	0	0	120	0	0	
		<p>Dissertation/Research Project & Viva Voce (Hons. with Research) or</p> <p>Field Visit/Tour based Viva Voce (Honours)</p>	Compursory	8	0	0	8	0	0	240
			22							
Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline										
		Total Credits		180						

Department of Education
B.A.(Honours/Honours with Research) in Education
SYLLABUS (Based on NEP – 2020)
Session 2023 – 24

YEAR	SEMESTER	Course TITLE	Course Code	MAJOR/MINOR	COM/EL	LECTURE (L)	TUTORIAL (T)	TOTAL CREDIT	TEACHING HOURS
1 ST	I ST	Conceptual Framework of Education	EDU-23101	Major	COM	04	00	04	60
		Introduction to IKS: Education	EDUIKS-2301	Major	COM	02	01	03	45 (30+15)
	II ND	Development & Challenges of Indian Education System	EDU-23102	Major	COM	4	1	05	75 (60+15)
2 ND	III RD	Philosophical-Sociological-Political-Economical Perspectives of Education	EDU-23103	Major	COM	04	00	04	60
		Applied IKS-I: Education	EDUIKS-2302	Major	COM	02	01	03	45 (30+15)
		Minor Course for other discipline i. Introduction of Education)	POOL B	Minor	POOL ELE	02	-	02	30
	IV TH	Psychological Perspective of Education	EDU-23104	Major	COM	04	01	05	75 (60+15)
		Minor Course for other discipline i. Educational Psychology	POOL B	Minor	POOL ELE	02	-	02	30
	3 RD	V TH	Educational Assesment	EDU-23105	Major	COM	04	00	04

		Applied IKS-2: Education	EDUIKS- 2303	Major	COM	03	00	03	45
		Note: Choose any one Course i. Comparative Education ii. Computer Education	EDU- 23106A/EDU- 23106B	Major	ELE	03	00	03	45
	VI TH	Educational Statistics	EDU- 23107	Major	COM	04	01	05	75
		Note: Choose any one Course i. Environmental Education ii. Women Education	EDU- 23108A/EDU- -108B	Major	EL	03	00	03	45
		Minor	POOL B	Minor	POOL ELE	02	00	02	30
4 TH	VII TH	Milestones & New Dimensions of Indian Education	EDU- 23109	Major	COM	06	00	06	90
		1. Research Methodology/Eco nomics of Education	EDU-23110A/EDU- 23110B	Major	COM	04	00	04	60
		Note: Choose any Two Paper (4+4) i. Guidance & Counselling ii. Distance Education iii. Inclusive Education	EDU-23111A/ EDU- 23111B/ EDU-23111C	Major	ELE	08	-	08	120
		Minor : Emerging Trends in Education	POOL B	MIN OR	POOL ELE	04	00	04	60

	VIII TH	Human Rights Education	EDU-23112	Major	COM	05	01	06	90 (75+15)
Note: Choose any two papers: (4+4) i. Educational Administration & Management ii. Curriculum Studies iii. Teacher Education		EDU-23113A/EDU-23113B/ EDU-23113C	Major	ELE	08	00	08	120	
Dissertation/Research Project Vivo Voce/Field Visit, Educational Tour & Viva Voce		EDU-23114A/EDU-23114B	Major	COM	-	-	08	240	

B.A. (Honours/Hounours with Research) in Education

SEMESTER-I

<u>B.A. (Honours/Hounours with Research) in Education</u>		Year: B.A. 1st Year	Semester: Ist
Pedagogy:			
Course Code: EDU-23101		Course/Paper Title: Conceptual Framework of Education	
Course Outcomes: After completing this course, the students will be able to -			
CO 1: understand the meaning, nature, scope and aims of Education			
CO 2: To explain the factors of education and their interrelationship.			
CO 3: Aware of different agencies of education and acquainted with the concept of child-criticism and play-way in education.			
CO 4: To understand the Skills Development.			
CO 5: Be acquainted with the Employability.			
Credit (L+T+P): 4+0+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 80		Min. Passing Marks : 10 + 25	
Total Number of Lectures (Lecture – Tutorials – Practical): 60+0+0			
Unit	Topic	No. of Lectures	
I	Concept of Education <ul style="list-style-type: none">• Narrow and broader concept of education• Meaning, nature and scope of education.• Aims of education- individual, social, vocational and democratic.• Aims of modern education with special reference to Delor's commission.	12	
II	Concept of Education <ul style="list-style-type: none">• Child/ Learner: influence of heredity and environment on the learner.• Teacher: Qualities and duties of a good teacher.	12	
III	Concept of Curriculum and Co-curricular activities <ul style="list-style-type: none">• Curriculum- concept and types.• Co-curricular activities: meaning, values and significance.• Educational institutions: informal, formal and non-formal, their interrelation.	12	
IV	Agencies of Education <ul style="list-style-type: none">• Home• School• State• Mass-media-television, radio, cinema and newspaper	12	
V	Child centrim and Play-way in Education <ul style="list-style-type: none">• Concept of child centrim in education.• Characteristics and significance of child centrim in education.• Concept of play and work.• Characteristics of play way in Education, Kindergarten, Montessori, Project Met		
Suggested Readings:			

	Banerjee, A. Philosophy and principles of education. Bhatia & Bhatia. Theory and principles of Education Saxena, N.R. S. Principles of Education Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education
	Suggested continuous E-Valuation Methods –
	Continuous Internal E-Valuation shall be based on allotted assignment and class text. The marks shall be as follows- Assignment/Practical/Projects – 10 Marks Internal Class Test – 15 Marks

Programme: B.A. (Honours/Honours with Research) in Education	Year: B.A. 1st Year	Semester: Ist
Pedagogy:		
Course Code: EDUKS – 2301	Course/Paper Title:	Introduction to Indian Knowledge System
Course Outcomes: After completing this course, the students will be able to -		
CO 1: explain the the foundational Concepts & Principles of IKS.		
CO 2: explain the historical development and evolution of Indian Intellectual traditions.		
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.		
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature through the study of IKS.		
CO 5: explain the holistic and multidimensional nature of Indian Thought.		
Credit: 03	Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80		
Total Number of Lectures (Lecture – Tutorials – Practical): 02 + 1 + 0		
Units:	Topics:	No. of Lectures
I	Introduction to Indian Knowledge System <ul style="list-style-type: none"> • Definition, Concepts and Scope of IKS • IKS based approach on Indian Knowledge System & Role of Guru (teacher) • Understanding the concepts of dharma, karma, and the four purusharthas (goals of life) 	06
II	Vedic Knowledge and Philosophy <ul style="list-style-type: none"> • Study of the Vedas, including the Rigveda, Yajurveda, Samaveda, and Atharvaveda • Introduction to Upanishads and their metaphysical and philosophical teachings • Analysis of the six orthodox (astika) schools of Indian philosophy (e.g., Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta) 	06
III	Unit 3: Spiritual and Mystical Traditions <ul style="list-style-type: none"> • Exploration of Hindu spiritual traditions, including Bhakti, Karma, Jnana, and Raja Yoga • Study of Advaita Vedanta and its nondualistic philosophy • Introduction to other spiritual paths like Tantra and Sufism in the Indian context 	06

IV	Scientific and Technological Advancements <ul style="list-style-type: none"> • Examination of ancient Indian contributions to mathematics, astronomy, and medicine • Study of scientific treatises such as Aryabhatiya, Sushruta Samhita, and Charaka Samhita • Exploration of the Indian concept of time, measurement, and cosmology 	06
V	Indian Arts, Literature, and Aesthetics <ul style="list-style-type: none"> • Analysis of Indian classical music, dance, and theater traditions • Study of classical Sanskrit literature, including the works of Kalidasa and Valmiki • Understanding the concept of rasa (aesthetic experience) and its manifestations in Indian arts • Modern Interpretation and Contemporary Relevance 	06

Suggested Readings:

- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (i) Internal Class Test – 10%.
- (ii) Assignment/Project/Practical – 5%
- (iii) Attendance/Behavior – 5%.

