

MAA VINDHYAVASINI UNIVERSITY

MIRZAPUR (U.P.)



SYLLABUS

for

B.A. EDUCATION

4th Year U.G. (Hons.) / 4th Year U.G. (Hons. with Research)

(NEP – 2020 Based Curriculum)

Session 2026-27 onwards

Neha Jaiswal
(Neha Jaiswal)

Rohini

Biser
Pushpa Singh

Department of Education



माँ विन्ध्यवासिनी विश्वविद्यालय, मीरजापुर

Maa Vindhyavasini University, Mirzapur

Website: <http://mvvu.ac.in>.

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B.A. (EDUCATION) 4 YEAR PROGRAMME

[Signature]

ctw
(DR. ASUTOSH KUMAR TIWARI)

Sangeta (DR. Pushpa Singh)

Neha Jaiswal

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माँ विन्ध्यवासिनी विश्वविद्यालय, मीरजापुर

Maa Vindhyavasini University, Mirzapur

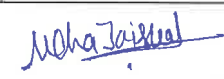
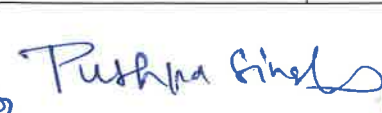
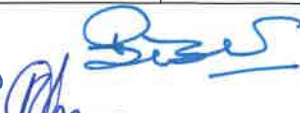
Website: <http://mvvu.ac.in>.

e-mail : reg.mvvu@gmail.com

Semester-wise Titles of the Papers for 4th year U.G. (Hons)/4th year U.G. (Hons. With Research)

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits
1	1	BEDUTH101	Conceptual Framework of Education	Theory	4
1	1	BEDUPR102	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	2	BEDUTH201	Development and challenges of Indian Education System	Theory	4
1	2	BEDUPR202	Prepare a profile of any School (Class 6 th - 12 th) – Government / aided / Private.	Practical	2
2	3	BEDUTH301	Philosophical- Sociological- Political - Economic Perspectives of Education	Theory	4
2	3	BEDUPR302	Practical: Review a book written by prominent educational thinkers.	Practical	2
2	4	BEDUTH401	Psychological Perspectives of Education	Theory	4
2	4	BEDUPR402	Course Title: Practical: Prepare a Case study of a Special Child	Practical	2
2	4	BEDURP403	Research Project	Project	3
3	5	BEDUTH501	Course Title: Educational Assessment	Theory	4
3	5	BEDUTH502	Course Title: Educational Statistics	Theory	4
3	5	BEDUPR503	Administration and Interpretation of Score of a psychological test- Achievement / Intelligence / Personality	Practical	2
3	6	BEDUTH601	Educational Administration and Management	Theory	4
3	6	BEDUTH602	Milestones and New Dimensions of Indian Education	Theory	4
3	6	BEDUPR603	Visit to an Anganwadi Centre and report preparation. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2
(B.A. Honors)					
4	7	BEDUTH701	Philosophical and Sociological Foundation of Education	Theory	4
4	7	BEDUTH702	Educational Measurement and Evaluation	Theory	4
4	7	BEDUTH703	Educational Research and Statistics	Theory	4



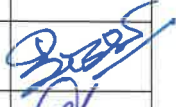
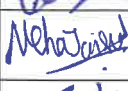
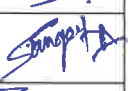
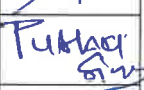
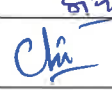
4	7	BEDUTH704	Political and Economic Foundation of Education	Theory	4
4	7	BEDUPR705	Institutional Planning, Cost- benefit analysis, Socioeconomic Survey	Practical	4
4	8	BEDUTH801	Psychological Foundation of Education	Theory	4
4	8	BEDUTH802	Educational Management and Administration	Theory	4
4	8	BEDUTH803	Contemporary Issues and Problems in Indian Education	Theory	4
4	8	BEDUTH804	Comparative Education	Theory	4
4	8	BEDUPR805	Practical of Psychological Tests	Practical	4
OR					
(B.A. Honors with Research)					
(For the Students who secured minimum 75% marks in first six semesters)					
4	7	BEDUTH701	Philosophical and Sociological Foundation of Education	Theory	4
4	7	BEDUTH702	Educational Measurement and Evaluation	Theory	4
4	7	BEDUTH703	Educational Research and Statistics	Theory	4
4	7	BEDUPR704	Institutional Planning, Cost- benefit analysis, Socioeconomic Survey	Practical	4
4	7	BEDURP705	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective papers)	Project	4
4	8	BEDUTH801	Psychological Foundation of Education	Theory	4
4	8	BEDUTH802	Educational Management and Administration	Theory	4
4	8	BEDUTH803	Contemporary Issues and Problems in Indian Education	Theory	4
4	8	BEDUPR804	Practical of Psychological Tests	Practical	4
4	8	BEDURP805	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective Papers.)	Project	4






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Syllabus Developed by:

S.N.	Name	Designation	Department	College/ University	Sign
1	Prof. Bhawbhuti Mishra	Dean	B.Ed.	K. B. P.G. College, Mirzapur	
2	Lt. Ratanesh kumar	Assistant Professor	Education	K. B. P.G. College, Mirzapur	
3	Mrs. Neha Jaiswal	Assistant Professor	Education	K. A. K. P.G. College, Mirzapur	
4	Mrs. Sangeeta	Assistant Professor	Education	K. A. K. P.G. College, Mirzapur	
5	Dr. Pushpa Singh	Assistant Professor	Education	K. A. K. P.G. College, Mirzapur	
6	Dr. Asutosh Kumar Tiwari	Assistant Professor	Education	G. D. Binani P.G. College, Mirzapur	

External Expert:

S.N.	Name	Designation	Department	College/ University	Sign
1	Prof. Sunita Dubey	Expert Member	Education	DDU Gorakhpur	
2	Prof. Rameshdhar Dwivedi	Expert Member	B.Ed.	U. P. College, Varanasi	



Syllabus for BA (Education)

- Subject prerequisites:

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

Program outcomes (POs) (After 4 years)-

This course is meant for future educators and educational administrators. Education is a process of acquisition of knowledge, values, culture and skills. After completion of the program, Graduates will be able to correlate and apply Education with real life situations. They will be able to understand its interdisciplinary nature.

Program will be helpful in conceptualization and synthesis of knowledge of educational aspects in relation to:

- Human Development,
- Human Behaviour,
- Teaching Learning,
- Measurement and Evaluation,
- Society and Nation.
- Innovation and research work in education
- Gender Sensitization
- Institutional Planning
- Contemporary issues in Indian education system
- Educational Management and administration

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BA 1st Year Education - CERTIFICATE COURSE IN BASICS OF EDUCATION

Program specific outcomes-

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

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

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

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

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Neha Tripathi

Pooja Singh

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

Program/Class: Certificate /BA	Year: First	Semester: First
Subject: Education		
Course Code: BEDUTH101	Course Title: Conceptual Framework of Education	
Course Learning Outcomes On completion of this course, learners will be able to:		
• To understand the meaning, nature, scope and aims of education. • To explain the factors of education and their interrelationship. • To become aware of different agencies of education that influence education. • Distinguish between different levels of the Education System. • Explain the present status of different levels of Education. • Identify the level of Education and concern governing/regulatory bodies. • Differentiate the needs and importance of different levels of Education.		
Credits: 4		Core Compulsory
Max. Marks: - 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION: CONCEPT AND AIMS</u> • Concepts of Education- Meaning, Nature. • Education in the context of Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha. • Vidya - Gyan –Teaching. • Training vs. Education. • Influencing Factors of Education. • Aims of Education	10
II	<u>FUNCTIONS OF EDUCATION</u> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition and Generation of Human Values. • Education for National Integration. • Education for International Understanding. • Education for HRD.	10
III	<u>AGENCIES OF EDUCATION</u> Concept of • Formal. • Informal. • Non – Formal Agencies	6

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IV	<u>PRE-PRIMARY EDUCATION</u> • Concept, Objective, Importance of Pre-primary Education. • Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten. • Background and Present Scenario of Pre-primary Education in India. • NEP 2020 and Pre-primary Education.	10
V	<u>PRIMARY AND SECONDARY EDUCATION</u> • Concept, importance and present Scenario of Primary Education in India. • Concept, importance and present Scenario of Secondary Education in India. • NCERT. • SCERT. • DIET. • NIOS	12
VI	<u>HIGHER EDUCATION</u> • Concept, Objective of Higher Education. • Need of Higher Education in India. • Types of Universities- Central, State, Deemed, Private, Open. • Present Scenario of Higher Education in India. • NCTE. • UGC. • NAAC.	12

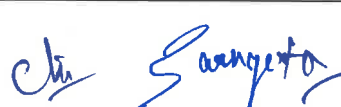
Suggested Readings:

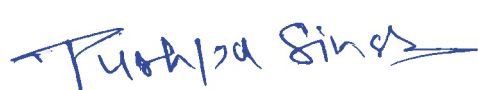
- Aggarwal, J.C. (2010). *Theory and Principles of Education*. New Delhi: Vikas Publishing House.
- Pandey R.S. (1992). *Principles of Education*. Agra: Vinod PustakMandir.
- Ramchandran, P. & Ramkumar, V. (2014). *'Education in India'*. New Delhi: NBT.
- Cohen, B. (1969). *Educational thought: An Introduction*. Britain: Macmillan.
- पाठक, पी.डी. एवं त्यागी, एस. डी. (2015). *शिक्षा के सिद्धांत*. अग्रवाल पब्लिकेशंस।
- अग्रवाल, एस. (2023). *शिक्षा की अवधारणात्मक रूपरेखा*. एस. बी.डी. पब्लिशिंग हाउस।
- मदान, पी. & सिंह, एस. (2023). *शिक्षा की वैचारिक रूपरेखा*. अग्रवाल ग्रुप आफ पब्लिकेशंस।
- श्रीवास्तव, एस. (2022). *शिक्षा की वैचारिक संरचना*. राखी प्रकाशन प्रा. लि. ।
- लाल, आर.बी. (2018). *शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत*. रस्तोगी पब्लिकेशंस।
- सिंह, कर्ण. (2013). *भारत में शिक्षा प्रणाली का विकास*. लखीमपुर खीरी: गो वन्द प्रकाशन।

