



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

Syllabus
[As per NEP-2020 Regulations]

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

[Department of Education]

[Effective From 2025-26 Onwards]

Board of Studies

Dated: 15-04-2025

1	Dr. Pramod Kumar Mishra ,	HoD & Associate Professor, Department of Education, NGB(DU), Prayagraj
2	Dr. Deepak Kumar Tripathi	Assistant Professor, Department of Education, NGB(DU), Prayagraj
3	Dr. Sanjay Sharma	Assistant Professor, Department of Education, NGB(DU), Prayagraj
4	Dr. Avinash Pandey (Subject Expert)	Iswar saran PG College , Prayagraj

Attendance Sheet & Minutes

बैठक एवं कार्यवृत्ति

फाज दिनांक 15-04-25 को शिक्षाशास्त्र विभाग में अध्ययन परिषद (BOS) की बैठक शिक्षाशास्त्र विभाग में हुई, अध्ययन परिषद में निम्नलिखित सदस्य उपस्थित रहे-

- 1 - डॉ० प्रमोद कुमार मिश्रा - अध्यक्ष - Pranav
- 2 - डॉ० दीपक कुमार विपानी - सदस्य - Deepak
- 3 - डॉ० संजय शर्मा - सदस्य - Sanjay
- 4 - डॉ० अविनाश पाण्डेय (सहायक प्राचार्य) शिक्षाशास्त्र Anand Pandey
(विषय-विशेषज्ञ) डेप्युटी प्रिंसिपल पी.जी. कॉलेज, प्रयागराज
5 - कुल सहायक संस्था में.

बैठक में विषयवार (एडेन्डा) विचार-विमर्श निम्नलिखित में हुआ-

क्रम संख्या - 01 B.A (Hono/Honours with Research) in Education में Minor Paper ^(Education) Syllabus पर परिचर्चा एवं स्वीकृति और समावेष्टता पर सर्व सहमति प्राप्त हुई।

क्रम संख्या - 02 - B.A (Hono)/Honours with Research in Education में Minor Paper Syllabus प्रत्येक सत्र (B.A-I, IInd, IIIrd एवं IVth 1st & 2nd semester) का अपलोड कर सर्वसहमति स्वीकृति प्राप्त हुई।

क्रम संख्या - 03 Minor Paper Syllabus क्रेडिट पर विचार-विमर्श हुआ,

क्रम संख्या - 04 शिक्षाशास्त्र में सेनालिन NEP-2020 के अनुसार FYUP - में प्रत्येक सत्र 20 क्रेडिट हैं एवं P.T.O पूरा चार वर्षीय पाठ्यक्रम 160 क्रेडिट का होगा।

इसी क्रम में Lower Paper Educational की-प. प्रथम हैमिस्टर
द्वितीय, तृतीय, चतुर्थ, पंचम, छठ एवं सातवें सत्रों में कुल
3 क्रेडिट कुल सात (07) प्रश्न-पत्र एवं 5 इकाई एवं
अंशों के साथ स्वीकृति लिये गये।

क्रम- 05. Ph. पाठ्यक्रम में CBCS सिस्टम के तहत
skill development से संबंधित पाठ्यक्रम की
मुआयना अवकाश हेतु विचार-विमर्श किया
गया।

स.प. (शिक्षाशास्त्र) पाठ्यक्रम में प्रत्येक सत्र में 20 क्रेडिट एवं पूरा पाठ्यक्रम
80 क्रेडिट, ही रहा। सत्र - 2025-26 में।

विषय - क्रम संख्या - 01 से क्रम संख्या - 05 तक के सभी

संबंधित सभी पत्रों के मूल प्रति प्रस्तुत किए गये, कंसिडर
हेमिस्टर संशोधनों के सुझाव के साथ स्वीकृत प्राप्त हुई।

अन्य विषयों के अभाव में अध्यक्ष महोदय के
परामर्श प्राप्त के साथ बैठक सम्पन्न हुई।

स.प. (शिक्षाशास्त्र) विभाग अध्यक्ष, प्रयागराज

डॉ. दीपक विषाठी

डॉ. संजय शर्मा

डॉ. अविनाश पाण्डेय (सहायक आचार्य) वि.वि. प्रयागराज

इ.प्र.श. वि. वि. मालेन शिक्षाशास्त्र

प्रयागराज (उ.प्र.)

Arinalbandup
15.04.25

Dean
Faculty of Education
Nehru Gram Bharati (Deemed to be
University), Prayagraj
Pin Code-221505

डॉ. प्रमोद कुमार मिश्रा
विभागाध्यक्ष (शिक्षाशास्त्र)
HOD
Education
Dept. of Edu.

विभागाध्यक्ष (शिक्षाशास्त्र)
नेहरू ग्राम भारती (मानित विश्वविद्यालय)
प्रयागराज

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>
	Communication Skills: 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.
	Analytical reasoning/thinking: 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.