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

SEMESTER-II

Programme: B.A. (Honours/Honours with Research) in Education		Year : B A. First year	Semester: II
Pedagogy:			
Course Code : EDU-23102		Course/Paper Title : Development and Challenges of Indian Education System	
Course Outcome- After completing this course, the students will be able to-			
<p>CO 1: Be acquainted with the salient features of education in India during ancient and medieval period. CO 2: Be acquainted with the development of education in British India. CO 3: Beware of significant points of selected education commissions and National policy of Education in Independent India. CO 4: Be acquainted with the entrepreneurship. CO 5: Be acquainted with the the details history of Indian Education system from ancient to modern.</p>			
Credits: 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15+0			
Units:	Topics:		No. of Lecture
I	Education in India during ancient and medieval period <ul style="list-style-type: none"> ● Vedic (aim, curriculum, teaching method, teacher-pupil relation) ● Brahmanic (aim, curriculum, teaching method, teacher-pupil relation) ● Buddhistic (aim, curriculum, teaching method, teacher-pupil relation) ● Islamic (aim, curriculum, teaching method, teacher-pupil relation) 		12
II	Education in India during British period 1800-1853 <ul style="list-style-type: none"> ● Sreerampore trio and their contribution in the field of education. ● Charter Act, Oriental-occidental controversy ● Macaulay Minute and Bentinck's iesolution ● Adam's report. 		12
III	Education in India during British period 1854-1946 <ul style="list-style-type: none"> ● Woods Despatch, Hunter Commission ● Curzon policy regarding primary, secondary and higher education, National educationmovement(cause and effect) 		
IV	Basic education (concept and development); Sadler Commission		
V	Education in India after independence <ul style="list-style-type: none"> ● Radhakrishnan Commission (aim, curriculum of higher education, rural university) ● Mudaliar Commission (aim, structure and curriculum of secondary education) ● Kothari Commission (aim, structure and curriculum of primary and secondary education) ● National policy of Education,1986,POA 1992. 		

Suggested Readings:

Mitra, V. Education in Ancient India
 Mookerji, R.k. Ancient Indian Education
 Ramchandran, P. & Ramkumar, V. 'Education in India
 Singh, Bhanu Pratap, Aims of Education in India ,
 एस0 पी0 चौबे, भारतीयों का इतिहास

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-
 Assignment/Practical/Project - **5 marks**
 Internal viva voce -10 Marks
Attendance /Behaviour - 5 Marks

Other Courses:

Minor : To be Choosed from POOL B
Skill Enhancement Course (SEC) : To be Choosed from POOL C
Value Added Course : To be Choosed from POOL D

Exit Option: Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: first year or two semesters of the undergraduate programme) [NSQF Level 5]

SEMESTER-III

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Second year	Semester: III
Pedagogy:			
Course Code :EDU-23103		Course/Paper Title : Philosophical-Sociological-Political-Economical Perspectives of Education	
Course Outcome- After completing this course, the students will be able to-			
CO 1: define Education and Philosophy. CO 2: Explain difference between Darshan and Philosophy. CO 3: Identify significant features of the Indian and Western philosophies. CO 4: Compare the Indian and Western Philosophical thoughts. CO5: Define pluralism and diversity in Indian society. Relate Education with Political and Economic issues. Distinguish between Fundamental Rights and duties. Value role of Education for Sustainable Development			
Credits: 4+0+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0			
Units:	Topics:		No. of Lecture
I	EDUCATION AND PHILOSOPHY		12

	<ul style="list-style-type: none"> ● Meaning and Concept of Philosophy and Darshan; ● Difference between Philosophy and Darshan. ● Its relationship with Education. ● Branches of Philosophy and Education. 	
II	SOME PROMINENT EDUCATIONAL THINKERS <ul style="list-style-type: none"> ● Mahatma Gandhi. ● Swami Vivekanand. ● BR. Ambedkar. ● Rousseau. ● Dewey 	12
III	INTRODUCTION TO INDIAN SOCIETY <ul style="list-style-type: none"> ● Pluralism and Diversity in Indian Society. ● Social Stratification of Indian Society: Caste, Class, Gender. 	12
IV	POLITICAL PERSPECTIVES OF EDUCATION <ul style="list-style-type: none"> ● Fundamental Rights and Duties. ● Directive Principles. 	12
V	ECONOMIC PERSPECTIVES OF EDUCATION <ul style="list-style-type: none"> ● Education as Development Indicator. ● Education for Sustainable development ● UN Millennium development goals VS Sustainable development goals. 	12
Suggested Readings:		
Archer, M.S. Social Origins of Educational Systems Shukla, S. and Kumar, K. Sociological Perspective in Education Shukla, S. C. and Kaul, R. (eds.) Education, Development and Underdevelopment, Durkheim, E. Education and Sociology		
Suggested continuous E-Valuation methods-		
Continous Internal E-Valuation shall be on assignment and class text, The marks shall be as follows- Assignment/Practical/Project - 5 marks Internal viva voce – 10 Marks Attendance / Behaviour - 5marks		

Programme: B.A. (Honours/Honours with Research) in Education		Year: B.A. 2nd Year	Semester: IIIrd
Pedagogy:			
Course Code: EDUIKS – 2302		Course/Paper Title:	Applied IKS-1: Sociology
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 03		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 2 + 1 + 0 (30 + 15)			
Units:	Topics:		No. of Lectures
I	Unit 1: Introduction to Indian Knowledge Systems <ul style="list-style-type: none"> ● Understanding the diversity of Indian knowledge systems ● Comparing Indian and Western educational paradigms 		06

II	Unit 2: Vedic and Upanishadic Philosophies <ul style="list-style-type: none"> • Exploration of key concepts in the Vedas and Upanishads • Relevance of metaphysical and ethical teachings in education 	06
III	Unit 3: Buddhist and Jain Philosophies <ul style="list-style-type: none"> • Study of Buddhist and Jain perspectives on knowledge and learning • Incorporating principles of non-violence and mindfulness in education 	06
IV	Unit 4: Nyaya, Vaisheshika, and Samkhya Philosophies <ul style="list-style-type: none"> • Analysis of Nyaya and Vaisheshika's logic and atomism • Understanding Samkhya's concept of consciousness and its implications for education 	06
V	Unit 5: Gurukula System and Upadesha <ul style="list-style-type: none"> • Historical overview of the ancient Gurukula system • Adaptation of Guru-disciple relationship in modern teaching 	06

Suggested Readings:

- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (iv) Internal Class Test – 10%.
(v) Assignment/Project/Practical – 5%
(vi) Attendance/Behavior – 5%.

MINOR ELECTIVE: To be Chosed by Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Second year	Semester: III
Pedagogy:		
Course Code : POOL B	Course/Paper Title : Introduction of Education	
Course Outcome- After completing this course, the students will be able to-		
CO 1: To Understand the meaning, nature ,scope and aims of Education.		
CO 2: To aware of different agencies of education that influence education.		
CO 3: To explain the factors of education.		

Credits: 2+0+0		Paper(core compulsory/Elective): Minor Elective (Paper - 1)
Max. Marks: 20+80		Min. Marks:
Total Number of Lecture(Lecture-Tutorials-Practical); 30		
Units:	Topics:	No. of Lecture
I	Concept of Education <ul style="list-style-type: none"> • Meaning, nature, definition and scope, function of Education. • Formal, on-formal and informal education. 	10
II	Aims of Education <ul style="list-style-type: none"> • Individual and social aims in the present India context. • Vocational and democratic aims. • Emotional and national integration, international Understanding. 	10
III	Agencies of Education <ul style="list-style-type: none"> • School, home, state, society, mass-media, television, computer, radio, cinema and newspaper their roles in education. 	10
Suggested Readings: Lal,R.B. & Sharma, K.K. 'History Development and Problems of Indian Education Banerjee, A. Philosophy and principles of education. Bhatia & Bhatia. Theory and principles of Education Saxena, N.R. S, Principle of Education		
This course can be opted as an elective by the students of other Disciplines		
Suggested continuous E-Valuation methods-		
Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal viva voce – 10 Marks Attendance / Behaviour - 5 Marks		

Other Courses:

Minor : To be Chosed from POOL B

Skill Enhancement Course (SEC) : To be Chosed from POOL C

Value Added Course : To be Chosed from POOL D

SEMESTER-IV

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. IInd year	Semester: IV
Pedagogy:			
Course Code : EDU-23104		Course/Paper Title : Psychological Perspective of Education	
Course Outcome- After completing this course, the students will be able to-			
CO 1: Be able to understand the meaning of psychology and will be acquainted with its different aspects.			
CO 2: Have knowledge of the patterns of different aspects of human development and will be able to relate this with that of education.			
CO 3: Be acquainted with the cognitive approach of development and will understand the process and factors of cognition.			
CO 4: Be acquainted with the learning concept and theories.			
CO 5: Be able to understand the meaning of Concept, types and theories of intelligence			
Credits: 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15+0			
Units:	Topics:		No. of Lecture
I	Relation between psychology and education <ul style="list-style-type: none"> ● Meaning and definition of Psychology ● Meaning and definition of Education ● Relation between psychology and Education ● Nature, scope and significance of educational psychology. 		12
II	Stages and types of human development and their educational significance <ul style="list-style-type: none"> ● Piagets cognitive development theory ● Eriksons psycho-social development theory ● Kohlberg's moral development theory ● Vygotsky's social development theory and Bandura's social Learning theory 		12
III	Learning: concept and theories <ul style="list-style-type: none"> ● Concept and Characteristics of learning ● Theories: Connectionism (Trial and error, classical, operant conditioning) Insightful learning ● Concept of Teaching. ● The Objectives of Education is learning. Role of Teacher in Teaching-Learning. 		12
IV	Memorization <ul style="list-style-type: none"> ● Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization. ● Attention and Interest. ● Thinking, Reasoning and Imagination 		12

V	Intelligence Special Need Learners	12
<ul style="list-style-type: none"> • Concept of Intelligence • Theories of Intelligence by Spearman, Thorndike and Guilfor Mentally Retarded. • Divyang (Handicapped) Gifted Children. 		
Suggested Readings:		
Mathur, S.S. Educational Psychology Rani, A. Psychology of learning Behavior Aggarwal. J.C Essentials of Educational Psychology		
Suggested continuous E-Valuation methods-		
Continous Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal viva- voce – 10 Marks Attendance /Behaviour - 5 marks		

MINOR ELECTIVE: For Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. IInd year	Semester: IV
Pedagogy:			
Course Code : POOL B		Course/Paper Title : Educational Psychology	
Course Outcome- After completing this course, the students will be able to-			
CO 1: To Understand the meaning of Psychology and with its different aspects. CO 2: To Understand the meaning of Psychology and with its different aspects. CO 3: To Understand the meaning of learning and be acquainted with its different level. CO 4: To explain the factors of Intelligence:			
Credits: 2+0+0		Paper(core compulsory/Elective): Minor Elective (paper -2)	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 30			
Units:	Topics:		No. of Lecture
I	Education Psychology • Meaning, nature, need and methods of Education Psychology		10
II	Learning • Meaning, nature, theories of Learning, S-R theory, conditioned response and insight-theory. Implication of these theories for education. Intelligence		10
III	• Meaning, nature, theories, factors of intelligence.		10
Suggested Reading :			
1. Mathur, S.S. Educational Psychology 2. Rani, A. Psychology of learning Behavior			
This course can be opted as an elective by the students of Other Discipline			
Suggested continuous E-Valuation methods-			

Continous Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-
 Assignment/Practical/Project - **5 marks**
 Internal viva voce – **10 Marks**
Attendance / Behaviour - 5 Marks

Other Courses:

Minor : To be Choosed from POOL B

Skill Enhancement Course (SEC) : To be Choosed from POOL C

Value Added Course : To be Choosed from POOL D

Exit Option: Undergraduate Diploma (in the field of learning/discipline)for those who exit after two years (four semesters) of the undergraduate programme (Programme duration: First twoyears or four semesters of the undergraduate programme) [NSQF Level 6]

SEMESTER-V

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Third year	Semester: V
Subject : Pedagogy			
Course Code : EDU-23105		Course/Paper Title : Educational Assesment	
Course Outcome- After completing this course, the students will be able to-			
CO 1: Define assessment measurement and evaluation. CO 2: Enumerate and Illustrate Characteristics of a good test. CO 3: Classify different psychological tests. CO 4: Test Intelligence/Personality/Aptitude of a subject.			
Credits (L+T+P): 4+0+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0			
Units:	Topics:		No. of Lecture
I	BASICS OF ASSESSMENT <ul style="list-style-type: none"> ● Assessment, Measurement, Evaluation: Concept, ● Features and Difference ● Physical vs. Psychological Measurements. ● Continuous and Comprehensive Education. ● Meaning, Aims and Aspects 		
II	Norms and ACHIEVEMENT TESTS <ul style="list-style-type: none"> ● Norms: Meaning and Significance ● Marks vs. Grades Credit System, ● Meaning, Aims and Types. 		

	<ul style="list-style-type: none"> Subjective VS Objective tests. Characteristics of a Good test. 	
III	INTELLIGENCE and MEASUREMENT OF INTELLIGENCE <ul style="list-style-type: none"> What is Intelligence, Types Concept of Emotional Intelligence. Verbal, Non-Verbal test Individual Tests and Group test. 	
IV	(PERSONALITY and ASSESSMENT OF PERSONALITY) <ul style="list-style-type: none"> What is Personality? Types of Personality. Theories of Personality. Personality Inventories Projective Techniques 	
V	APTITUDE <ul style="list-style-type: none"> What is Aptitude? Types of Aptitude. Characteristics of Aptitude. Measurement of Aptitude 	
Suggested Readings: <ol style="list-style-type: none"> Sindhu, K.S. New approaches to measurement and evaluation Singh, H.S. Modern educational testing 		
Suggested continuous E-Valuation methods-		
Continuous Internal E-Valuation shall be on assignment and class text, The marks shall be as follows- Assignment/Practical/Project - 5 marks Internal Class Text – 10 Marks Attendance /Behaviour - 5 marks		

Programme: B.A. (Honours/Honours with Research) in Education		Year: B.A. 3rd Year	Semester: Vth
Pedagogy:			
Course Code: EDUIKS – 2303		Course/Paper Title:	Applied IKS-2: Education
Course Outcomes: After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS.			
CO 2: explain the historical development and evolution of Indian Intellectual traditions.			
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.			
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 03			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 20 + 80			
Total Number of Lectures (Lecture – Tutorials – Practical): 2 + 1 + 0 (30 + 15)			
Units:	Topics:		No. of Lectures
I	Unit 1: Vedic Mathematics and Sciences <ul style="list-style-type: none"> Exploring Vedic mathematical principles and their modern utility Integrating traditional scientific knowledge with contemporary curriculum 		06
II	Yoga and Meditation in Education		

	<ul style="list-style-type: none"> • Understanding the role of yoga in holistic development • Techniques to introduce mindfulness and meditation in classrooms 	06
III	Indigenous Arts and Crafts <ul style="list-style-type: none"> • Preservation and promotion of traditional Indian arts and crafts • Incorporating artistic activities to enhance creativity and cultural understanding 	06
IV	Ethics and Value Education <ul style="list-style-type: none"> • Teaching moral values from Indian philosophical perspectives • Fostering ethical behavior and compassion in students 	06
V	Case Studies and Practical Implementations <ul style="list-style-type: none"> • Analysis of successful integration of Indian knowledge in educational institutions • Developing lesson plans and strategies for applying Indian knowledge system concepts 	06

Suggested Readings:

- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda
- **"Traditional Ecological Knowledge: Concepts and Cases"** edited by Julian Inglis and Norman Mercado

Suggested continuous E-Valuation Methods –

Continuous Internal Evaluation (CIL)

Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:

- (vii) Internal Class Test – 10%.
- (viii) Assignment/Project/Practical – 5%
- (ix) Attendance/Behavior – 5%.

Major (Elective): Choose one Course

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Third year	Semester: V
Pedagogy:			
Course Code : EDU-23106A		Course/Paper Title : Comparative Education	
Course Outcome- After completing this course, the students will be able to-			
CO 1: aware of the Meaning, Scope and major concepts and methods of comparative education. CO 2: aware of various factors and approaches of Comparative education. CO 3: compare the Educational Systems of Various Countries.			
Credits: 3+0+0		Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 45			
Units:	Topics:		No. of Lecture
I	A comparative study of reference to the educational systems of countries with special reference to Primary Education—USA, UK, India Secondary Education- USA, UK, India Higher Education- USA, UK, India		
II	Comparative education—Meaning as a new discipline. Scope and major concepts of comparative education		
III	Comparative education-factors and approaches: geographical, economic, cultural, philosophical,sociological, linguistic, scientific, historical, ecological and functional factors		
IV			
V			
Suggested Readings:			
1. Chaube, S.P. Features of Comparative Education 2. Kaushik, V.K. and Sharma, S.R.Comparative EducationChakravarti,B.K.A Text book of Comparative Education			
Suggested continuous E-Valuation methods-			
Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal Class Text – 10 Marks Attendance /Behaviour - 5 marks			

Or

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. IIIrd year	Semester: V
Pedagogy:			
Course Code : EDU-23106B		Course/Paper Title : Computer Education	
Course Outcome- After completing this course, the students will be able to-			

CO1. Digital Literacy and Fundamentals: By the end of the course, students should be able to demonstrate a solid understanding of computer hardware and software components, effectively navigate operating systems, and comprehend basic digital concepts, fostering digital literacy.