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs



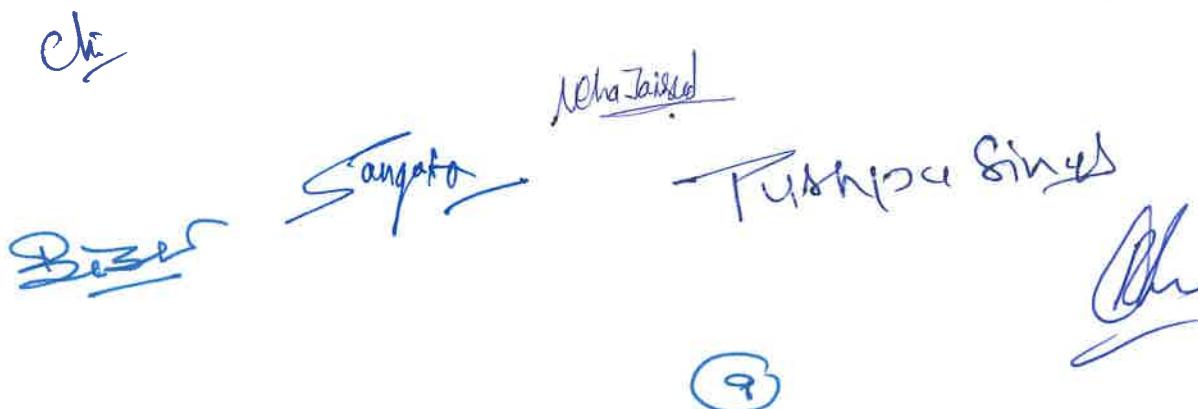






**BA 1st, Sem. I,
Course II
(Practical)**

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Education		
Course Code: BEDUPR102	Course Title: Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Develop a stronger orientation towards research • conceptualize the basic elements of Indian Constitution		
Credits: 2		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Indian Constitution: Introduction and Background.	5
II	Constituent Assembly and Timeline of Formation of Indian Constitution.	5
III	Important Articles of Indian Constitution	20
Suggested Readings:		
• https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text • काश्यप, एस. (2021). हमारी राजनीतिक व्यवस्था. राष्ट्रीय पुस्तक न्यास, भारत। • ऑस्टिन, जी. (2019). भारतीय संवधान राष्ट्र की आधार शला. नई दिल्ली: वाणी प्रकाशन। • चौबे, एस. के. (2009). भारतीय संवधान रचना एवं कार्य. राष्ट्रीय पुस्तक न्यास, भारत। • काश्यप, एस. (2022). हमारा संवधान भारत का संवधान और संवैधानिक व ध. राष्ट्रीय पुस्तक न्यास, भारत।		
Note: In Final Examination Student shall be examined by external and internal examiners.		
Marks Distribution: Written Exam, Viva, Practical File		
Suggested Continuous Evaluation Methods:		
• Presentation of practical file (15marks) & Attendance (10 marks).		



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

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: BEDUTH201	Course Title: Development and challenges of Indian Education System	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Understand the development of Indian Education during different ages, • Analyze the trends of Education running in the different educational systems. • Narrate the major contributions of Indian Educational Heritage in the different fields of study. • Identify the problems of Indian education at different levels of education. • Assess the root cause of challenges faced by Indian education system.		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>ANCIENT EDUCATION SYSTEM</u> Vedic and Buddhist Period: • Aims of Education • Main Characteristics • Merits and Demerits of Education System • Contribution to Modern Indian Education.	12
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> • Main Characteristics. • Merits and Demerits of Education System. • Contribution to Modern Indian Education.	6
III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: A brief description of • Macaulay’s Minute • Wood’s Dispatch • Gokhale Bill. • Wardha Yojna.	10
IV	<u>POST-INDEPENDENT ERA OF INDIAN EDUCATION:</u> Role of following commissions- • VishvVidyalaya Ayog (RadhaKrishnan Commission) • Madhyamik Shiksha Ayog (Mudaliar Commission) • Education and National Development (Kothari Commission) • National Policy of Education 1986 • National knowledge Commission • National Education Policy 2020.	13

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V	PROBLEMS OF EDUCATION SYSTEM IN INDIA • Pre-Primary Education • Primary Education • Secondary Education • Higher Education	13
VI	AFFECTING FACTORS OF INDIAN EDUCATION SYSTEM • Urbanization. • Population Explosion. • Poverty. • Brain Drain	6

Suggested Readings:

- लाल, आर. बी. एवं शर्मा, के. के. (2021). *भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं*. आर. लाल बुक डपो।
- त्यागी, जी. एस. (2013). *भारतीय शिक्षा का इतिहास एवं विकास*. अग्रवाल पब्लिकेशन्स।
- गुप्ता, एस. पी. एवं गुप्ता, ए. (2010). *भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं*. शारदा पुस्तक भवन।
- पाण्डेय, आर. एस. एवं मश्र, के. एस. (2020). *भारतीय शिक्षा की समसामयिक समस्याएं*. वनोद पुस्तक मंदिर।
- सिंह, कर्ण. (2013). *भारत में शिक्षा प्रणाली का विकास*. लखीमपुर खीरी: गो वन्द प्रकाशन।
- पाठक, पी. डी. (2011). *भारतीय शिक्षा और उसकी समस्याएं*. आगरा: अग्रवाल पब्लिकेशन।
- Altekhar A. S. (2009). *Education in Ancient India*. Gyan books.
- Chaube, S.P. and Chaube, A. (1999). *Education in Ancient and Medieval India*. Vikas Publishing House.
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. (2015). '*History, Development and Problems of Indian Education*'. Meerut: R. Lal Book Depo.

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

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: BEDUPR202	Course Title: Prepare a profile of any School (Class 6 th - 12 th) Government / aided / Private.	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop a stronger orientation towards research • Conceptualize the school profile preparation.		
Credits: 2		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	• School: need and importance.	5
II	• Types of school on account on administration.	5
III	• What is school profile and how to create it?	20
Suggested Readings: • Aggarwal, J. C. (2014). <i>Theory and principles of education: Philosophical and sociological bases of education</i>. Vikas Publishing House. • Bhatnagar, R. P., & Verma, I. B. (2015). <i>Educational administration and management</i>. Surya Publications. • शर्मा, आर. ए. (2018). <i>शिक्षा के आधार एवं वद्यालय संगठन</i>. अग्रवाल पब्लिकेशन्स। • सिंह, एस. पी. (2019). <i>शैक्षक प्रबंधन एवं वद्यालय प्रशासन</i>. वनोद पुस्तक मंदिर। • वर्मा, एम. (2020). <i>वद्यालय संगठन एवं प्रशासन</i>. आर. लाल बुक डपो।		
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).		

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

Program specific outcomes-

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

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

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

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: BEDUTH301	Course Title: Philosophical-Sociological- Political - Economic Perspectives of Education	
Course Learning Outcomes On completion of this course, learners will be able to:		
● Define Education and Philosophy. ● Explain difference between Darshan and Philosophy. ● Identify significant features of the Indian and Western philosophies. ● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society. ● Compare the Indian and Western Philosophical thoughts. ● Define pluralism and diversity in Indian society. ● Relate Education with Political and Economic issues. ● Distinguish between Fundamental Rights and duties. ● Value role of Education for Sustainable Development		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EUDCATION AND PHILOSOPHY</u> ● Meaning and Concept of Philosophy and ‘Darshan’; ● Difference between Philosophy and ‘Darshan’, its relationship with Education. ● Branches of Philosophy and Education.	10
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN & WESTERN SCHOOLS OF PHILOSOPHIES</u> ● Vedant. ● Bhagavad Geeta. ● Idealism. ● Naturalism. ● Pragmatism.	16
III	<u>INTRODUCTION TO INDIAN SOCIETY</u> ● Concept of Pluralism and Diversity in Indian Society. ● Social Stratification of indian Society: Caste, Class, Gender	8

IV	<u>SCHOOL, EDUCATION AND SOCIETY</u> - School as Social Organization. - Social Change and Education. - Social Mobility and Education. - Culture and Education	10
V	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> - Fundamental Rights and Duties. - Directive Principles. - Right to Education	8
VI	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> - Education as Development Indicator. - Education for Sustainable development - UN-MDG, SDG	8

Suggested Readings:

- Aggarwal, J. C. (2023). *Philosophical and Sociological Perspective of education*. New Delhi: Shipra Publication.
- Brubacher John, S. (1962). *Modern Philosophy of Education*. New Jersey: Prentice Hall Inc. Eaglewood Cliffs.
- Pathak, R. P. (2007). *Philosophical and Sociological Perspective of Education*. New Delhi: Atlantic publishers & Dist.
- Dewey, J. (1915). *The School and Society*. Chicago: The University of Chicago Press.
- Hopkins, Neil. (2019). *Democratic, Socialism and Education*. New Perspective on Policy and Practices. London(UK): Springer Publication.
- ओड़, एल. के. (2016). *शिक्षा की दार्शनिक पृष्ठभूमि*. जयपुर: राजस्थान हिंदी ग्रन्थ अकादमी, जयपुर।
- लाल, रमन बिहारी, (2022). *शिक्षा के दार्शनिक आधार*. मेरठ: आर. लाल बुक डपो।
- पाठक, आर०पी० (2007). *शिक्षा के दार्शनिक और समाजशास्त्रीय परिपेक्ष्य*. नई दिल्ली: अटलांटिक पब्लिशर्स एण्ड डिस्ट्रिब्यूटर।
- सक्सेना, स्वरूप एन० आर० & चतुर्वेदी, शिखा (2021). *पाश्चात्य एवं भारतीय शिक्षा दार्शनिक*. मेरठ: आर० लाल बुक डिपो।
- पाण्डेय, रामशकल (2020). *उदीयमान भारतीय समाज में शिक्षक*. आगरा: श्री विनोद पुस्तक मन्दिर।
- पाण्डेय, कामता प्रसाद (2019). *शिक्षा के दार्शनिक एवं सामाजिक आधार*. वाराणसी: विश्वविद्यालय प्रकाशन।
- बंसल, एस०के०. (nd). *शिक्षा के दार्शनिक - समाजशास्त्रीय, राजनीतिक - आर्थिक परिपेक्ष्य*. आगरा: एसबीपीडी पब्लिशिंग हाउस।
- <https://archive.org/>
- <https://www.ndl.gov.in/>

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

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

Program/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Education		
Course Code: BEDUPR302	Course Title: Practical: Review a book written by prominent educational thinkers included in the course.	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop a stronger orientation towards research • Understand the concept of Book review.		
Credits: 2		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2		
Unit	Topics	No. of Lectures
I	• What is Book review? It's advantages.	2
II	• Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.	18
III	• Introduction and the discussion of the books written by Rousseou and Dewey.	10
Suggested Readings: • Dewey, J. (1916). <i>Democracy and education: An introduction to the philosophy of education</i>. Macmillan. • Rousseau, J.J. (1979). <i>Emile: Or, on education</i> (A. Bloom, Trans.). Basic Books. (Original work published 1762) • गांधी, एम. के. (2019). <i>मेरे सपनों का भारत</i>. नवजीवन प्रकाशन मंदिर। • ववेकानंद, स्वामी. (2018). <i>शिक्षा और संस्कृति</i>. रामकृष्ण मठ। • आंबेडकर, बी. आर. (2017). <i>जाति का वनाश</i>. सम्यक प्रकाशन। • लाल, रमन बिहारी, (2022). <i>शिक्षा के दार्शनिक आधार</i>. मेरठ: आर. लाल बुक डपो		
Note: In Final Examination Student shall be examined by external and internal examiners.		
Marks Distribution: Written Exam, Viva, Practical File		
Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).		