<p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • 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.
<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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.
<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • 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.
<p>‘Learning how to learn’ skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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,
<ul style="list-style-type: none"> • 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,
<p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • National & International Perspective considering the current perspective of a Global Village.
<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • 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 global challenges, enabling learners to become aware of and understand global

	<p>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:

ENTRY & EXIT OPTIONS	Credits Required
Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme + 04 Credit Mandatory Internship in Case of Exit.	44
Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. + 04 Credit Mandatory Internship in Case of Exit. For Entry to NHEQF Level 5.0, must have completed the NHEQF 4.5 Level of Four Year Undergraduate Programme as per NEP-2020.	84
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme. For Entry to NHEQF Level 5.5, must have completed the NHEQF 5.0 Level of Four Year Undergraduate Programme as per NEP-2020.	120

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.
For Entry to NHEQF Level 6.0, must have completed the NHEQF 5.5 Level of Four Year Undergraduate Programme as per NEP-2020.

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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)

B.A./B.A. (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	3	1	0	60	15	0
		Introduction to IKS (Major-I)	Compulsory	2	2	0	0	30	0	0
		Minor Introduction to Education	Pool Elective	3	3	0	0	45	0	0
		AEC (Paper I)	Compulsory	2	2	0	0	30	0	0
		AEC : COMMUNICATION SKILLS & PERSONALITY DEVELOPMENT	Pool Elective	3	3	0	0	15	0	60
		VAC-1: Understanding India	Pool Elective	2	2	0	0	30	0	0
		Other Major	POOL A	4	4	0	0	60	0	0
		Total Semester Credits		20				0	0	0
	II	Development and Challenges of Indian Education System (Major-I)	Compulsory	5	4	1	0	60	15	0
		Minor History of Education In Inadia	Pool Elective	3	3	0	0	45	0	0
		AEC : Critical Thinking & Problem Solving	Compulsory	2	2	0	0	30	0	0
		SEC-(Paper-II)	Pool Elective	3	1	0	2	15	0	60
		VAC-2 : Indian Constitution	Pool Elective	2	1	1	0	15	15	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		Total Semester Credits		20				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	3	1	0	45	15	0
		Applied IKS-I: Education (Major-I)	Compulsory	2	2	0	0	30	0	0
		Minor Paper for other discipline : Educational Psychology	Pool Elective	3	3	0	0	45	0	0
		AEC : Soft Skills	Compulsory	2	2	0	0	30	0	0
		SEC-3	Pool Elective	3	1	0	2	15	0	60
		VAC-3: Indian Heritage & Culture/NSS/NCC	Pool Elective	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
		Total Semester Credits		20				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 Sociology	Pool Elective	3	3	0	0	45	0	0

		AEC: Content Writing & Editing	Compulsory	2	2	0	0	30	0	0
		SEC-4	Pool Elective	3	1	0	2	15	0	60
		VAC-4: Food Nutrition & Editing	Pool Elective	2	1	1	0	15	15	30
		Other Major (Contd.)	Compulsory	5	5	2	0	75	0	0
		Total Semester Credits		20				0	0	0
	Exit Option : Diploma in Field of Learning/discipline							0	0	0
	Third Year	Educational Assesment (Major-I)	Compulsory	4	3	1	0	45	15	0
		Applied IKS-II : Education (Major-I)	Compulsory	2	2	0	0	30	0	0
		Minor Paper : Educational Technology	Pool Elective	3	3	0	0	45	0	0
		Note: Choose any one Paper i. Comparative Education ii. Computer Education	Elective	3	3	0	0	45	0	0
		AEC: Team Building & Leadership	Compulsory	2	2	0	0	30	0	0
		VAC-5: Environmental Science and Sustainability	Pool Elective	2	1	1	0	15	15	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
		Total Semester Credits		20				0	0	0
		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 Paper : Educational Philosophy	Pool Elective	3	3	0	0	45	0	0
		Internship/Apprenticeship (Major-I)	Compulsory	4	4	0	0	120	0	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		Total Semester Credits		20				0	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	5	4	1	0	60	45	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. Teacher Education	Elective	8	8	0	0	120	0	0
		Minor Paper From other discipline i. Inclusive Education	Pool Elective	3	3	0	0	45	0	0
		Total Semester Credits		20				0	0	0

	VIII	Human Rights Education	Compulsory	5	4	1	0	60	15	0
		Note: Choose any two papers: (4+4) i. Educationl Administration & Management ii. Curriculum Studies iii. Inclusive Education	Elective	3	3	0	0	45	0	0
		Dissertation/Research Project & Viva Voce (Hons. with Research) or Field Visit/Tour based Viva Voce (Honours)	Compulsory	12	0	0	12	0	0	360
		Total Semester Credits		20						
Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline										
		Total Credits		160						

Department of Education
B.A./B.A.(Honours/Honours with Research) in Education
SYLLABUS (Based on NEP – 2020)
Session 2025 – 26

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)
		Minor Paper for other discipline: Introduction to Education	MEDU01	Minor	POOL ELE	03	0	03	45
	II ND	Development & Challenges of Indian Education System	EDU-23102	Major	COM	4	1	05	75 (60+15)
		Minor Paper for other discipline: History of Education In Inadia	MEDU02	Minor	POOL ELE	03	0	03	45
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 Educational Psychology	MEDU03	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 Educational Sociology	MEDU04	Minor	POOL ELE	02	-	02	30