CO2. Software Proficiency: Students will develop the skills to proficiently use common software applications, such as word processors, spreadsheets, presentation tools, and email clients. They will be able to create, edit, and manage digital documents effectively.

CO3. Coding and Problem-Solving: Upon completion of the course, students will have a basic grasp of coding principles and be able to write simple programs. They will also acquire problem-solving techniques that are essential for logical thinking and algorithmic design.

CO4. Internet and Information Management: Students will gain the ability to navigate the internet safely, evaluate online resources for credibility, and understand the concepts of digital privacy and cybersecurity. They will also be equipped to effectively search, organize, and manage digital information.

CO5. Digital Communication and Collaboration: At the end of the course, students should be capable of using digital communication tools such as email, messaging apps, and online collaboration platforms. They will understand how to communicate and work collaboratively in virtual environments.

Credits: 3+0+0		Paper (core compulsory/Elective): Elective
Max. Marks: 20+80		Min. Marks:
Total Number of Lecture(Lecture-Tutorials-Practical); 45		
Units:	Topics:	No. of Lecture
I	Introduction to Computer Basics Understanding computer hardware and software components Operating systems and user interfaces Digital literacy and responsible computer use Basic troubleshooting and maintenance	9
II	Software Applications and Productivity Tools Word processing: Creating and formatting documents Spreadsheet applications: Data entry, formulas, and charts Presentation software: Designing effective presentations Email communication and etiquette Time management and productivity tools	9
III	Introduction to Programming Concepts Fundamentals of programming languages and logic Writing and executing simple programs Variables, data types, and control structures Problem-solving strategies and algorithm design	9

IV	Internet and Information Management Navigating the internet and evaluating online resources Digital privacy, cybersecurity, and safe online practices Search engines and effective online searching techniques Organizing and managing digital information	9
V	Digital Communication and Collaboration Email communication: Composing, sending, and managing emails Instant messaging and video conferencing tools Online collaboration platforms: Document sharing and teamwork Etiquette and professionalism in digital communication	9

Suggested Readings:

1. "Computer Fundamentals and Programming in C" by Anita Goel and Ajay Mittal:
This book provides a comprehensive introduction to computer fundamentals and programming using the C language. It covers topics such as hardware, software, algorithms, data structures, and coding concepts.
2. "Introduction to Computers" by V. Rajaraman:
This textbook offers a clear understanding of computer basics, programming, and applications. It covers topics like computer architecture, operating systems, software development, and computer networks, making it suitable for beginners.
3. "Computer Awareness" by Arihant Experts:
Geared towards competitive exams, this book covers essential computer concepts, including hardware, software, networking, and current trends in technology. It's a good resource for students seeking a solid foundation in computer education.
4. "Programming in C++" by Balagurusamy:
While focusing on programming, this book covers fundamental concepts of the C++ programming language. It's suitable for those looking to learn object-oriented programming and develop practical coding skills.
5. "Introduction to Information Technology" by ITL Education Solutions Limited:
This textbook covers a range of IT topics, including computer hardware and software, networking, internet technologies, and multimedia. It provides an overview of the various aspects of information technology and their applications.

Suggested continuous E-Valuation methods-

Continuous Internal E-Valuation shall be on assignment and class text, The marks shall be as follows-
Assignment/Practical/Project - 5 marks
Internal Class Text – 10 Marks
Attendance /Behaviour - 5 marks

Other Courses:

Minor : To be Chosed from POOL B

Value Added Course : To be Chosed from POOL D

SEMESTER-VI

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Third year	Semester: VI
Pedagogy:			
Course Code : EDU-23107		Course/Paper Title : Educational Statistics	
Course Outcome- After completing this course, the students will be able to-			
CO 1: Define Statistical terms. CO 2: Prepare graphical charts. CO 3: Interpret the results various operations of statistics. CO 4: Survey and collect data. CO 5: Analyze the data with Suitable Statistical methods.			
Credits (L+T+P): 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15+0			
Units:	Topics:		No. of Lecture
I	INTRODUCTION TO STATISTICS <ul style="list-style-type: none"> ● History of Statistics ● Definition and Need of Statistics. ● Types of Statistics ● Symbols in Statistics 		12
II	GRAPHICAL REPRESENTATION OF DATA <ul style="list-style-type: none"> ● Bar diagram ● Histogram ● Pie chart 		12
III	MEASURES OF CENTRAL TENDENCY and RELATIVE POSITION <ul style="list-style-type: none"> ● Definition, Uses, ● Computation of: Mean, Median, Mode ● Concept of Relative Position ● Percentile Rank ● Percentile 		12
IV	CORRELATION <ul style="list-style-type: none"> ● Meaning, Types, Uses ● Computation of: Coefficient of Correlation- Spearman's Rank ● Difference Method and Karl Pearson's ● Product moment Method 		12
V	NORMAL PROBABILITY CURVE and VARIABILITY <ul style="list-style-type: none"> ● Concept and Characteristics, ● Definition of Variability Uses, ● Computation: Range ● Mean Deviation ● Standard Deviation 		12
Suggested Readings:			
1. Garret H.E., Statistics in Psychology and Education 2. Patel, R.S. Statistical techniques for data analysis 3. Aggrawal, Y P.Statistical Methods			
Suggested continuous E-Valuation methods-			

Continuous Internal E-Valuation shall be on assignment and class text, The marks shall be as follows-
 Assignment/Practical/Project - **5 marks**
 Internal Class Text – **10 Marks**
Attendance / Behaviour - 5 marks

Major (Elective) : Choose any one Course

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Third year	Semester: VI (ELECTIVE)
Pedagogy:			
Course Code : EDU-23108A		Course/Paper Title : Environmental Education	
Course Outcome- After completing this course, the students will be able to- CO 1: have knowledge about the Concept, Importance and Scope of Environmental Education CO 2: aware of Concept of pollution Concept, at various stages of education CO 3: aware of Concept of ecosystem and application of technological tools.			
Credits: 3		Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 45			
Units:	Topics:		No. of Lecture
I	Introduction Concept, Importance and Scope Aim sand Objectives. Relationship between man and Environment.		15
II	Concept of environment and ecosystem. Natural System earth and biosphere, a biotic and biotic components. Natural resources, a biotic resource.		15
III	Environmental pollution physical, air, water, noise, chemical, Technological system-industrial growth, scientific and technological inventions and their impact on the environmental system. Environment and Sustainable Development.		15
Suggested Readings:			
<ol style="list-style-type: none"> 1. Agarwal S.K.- “Environmental Issues and themes 2. B.P. Chaurasia- “Environmental Pollution Perception and Awareness 3. M.K Goyal Apna Environmental 			

	<p>Suggested continuous E-Valuation methods- Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal Class Text – 10 Marks Attendance / Behaviour - 5 marks</p>	
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Or

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VI (ELECTIVE)
Pedagogy:		
Course Code : EDU-23108B	Course/Paper Title : Women Education	
Course Outcome- After completing this course, the students will be able to-		
<p>CO1.Understanding Gender Issues: Students will demonstrate an understanding of the historical and contemporary gender issues that have influenced women's access to education, including societal norms, cultural barriers, and discriminatory practices.</p> <p>CO2.Analyzing Educational Policies: Students will be able to critically analyze educational policies and initiatives aimed at promoting women's education, considering their effectiveness in addressing gender disparities and providing equal opportunities for female learners.</p> <p>CO3.Promoting Inclusive Curricula: Students will develop the skills to design and advocate for educational curricula that are inclusive, diverse, and sensitive to gender perspectives, ensuring that women's contributions and experiences are adequately represented across various subjects.</p> <p>CO4.Empowering Educational Leadership: Students will gain insights into the role of women in educational leadership and administration, equipping them with the knowledge and skills to foster environments that encourage female participation in teaching, research, and administrative roles.</p> <p>CO5.Applying Pedagogical Strategies: Students will learn and apply gender-sensitive pedagogical strategies that cater to the diverse learning needs of both male and female students, fostering an inclusive classroom environment and enhancing overall learning outcomes.</p>		
Credits: 3+0+0	Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 45		
Units:	Topics:	No. of Lecture