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

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: BEDUTH401	Course Title: Psychological Perspectives of Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Define Education and Psychology. • Relate Education and Psychology • Compare characteristics and needs of different stages of development. • Name different approaches of learning. • Distinguish between different psychological traits. • Identify Individual Differences. • Examine the importance Mental Health. • Illustrate Teaching Learning Process.		
Credits: 4		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u> • Psychology: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology.	8
II	<u>PROCESS OF DEVELOPMENT</u> • Development: Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.	12
III	<u>UNDERSTANDING THE LEARNING</u> • Meaning, Nature and Factors Influencing the Learning. • Learning Styles: VARK. • Transfer of Learning and its classroom implications. • Learning Theories: Pavlov's Classical Conditioning Theory Skinners Operant Conditioning Theory, Thorndike Trial-Error Theory and their Educational Implications.	14
IV	<u>INDIVIDUAL DIFFERENCES AND FOUNDATIONS OF BEHAVIOURS</u> • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination.	12

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

Suggested Readings:

- Agrawal, J.C. (2014). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House.
- Bigge, Morris. L. (1971). *Learning Theory for Teachers*. New York: Harper & Row.
- Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Mathur, S.S. (1986). *Educational Psychology*. Agra: Vinod Pustak Mandir.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.
- Hurlock, E.B. (2004). *Development Psychology: A Life Span Approach*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- गुप्ता, एस. पी. (2004). *उच्चतर शिक्षा मनोविज्ञान*. इलाहाबाद: शारदा पुस्तक भवन।
- पाठक, पी. डी. (2005). *शिक्षा मनोविज्ञान*. आगरा: श्री विनोद पुस्तक मंदिर।
- मंगल, एस. के. (2008). *शिक्षा मनोविज्ञान*. दिल्ली: पीएचआई लर्निंग प्राइवेट लिमिटेड।
- सारस्वत, मालती. (2007). *शिक्षा मनोविज्ञान की रूपरेखा*. लखनऊ: आलोक प्रकाशन।
- सिंह, अरुण कुमार (1998). *शिक्षा मनोविज्ञान*. पटना: भारती भवन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स।
- पाण्डेय, के. पी. (2013). *नवीन शिक्षा मनो विज्ञान*. वाराणसी: वश्व वद्व्यालय प्रकाशन।

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs

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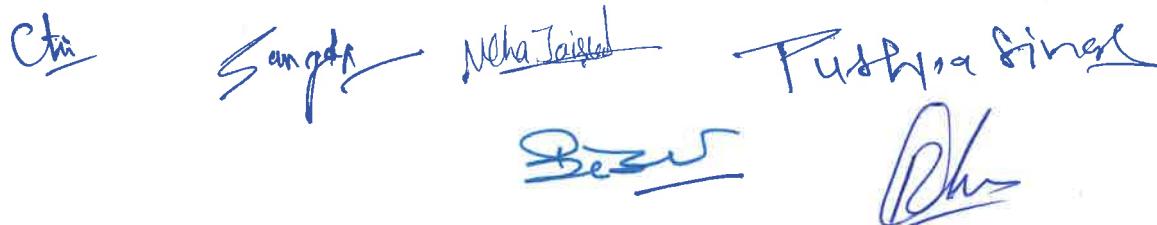
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**BA 2nd, Sem. IV,
Course II
(Practical)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: BEDUPR402	Course Title: Practical: Prepare a study of a Special Child	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
• Develop a stronger orientation towards research • Identify the different special children. • Prepare a case study.		
Credits: 2		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	• What is case study and its steps.	5
II	• Special children: Types and characteristics.	25
Suggested Readings:		
• मंगल, एस. के. (2008). शिक्षा मनोविज्ञान. दिल्ली: पीएचआई लर्निंग प्राइवेट लिमिटेड। • बाजपेयी, एल. बी. व बाजपेयी, अ मता. (2009). व शष्ट बालक. लखनऊ: भारत बुक सेण्टर। • Dash M. (1994). Educational Psychology. New Delhi, Deep& Deep Publications. • Hurlock, E. B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd. • Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers. • Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.		
Note: In Final Examination Student shall be examined by external and internal examiners.		
Marks Distribution: Written Exam, Viva, Practical File		
Suggested Continuous Evaluation Methods:		
Presentation of practical file (15marks) & Attendance (10 marks).		



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**BA 2nd, Sem. IV,
(Research Project)**

Program/Class: Degree /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: BEDURP403	Course Title: Research Project	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop a stronger orientation towards research • Understand basics of research • Develop attitude towards research		
Credits: 3		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
I	Research: Meaning, Nature Types of Research: Basic, Applied & Action Variable: Independent variable, dependent variable & Extraneous variable	10
II	Formulation of a research Proposal Research Problem, Objectives, Hypothesis, Population, sample, sampling, Tools & technique of Data collection, Referencing.	35
Suggested Readings: • पांडेय, के. पी. (2008). शैक्षिक अनुसंधान. वाराणसी: विश्वविद्यालय प्रकाशन। • गुप्ता, एस. पी. (2013). अनुसंधान संदर्भिका. इलाहबाद: शारदा पुस्तक भवन। • सिंह, ए. के. (2012). मनो वज्ञान, समाजशास्त्र तथा शिक्षा में शोध व धर्याँ. पटना: मोतीलाल बनारसी दास। • Pandey, K.P., (1995), Action Research in Education. Meerut: Amitash Prakashan. • Rai, Parasnath, (1985). Introduction to Research. Agra: Laxmi Narain Agarwal. • Verma, M., (1965). An Introduction to Educational and Psychological Research. Asia Publishing House.		
Note: In Final Examination report shall be examined by internal examiners.		

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

Program specific outcomes-

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

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

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

Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: BEDUTH501	Course Title: Educational Assessment	
Course Learning utcomes: On completion of this course, learners will be able to: • Define assessment, measurement and evaluation. • Enumerate and Illustrate Characteristics of a good test. • Classify different psychological tests. • Test Intelligence/Personality/Aptitude of a subject.		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical vs Psychological Measurements. • Continuous and Comprehensive Evaluation: Meaning, Aims and Aspects.	10
II	<u>NORMS</u> • Norms: Meaning and Significance • Marks vs Grades • Credit System	10
III	<u>ACHIEVEMENT TESTS</u> • Meaning, Aims and Types. • Subjective VS Objective tests. • Characteristics of a Good test.	12
IV	<u>INTELLIGENCE</u> • Intelligence- concept and types. • Emotional Intelligence. • Multiple Intelligence	14
V	<u>PERSONALITY</u> • Personality- Concept and Types. • Theories of Personality: Psycho-analytical theory & Trait theory of Allport.	14

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Suggested Readings:

- Anastasi, A. & Urbina, S. (2002). *Psychological Testing*. Delhi: Pearson Education.
- Thorndike, E.L., & E.P., Hagen. (1969). *Measurement and Evaluation in Psychology and education*. New York, Johan Wiley and Sons Inc.
- Sindhu, K. S. (2007). *New approaches to measurement and evaluation*. New Delhi, Sterling Publication.
- Singh, H.S. (1974). *Modern educational testing*. New Delhi: Sterling Publication.
- Freeman, F. S. (2018). *Theory and Practice of Psychological Testing*. New Delhi: CBS Publishers & Distributors Pvt Ltd.
- Gardner, Howard (2011). *Frames of Mind: the theory of multiple intelligence*. New York: Bsic Books.
- भटनागर, ए. बी. व भटनागर, मीनाक्षी (2003). *मनो वज्ञान और शिक्षा में मापन एवं मूल्यांकन*. मेरठ: सूर्या पब्लिकेशन।
- पाण्डेय, के. पी. (2011). *शैक्षक मापन एवं मूल्यांकन*. वाराणसी: वश्व वद्व्यालय प्रकाशन।
- गुप्ता, एस. पी. व गुप्ता, अलका (2022). *आधुनिक मापन एवं मूल्यांकन सांख्यिकी सहित*. इलाहाबाद: शारदा पुस्तक भवन।
- अस्थाना, बिपिन एवं श्वेता अस्थाना (2020). *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*. आगरा: विनोद पुस्तक मंदिर पब्लिकेशन।
- गुप्ता, एस.पी. (2020). *आधुनिक शैक्षिक मापन और मूल्यांकन*. इलाहाबाद: शारदा पुस्तक भवन।

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: BEDUTH502	Course Title: Educational Statistics	
Course Learning Outcomes On completion of this course, learners will be able to:		
• Define Statistical terms. • Prepare graphical charts. • Interpret the results various operations of statistics. • Survey and collect data. • Analyze the data with Suitable Statistical methods.		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>INTRODUCTION TO STATISTICS</u> • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics	8
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> Organization of data: • Simple array • Frequency array • Frequency Distribution • Class Interval: Inclusive, Exclusive • Graphical representation of data: Bar diagram, Histogram & Pie chart	14
III	<u>MEASURES OF CENTRAL TENDENCY</u> • Definition, Uses, Computation of: Mean, Median, Mode	12
IV	<u>MEASURES OF VARIABILITY</u> • Definition, Uses, Computation: Range, Quartile Deviation, Standard Deviation.	12

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V	<u>CORRELATION AND NPC</u>	14
	- Meaning, Types, Uses - Computation of Coefficient of Correlation- Spearman's Rank Difference Method.	
	<u>Normal probability curve (NPC)</u> Concept and Characteristics.	