3 RD	V TH	Educational Assessment	EDU-23105	Major	COM	04	00	04	60
		Applied IKS-2: Education	EDUIKS-2303	Major	COM	03	00	03	45
		Minor Course for other discipline Educational Technology	MEDU05	Minor	POOL ELE	03	0	0	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 Course for other discipline Educational Philosophy	MEDU06	Minor	POOL ELE	03	0	0	45
4 TH	VII TH	Milestones & New Dimensions of Indian Education	EDU-23109	Major	COM	06	00	06	90
		1. Research Methodology/Economics 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. Teacher Education	EDU-23111A/EDU-23111B/EDU-23111C	Major	ELE	08	-	08	120

		Minor Course for other discipline Inclusive Education	MEDU07	Minor	POOLE	03	0	0	45
	VIII TH	Human Rights Education	EDU-23112	Major	COM	04	01	05	75 (60+15)
		Note: Choose any two papers: (4+4) i. Educationl Administration & Management ii. Curriculum Studies iii. Inclusive 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	-	-	12	360

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

SEMESTER-I

Programme: B.A./B.A. (Honours/Hounours with Research) in Education		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 : 60+40=100		Min. Passing Marks : 35	
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 centrism and Play-way in Education <ul style="list-style-type: none">• Concept of child centrism in education.• Characteristics and significance of child centrism 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-Evaluation Methods –
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks

Programme: B.A./B.A. (Honours/Honours with Research) in Education		Year: B.A. 1st Year	Semester: Ist
Pedagogy:			
Course Code: EDUIKS – 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 though the study of IKS.			
CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 02		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60 + 40=100		Minimum Max 35	
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:		
<ul style="list-style-type: none"> • "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 		
<u>Suggested continuous E-Valuation Methods –</u>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Minor Course : For Students of other Subject/Discipline

Programme: B.A./B.A. (Honours/Honours with Research) in Education		Year : B. A. First year	Semester: I
Pedagogy:			
Course Code : MEDU01		Course/Paper Title : Introduction to Education	
Course Outcome- After completing this course, the students will be able to-			
CO-1: To acquaint the students with the concept, types and aims of education. CO-2 To familiarize the students with the educational management and curriculum. CO-3: To make the students understand the elements of educational psychology and learning. CO-4 To enable the students apply approaches of Educational Technology. CO-5			
Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (Paper - 1)	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
Units:	Topics:		No. of Lecture
I	Concept and Aims of education. Concept, Nature and Scope of Education Aims of Education: Individual aims of Education Social aims of Education Cultural aims of Education		9
II	Types of Education: Formal Education: Meaning, Agencies and functions Non-Formal: Meaning, Agencies and functions Informal Education: Meaning, Agencies and functions		9
III	Educational Management and Curriculum Educational Management: Meaning, Objectives and Principles. Salient features of educational Institution. Meaning and Nature of Curriculum Principles of Curriculum Construction.		9
IV	Educational Psychology Concept of Psychology Meaning, Nature and Scope of Educational Psychology Implication of Psychology in Education. Concept of Growth and Development. Learning: Concept and characteristics. Factors affecting Learning		9
V	Educational Technology. Meaning and natures of Educational Technology Scope of Educational Technology Functions of Educational Technology Hardware Approaches of Educational Technology Software Approaches of Educational Technology		9
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, डॉ0.एस.पी. कुलश्रेष्ठ शैक्षिक तकनीकी के मूल आधार डॉ. एस.पी. गुप्ता— शिक्षामनोविज्ञान, डॉ. रंजना जैन—शैक्षिक प्रबन्ध एवं प्रशासन			
Suggested continuous E-Valuation methods-			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

Other Courses:**Minor : To be Chooed from POOL B****Skill Enhancement Course (SEC) : To be Chooed from POOL C****Value Added Course : To be Chooed from POOL D****SEMESTER-II**

Programme: B.A./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-			
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.			
Credits: 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 60+40=100		Min. Marks: 35	
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)		12
IV	Basic education (concept and development); Sadler Commission		12
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)		12

	<ul style="list-style-type: none"> 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-		
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		

MINOR: For Students of other Student/Discipline

Programme: B.A./B.A. (Honours/Honours with Research) in Education		Year : B. A. First year	Semester: II
Pedagogy:			
Course Code : MEDU02		Course/Paper Title : History of Education in India	
Course Outcome- After completing this course, the students will be able to-			
CO-1: To acquaint the students know about Vedic education system.			
CO-2: To enable the students understand Buddhist education system.			
CO-3: To familiarize the students understand about Medieval Education in India.			
CO-4: To acquaint the students with education in modern period.			
CO-5			
Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (Paper - 1)	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
Units:	Topics:		No. of Lecture
I	Education in Ancient India with special reference to Vedic Education System Structure of Education Aims of Education Curriculum Teaching Methods and Medium of Teaching Teacher-Taught Relationship and Discipline		9
II	Education in Ancient India with special reference to Buddhist System Structure of Education Aims of Education Curriculum Teaching Methods and Medium of Teaching		9
III	Education in Medieval India Structure of Education Aims of Education Curriculum Teaching Methods and Medium of Teaching Teacher-Taught Relationship and Discipline		9
IV	Education in Modern India Education during pre-independence period Charter Act 1813 Oriental and Occidental controversy Macaulay's Minutes, 1835 Wood Dispatch, 1854		9