I	Understanding Gender and Education Introduction to the course and its objectives Conceptualizing gender and its impact on education Historical overview of women's access to education Theoretical frameworks for analyzing gender disparities in education	9
II	Societal and Cultural Influences Cultural norms and their effect on women's education Intersectionality: Exploring how factors like race, class, and ethnicity intersect with gender in education Gender stereotypes and their impact on learning outcomes Case studies highlighting cultural barriers to women's education in different regions	9
III	Educational Policies and Initiatives Global policies and declarations promoting gender equality in education Case studies of successful educational initiatives for women's empowerment Challenges and gaps in policy implementation Analyzing the role of NGOs, government bodies, and international organizations in advancing women's education	9
IV	Women in Educational Leadership Exploring the underrepresentation of women in educational leadership roles Profiles of pioneering women educators and leaders Strategies for promoting women's leadership in academia and administration Addressing gender bias and stereotypes in academic and professional settings	9
V	Gender-Responsive Pedagogy and Curriculum Gender-sensitive teaching methods and classroom practices Designing gender-inclusive curricula across subjects Addressing gender-based violence and harassment in educational environments Fostering an inclusive and safe learning space for all genders	9

Suggested Readings:

1. "Women and Education in India: A Reader" by Krishna Kumar:
This book provides a comprehensive collection of essays that examine the historical, cultural, and social aspects of women's education in India. It covers topics such as access to education, gender disparities, and the role of education in women's empowerment.
2. "Gender and Education: Perspectives from India and South Africa" edited by Saraswathi Gopal, published by Orient Blackswan:
This edited volume explores gender-related issues in education, drawing insights from both Indian and South African contexts. It covers a range of topics including curriculum, pedagogy, and policy, offering diverse perspectives on gender and education.
3. "Educating Indian Women: The Story of Sharda Peeth" by Darshan Singh Maini:
Focusing on the historical narrative, this book tells the story of Sharda Peeth, an educational institution for women established in 1920 in Pakistan. It provides insights into the challenges faced in women's education during that time and the efforts to overcome them.
4. "Women's Education and Empowerment in India: Policies and Practice" edited by Monisha Bajaj and Jyoti Verma:
This book critically examines the policies and practices related to women's education in India. It delves into issues such as access, quality, and empowerment, and includes case studies that highlight both successes and challenges.
5. "Gender and Schooling in Rural India: Status and Prospects" by Gita Bamezai:
Focusing on rural areas, this book explores the gender dynamics of education in India's rural contexts. It examines the barriers faced by girls in accessing education and provides insights into the strategies that can enhance educational opportunities for rural women.

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-

Assignment/Practical/Project - **5 marks**

Internal Class Text – **10 Marks**

Attendance /Behaviour - 5 marks

Other Courses to Opt:

Minor : To be Choosed from POOL B

Value Added Course : To be Choosed from POOL D

Exit Option: Bachelor' Degree (Programme duration: Three years or six semesters) .

SEMESTER-VII

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Fourth year	Semester: VII
Pedagogy:			
Course Code : EDU-23109		Course/Paper Title : Milestones & New Dimensions of Indian Education	
Course Outcome- After completing this course, the students will be able to-			
CO 1: List and differentiate the different education programs and schemes. CO 2: Use MOOCs and SWAYAM CO 3: Collect and use material from OERs. CO 4: Review e-journals and e-Magazines			
Credits: 6+0+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 90+0+0			
Units:	Topics:		No. of Lecture
I	EDUCATIONAL TECHNOLOGY <ul style="list-style-type: none"> ●ICT: Meaning, Type, Concept and Needs. ●ICT and Education. ●Approaches of Educational Technology. ●Computer and Internet: Application in Education 		18
II	INITIATIVES AND INNOVATIONS <ul style="list-style-type: none"> ●EDUSAT, EDUCOM. MOOCS, SWAYAM. ●OERs. ●E-journals and e-Magazines. ●NAD, NIRF, e-Pathshala 		18
III	ENVIRONMENT: CONCEPT AND CONCERNS <ul style="list-style-type: none"> ●Environment and Ecosystems. ●Environmental Pollution. ●Ozone layer depletion. ●Greenhouse effect. ●Global Warming 		18
IV	MILESTONES: MAIN PROGRAMS AND SCHEMES <ul style="list-style-type: none"> ●ICDS & SSA. ●Mid-day Meal. ●RMSA & RUSA. ●NMEICT & RTE. ●PMMMNTT 		18

V	MILESTONES: EDUCATIONAL INSTITUTION OF INDIA <ul style="list-style-type: none"> • Shanti Niketan. • Vanasthali Vidyapeeth. • Chitrakoot Gramodaya Vishwavidyalaya. • Pondicherry Ashram. • Navodaya Vidyalyaya • SOCIETAL TRENDS AND EDUCATION: Inclusion-. Human Rights, Value and Moral, Women Empowerment 	18
Suggested Readings: <ol style="list-style-type: none"> 1. Aggarwal J.C. Essentials of Educational Technology 2. Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education 3. Sharma, B. L.& Maheswari, B. K. Education for 4. Singh, Y. K. Teaching of environmental science 5. environmental and human value. 		
Suggested continuous E-Valuation methods-		
Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal Class Text – 10 Marks Attendance / Behaviour - 5 marks		

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A Fourth year	Semester: VII
Pedagogy:		
Course Code : EDU-23111A	Course/Paper Title : 1 - Research Methodology	
Course Outcome- After completing this course, the students will be able to-		
CO 1: aware and understand the meaning and purpose of research, research problem and its various phase's and different methods. CO 2: Able to differentiate Qualitative and Quantitative research. CO 3: Able to select and formulate a research problem, formulate a hypothesis. CO 4: Will be able to understand population and sampling and its types. CO 5: Aware of the various methods of educational research.		
Credits: 4+0+0	Paper(core compulsory/Elective): Compulsorily	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60		
Units:	Topics:	No. of Lecture

I	<ul style="list-style-type: none"> Nature and need of educational research. Qualitative and Quantitative research. 	12
II	Selection and formulation of research problem, guiding principles of problem selection.	12
III	Review of related literature and formulation of hypothesis.	12
IV	<ul style="list-style-type: none"> Population and sampling. Types of sampling-simple random sampling. Stratified random sampling, cluster sampling, systematic sampling. Purposive sampling, snowball sampling. 	12
V	Method of educational research, Historical, Descriptive and Experimental research	12

Suggested Readings:

- Best, John W. Research In Education
- S.P Gupta Research Introductory
- Bhatanagor, R.P. et al. : Shiksha Anusandha
- Garrett,H.E.Statistics in Psychology and Education

This course can be opted by the students pursuing for Hons with Research in the Discipline

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as Follows-

Assignment/Practical/Project - **5 marks**

Internal viva voce– **10 Marks**

Attendance /Behaviour - 5 marks

Or

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A Fourth year	Semester: VII
Pedagogy:		
Course Code : EDU-23111B	Course/Paper Title : Economics of Education	
Course Outcome- After completing this course, the students will be able to-		
<p>CO1. Understanding Economic Foundations: By the end of the course, students should be able to understand the key economic concepts, theories, and principles that underlie educational systems and decisions, including resource allocation, incentives, and human capital development.</p> <p>CO2. Analyzing Education Policies: Students will develop the skills to critically analyze education policies and their economic implications. They should be able to assess the impact of policies on access, equity, quality, and efficiency in education systems.</p> <p>CO3. Cost-Benefit Analysis of Education: Upon completion of the course, students should be able to conduct cost-benefit analyses of various educational programs and interventions. They should understand how to evaluate the economic returns of education for individuals, societies, and governments.</p>		

CO4. Education Finance and Funding: Students will gain insights into the financial aspects of education, including sources of funding, budgeting, and the role of public and private financing in shaping educational outcomes.

CO5. Human Capital Development Strategies: By the end of the course, students should be equipped to identify and evaluate strategies for enhancing human capital development through education. This includes understanding how educational investments contribute to economic growth and societal development.