Suggested Readings:

- Agresti, A., & Finlay, B. (2009). *Statistical Methods for the Social Sciences*. Pearson Prentice Hall, Upper Saddle River, NJ.
- Gupta, K. R. (2015), *Statistical Methods in Education and Psychology*. New Delhi: Atlantic publishers and Distributors.
- Garret, Henry E. (2005). *Statistic in Psychology and Education*. New Delhi: Paragon International Publication.
- Sharma, R. A. (2020). *Advanced Statistics in Education and Psychology*. Meerut: R. Lal book depot.
- गैरेट, एच. ई. व वुडवर्थ, आर. ए. (2016). *शिक्षा एवं मनो वज्ञान में सांख्यिकी के प्रयोग*. नई दिल्ली, कल्याणी पब्लिशर्स।
- गुप्ता, एस. पी. व गुप्ता, अलका (2015). *व्यवहारपरक वज्ञानों में सांख्यिकीय व धर्याँ*. इलाहाबाद, शारदा पुस्तक भवन।
- संह, एस. पी. (2016). *सांख्यिकी सद्धान्त एवं व्यवहार*. नई दिल्ली: एस. चन्द एण्ड कंपनी प्रा. ल.।
- बंसल, एस. के. (2026), *शैक्षक सांख्यिकी*. आगरा, एस. बी. पी. डी. पब्लिशिंग हाउस।
- शर्मा, डॉ. न मता व शर्मा, पल्लवी (2023), *शैक्षक सांख्यिकी*. आगरा, एस. बी. पी. डी. पब्लिकेशन्स।
- कपिल, एच. के. (2020). *सांख्यिकी के मूल तत्व*. आगरा: विनोद पुस्तक मंदिर।
- मंगल, एस. के. (2010). *मनोविज्ञान एवं शिक्षा में सांख्यिकी*. दिल्ली: पी.एच.आई.लर्निंग प्राइवेट लिमिटेड।
- श्रीवास्तव, डी. एन. (2024). *मनोविज्ञान शिक्षा और अन्य सामाजिक विज्ञानों में सांख्यिकी*. आगरा: विनोद पुस्तक मंदिर।

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

Program/Class: Degree /BA		Year: Third	Semester: Fifth
Subject: Education			
Course Code: BEDUPR503		Course Title: Practical: Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop a stronger orientation towards research • Understand and Administer different Psychological Tests			
Credits: 2		Core Compulsory	
Max. Marks: 25 + 75		Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w			
Unit	Topics		No. of Lectures
I	• Psychological Test: Types and Utility for Guidance and Counselling		5
II	• How to administer and Interpret score of Achievement / Intelligence / Personality		25
Suggested Readings: • Anastasi, A. & Urbina, S. (2002). <i>Psychological Testing</i>. Delhi: Pearson Education. • Thorndike, E.L., & E.P., Hagen. (1969). <i>Measurement and Evaluation in Psychology and education</i>. New York, Johan Wiley and Sons Inc. • Freeman, F. S. (2018). <i>Theory and Practice of Psychological Testing</i>. New Delhi: CBS Publishers & Distributors Pvt Ltd. • Gardner, Howard (2011). <i>Frames of Mind: the theory of multiple intelligence</i>. New York: Bsic Books, • सिंह, ए. के. (2013). <i>उच्चतर सामान्य मनो वज्ञान</i>. पटना: मोतीलाल बनारसी दास। • भटनागर, ए. बी. व भटनागर, मीनाक्षी (2003). <i>मनो वज्ञान और शिक्षा में मापन एवं मूल्यांकन</i>. मेरठ: सूर्य पब्लिकेशन। • गुप्ता, एस. पी. व गुप्ता, अलका (2022). <i>आधुनिक मापन एवं मूल्यांकन सांख्यिकी सहित</i>. इलाहबाद: शारदा पुस्तक भवन।			
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: BEDUTH601	Course Title: Educational Administration and Management	
Course Learning Outcomes On completion of this course, learners will be able to: - Describe different Educational Organizations. - Compare Administration, Management and Supervision. - Differentiate between inspection and supervision.		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	EDUCATIONAL ORGANIZATIONS AND ADMINISTRATION - Meaning, types and characteristics of Educational Organizations - Meaning, Concept and Types of Educational Administration. - Principles of Educational Administration. - Administration vs Management.	10
II	DEVELOPMENT AND FUNCTIONS OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT - Classical School - New Classical School - New Management - POSDCORB	12
III	<u>EDUCATIONAL LEADERSHIP</u> - Meaning, Nature of Educational Leadership. - Styles of Educational Leadership- Autocratic, Democratic and Laissez-faire - Decision Making.	14
IV	<u>EDUCATIONAL PLANNING AND FINANCE</u> - Meaning and Nature of Educational Planning. - Approaches of Educational Planning. <u>Educational finance:</u> - Need and Significance. - Sources of Finance.	14

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V	<u>EDUCATIONAL SUPERVISION</u> • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision.	10
Suggested Readings: • Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 • Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.). • Sharma, R.A. (n.d.). <i>Education Administration and Management</i>. Meerut, Loyal Book Depot. • Sukhiya, S.P., (1965). <i>School Administration and Organization</i>. Agra, Vinod Pustak Mandir. • http://mlrd.gov.in/school-education • http://mlid.gov.in/schemes-1 • ओड़, एल. के. (2019). <i>शैक्षिक प्रशासन</i>. जयपुर: राजस्थान हिंदी ग्रन्थ अकादमी। • मालवीय, आर. (2011). <i>शैक्षिक तकनीकी एवं प्रबंधन</i>. शारदा पुस्तक भवन। • मेहता, दीपा, (2015). <i>शैक्षिक प्रबंधन</i>. पी.एच.आई. लर्निंग प्राइवेट ल मटेड। • कुलश्रेष्ठ, एस. पी. (2018). <i>शैक्षिक तकनीकी के मूल आधार</i>. आगरा: अग्रवाल पब्लिकेशन।		
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

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Pushpa Singh

Dr. R. K. Singh

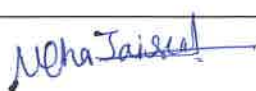
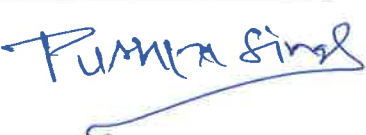
R. K. Singh

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: BEDUTH602	Course Title: Milestones and New Dimensions of Indian Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
- List and differentiate the different education programs and schemes. - Use MOOCs and SWAYAM. - Collect and use material from OERs. - Review e-journals and e-Magazines.		
Credits: 4	Core Compulsory	
Max. Marks: 25 + 75	Min. Passing Marks: 33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u> - RMSA. - RUSA. - RTE. - PMMMNMTT.	10
II	<u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA</u> - VISHVABHARTI - IGNTU - DSMNRU - Navodaya Vidyalaya. - Ashram Paddhati Vidyalaya	12
III	<u>EDUCATIONAL TECHNOLOGY AND INNOVATIONS</u> - ICT: Meaning, Type, Concept and Needs. - ICT and Education. - Approaches of Educational Technology. - Computer and Internet: Application in Education - EDUSAT, EDUCOM. MOOCS, SWAYAM. - OERs: e-journals, e-Magazines and e-Pathshala.	18
IV	<u>SOCIETAL TRENDS AND EDUCATION</u> - Inclusion-. - Human Rights. - Effect of Pandemics on society and Education. - Cultural Education	10





V	ENVIRONMENT AND EDUCATION • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. • Conservation of Natural Resources and Utilization of Non-Conventional Resources.	10
Suggested Readings: • लाल, आर. बी. एवं शर्मा, के. के. (2021). <i>भारतीय शिक्षा का इतिहास, विकास एवम् समस्याएं</i>. आर. लाल बुक डपो। • शर्मा, बी. एल. (2007). <i>पर्यावरण शिक्षा</i>. अपोलो प्रकाशन। • पाठक, आर. पी. (2011). <i>शैक्षक तकनीकी</i>. पीयरसन पब्लिकेशन्स। • Agarwal, S.P. and Aggarwal, J.C. (1996). <i>Environmental protection, education and development</i>. New Delhi: New Concepts. • Aggarwal J.C. (1995). <i>Essentials of Educational Technology - Learning Innovations</i>. New Delhi: Vikas Publications. • Kaushal, S. & Mahapatra., (2007). <i>Emerging Trends in Inclusive Education</i>. Delhi: IVY Pub. • Reddy, P. K. & Reddy, N. D. (2001). <i>Environmental Education</i>. Hyderabad: Neelkamal publications. • Sharma, B. L., & Maheswari, B. K. (2008). <i>Education for environmental and human value</i>. Meerut, R. Lall Books Depot. • Singh, Y. K., (2009). <i>Teaching of environmental science</i>. New Delhi, APH Publishing • Mangal, S.K. and Mangal, U. (2015). <i>Educational Technology</i>. Tandon Publications. • Sharma, R. A. (2008). <i>Environmental Education</i>. R. Lall Book Depot. • https://www.education.gov.in/ • https://righttoeducation.in/ • https://mmc.ugc.ac.in/ • https://www.visvabharati.ac.in/home/ • https://www.igntu.ac.in/ • https://dsmru.up.nic.in/ • https://ats.upsdc.gov.in		
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks) Suggested equivalent online courses: Courses on Swayam / MOOCs		

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

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: BEDUPR603	Course Title: Practical- I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio- Cultural- Environmental Issue.	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop a stronger orientation towardsresearch. • Understand and Conceptualize ICDS and Anganwadi. • Understand current issues and write an article.		
Credits: 2		Core Compulsory
Max. Marks: 25 + 75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	• ICDS (Integrated Child Development Services): Introduction	5
II	• Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
III	• How to write an article: steps and ethics.	5
IV	• Sources of literature and their usage.	10
Suggested Readings: • Kaul, V., & Sankar, D. (2009). <i>Early childhood care and education in India</i>. National University of Educational Planning and Administration. • Swaminathan, M. (1998). <i>The first five years: A critical perspective on early childhood care and education in India</i>. Sage Publications. • UNICEF. (2019). <i>Early childhood development: A statistical snapshot</i>. United Nations Children’s Fund. • https://icds.gov.in • https://uphcm.com • गुप्ता, एस. पी. (2013). <i>अनुसंधान संदर्शिका</i>. शारदा पुस्तक भवन।		
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).		