V	Education during post independence period University Education Commission, 1948-49 Secondary Education Commission, 1952-53 Kothari Commission - 1964-66 National Policy on Education, 1986: Major Recommendations National Education Policy - 2020; School Education, Higher Education, Teacher Education	9
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, भारतीय शिक्षा का इतिहास		
Suggested continuous E-Valuation methods-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 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 + Mandatory Internship) [NHEQF Level 4.5]

SEMESTER-III

Programme: B.A./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: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+01+0			
Units:	Topics:		No. of Lecture
I	EDUCATION AND PHILOSOPHY <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.		12
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-			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

Programme: B.A./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: 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: 02			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 60 + 40=100			Min. Marks: 35
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 systemsComparing 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 UpanishadsRelevance 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 learningIncorporating 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 atomismUnderstanding 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 systemAdaptation of Guru-disciple relationship in modern teaching		06
Suggested Readings:			
<ul style="list-style-type: none">"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 shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

MINOR ELECTIVE: To be Chosed by Students of Other Discipline

Programme: B.A./B.A. (Honours/Honours with Research) in Education		Year : B. A. Second year	Semester: III
Pedagogy:			
Course Code : MEDU03		Course/Paper Title : Educational Psychology	
Course Outcome- After completing this course, the students will be able to-			
CO 1: . Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.			
CO 2: Understand the concept of growth and development and its significance in the context of child development.			
CO 3: Explore different approaches to understanding personality, such as types and traits.			
CO 4: Recognize and appreciate the individual differences among learners and understand their implications for education.			
CO 5: Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.			
Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (Paper - 1)	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
Units:	Topics:		No. of Lecture
I	Educational Psychology: Meaning, Nature and Scope,Relation between Education and Psychology,Methods of Educational Psychology.		9
II	Growth and Development: Meaning and Concepts. Stages of Development of a Child: Infancy, Childhood and Adolescence.		9
	Aspects of Child Development: Physical, Intellectual, Emotional, Social.		
III	Personality: Concept and definition.Development of Personality.Types and Traits Approaches to Personality.		9
	Individual Differences: Concepts and Types.		
	Causes of Individual Differences.		
IV	Intelligence: Concept and Definition.		9
	Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.		
	Intelligence Test: Verbal, Non-verbal test and their uses.		
V	Learning: Meaning &Nature.		9
	Factors associated with learning.		
	Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. Learning relation to; Attention, Interest, Maturation and Motivation.		

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-

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Other Courses:

AEC: Ability Enhancement Course

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

Value Added Course : To be Chooosed from POOL D

SEMESTER-IV

Programme: B.A./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 b 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: 60+40=100		Min. Marks: 35	
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 <ul style="list-style-type: none"> ● Concept of Intelligence ● Theories of Intelligence by Spearman, Thorndike and Guilfor Mentally Retarded. ● Divyang (Handicapped) Gifted Children. 	12
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- Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

MINOR ELECTIVE: For Students of Other Discipline/Subject

Programme: B.A./B.A. (Honours/Honours with Research) in Education	Year : B. A. IInd year	Semester: IV
Pedagogy:		
Course Code : MEDU04	Course/Paper Title : Educational Sociology	
Course Outcome- After completing this course, the students will be able to-		
CO 1: Understand Education Sociology: Define its concept, nature, and scope, emphasizing its signi in educational frameworks.		
CO 2: Analyze Education as a Social Sub-system:		
CO 3: Identify its unique characteristics and components societal structures.		
CO 4: Examine Social Change: Define its concept and nature, and understand its drivers and impli with in Indian society.		
CO 5: Explore Social Stratification and Education: Define social stratification, examine its important educational access, and assess education's role in addressing social inequalities.		

Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (paper -2)
Max. Marks: 60+40=100		Min. Marks: 35
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0		
Units:	Topics:	No. of Lecture
I	Education Sociology: Concept, Nature and Scope, Sociology of Education: Concept and Nature Relation between Sociology and Education	9
II	Education as a social sub-system; specific characteristic.	9
III	Social Change: Concept and nature, Factors and problems of social change India, Education with Special Reference to Social Change.	9
IV	Social Stratification: Concept and Nature, Education with reference to social stratification, Social equity and equality of educational opportunities.	9
V	The Components of Education and community, Relation between Education and Community,. Education for Indian Society.	9
Suggested Reading : <ol style="list-style-type: none"> 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-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Other Courses:

AEC : Ability Enhancement Course

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

Value Added Course : To be Chooosed 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+ Mandatory Internship) [NHEQF Level 5.0]