Credits: 4+0+0	Paper(core compulsory/Elective): Compulsorily (For Honours)
Max. Marks: 20+80	Min. Marks:

Total Number of Lecture(Lecture-Tutorials-Practical); 60

Units:	Topics:	No. of Lecture
I	Introduction to Economics of Education <ul style="list-style-type: none"> • Overview of the course objectives and structure • Basic economic concepts and their application to education • The role of economics in understanding educational systems and outcomes 	12
II	Education Policies and Economic Analysis <ul style="list-style-type: none"> • Economic evaluation of education policies and interventions • Cost-effectiveness and cost-benefit analyses in education • Assessing the impact of policies on access, equity, and quality • Case studies of successful and unsuccessful policy implementations 	12
III	Human Capital Theory and Education <ul style="list-style-type: none"> • Human capital development and its significance in education • The relationship between education, skills, and economic productivity • Theories explaining the investment in education and its returns • Empirical evidence of the economic returns to education 	12
IV	Education Finance and Funding <ul style="list-style-type: none"> • Public and private financing of education systems • Resource allocation and budgeting in educational institutions • Equity considerations in education funding • Student loans, grants, and the economics of education access 	12
V	Education and Economic Development <ul style="list-style-type: none"> • Education's role in fostering economic growth and development • International perspectives on education and economic outcomes • Skills mismatch, unemployment, and education system alignment with labor market needs • Policies for enhancing education's contribution to economic well-being 	12

Suggested Readings:

1. "Economics of Education" by C. Rangarajan and Pranab Bardhan:
This book provides a comprehensive overview of the economic principles that underlie education systems. It covers topics such as education financing, human capital theory, education policies, and their economic implications.
2. "Economics of Education: Issues and Challenges" by Jandhyala B.G. Tilak:

This textbook explores the economic dimensions of education in India, addressing key issues and challenges. It covers topics like education financing, access, equity, and the relationship between education and development.

3. "Economics of Education in India" by V.V. Bhatt and R. M. Joshi:
Focused on the Indian context, this book delves into the economic aspects of education policies, access, and quality. It examines the role of education in human capital development and economic growth.
4. "Education and Economic Development in India" by S. K. Thorat and N. S. Siddharthan:
This book discusses the linkages between education and economic development in India. It covers the economic impact of education on poverty, inequality, and labor market outcomes.
5. "Economics of Education" by Pratap Singh Birthal, Amit Kumar, and Avichal Ameta:
Geared towards readers interested in agricultural economics, this book explores the economics of education in rural and agricultural contexts. It addresses issues like rural education, skill development, and educational policies.

This course can be opted by the students pursuing for Hons in the Discipline

Suggested continuous E-Valuation methods-

Continuous Internal E-Valuation shall be on assignment and class text, The marks shall be as Follows-

Assignment/Practical/Project - **5 marks**

Internal viva voce– **10 Marks**

Attendance /Behaviour - 5 marks

Major (Elective): Choose Any Two Courses

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VII
Pedagogy:		
Course Code : EDU-2311A	Course/Paper Title : <u>Guidance & Counselling</u>	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Have knowledge about the concept, types of guidance. CO 2: Be able to find out the basic data necessary for guidance. CO 3: Be able to find out the basic concept of Counseling CO 4: Be able to find out the Techniques of Counseling CO 5: Be able to find out the differentiate Guidance and Counseling		
Credits: 4+0+0	Paper(core compulsory/Elective):	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60		
Units:	Topics:	No. of Lecture

I	Guidance: Meaning, Functions, Need <ul style="list-style-type: none"> Guidance: Meaning, Definition and Functions Individual Guidance: Meaning, advantages and disadvantages Group Guidance: Meaning and advantages and disadvantages Need for guidance in secondary schools and requisites of a good school guidance programme. 	12
II	Guidance: Educational, Vocational, and Personal <ul style="list-style-type: none"> Educational Guidance: Meaning, Function at different stages of Education Vocational Guidance: Meaning, Function at different stages of Education Personal Guidance: Meaning, Importance for the Adolescents 	12
III	Counseling: Meaning, Techniques, Types <ul style="list-style-type: none"> Counseling: Meaning, importance and Scope Techniques of Counseling : Directive, Non-Directive, Eclectic Individual and Group Counseling: Meaning, Importance 	12
IV	Basic data necessary for Guidance <ul style="list-style-type: none"> Tools for collecting information on pupil Intelligence: Concept and Test Personality: Concept and Test Aptitude: Concept and Test 	12
V	Cumulative and Anecdotal data for Guidance <ul style="list-style-type: none"> Cumulative Record Card Anecdotal Record Card 	12
Suggested Readings:		
<ol style="list-style-type: none"> Agarwal J.C. Educational Vocational Guidance and Counseling Bhatia, K.K.-Principles of Guidance and Counseling, Gupta Sk: Guidance and Counseling In Indian Education Sita Ram Jaiswal Guidance and Counseling in Education David, A.-Guidance and Counseling 		
Suggested continuous E-Valuation methods-		
Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal viva voce – 10 Marks Attendance /Behaviour - 5 marks		

Or

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VII
Pedagogy:		
Course Code : EDU-23111B	Course/Paper Title : Distance Education	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Will be aware and able to understand Distance Education System, Definitions and Teaching Learning Components. CO 2: Will be aware of Distance Teaching Learning Systems in India and open universities of U.K. Australia & China. CO 3: Will be aware of Information and Communication Technologies and their Applications in Distance Education, Designing and		

Preparing Self-Instructional Material, Role of Media and Distance Educator.
 CO 4: Will be aware of Student Support Services and their Management, Technical and Vocational Programmes, Rural Development and Problems of Distance Learners.
 CO 5: Will be acquainted with the knowledge of Quality Enhancement and Program Evaluation, Mechanism and Maintenance of Standards in Distance Education.

Credits: 4+0+0	Paper(core compulsory/Elective):
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Max. Marks: 20+80	Min. Marks:
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Total Number of Lecture(Lecture-Tutorials-Practical); 60

Units:	Topics:	No. of Lecture
I	Urban sociology –Meaning Nature,scope and approaches.	12
II	Concept of city –ecological, Sociological	12
III	Origin and growth of urban centers, Types of cities,urbanism as a way of life,rural-urban continuum.	12
IV	Urban ecology - Ecological theory of urban growth.	12
V	Urbn planning, urban slums and floting population.	12

Suggested Readings:

- 1 – Urban sociology –E.E. Bergel
- 2 –The modern city – Riemer
- 3 –the urban community – Anderson
- 4 - The city and Society –Hott and Reiss
- 5 –The sociology of city life – Carpenters
- 6.Mukherjee & Singh : Social profile of city.

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-
 Assignment/Practical/Project - **10 marks**
 Internal Class Text – **15 Marks**

Or

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A Fourth year	Semester:VII
Pedagogy:		
Course Code : EDU-23111C	Course/Paper Title Inclusive Education	

Course Outcome- After completing this course, the students will be able to-		
CO 1: Understand meaning of inclusion and exclusion, types and causes and how to bring about inclusion in different spheres. CO 2: understand meaning of Disability and Handicap CO 3: understand the concept Inclusive school CO 4: Understand about the Obstacles/barriers in Inclusion CO 5: Acquainted with the Role of school and society in creating a barrier free environment.		
Credits: 4+0+0	Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0		
Units:	Topics:	No. of Lecture
I	Inclusion Overview <ul style="list-style-type: none"> ● Meaning of Inclusion and Inclusive Society ● Exclusion and Inclusion: Conceptual overview ● Obstacles/barriers in Inclusion ● Elements necessary for creating an inclusive society 	12
II	Differently Abled <ul style="list-style-type: none"> ● Concept of Impairment, Disability and Handicap ● Types of disabilities: Orthopedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (Only definition and their specific problems) ● General causes of disabilities ● Role of school and society in creating a barrier free environment 	12
III	Socially Disabled <ul style="list-style-type: none"> ● Concept of SC, ST and OBC groups. ● Concept of Gender, and Sexuality 	12
IV	Social Exclusion <ul style="list-style-type: none"> ● Causes of Social exclusion ● Understanding social inclusion: Role of Education. 	12
V	Educational Reforms for Inclusive Society <ul style="list-style-type: none"> ● Building an Inclusive school: desired changes in System, Structure, Practice and Culture. ● Education for a multicultural society ● Education for peaceful co-existence ● Role of Informal agencies (like mass media etc) in building an inclusive society 	12

Suggested Readings:

1. Advani,L.& Chadha,A.:You & Your Special Child
2. Dash, M.Education of Exceptional Children
3. Hans,I. J. Children in Need of Special Care
4. Yatim Thakur Inclusive Education
5. Mahesh bhargav Special Education