BA 4th Year Education - Undergraduate honors degree and honors with research degree

Program specific outcomes-

This course provides the basic ideas and concepts of philosophical and sociological foundation of education. This course compiles the educational measurement and evaluation to the students. This course helps in developing analytical thinking about educational research and statistics. This course aims to acquaint students with the knowledge of political and economic perspective of education. This course developed the understanding, meaning, nature and importance of educational research proposal. After completed this course students would be able to explore school profile development and explain the role of economic factors, institutional planning and cost benefit analysis.

This course consists of knowledge of psychological foundation of education. This course developed insights about the Organisational and Administrative structure of education. This course introduces learners about contemporary problem of Indian education. This course elaborates the various provisions related to women education and awareness of genders sensitivity. This course enable learners about critical analysis of education system of various countries thereby refining their own skills and perspectives. Student will able to gain proficiency in writing short research project/ dissertation .it able to elaborate different approaches of psychological test.

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Fourth Year (B.A. Honors)					
4	7	BEDUTH701	Philosophical and Sociological Foundation of Education	Theory	4
4	7	BEDUTH702	Educational Measurement and Evaluation	Theory	4
4	7	BEDUTH703	Educational Research and Statistics	Theory	4
4	7	BEDUTH704	Political and Economic Foundation of Education	Theory	4
4	7	BEDUPR705	Institutional Planning, Cost-benefit analysis, Socioeconomic Survey	Practical	4
Total Credit					20
4	8	BEDUTH801	Psychological Foundation of Education	Theory	4
4	8	BEDUTH802	Educational Management and Administration	Theory	4
4	8	BEDUTH803	Contemporary Issues and Problems in Indian Education	Theory	4
4	8	BEDUTH804	Comparative Education	Theory	4
4	8	BEDUPR805	Practical of Psychological Tests	Practical	4
Total Credit					20

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Programme /Class: U.G. (Hons)/U.G. (Hons. With Research)		Year: Fourth	Semester: Seventh
Subject: Education			
Course Code: BEDUTH701		Course Title: Philosophical and Sociological Foundation of Education	
Course Learning outcomes: students will be able-			
• To explain the Indian and western concepts of philosophical traditions. • To explain the impact of philosophy on education. • To describe the contribution of Indian and western philosophers on education. • Understand the social perspective of education. • Gain knowledge about the relationship between education and society. • Understand the importance of social stratification. • Explain the importance of social change through social mobility.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Philosophy: Meaning, Nature and Functions, Relationship between Education and philosophy. Indian School of Thoughts: Sankhya, Vedanta, Buddhism, Jainism, Islam (In context to reality, Knowledge, values and their educational implications-aims, curriculum and Teaching methods)		15
II	Western School of Thoughts: Realism, Pragmatism and Existentialism (In context to reality Knowledge, values and their educational Implications, aims, curriculum and Teaching methods). Contributions of Vivekanand, Rabindranath Tagore, Deendayal Upadhyaya, Froebel, John dewey to education.		15
III	Education and Sociology: Meaning, Nature, Scope, Characteristics and Interrelation. Socialization in India, Major social determinants of educational objectives. Agencies of Education: Family, Society, and State		15
IV	Westernization, Modernization and Education, Education in reference to Urbanization, Religion and Education, Social Stratification and Education. Contribution of J. Krishnamurthy, Paulo Freire and Savitribai Phule in social change.		15
Suggested Readings: • Taneja, B.R. (1979), Socio-Philosophical Approach to Education Atlantic Public, Delhi. • Baker John L. Marden (1980), Philosophy of Education Tata Mc. grahill • Harper Ro Singh, Baljit (1984), Education an Investment Meenakshi Prakashan Meerut. • Pachauri, Girish (2009), Educators in the Emerging Indian Society, International Publishing House, Lyle Book Depot, Meerut. • Pandey, K.P. (2007) Philosophical and Social Basis of Education, University Publications, Varanasi. • Pandey, Ram shakal (2000). Teachers in Emerging Indian Society, Vinod Pustak Mandir, Agra. • L. Raman Bihari (2009), Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut. • Saxena NR Swarup (1978), Sociological basis of education, ML Printers, Meerut.			

Dr. S. S. Ch

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Rushina Sinal

- ओड, एल.के., शक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।
- ग़ोवर इंद्रा, संसार के महान शक्षाशास्त्री, वश्व वद्यालय प्रकाशन, वाराणसी।
- शर्मा, राम सिंह, श्रीवास्तव, आर., शक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन, आगरा।
- व शष्ठ, के.सी., शक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, श्री वनोद पुस्तक मंदिर आगरा।
- करण चांद, शक्षा दार्शनिक परिपेक्ष, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली वश्व वद्यालय।
- पाण्डेय, के.पी., शक्षा के दार्शनिक एवं सामाजिक आधार, वश्व वद्यालय प्रकाशन, वाराणसी।

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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Programme /Class: U.G. (Hons)/ U.G. (Hons) With Research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUTH702		Course Title: Educational Measurement and Evaluation	
Course Learning Outcomes: students will be able- • Distinguish between educational measurement and evaluation. • Understand the meaning of evaluation and its key components—namely, educational objectives, learning experiences, and behavioral changes. • Become acquainted with the characteristics of a good test, as well as the merits and demerits of essay-type and objective-type tests. • Learn the process of constructing objective-type tests. • Understand the methods for determining test reliability, validity, and norms.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Educational Measurement and Evaluation—Concept, Need, and Significance; Distinction between Measurement and Evaluation; Classification of Educational Objectives; Norm-Referenced and Criterion-Referenced Tests—Meaning and Characteristics; Formative and Summative Evaluation—Meaning and Characteristics; Continuous and Comprehensive Evaluation—Concept and Educational Implications.		15
II	Characteristics of a Good Test; Characteristics and Limitations of Essay-Type and Objective-Type Tests; Methods of Constructing Objective Tests and Standardization; Determination of Teaching Points; Item Writing; Item Analysis; Discrimination Index; Determination of Norms and Difficulty Levels.		15
III	Determination of Test Reliability and Validity; Establishment of Norms; Construction of Likert-type and Thurstone-type Attitude Scales; Analysis of Tests Related to the Measurement of Intelligence, Personality, and Creativity.		15
IV	New Trends in Measurement and Evaluation; Examination Reforms; Grading System; Question Banks; T-Scores, C-Scores, and Z-Scores—A General Introduction.		15
Reference Texts: Ebel, R.L. (1965). Measuring Educational Achievement. Englewood Cliffs, NJ: Prentice-Hall, Inc. Anastasi, A. (1968). Psychological Testing. New York: The Macmillan Co. Guilford, J.P. (1954). Psychometric Methods. New York: McGraw-Hill Book Co. Gupta S.P. 1995, Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad. Sharma R.A. 1993, Measurement and Evaluation, Lyall Book Depot, Meerut. Pandey K.P. 2007, Educational Measurement and Evaluation, Vishwavidyalaya Prakashan, Varanasi.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUTH703		Course Title: Educational Research and Statistics	
Course Learning Outcomes: Students will be able-			
• Understand the meaning and scope of educational research. • Distinguish between the various types of research: Fundamental, Applied, and Action Research. • Identify the various methods of educational research. • Comprehend the process of educational research. • Utilize various tools associated with educational research. • Apply statistical methods for the analysis and interpretation of data.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Meaning and Objectives of Educational Research; Types of Research—Fundamental, Applied, and Action Research—distinctions based on objectives, nature of the problem, methodology, and utility of research outcomes; Methods of Educational Research—Historical, Descriptive (Survey), Experimental, Ex-post-facto, and Case Study approaches; Qualitative Research—Meaning, Types, and Methodology; Formulation of a Research Problem—Selection, Definition, and Delimitation of the problem.		15
II	Hypothesis Formulation—Process, Sources, and Characteristics of a Good Hypothesis; Hypothesis Testing, Generalization, and Drawing Conclusions; Population and Sampling in Educational Research—Probability-based methods for sample selection; Characteristics of a Good Sample; Characteristics of Research Tools used for Data Collection—Experimental Method, Questionnaire, Interview, Observation, Rating Scales, and Sociometry.		15
III	Measures of Central Tendency—Mean, Median, and Mode: Calculation Methods and Applications; Measures of Variability—Mean Deviation, Standard Deviation, and Quartile Deviation: Calculation Methods and Applications; Coefficient of Correlation—Determining correlation using Spearman's Rank Correlation and Karl Pearson's methods, and interpretation of results; Graphical Representation of Data—Histogram, Frequency Polygon, Cumulative Frequency Curve, and Cumulative Frequency Percentage Curve.		15
IV	Characteristics and Applications of the Normal Probability Curve (NPC); Parametric Tests—t-test and One-way Analysis of Variance (ANOVA); Non-parametric Tests—Chi-square Test; Type I and Type II Errors.		15
Reference Texts • Gupta, S.P., 2002, Statistical Methods, Sharda Pustak Bhawan, 11 University Road, Allahabad. • Pandey, K.P., 2006, Educational Research, Vishwavidyalaya Prakashan, Varanasi. • Pandey, K.P., 1995, Action Research in Education, Amitash Prakashan, Meerut. • Rai, Parasnath, 1985, Introduction to Research, Laxmi Narain Agarwal, Agra.			

- Verma, M., 1965, An Introduction to Educational and Psychological Research, Asia Publishing House.
- Singh, Arun Kumar, 2010, Research Methods in Psychology, Sociology, and Education, Motilal Banarsidass, Bungalow Road, Delhi.