SEMESTER-V

Programme: B.A./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 Assessment	
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, of a subject. CO 5: Know About Aptitude Test			
Credits (L+T+P): 4+0+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 04+01+0			
Units:	Topics:		No. of Lecture
I	BASICS OF ASSESMENT <ul style="list-style-type: none">Assessment, Measurement, Evaluation: Concept,Features and DifferencePhysical vs. Psychological Measurements.Continuous and Comprehensive Education.Meaning, Aims and Aspects		9
II	Norms and ACHIEVEMENT TESTS <ul style="list-style-type: none">Norms: Meaning and SignificanceMarks vs. Grades Credit System,Meaning, Aims and Types.Subjective VS Objective tests.Characteristics of a Good test.		9
III	INTELLIGENCE and MEASUREMENT OF INTELLIGENCE <ul style="list-style-type: none">What is Intelligence, TypesConcept of Emotional Intelligence.Verbal, Non-Verbal testIndividual Tests and Group test.		9
IV	(PERSONALITY and ASSESSMENT OF PERSONALITY) <ul style="list-style-type: none">What is Personality?Types of Personality.Theories of Personality.Personality InventoriesProjective Techniques		9
V	APTITUDE <ul style="list-style-type: none">What is Aptitude?Types of Aptitude.Characteristics of Aptitude.Measurement of Aptitude		9
Suggested Readings: 1. Sindhu,K.S. New approaches to measurement and evaluation 2. Singh, H.S. Modern educational testing			
Suggested continuous E-Valuation methods-			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

Programme: B.A. (Honours/Honours with Research) in Education		Year: B.A. 3 rd Year	Semester: V th
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: 02			Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 60 + 40=100			Min. Marks:35
Total Number of Lectures (Lecture – Tutorials – Practical): 2 + 0 + 0 (30 +0)			
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 utilityIntegrating 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 developmentTechniques 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 craftsIncorporating 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 perspectivesFostering 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 institutionsDeveloping lesson plans and strategies for applying Indian knowledge system concepts		06
Suggested Readings:			
<ul style="list-style-type: none">"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-Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

MINOR ELECTIVE: For Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A. II nd year	Semester: V
Pedagogy:			
Course Code : MEDU05		Course/Paper Title : Educational Technology	
Course Outcome- After completing this course, the students will be able to-			
CO 1: To enable the students understand the concept of educational technology.			
CO 2: To acquaint the students with teaching-learning process			
CO 3: To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).			
CO 4: To familiarize the students with various teaching models.			
CO 5: To acquaint the students understand the concept of Learning Management Systems:			
Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (paper -2)	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
Units:	Topics:		No. of Lecture
I	Introduction to Educational Technology. Classroom Communication: Concept, Process Types and Barriers of Communication. Class-room Interaction: FIACS (Flander's Interaction Category System) Programmed Learning: Concept and Principles.		9
II	Teaching-Learning Process and Modification of Teaching Behaviour		9

	Concept and Objectives of Teaching Learning Process Levels and Variables of Teaching Phases and Operations of Teaching Concept and Types of Teaching Skills. Micro Teaching- Concept, Steps of Micro Teaching.Simulated and Social Skill Training (SSST): Meaning and Procedure.	
III	Teaching Models. Innovations in Educational Technology Concept and Importance of models of teaching Assumptions, Sources and Elements of Models of teaching.Bruner's Concept of Attainment model and its importance Glasser Models of Teaching Team teaching.	9
IV	Research in Educational Technology and E-Learning Concept and uses of ICT in Education National Mission in Education through ICT, National Knowledge Network (NKN), Smart class Artificial Intelligence and Educational Software ICT in Education: DIKSHA, ePathsala, SWYAMPBABHA, OER, INFLIBNET, Shodhganga	9
V	Learning Management Systems: Concept and Assessment Tools Priorities of research in educational technology.	9
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-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Major (Elective): Choose any one Course

Programme: B.A./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.			
CO 4: Know about comparative educational Method.			
CO 5: A Different causes and solution through education			
Credits: 3+0+0		Paper(core compulsory/Elective): Elective	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
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	9
II	Comparative education—Meaning as a new discipline. Scope and major concepts of comparative education	9
III	Comparative education-factors and approaches: geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological and functional factors	9
IV	Comparative Education Methods: Juxtaposition. Area Study Intra and Inter educational analysis.	9
V	India their causes and solution through education Population explosion, Illiteracy Terrorism,	9
Suggested Readings: 1. Chaube, S.P. Features of Comparative Education 2. Kaushik, V.K. and Sharma, S.R. Comparative Education Chakravarti, B.K. A Text book of Comparative Education		
Suggested continuous E-Valuation methods- Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

Programme: B.A./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-		
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>		

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
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Max. Marks: 60+40=100	Min. Marks: 35
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Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0

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-Evaluation methods-

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Other Courses:

AEC : Ability Enhancement Course

Value Added Course : To be Choosed 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: 60+40=100		Min. Marks: 35	
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 StatisticsDefinition and Need of Statistics.Types of StatisticsSymbols in Statistics		12
II	GRAPHICAL REPRESENTATION OF DATA <ul style="list-style-type: none">Bar diagramHistogramPie chart		12
III	MEASURES OF CENTRAL TENDENCY and RELATIVE POSITION <ul style="list-style-type: none">Definition, Uses,Computation of: Mean, Median, ModeConcept of Relative PositionPercentile RankPercentile		12
IV	CORRELATION <ul style="list-style-type: none">Meaning, Types, UsesComputation of: Coefficient of Correlation- Spearman’s RankDifference Method and Karl Pearson’sProduct moment Method		12
V	NORMAL PROBABILITY CURVE and VARIABILITY <ul style="list-style-type: none">Concept and Characteristics,Definition of Variability Uses,Computation: RangeMean DeviationStandard 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 Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 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. CO 4: aware the Concept of Features of curriculum for environmental education. CO 5: Know about the concept of Strategies and approaches environmental education.			
Credits: 3		Paper(core compulsory/Elective): Elective	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0			
Units:	Topics:		No. of Lecture
I	Introduction Concept, Importance and Scope Aim sand Objectives. Relationship between man and Environment.		9
II	Concept of environment and ecosystem. Natural System earth and biosphere, a biotic and biotic components. Natural resources, a biotic resource.		9
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.		9
IV	Features of curriculum for environmental education. Special nature of curriculum on environmental education Method sand approaches of environmental.		9
V	Strategies and approaches, treating environment education as a separate subject topical units, integration and interdisciplinary approaches. Method-Discussion, Seminar Workshop, Field Surveys, Projects and Exhibition. Role of Media, Print, Films and T.V.		9

	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 	
	Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks	

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: 60+40=100	Min. Marks: 35	

Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0		
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-

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

MINOR ELECTIVE: For Students of Other Discipline

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. IIIrd year	Semester: VI
Pedagogy:		
Course Code : MEDU06	Course/Paper Title : Educational Philosophy	
Course Outcome- After completing this course, the students will be able to-		

CO 1: To make students to understand Philosophy and Educational Philosophy.		
CO 2: To analyze the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.		
CO 3: To familiarize the students about the Philosophy of Western Schools.		
CO 4: To analyze the educational implications of specific Indian Thinkers in India.		
CO 5: To Know about the different educationist personality.		
Credits: 3+0+0		Paper(core compulsory/Elective): Minor Elective (paper -2)
Max. Marks: 60+40=100		Min. Marks: 35
Total Number of Lecture(Lecture-Tutorials-Practical); 03+0+0		
Units:	Topics:	No. of Lecture
I	Philosophy: Meaning, Concept and Nature. Educational Philosophy: Concept, Nature and Scope of Educational Philosophy, Relationship between Education and Philosophy.	9
II	Indian Schools of Philosophy: basic features with special reference to its Epistemological and Ethical aspects Sankhya, Yoga, Nyaya, Charvak, Buddhist, Jain and their educational implications.	9
III	Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.	9
IV	Indian Thinkers on Education:- Swami Vivekananda with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline -M.K. Gandhi with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline	9
V	Tagore with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline. - Sri Aurobindo Ghosh with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline.	9
Suggested Reading : 1. Suggested Readings 2. Butler: 3. Four philosophies: Their Practice in Education and Religion 4. Rusk: 5. Philosophical Bases of Education 6. Dewey: 7. Democracy and Education 8. Ross: 9. On Education 10. Pandey, R.S.: 11. Ground Work of Educational Theory 12. Pandey, R.S.: 13. Vishwa ke Srestha Shikshashastri 14. Lal, R.B.: 15. Shiksha ke Darshanik Sidhant 16. Pal, S.K., Gupta, L.N. evam 17. Shiksha ke Darshanik evam Smajshastriya Sidhant 18. M.M. Shiksha Darshan 19. Gupta, L.N. evam M.M.: 20. Mahan Bhartiya Shikshashastri		
This course can be opted as an elective by the students of Other Discipline		
Suggested continuous E-Valuation methods-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Other Courses to Opt:

Internship

Value Added Course : To be Choosed from POOL D

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

[NHEQF Level 5.5]

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 CO 5: Know about the educational institution of India			
Credits: 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15+0			
Units:	Topics:		No. of Lecture
I	EDUCATIONAL TECHNOLOGY ●ICT: Meaning, Type, Concept and Needs. ●ICT and Education. ●Approaches of Educational Technology. ●Computer and Internet: Application in Education		12

II	INITIATIVES AND INNOVATIONS <ul style="list-style-type: none"> ●EDUSAT, EDUCOM. MOOCS, SWAYAM. ●OERs. ●E-journals and e-Magazines. ●NAD, NIRF, e-Pathshala 	12
III	ENVIRONMENT: CONCEPT AND CONCERNS <ul style="list-style-type: none"> ●Environment and Ecosystems. ●Environmental Pollution. ●Ozone layer depletion. ●Greenhouse effect. ●Global Warming 	12
IV	MILESTONES: MAIN PROGRAMS AND SCHEMES <ul style="list-style-type: none"> ●ICDS & SSA. ●Mid-day Meal. ●RMSA & RUSA. ●NMEICT & RTE. ●PMMMNMTT 	12
V	MILESTONES: EDUCATIONAL INSTITUTION OF INDIA <ul style="list-style-type: none"> ● Shanti Niketan. ● Vanasthali Vidyapeeth. ● Chitrakoot Gramodaya Vishwavidyalaya. ● Pondicherry Ashram. ● Navodaya Vidyalaya ● SOCIETAL TRENDS AND EDUCATION: Inclusion-. Human Rights, Value and Moral, Women Empowerment 	12
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-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A Fourth year	Semester: VII
Pedagogy:			
Course Code : EDU-23111A [For Students Pursuing Hons. with Research]		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: 60+40=100		Min. Marks: 35	
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	<ul style="list-style-type: none">Method of educational research, Historical, Descriptive and Experimental research		12
Suggested Readings: 1. Best, John W. Research In Education 2. S.P Gupta Research Introductory 3. Bhatanagor, R.P. et al. : Shiksha Anusandha 4. 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-			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