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-

Assignment/Practical/Project - **5 marks**

Internal viva voce – **10 Marks**

Attendance /Behaviour - 5 marks

MINOR ELECTIVE : To be choosed by Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VII
Pedagogy:		
Course Code : POOL B	Course/Paper Title : Emerging Trends in Education	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Understand and differentiate the different education programs and schemes. CO 2: Understand and differentiate the different education programs and schemes. CO 3: Use MOOCs and SWAYAM CO 4: Collect and use material from OERs. CO 5: To develop an outstanding of educational technology.		
Credits: 4+0+0	Paper(core compulsory/Elective): Minor (Elective)	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0		
Units:	Topics:	No. of Lecture
I	Educational Technology <ul style="list-style-type: none"> ● ICT: Meaning, type, concept, and Needs. ● ICT and Education Approaches of Education Technology. 	12
II	Innovations <ul style="list-style-type: none"> ● EDUSAT, EDUCOM, MOOCS, SWAYAM, OERs e-journals and e-Magazines NAD, e-Pathshala. 	12
III	Programs and Schemes <ul style="list-style-type: none"> ● Mid – day meal, ICDS, SSA, RMSA, RUSA, RTE, PMMMNMTT 	12
IV	Distance Education	12

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|--|--|--|
| | <ul style="list-style-type: none">● Meaning and need, open school and open university – aims, educational programmes and organizational pattern. | |
|--|--|--|

Suggested Readings:

1. Aggarwal J.C. Essentials of Educational
2. Laxmi S. Innovations in Education Technology
3. Sampath, K. Introduction to Educational Technology
4. Kumar, K.L. Educational Technology

This course can be opted as an elective by the students of Other discipline.

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-

Assignment/Practical/Project - **5 marks**

Internal viva voce – **10 Marks**

Attendance / Behavior - 5 marks

Other Courses:

Minor : To be Choosed from POOL B

SEMESTER-VIII

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. 4th year	Semester: VIII
Pedagogy:		
Course Code : EDU-23112	Course/Paper Title : <u>Human Rights education</u>	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Will be acquainted with the Basic Concept of human rights . CO 2: To know the role of United Nations and human rights. To understand enforcement mechanism in India. CO 3: To know the role of advocacy groups. CO 4: Will be acquainted with the knowledge of Human Values		
Credits: 5+1+0	Paper(core compulsory/Elective): Compulsory	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 75+15+0		
Units:	Topics:	No. of Lecture
I	Basic Concept of Human Rights <ul style="list-style-type: none"> • Nature and concept of Human Rights • Human Values – Dignity, liberty, equality, justice, unity in diversity • Meaning and significance of Human Rights Education. 	15
II	United Nations and Human rights <ul style="list-style-type: none"> • Brief history of human rights–National and International perspectives • Universal Declaration of human rights in brief.United Nations and Human rights – duties and limitations. 	15
III	Human Rights – Enforcement Mechanism in India <ul style="list-style-type: none"> • Human Rights Act – 1993 • Human Rights Commission – role and objectives.Judicial organs – Role of Supreme court and High court • (in brief). 	15
IV	Role of Advocacy Groups <ul style="list-style-type: none"> • Role of educational institutions • Role of press and media Role of NGOs 	15
V	Consumer Rights, Constitution and Fundamental Rights Human Rights Education –	15

	<ul style="list-style-type: none"> • Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India . • Constitution, Difference between Human Rights and Fundamental Rights Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender. 	
Suggested Readings:		
<ol style="list-style-type: none"> 1. Pandey, V.C. Value Education and Education for Human 2. Tarrow, N.B Human Rights and Education 3. Rights 4. Symonides,J Human Rights Concept and Standards 5. Mohanty, Jagannath Human Rights 		
Suggested continuous E-Valuation methods-		
Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows- Assignment/Practical/Project - 5 marks Internal viva voce – 10 Marks Attendance / Behaviour - 5 marks		

Major (Elective) : Choose any Two Courses

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VIII
Pedagogy:		
Course Code : EDU-23113A	Course/Paper Title : <u>Educational Administration & Management</u>	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Will be aware and understand the meaning, principals, types, theories and Functions of educational administration. CO 2: Understand Role of Central, state and local bodies in education. CO 3: will be aware of modern concept of educational administration. CO 4: Will be aware and understand the Leadership and educational supervision. CO 5: Will be aware and understand the Taylorism,administration in education		
Credits: 4+0+0	Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80	Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0		
Units:	Topics:	No. of Lecture

I	<ul style="list-style-type: none"> ●Meaning and Nature of Educational Administration and Management ●Objectives and scope of educational administration. 	12
II	<ul style="list-style-type: none"> ●Functions of Educational Administration. ●Principals of Educational Administration. ●Types and Theories of Educational Administration. 	12
III	<ul style="list-style-type: none"> ●Role of Central, state and local bodies in education:-Central Administrative Machinery of Education. ●Role of the Central Government in Education. ●Advisory bodies of the Union Govt. in the field of Education. ●State Administrative Machinery of Education in Uttar Pradesh. ●The Functions of the State Department of Uttar Pradesh. ●Role of Local bodies in Education. 	12
IV	<ul style="list-style-type: none"> ●Development of modern concept of educational administration:- Administration as a process-Special Trends in Educational administration such as decision making ●Organizational compliance Leadership in Educational Administration and Taylorism. 	12
V	<ul style="list-style-type: none"> ●Theories of Leadership. ●Styles of Leadership. ●Educational supervision-Meaning, Nature and Functions. ●Planning and organizing supervisory programme. ●Traditional Vs. Modern Supervision 	12

Suggested Readings:

1. S.S Bhatnagar&P.k Gupta Educational Administration and
2. Paul H. –Public administration in India Management
3. Sharma, R.A. Education Administration and Management
4. Ghosh, O.K. The Indian Financial System
5. Kudesia, U. Chandra Education Administration Management

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as follows-

Assignment/Practical/Project - **5 marks**

Internal viva voce -**10 Marks**

Attendance / Behaviour - 5 marks

Or

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Fourth year	Semester: VIII
Pedagogy:			
Course Code : EDU-23113B		Course/Paper Title : Curriculum Studies	
Course Outcome- After completing this course, the students will be able to-			
CO 1: Understand the concept, nature, types and approaches of curriculum. CO 2: Understand the relation among curriculum, pedagogy and assessment. CO 3: Understand about curriculum development and national curriculum framework 2005. CO 4: Acquainted with content selection theories and able to understand evaluation & reforms of curriculum. CO 5: Acquainted with Bloom's taxonomy.			
Credits: 4+0+0		Paper(core compulsory/Elective): Elective	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0			
Units:	Topics:		No. of Lecture
I	Introductory Concept <ul style="list-style-type: none"> ● Meaning, Nature, Scope and Functions of Curriculum ● Bases of Curriculum: philosophical, psychological and sociological ● Major approaches to Curriculum: behavioral, managerial, system, humanistic ● Types of Curriculum: knowledge, experience & activity based 		12
II	Content Selection <ul style="list-style-type: none"> ● Determinants of content selection: perspective of knowledge, culture & need. ● Curriculum and Institution: instructional objectives ● Revised Bloom's taxonomy ● Bruner's theory of instruction 		12
III	Curriculum Development <ul style="list-style-type: none"> ● Principles of curriculum Construction ● Learner centered curriculum framework: concept, factors & characteristics ● Curriculum Development: need planning ● NCF, 2005 		12

IV	Reform of Curriculum <ul style="list-style-type: none"> ● Concept & Significance ● Approaches to curriculum evaluation: formative & summative 	12
V	Evaluation of Curriculum <ul style="list-style-type: none"> ● Models of Evaluation: Stufflebeam & Taylor ● Curriculum reform: factors & obstacles 	12
Suggested Readings: <ol style="list-style-type: none"> 1. Aggarwal, J.C. & Gupta, S Curriculum Development 2. Brady, L Curriculum development 3. Bhalla, Navneet Curriculum Development 4. Doll, R.C Curriculum development 		
Suggested continuous E-Valuation methods-		
Continuous Internal E-Valuation shall be on assignment and class text, The marks shall be as follows- Assignment/Practical/Project - 10 marks Internal Class Text – 15 Marks		