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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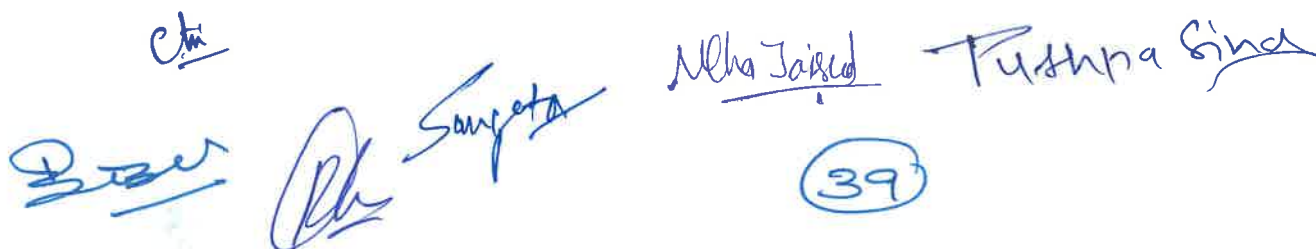
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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUTH704		Course Title: Political and Economic Perspective of Education	
Course Learning Outcomes: After completing this course, the students will be able to: • Understand the relationship between politics and education. • Explain the educational provisions in the Indian constitution. • Describe the concept of economics of education. • Explain the concept of Budget making.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Relationship between Politics and education, Political perspective of education: liberal, Conservative, and Critical approaches, approaches to understand politics (Behaviorism, Theory of System Analysis, and Theory of Rational Choice, Education for Political development and Political socialization.		20
II	Educational provisions in the Indian constitution, Constitutional values and education (Liberty, Equality, Fraternity, Justice, Secularism, Socialism)		15
III	Concept of economics of education: Cost-benefit analysis Vs Cost effectiveness analysis of Education, Impact of higher education on the economy		10
IV	Signaling Theory vs human capital Theory, concept of educational finance system, Micro and Macro level of Educational financial system, concept of Budget making.		15
Suggested Readings: • Ismail Thamarasseri, Political Economy of Education • Nana Adu-Pipim Boaduo, Saline Monicah Babitseng Boaduo (2012) Political Bases of Education. • Pachauri, Girish (2009). Educators in the Emerging Indian Society, International Publishing House, Lyle Book Depot, Meerut. • Pandey, K.P. (2007). Philosophical and Social Basis of Education, University Publications, Varanasi. • Pandey, Ram shakal (2000). Teachers in Emerging Indian Society, Vinod Pustak Mandir, Agra. • Mathur, S.S. (2009). Philosophical and Social Basis of Education Vinod Pustak Mandir, Agra. • Mishra, Upa (2008), Sociology of Education, New Kailash Publications, Allahabad. • L. Raman Bihari (2009), Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			



Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUPR705		Course Title: Institutional Planning, Cost- benefit analysis, Socio-economic Survey	
Course Learning outcomes: After completing this course, Students would be able to: • Understand The concept, need and importance of school education and school administration. • Develop and construct a school profile using appropriate educational and administrative information. • Understand the concept of school profile development. • Explain the role of economic factors in shaping a student's educational opportunities and achievement.			
Credit: 4		Core Compulsory - Practical	
Max. Marks: 100		Min. Passing Marks: 33%	
Total no. of Lectures-Tutorials-Practical (in hours per week): L-T-P. 0-0-6			
Unit	Topics		No. of Lectures
I	School: Need and Importance, types of school from the perspective of Administration.		15
II	School profile and its construction.		15
III	Importance of Society’s Influence in a Student’s Educational Life.		15
IV	The Importance of the Economic Factors Affecting a Student’s Educational Life.		15
Suggested Readings: • Oad, L.K. (1992). Educational Administration. Jaipur: Rajasthan Granth Academy. • Bhatnagar, R.P. & Agarwal, Vidya (1986). Educational Administration. International Publishing House. • Rai, M. & Sukhiya, S.P. (2019). Education Administration, Management, Environmental Education & Hygiene. Agrawal Publications. • Malviya, R. (2011). Shaikshik Takniki Evam Prabandh. Sharda pustak Bhavan.			
Note: In Final Examination Student shall be examined by external and internal examiners.			
Marks Distribution: Written Exam, Viva, Practical File			
Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH801		Course Title: Psychological Foundations of Education	
Course Learning Outcomes: students will be able to— • Understand the meaning and scope of Educational Psychology, its Indian and Western perspectives, and its relevance for a teacher. • Acquire knowledge of the concept of Intelligence and its various theories. • Explain the concept of Personality and its various theories. • Differentiate between the various theories of Learning. • Explain the concepts of Motivation and Adjustment, along with their educational implications. • Identify exceptional children and understand the educational provisions designed for them.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Definition and Scope of Educational Psychology; Relationship between Education and Psychology; Methods of Studying Educational Psychology; Social, Mental, and Emotional Development of the Child; Relationship between Growth and Development; Educational Psychology: Indian and Western Perspectives.		15
II	Intelligence—Definition and Theories; Guilford's Structure of Intellect Model; Emotional Intelligence; Measurement of Intelligence; Personality—Definition and Theories; Trait Theories (Allport and Cattell); Psychoanalytic Theory; Measurement of Personality; Concepts of Intelligence and Personality—Indian Perspective.		10
III	Meaning of Learning; Factors Influencing Learning; Theories of Learning—Köhler's Insight Theory; Hull's Drive Reduction Theory; Watson's Learning Theory; Tolman's Sign Learning Theory; Gagne's Hierarchy of Learning; Transfer of Learning and its Theories; Concept of Motivation—Indian Perspective (Purushartha Chaturstaya: Dharma, Artha, Kama, Moksha); Educational Implications.		20
IV	Exceptional Children—Characteristics and Educational Provisions for Creative, Gifted, Backward, and Mentally Retarded Children; Adjustment—Meaning and Process; Mental Conflicts and Defense Mechanisms.		15
Reference Texts: • Gupta, S.P. & Gupta, A. (2004). Uchcharitar Shiksha Manovigyan (Advanced Educational Psychology). Sharda Pustak Bhawan, University Road, Allahabad. • Pandey, K.P. (2009). Naveen Shiksha Manovigyan (Modern Educational Psychology). University Publications, Varanasi. • Pandey, Kalpalata, & Srivastava, S.S. (2007). Shiksha Manovigyan: Bharatiya evam Pashchatya Drishti (Educational Psychology: Indian and Western Perspectives). Tata McGraw-Hill, New Delhi. • Sharma, R.A., & Sharma, R. (1962). Bharatiya Manovigyan (Indian Psychology). Atlantic Publishers and Distributors, New Delhi.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			

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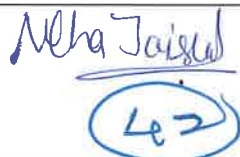
Neha Jain
Rohit

Tushar Singh

401

Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH802		Course Title: Educational Management and Administration	
Course Learning Outcomes: Students will be able to— • Distinguish between the various approaches to management in education. • Understand the functions of educational management. • Explain the concept of the organizational climate of a school. • Grasp the concepts of educational finance and financial administration. • Differentiate between the various levels within the structure of educational administration. • Review the research being conducted in the fields of educational management and administration.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Development of Principles of Management and Administration in Education; Theory of Taylorism; Administrative Process and Organization as Bureaucracy; Concepts of Management and Administration and their Interrelationship; Various Approaches to Management in Education—POSDCORB, PERT, CPM, SWOT Analysis; Key Functions and Processes of Management and Administration—Planning, Organizing, Leading, Controlling, Evaluating.		20
II	Roles and Functions of Educational Management; Educational Leadership; Organizational Boundaries; Leadership vs. Administration; Leadership Styles and Theories (aimed at the purposeful development of human attributes); Approaches to Leadership—Transformational, Performance-based, Value-based, Cultural, Psychodynamic, Charismatic; Leadership Models—Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Three-Dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange (LMX) Theory.		15
III	Structure of Educational Administration at the Central and State Levels; Issues and Challenges in Educational Administration in Higher Education; Indian and International Quality Enhancement Agencies—National Assessment and Accreditation Council (NAAC), Quality Council of India (QCI), International Network for Quality Assurance Agencies in Higher Education (INQAAHE).		15
IV	Development of the Concept of Educational Finance and Financial Administration in India: A Brief Introduction; Budget and its Types. Research being conducted in the fields of Educational Management and Administration.		10
Reference Texts: • Oad, L.K. (1992). Educational Administration. Jaipur: Rajasthan Granth Academy. • Chaturvedi, R.N. (1989). The Administration of Higher Education in India. Jaipur: Printwell Pvt. Ltd. • Gupta, L.D. (1987). Educational Administration. Oxford & IBH. • Goyal, S.L. (2005). Management in Education. New Delhi: APH Publishing Corporation. • Bhatnagar, R.P. & Agarwal, Vidya (1986). Educational Administration. New Delhi:			




International Publishing House.

- Bhatt, B.D. & Sharma, S.D. (1992). Educational Administration. Hyderabad: Kanishka Publication House, Booklinks Corporation.
- Roy, Choudhury, Namita (1992). Management in Education. New Delhi: APH Publications.

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH803		Course Title: Contemporary Problems of Indian Education	
Course Learning Outcomes: Students will be able to— - Develop the requisite sensitivity and a vigilant perspective regarding the problems of the Indian education system. - Analyze the problems prevalent in the fields of primary, secondary, and higher education. - Evaluate the role played by national institutions—such as the UGC, NAAC, and NCTE—in the sphere of education.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Primary Education – The problems of wastage and stagnation; Universalization of Education; Non-formal Education and Open Universities.		15
II	Higher Education – Types of universities; The problem of quality in higher education; Open Universities and Correspondence Course Systems; University Autonomy; The role of national institutions—UGC and NAAC—in the advancement of education.		15
III	Population Education; LPG (Liberalization, Privatization, and Globalization) and Education.		15
IV	Globalization in Education and its Impact; Private Universities and Foreign Universities in India; The Future of Contemporary Indian Universities.		15
Reference Texts: - Agarwal, J.C. (2007). Education System in India. Shipra Publications, Delhi. - Sharma, R.A. (2007). Development of the Indian Education System. Lal Book Depot, Meerut. - Pandey, K.P. (1999). Problems of Indian Education: Contemporary Context. Abhitash Prakashan, Meerut. - Pandey, Samasakal & Mishra, Karuna Shankar. Contemporary Problems of Indian Education. Vinod Pustak Mandir, Agra.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			









Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH804		Course Title: Comparative Education	
Course Learning Outcomes: Students will be able to - - Identify the changes that have occurred in the field of education at a global level. - Understand the geographical, political, cultural, and educational contexts of various countries. - Comprehend the indispensable role of education as the foundation for the development of developed nations. - Familiarize themselves with the diverse educational challenges faced by both developing and developed nations. - Critically analyze the educational systems of various countries, thereby refining their own skills and perspectives. - Conduct a comparative study of the educational landscapes in Britain, the USA, and India			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Comparative Education—Meaning, Scope, Evolution, Objectives, and Methods of Study (including quantitative, sociological, cultural, scientific, and statistical approaches); Factors Influencing Comparative Education; The Contribution of International Cooperation to the Development of National Educational Systems.		20
II	Primary Education in India, Britain, and the USA—Objectives, Organization, and Curriculum; Secondary and Vocational Education in India, Britain, and the USA—Objectives, Organization, and Curriculum.		15
III	Higher Education in India, Britain, and the USA—Objectives, Organization, and Curriculum; Teacher Education in India, Britain, and the USA—Objectives, Organization, and Curriculum.		15
IV	Distance and Continuing Education in India, Britain, and the USA; Educational Autonomy in India, Britain, and the USA.		10
Reference Texts: - Chaube, Saryu Prasad (2008). Comparative Education. Vinod Pustak Mandir, Agra. - Jaiswal, Sitaram (1970). Comparative Education. Hindi Samiti, Information Department, U.P., Lucknow. - Pandey, K.P. (1988). Comparative Education. Amitabh Prakashan, Ghaziabad/Delhi. - Pandey, K.P. (1987). Comparative Education. Amitabh Prakashan, Bhavani Nagar, Meerut. - Malaiya, K.C. (1966). Comparative Education. Lok Bharati Prakashan.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks). Presentation/Written Test (10 Marks) & Attendance (5 Marks)			