Or

Programme: B.A. (Honours/Honours with Research) in Education		Year : B. A Fourth year	Semester: VII
Pedagogy:			
Course Code : EDU-23111B [For Students Pursuing Hons. only]		Course/Paper Title : Economics of Education	
Course Outcome- After completing this course, the students will be able to-			
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.			
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.			
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.			
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: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15			
Units:	Topics:		No. of Lecture
I	Introduction to Economics of Education <ul style="list-style-type: none">Overview of the course objectives and structureBasic economic concepts and their application to educationThe 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 interventionsCost-effectiveness and cost-benefit analyses in educationAssessing the impact of policies on access, equity, and qualityCase 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 educationThe relationship between education, skills, and economic productivityTheories explaining the investment in education and its returnsEmpirical 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 Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Major (Elective): Choose Any Two Courses

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VII
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Pedagogy:		
Course Code : EDU-23111A		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: 60+40=100		Min. Marks: 35
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-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 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):	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15			
Units:	Topics:		No. of Lecture
I	Distance Education and Its Development <ul style="list-style-type: none">Understanding Distance Education System Some Definitions and Teaching Learning ComponentsNeed and Characteristic Features of Distance Education.		12
II	Distance Teaching Learning Systems- <ul style="list-style-type: none">Distance Teaching Learning Systems in IndiaDevelopment pattern of some selected open universities of U.K. Australia & China.		12
III	Intervention Strategist Distance- <ul style="list-style-type: none">Information and Communication Technologies and their Applications in Distance Education.Designing and Preparing Self-Instructional Material Media: Print & Electronic, Media Integration.Distance Educator: Nature and Characteristics.		12
IV	Learning at a distance- <ul style="list-style-type: none">Student Support Services in Distance Education and their Management Technical and Vocational Programmes through Distance Education.Distance Education and Rural Development .Problems of Distance Learners.		12

V	Quality Enhancement and Program Evaluation- <ul style="list-style-type: none"> Quality Assurance of Distance Education Mechanisms for Maintenance of Standards in Distance Education Evaluation in Distance Education New Dimensions in Distance Education-Promises for the Future. 	12
Suggested Readings: <ol style="list-style-type: none"> Digmarti, Bhaskar Rao. International guidelines on open and Distance Education Pandey, K IGNOU Student Support Services and Personal Contact Programmes Sahoo, P.K. Higher Education at a Distance S.P.Gupta Distance Education R.A Sharma Distance Education 		
Suggested continuous E-Valuation methods-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A. Fourth year	Semester: VIII
Pedagogy:		
Course Code : EDU-23111C	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	Paper(core compulsory/Elective):	
Max. Marks: 60+40=100	Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 45+15+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. 	9
II	<ul style="list-style-type: none"> ●Teacher Education curriculum at different levels of education viz. Preprimary, Primary, Secondary and Higher level. 	9
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. 	9
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 	9
V	<ul style="list-style-type: none"> ●Research in the area of Teacher Education: Need, areas, problems and trends. 	9
Suggested Readings: <ol style="list-style-type: none"> 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		

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 : MEDU07	Course/Paper Title : Inclusive Education	
Course Outcome- After completing this course, the students will be able to-		

CO1 : To enable the students understand the concept of Disability.		
CO2 : To familiarize the students with the concept of Special and Inclusive education.		
CO3 : To enable the students understand the Spectrum of Human abilities.		
CO4 : To acquaint the students with Social Context for Special Education & Legal Provisions.		
CO5 : To enable the students understand the Various Agencies in the Education of Special Children		
Credits: 3+0+0		Paper(core compulsory/Elective): Minor (Elective)
Max. Marks: 60+40=100		Min. Marks: 35
Total Number of Lecture(Lecture-Tutorials-Practical); 45		
Units:	Topics:	No. of Lecture
I	Special and Inclusive Education Inclusive Education: Meaning, Concept, Nature and Scope World view on disability & Disability rights Educational policies and programmes for PWDs in India	9
II	Introduction to DisabilitiesConcept of Disabilities: Impairment, Disability and Handicap Models of Disability & ICIDH classification Prevalence of various disabilities in India Disability and Exclusion issues Social context of Disabilities Habilitation and Rehabilitation: Concept & issues Role of Teachers and Rehabilitation Professionals in Inclusive Education.	9
III	Spectrum of Human Disabilities Visual disability: Causes, Characteristics and Education Hearing & Speech disability: Causes, Characteristics and Education Orthopaedic/Locomotor Disability: Causes, Characteristics. Learning disability: Causes, Characteristics and Education Gifted & Creative children: Characteristics and Education.	9
IV	Legal Provisions and Role of Agencies for the Disables National Disability Policy – 2006 RCI Act, 1992: Introduction and salient features PWD Act, 1995: Introduction and salient features RPD Act 2016: Introduction and salient features.	9
V	National Institutions for various disability in India Role of Various Agencies in the Education of Special Children Working with Parents, Family and Community in rehabilitation.	9
Suggested Readings: Baker: Introduction to Exceptional Children Blackhurst and Berlding: An Introduction to Special Education Cruickshank: Education of Exceptional Children and Youth Gearheart: Education of Exceptional Child Kauffman: Exceptional Children Kirk: Educating Exceptional Children Magnifico: Education for the Exceptional Children and Youth Payne: Exceptional Children in Focus Udai Shanker: Exceptional Children		
This course can be opted as an elective by the students of Other discipline.		
Suggested continuous E-Valuation methods-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