Or

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. Fourth year	Semester: VIII
Pedagogy:			
Course Code : EDU-2313C		Course/Paper Title : <u>Teacher Education</u>	
Course Outcome- After completing this course, the students will be able to-			
CO 1: Will be aware of Meaning & Scope and objectives of teacher education at different levels. CO 2: Will be able to understand preparation of Teachers for pre-primary, primary & secondary stages of education, Professional preparation of teacher educator & educational administrators. CO 3: Will have knowledge of Student-teaching program. CO 4: Will be able to understand the Preparation of teachers for the teaching of Particular subjects Languages, social sciences and physical sciences. CO 5: Will have knowledge of Techniques of training. Core teaching. Microteaching and Interaction analysis.			
Credits: 4+0+0		Paper(core compulsory/Elective):	
Max. Marks: 20+80		Min. Marks:	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+0+0			
Units:	Topics:		No. of Lecture

I	<ul style="list-style-type: none"> ●Teacher Education: concept, aim, need and scope. ●Development of teacher education in India from ancient, medieval, British to Post Independence period. 	12
II	<ul style="list-style-type: none"> ●Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. 	12
III	<ul style="list-style-type: none"> ●Teacher Education Programmes: In-Service, Pre-Service ●Distance Education programmes and Orientation and Refresher – courses – their problems and limitations. ●Qualities of a good teacher – cognitive, affective and Psychomotor. 	12
IV	<ul style="list-style-type: none"> ●Teaching. ●Agencies of teacher Education: their roles and scope ●International level – U.N.E.S.C.O. ●National level -- U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E. ●State level -- S.C.E.R.T., D.I.E.T 	12
V	<ul style="list-style-type: none"> ●Research in the area of Teacher Education: Need, areas, problems and trends. 	12

Suggested Readings:

1. Barr. A.S. Characteristics of Successful teacher's
2. Mangala, Sheela Teacher Education
3. R.A. Sharma & Shikha C Teachers Training Technique
4. Lampert, M. Teaching problems and the problems of teaching

Suggested continuous E-Valuation methods-

Continious Internal E-Valuation shall be on assignment and class text, The marks shall be as fallows-

Assignment/Practical/Project - **5 marks**

Internal viva voce – **10 Marks**

Attendance / Behaviour - 5 Marks

Programme: B.A. (Honours/Honours with Research) in Education	Year: B.A. 4th Year	Semester: VIIIth
Pedagogy:		
Course Code: Education-23114A	Course/Paper Title:	Dissertation/Research Project & Viva voce [For Hons. with Research Students]
Course Outcomes: After completing this course, the students will be able to -		
CO 1: acquire Research Skills and awareness about Methodology		
CO 2: develop critical thinking skills for evaluating existing literature and research gaps.		
CO 3: develop Communication Skills, Analytical and Problem-Solving abilities.		
CO 4: develop Project Management and will be able to contribute to existing knowledge		
CO 5: Collaborate in Interdisciplinary Skills.		

Credit: 08		Paper (Core Compulsory / Elective): Elective
Max. Marks : 20 + 80		
Total Number of Lectures (Lecture – Tutorials – Practical): 0+0+8		
Units:	Topics:	No. of Lectures
I	Dissertation/ Research Project & Viva Voce	240
Suggested Readings:		
<ol style="list-style-type: none"> "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell This book covers various research designs and approaches, helping you select the most appropriate one for your dissertation. It's suitable for both qualitative and quantitative research. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams This book is a comprehensive guide to the research process, from formulating research questions to presenting findings. It offers practical advice and strategies for effective research. "How to Write a Better Thesis" by David Evans, Paul Gruba, and Justin Zobel Geared towards graduate students, this book provides practical guidance on planning, writing, and revising a thesis or research project. It covers a range of disciplines and research methods. "Completing Your Qualitative Dissertation: A Roadmap from Beginning to End" by Linda Dale Bloomberg and Marie F. Volpe Focused on qualitative research, this book offers step-by-step guidance on the entire dissertation process, including choosing a topic, data collection, analysis, and writing. "How to Design, Write, and Present a Successful Dissertation Proposal" by Elizabeth A. Wentz Focusing on the proposal stage, this book offers guidance on crafting a clear and effective dissertation proposal, including outlining research questions and methodologies. "Writing the Successful Thesis and Dissertation: Entering the Conversation" by Irene L. Clark This book emphasizes the importance of contributing to the scholarly conversation in your field and provides practical advice on how to structure and present your research. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy A comprehensive guide to conducting a literature review, a crucial component of any research project or dissertation. "Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text" by Peg Boyle Single This book offers a straightforward and organized approach to the dissertation process, helping you break down the tasks and stay on track. 		
<u>Suggested continuous E-Valuation Methods –</u>		
<p>Continuous Internal Evaluation (CIL) Total marks for each course shall be based on internal assessment (20%) and semester end examination (80%). The internal assessment of 20% shall be distributed as under:</p> <p>(x) Internal Class Test – 10%. (xi) Assignment/Project/Practical – 5% (xii) Attendance/Behavior – 5%.</p>		

Or

Field Visit/ Educational Visit based Viva Voce [Course Code : EDU-23214B] for (Hons. Students)

Completion of the Programme: Bachelor Degree with Honours/Honours with Research in Major Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.

POOL-B**Minor Discipline Courses (For I & IInd Semester)**

Year	Semester	Nomenclature/Title of the Course	VAC Code	Credit
1st Year	I	Modern Indian language – Hindi P-I	MIN-001	2
		Modern Indian language – Sanskrit P-I	MIN-002	2
		Modern Indian language – English language P-I	MIN-003	2
1st Year	II	Modern Indian language – Hindi P-II	MIN-004	2
		Modern Indian language – Sanskrit P-II	MIN-005	2
		Modern Indian language – English language P-II	MIN-006	2

POOL- C**Skill Enhancement Courses**

S.N.	SEC Code	Title of SEC / Vocational Courses	Level	COM./ELE	Credits (L/T+P)
1	SEC-001	Digital Marketing	NSQF 5	ELE.	1+2
2	SEC-002	Culinary Arts	NSQF 5	ELE.	1+2
3	SEC-003	Tourism & Travel Management	NSQF 5	ELE.	1+2
4	SEC-004	Early Childhood Education	NSQF 5	ELE.	1+2
5	SEC-005	Sports Coaching	NSQF 5	ELE.	1+2
6	SEC-006	Financial accounting & Taxation	NSQF 5	ELE.	1+2
7	SEC-007	Retail Management	NSQF 5	ELE.	1+2
8	SEC-008	Supply Chain Management	NSQF 5	ELE.	1+2
9	SEC-009	Digital Photography & Videography	NSQF 5	ELE.	1+2
10	SEC-010	Yoga and Nutrition Expert	NSQF 5	ELE.	1+2
11	SEC-011	Disaster Management	NSQF 5	ELE.	1+2
12	SEC-012	Digital Library Establishment	NSQF 5	ELE.	1+2
13	SEC-013	Computerized Accounting (Tally)ERP-9/Prime)	NSQF 5	ELE.	1+2
14	SEC-014	Apiculture	NSQF 5	ELE.	1+2
15	SEC-015	Aquaculture	NSQF 5	ELE.	1+2
16	SEC-016	Vermiculture	NSQF 5	ELE.	1+2
17	SEC-017	Sericulture	NSQF 5	ELE.	1+2
18	SEC-018	Horticulture	NSQF 5	ELE.	1+2
19	SEC-019	Mushroom Cultivation	NSQF 5	ELE.	1+2
20	SEC-020	Herbal Technology	NSQF 5	ELE.	1+2
21	SEC-021	Basic Instrumentation Skills	NSQF 5	ELE.	1+2
22	SEC-022	Digital Electronics	NSQF 5	ELE.	1+2
23	SEC-023	Organic Farming	NSQF 5	ELE.	1+2
24	SEC-024	Water Management (Ganges)	NSQF 5	ELE.	1+2
25	SEC-025	Computational Chemistry	NSQF 5	ELE.	1+2
26	SEC-026	Industrial Chemistry	NSQF 5	ELE.	1+2
27	SEC-027	Jyotish Shashtra and Karmakand	NSQF 5	ELE.	1+2
28	SEC-028	Vastushastra	NSQF 5	ELE.	1+2
29	SEC-029	Radio Jockey CCRJ	NSQF 5	ELE.	1+2

POOL-D
Value Added Courses

Year	Semester	Nomenclature/Title of the Course	VAC Code	Credit
1st Year	I	Understanding India	VAC-001	2
1st Year	II	Communication Skills and Personality development	VAC-002	2
2nd Year	III	Indian Heritage and Culture	VAC-003	2
2nd Year	IV	Food, Nutrition and Hygiene	VAC-004	2
3rd Year	V	Gram Pravas and Talking Hands	VAC-005	2
3rd Year	VI	Physical Education and Yoga	VAC-006	2