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Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUPR805		Course Title: Psychological Test	
Course Learning Outcomes: After completing this course, the students will be able to: • Explain the purpose and applications of interest test in psychology and education. • Administer interest tests using standard procedure. • Conduct creativity tests effectively following standard guidelines. • Apply creativity assessment result in educational and counselling setting. • Administer mental fatigue test systematically and interpreted findings related to mental efficiency and performance. • Explain the purpose and use of anxiety test, administer anxiety assessment tools properly and apply anxiety assessment outcomes in guidance and counselling contexts.			
Credit: 4		Core Compulsory - Practical	
Max. Marks: 100		Min. Passing Marks: 33%	
Total no. of Lectures-Tutorials-Practical (in hours per week): L-T-P. 0-0-6			
Unit	Topics		No. of Lectures
I	Psychological Tests: Types and Significance Interest Test: Introduction, Administration and Interpretation		15
II	Creativity Test: Introduction, Administration and Interpretation		15
III	Mental Fatigue Test: Introduction, Administration and Interpretation		15
IV	Anxiety Inventory: Introduction, Administration and Interpretation		15
Suggested Readings: • Gupta S.P., Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad. • Pandey K.P., Educational Measurement and Evaluation, University publication, Varanasi. • Asthana Vipin and Asthana Nidhi, Educational Evaluation Action Research, Agrawal Publication, Agra. • Bhatnagar A.B. and Bhatnagar Meenakshi, Measurement and Evaluation, R Lal Book Depot, Meerut.			
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			










Fourth Year (B.A. Honors with Research)					
(For the Students who secured minimum 75% marks in first six semesters)					
4	7	BEDUTH701	Philosophical and Sociological Foundation of Education	Theory	4
4	7	BEDUTH702	Educational Measurement and Evaluation	Theory	4
4	7	BEDUTH703	Educational Research and Statistics	Theory	4
4	7	BEDUPR704	Institutional Planning, Cost- benefit analysis, Socioeconomic Survey	Practical	4
4	7	BEDURP705	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective papers)	Project	4
Total Credit					20
4	8	BEDUTH801	Psychological Foundation of Education	Theory	4
4	8	BEDUTH802	Educational Management and Administration	Theory	4
4	8	BEDUTH803	Contemporary Issues and Problems in Indian Education	Theory	4
4	8	BEDUPR804	Practical of Psychological Tests	Practical	4
4	8	BEDURP805	Research Project (Only for Hons with Research Students. They will choose research project instead of Elective Papers.)	Project	4
Total Credit					20

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Programme /Class: U.G. (Hons)/U.G. (Hons. With Research)		Year: Fourth	Semester: Seventh
Subject: Education			
Course Code: BEDUTH701		Course Title: Philosophical and Sociological Foundation of Education	
Course Learning outcomes: students will be able- • To explain the Indian and western concepts of philosophical traditions. • To explain the impact of philosophy on education. • To describe the contribution of Indian and western philosophers on education. • Understand the social perspective of education. • Gain knowledge about the relationship between education and society. • Understand the importance of social stratification. • Explain the importance of social change through social mobility.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Philosophy: Meaning, Nature and Functions, Relationship between Education and philosophy. Indian School of Thoughts: Sankhya, Vedanta, Buddhism, Jainism, Islam (In context to reality, Knowledge, values and their educational implications-aims, curriculum and Teaching methods)		15
II	Western School of Thoughts: Realism, Pragmatism and Existentialism (In context to reality Knowledge, values and their educational Implications, aims, curriculum and Teaching methods). Contributions of Vivekanand, Rabindranath Tagore, Deendayal Upadhyaya, Froebel, John dewey to education.		15
III	Education and Sociology: Meaning, Nature, Scope, Characteristics and Interrelation. Socialization in India, Major social determinants of educational objectives. Agencies of Education: Family, Society, and State		15
IV	Westernization, Modernization and Education, Education in reference to Urbanization, Religion and Education, Social Stratification and Education. Contribution of J. Krishnamurthy, Paulo Freire and Savitribai Phule in social change.		15
Suggested Readings: • Taneja, B.R. (1979), Socio-Philosophical Approach to Education Atlantic Public, Delhi. • Baker John L. Marden (1980), Philosophy of Education Tata Mc. grahill • Harper Ro Singh, Baljit (1984), Education an Investment Meenakshi Prakashan Meerut. • Pachauri, Girish (2009), Educators in the Emerging Indian Society, International Publishing House, Lyle Book Depot, Meerut. • Pandey, K.P. (2007) Philosophical and Social Basis of Education, University Publications, Varanasi. • Pandey, Ram shakal (2000). Teachers in Emerging Indian Society, Vinod Pustak Mandir, Agra. • L. Raman Bihari (2009), Philosophical and Sociological Theories of Education, Rastogi Publications, Meerut. • Saxena NR Swarup (1978), Sociological basis of education, ML Printers, Meerut.			

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'Saxena', followed by 'Ch', a large stylized signature, 'Neha Jaiswal', a circled number '48', and 'Tusha Singh'.

- ओड, एल.के., शक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।
- ग्रीवर इंद्रा, संसार के महान शक्षाशास्त्री, वश्व वद्यालय प्रकाशन, वाराणसी।
- शर्मा, राम सिंह, श्रीवास्तव, आर., शक्षा के दार्शनिक एवं समाजशास्त्री आधार, संजय पब्लिकेशन, आगरा।
- व शष्ठ, के.सी., शक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, श्री वनोद पुस्तक मंदिर आगरा।
- करण चांद, शक्षा दार्शनिक परिपेक्ष, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली वश्व वद्यालय।
- पाण्डेय, के.पी., शक्षा के दार्शनिक एवं सामाजिक आधार, वश्व वद्यालय प्रकाशन, वाराणसी।

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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Programme /Class: U.G. (Hons)/ U.G. (Hons With Research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUTH702		Course Title: Educational Measurement and Evaluation	
Course Learning Outcomes: students will be able- • Distinguish between educational measurement and evaluation. • Understand the meaning of evaluation and its key components—namely, educational objectives, learning experiences, and behavioral changes. • Become acquainted with the characteristics of a good test, as well as the merits and demerits of essay-type and objective-type tests. • Learn the process of constructing objective-type tests. • Understand the methods for determining test reliability, validity, and norms.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Educational Measurement and Evaluation—Concept, Need, and Significance; Distinction between Measurement and Evaluation; Classification of Educational Objectives; Norm-Referenced and Criterion-Referenced Tests—Meaning and Characteristics; Formative and Summative Evaluation—Meaning and Characteristics; Continuous and Comprehensive Evaluation—Concept and Educational Implications.		15
II	Characteristics of a Good Test; Characteristics and Limitations of Essay-Type and Objective-Type Tests; Methods of Constructing Objective Tests and Standardization; Determination of Teaching Points; Item Writing; Item Analysis; Discrimination Index; Determination of Norms and Difficulty Levels.		15
III	Determination of Test Reliability and Validity; Establishment of Norms; Construction of Likert-type and Thurstone-type Attitude Scales; Analysis of Tests Related to the Measurement of Intelligence, Personality, and Creativity.		15
IV	New Trends in Measurement and Evaluation; Examination Reforms; Grading System; Question Banks; T-Scores, C-Scores, and Z-Scores—A General Introduction.		15
Reference Texts: Ebel, R.L. (1965). Measuring Educational Achievement. Englewood Cliffs, NJ: Prentice-Hall, Inc. Anastasi, A. (1968). Psychological Testing. New York: The Macmillan Co. Guilford, J.P. (1954). Psychometric Methods. New York: McGraw-Hill Book Co. Gupta S.P. 1995, Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad. Sharma R.A. 1993, Measurement and Evaluation, Lyall Book Depot, Meerut. Pandey K.P. 2007, Educational Measurement and Evaluation, Vishwavidyalaya Prakashan, Varanasi.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			








Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUTH703		Course Title: Educational Research and Statistics	
Course Learning Outcomes: Students will be able- • Understand the meaning and scope of educational research. • Distinguish between the various types of research: Fundamental, Applied, and Action Research. • Identify the various methods of educational research. • Comprehend the process of educational research. • Utilize various tools associated with educational research. • Apply statistical methods for the analysis and interpretation of data.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Meaning and Objectives of Educational Research; Types of Research—Fundamental, Applied, and Action Research—distinctions based on objectives, nature of the problem, methodology, and utility of research outcomes; Methods of Educational Research—Historical, Descriptive (Survey), Experimental, Ex-post-facto, and Case Study approaches; Qualitative Research—Meaning, Types, and Methodology; Formulation of a Research Problem—Selection, Definition, and Delimitation of the problem.		15
II	Hypothesis Formulation—Process, Sources, and Characteristics of a Good Hypothesis; Hypothesis Testing, Generalization, and Drawing Conclusions; Population and Sampling in Educational Research—Probability-based methods for sample selection; Characteristics of a Good Sample; Characteristics of Research Tools used for Data Collection—Experimental Method, Questionnaire, Interview, Observation, Rating Scales, and Sociometry.		15
III	Measures of Central Tendency—Mean, Median, and Mode: Calculation Methods and Applications; Measures of Variability—Mean Deviation, Standard Deviation, and Quartile Deviation: Calculation Methods and Applications; Coefficient of Correlation—Determining correlation using Spearman's Rank Correlation and Karl Pearson's methods, and interpretation of results; Graphical Representation of Data—Histogram, Frequency Polygon, Cumulative Frequency Curve, and Cumulative Frequency Percentage Curve.		15
IV	Characteristics and Applications of the Normal Probability Curve (NPC); Parametric Tests—t-test and One-way Analysis of Variance (ANOVA); Non-parametric Tests—Chi-square Test; Type I and Type II Errors.		15
Reference Texts • Gupta, S.P., 2002, Statistical Methods, Sharda Pustak Bhawan, 11 University Road, Allahabad. • Pandey, K.P., 2006, Educational Research, Vishwavidyalaya Prakashan, Varanasi. • Pandey, K.P., 1995, Action Research in Education, Amitash Prakashan, Meerut. • Rai, Parasnath, 1985, Introduction to Research, Laxmi Narain Agarwal, Agra.			