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: 4+1+0		Paper(core compulsory/Elective): Compulsory	
Max. Marks: 60+40=100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 60+15+0			
Units:	Topics:		No. of Lecture
I	Basic Concept of Human Rights <ul style="list-style-type: none">Nature and concept of Human RightsHuman Values – Dignity, liberty, equality, justice, unity in diversityMeaning and significance of Human Rights Education.		12
II	United Nations and Human rights <ul style="list-style-type: none">Brief history of human rights–National and International perspectivesUniversal Declaration of human rights in brief.United Nations and Human rights – duties and limitations.		12
III	Human Rights – Enforcement Mechanism in India <ul style="list-style-type: none">Human Rights Act – 1993Human Rights Commission – role and objectives.Judicial organs – Role of Supreme court and High court(in brief).		12
IV	Role of Advocacy Groups <ul style="list-style-type: none">Role of educational institutionsRole of press and media Role of NGOs		12

V	Consumer Rights, Constitution and Fundamental Rights Human Rights Education – <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. 	12
Suggested Readings: <ol style="list-style-type: none"> Pandey, V.C. Value Education and Education for Human Tarrow, N.B Human Rights and Education Rights Symonides,J Human Rights Concept and Standards Mohanty, Jagannath Human Rights 		
Suggested continuous E-Valuation methods-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Major (Elective) : Choose any One 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: 3+0+0	Paper(core compulsory/Elective): Elective	
Max. Marks: 60+40 =100	Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 45+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. 	9
II	<ul style="list-style-type: none"> ●Functions of Educational Administration. ●Principals of Educational Administration. ●Types and Theories of Educational Administration. 	9
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 o f the State Department of Uttar Pradesh. ●Role of Local bodies in Education. 	9
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. 	9
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 	9
Suggested Readings: <ol style="list-style-type: none"> 1. S.S Bhattnagar&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-		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 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: 3+0+0		Paper(core compulsory/Elective): Elective	
Max. Marks: 60+40 =100		Min. Marks: 35	
Total Number of Lecture(Lecture-Tutorials-Practical); 45+0+0			
Units:	Topics:		No. of Lecture
I	Introductory Concept <ul style="list-style-type: none">Meaning, Nature, Scope and Functions of CurriculumBases of Curriculum: philosophical, psychological and sociologicalMajor approaches to Curriculum: behavioral, managerial, system, humanisticTypes of Curriculum: knowledge, experience & activity based		9
II	Content Selection <ul style="list-style-type: none">Determinants of content selection: perspective of knowledge, culture & need.Curriculum and Institution: instructional objectivesRevised Bloom’s taxonomyBruner’s theory of instruction		9
III	Curriculum Development <ul style="list-style-type: none">Principles of curriculum ConstructionLearner centered curriculum framework: concept, factors & characteristicsCurriculum Development: need planningNCF, 2005		9

IV	Reform of Curriculum <ul style="list-style-type: none"> ● Concept & Significance ● Approaches to curriculum evaluation: formative & summative 	9
V	Evaluation of Curriculum <ul style="list-style-type: none"> ● Models of Evaluation: Stufflebeam & Taylor ● Curriculum reform: factors & obstacles 	9
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 Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

Or

Programme: B.A. (Honours/Honours with Research) in Education	Year : B. A Fourth year	Semester: VII
Pedagogy:		
Course Code : EDU-23113C	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: 3+0+0	Paper(core compulsory/Elective): Elective
Max. Marks: 60+40 =100	Min. Marks: 35
Total Number of Lecture(Lecture-Tutorials-Practical); 45+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 	9
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 	9
III	Socially Disabled <ul style="list-style-type: none"> Concept of SC, ST and OBC groups. Concept of Gender, and Sexuality 	9
IV	Social Exclusion <ul style="list-style-type: none"> Causes of Social exclusion Understanding social inclusion: Role of Education. 	9
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 	9

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-

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Programme: B.A. (Honours/Honours with Research) in Education		Year: B.A. 4 th Year	Semester: VIII th
Pedagogy:			
Course Code: EDU-23114A		Course 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: 12			Paper (Core Compulsory / Elective): Elective
Max. Marks : 60 + 40 =100			Min. Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 0+0+12			
Units:	Topics:		No. of Lectures
I	Dissertation/ Research Project & Viva Voce		360
Suggested Readings:			
<div><div>1. "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.</div><div>2. "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.</div><div>3. "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.</div><div>4. "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.</div><div>5. "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.</div><div>6. "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.</div><div>7. "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.</div><div>8. "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.</div></div>			
Suggested continuous E-Valuation Methods –			

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1 (After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Or

Field Visit/ Educational Visit & Report 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. **[NHEQF Level 6.0]**