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- Verma, M., 1965, An Introduction to Educational and Psychological Research, Asia Publishing House.
- Singh, Arun Kumar, 2010, Research Methods in Psychology, Sociology, and Education, Motilal Banarsidass, Bungalow Road, Delhi.

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDUPR704		Course Title: Institutional Planning, Cost- benefit analysis, Socio-economic Survey	
Course Learning outcomes: After completing this course, Students would be able to: • Understand The concept, need and importance of school education and school administration. • Develop and construct a school profile using appropriate educational and administrative information. • Understand the concept of school profile development. • Explain the role of economic factors in shaping a student's educational opportunities and achievement.			
Credit: 4		Core Compulsory - Practical	
Max. Marks: 100		Min. Passing Marks: 33%	
Total no. of Lectures-Tutorials-Practical (in hours per week): L-T-P. 0-0-6			
Unit	Topics		No. of Lectures
I	School: Need and Importance, types of school from the perspective of Administration.		15
II	School profile and its construction.		15
III	Importance of Society’s Influence in a Student’s Educational Life.		15
IV	The Importance of the Economic Factors Affecting a Student’s Educational Life.		15
Suggested Readings: • Oad, L.K. (1992). Educational Administration. Jaipur: Rajasthan Granth Academy. • Bhatnagar, R.P. & Agarwal, Vidya (1986). Educational Administration. International Publishing House. • Rai, M. & Sukhiya, S.P. (2019). Education Administration, Management, Environmental Education & Hygiene. Agrawal Publications. • Malviya, R. (2011). Shaikshik Takniki Evam Prabandh. Sharda pustak Bhavan.			
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			

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Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Seventh
Subject: Education			
Course Code: BEDURP705		Course Title: Research Proposal	
Course Learning outcomes: After completing this course, the students would be able to: • Understand the meaning, nature and importance of educational research and research proposal. • Analyse related literature relevant to a research problem. • Explain the concept of population, sample and sampling techniques used in research. • Prepare research reports systematically with proper bibliography writing.			
Credit: 4		Core Compulsory	
Max. Marks: 100		Min. Passing Marks: 33%	
Total no. of Lectures-Tutorials-Practical (in hours per week): L-T-P. 0-0-6			
Unit	Topics		No. of Lectures
I	Introduction		20
II	Survey of Related literature		10
III	Population, Sample, Sampling, Tools and Statistical method		25
IV	Chapterization and Bibliography		5
Suggested Readings: • Agrawal, J. C. (2002). Educational research and introduction. Arya Book Depot. • Best, J.W. & Kahn, J.V. (2006). Research in education, Pearson Education. • Gupta S.P. (2011). Research methodology and statistical techniques. sharda pustak Bhavan. • Kaul, L. (2009). Methodology of educational research. vikas Publishing House. • Sharma M.L. (2002). Educational research and statistics. R. Lal Book Depot. • Sharma, R.A. (2005). Fundamentals of educational research and statistics. surya Publications.			
Note: In Final Examination Student shall be examined by external and internal examiners.			
Marks Distribution: Written Exam, Viva, Practical File			
Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH801		Course Title: Psychological Foundations of Education	
Course Learning Outcomes: students will be able to— • Understand the meaning and scope of Educational Psychology, its Indian and Western perspectives, and its relevance for a teacher. • Acquire knowledge of the concept of Intelligence and its various theories. • Explain the concept of Personality and its various theories. • Differentiate between the various theories of Learning. • Explain the concepts of Motivation and Adjustment, along with their educational implications. • Identify exceptional children and understand the educational provisions designed for them.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Definition and Scope of Educational Psychology; Relationship between Education and Psychology; Methods of Studying Educational Psychology; Social, Mental, and Emotional Development of the Child; Relationship between Growth and Development; Educational Psychology: Indian and Western Perspectives.		15
II	Intelligence—Definition and Theories; Guilford's Structure of Intellect Model; Emotional Intelligence; Measurement of Intelligence; Personality—Definition and Theories; Trait Theories (Allport and Cattell); Psychoanalytic Theory; Measurement of Personality; Concepts of Intelligence and Personality—Indian Perspective.		10
III	Meaning of Learning; Factors Influencing Learning; Theories of Learning—Köhler's Insight Theory; Hull's Drive Reduction Theory; Watson's Learning Theory; Tolman's Sign Learning Theory; Gagne's Hierarchy of Learning; Transfer of Learning and its Theories; Concept of Motivation—Indian Perspective (Purushartha Chaturstaya: Dharma, Artha, Kama, Moksha); Educational Implications.		20
IV	Exceptional Children—Characteristics and Educational Provisions for Creative, Gifted, Backward, and Mentally Retarded Children; Adjustment—Meaning and Process; Mental Conflicts and Defense Mechanisms.		15
Reference Texts: • Gupta, S.P. & Gupta, A. (2004). Uchchatar Shiksha Manovigyan (Advanced Educational Psychology). Sharda Pustak Bhawan, University Road, Allahabad. • Pandey, K.P. (2009). Naveen Shiksha Manovigyan (Modern Educational Psychology). University Publications, Varanasi. • Pandey, Kalpalata, & Srivastava, S.S. (2007). Shiksha Manovigyan: Bharatiya evam Pashchatya Drishti (Educational Psychology: Indian and Western Perspectives). Tata McGraw-Hill, New Delhi. • Sharma, R.A., & Sharma, R. (1962). Bharatiya Manovigyan (Indian Psychology). Atlantic Publishers and Distributors, New Delhi.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks). Presentation/Written Test (10 Marks) & Attendance (5 Marks)			

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH802		Course Title: Educational Management and Administration	
Course Learning Outcomes: Students will be able to— • Distinguish between the various approaches to management in education. • Understand the functions of educational management. • Explain the concept of the organizational climate of a school. • Grasp the concepts of educational finance and financial administration. • Differentiate between the various levels within the structure of educational administration. • Review the research being conducted in the fields of educational management and administration.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Development of Principles of Management and Administration in Education; Theory of Taylorism; Administrative Process and Organization as Bureaucracy; Concepts of Management and Administration and their Interrelationship; Various Approaches to Management in Education—POSDCORB, PERT, CPM, SWOT Analysis; Key Functions and Processes of Management and Administration—Planning, Organizing, Leading, Controlling, Evaluating.		20
II	Roles and Functions of Educational Management; Educational Leadership; Organizational Boundaries; Leadership vs. Administration; Leadership Styles and Theories (aimed at the purposeful development of human attributes); Approaches to Leadership—Transformational, Performance-based, Value-based, Cultural, Psychodynamic, Charismatic; Leadership Models—Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Three-Dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange (LMX) Theory.		15
III	Structure of Educational Administration at the Central and State Levels; Issues and Challenges in Educational Administration in Higher Education; Indian and International Quality Enhancement Agencies—National Assessment and Accreditation Council (NAAC), Quality Council of India (QCI), International Network for Quality Assurance Agencies in Higher Education (INQAAHE).		15
IV	Development of the Concept of Educational Finance and Financial Administration in India: A Brief Introduction; Budget and its Types. Research being conducted in the fields of Educational Management and Administration.		10
Reference Texts: • Oad, L.K. (1992). Educational Administration. Jaipur: Rajasthan Granth Academy. • Chaturvedi, R.N. (1989). The Administration of Higher Education in India. Jaipur: Printwell Pvt. Ltd. • Gupta, L.D. (1987). Educational Administration. Oxford & IBH. • Goyal, S.L. (2005). Management in Education. New Delhi: APH Publishing Corporation. • Bhatnagar, R.P. & Agarwal, Vidya (1986). Educational Administration. New Delhi:			

International Publishing House.

- Bhatt, B.D. & Sharma, S.D. (1992). Educational Administration. Hyderabad: Kanishka Publication House, Booklinks Corporation.
- Roy, Choudhury, Namita (1992). Management in Education. New Delhi: APH Publications.

Suggested Continuous Evaluation Methods:

Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)

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Programme /Class: U.G. (Hons)/ U.G. (Hons. With Research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUTH803		Course Title: Contemporary Problems of Indian Education	
Course Learning Outcomes: Students will be able to— • Develop the requisite sensitivity and a vigilant perspective regarding the problems of the Indian education system. • Analyze the problems prevalent in the fields of primary, secondary, and higher education. • Evaluate the role played by national institutions—such as the UGC, NAAC, and NCTE—in the sphere of education.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33%	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. of Lectures
I	Primary Education – The problems of wastage and stagnation; Universalization of Education; Non-formal Education and Open Universities.		15
II	Higher Education – Types of universities; The problem of quality in higher education; Open Universities and Correspondence Course Systems; University Autonomy; The role of national institutions—UGC and NAAC—in the advancement of education.		15
III	Population Education; LPG (Liberalization, Privatization, and Globalization) and Education.		15
IV	Globalization in Education and its Impact; Private Universities and Foreign Universities in India; The Future of Contemporary Indian Universities.		15
Reference Texts: • Agarwal, J.C. (2007). Education System in India. Shipra Publications, Delhi. • Sharma, R.A. (2007). Development of the Indian Education System. Lal Book Depot, Meerut. • Pandey, K.P. (1999). Problems of Indian Education: Contemporary Context. Abhitash Prakashan, Meerut. • Pandey, Samasakal & Mishra, Karuna Shankar. Contemporary Problems of Indian Education. Vinod Pustak Mandir, Agra.			
Suggested Continuous Evaluation Methods: Assignment/ Seminar (10 Marks), Presentation/Written Test (10 Marks) & Attendance (5 Marks)			

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Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDUPR804		Course Title: Psychological Test	
Course Learning Outcomes: After completing this course, the students will be able to: • Explain the purpose and applications of interest test in psychology and education. • Administer interest tests using standard procedure. • Conduct creativity tests effectively following standard guidelines. • Apply creativity assessment result in educational and counselling setting. • Administer mental fatigue test systematically and interpreted findings related to mental efficiency and performance. • Explain the purpose and use of anxiety test, administer anxiety assessment tools properly and apply anxiety assessment outcomes in guidance and counselling contexts.			
Credit: 4		Core Compulsory - Practical	
Max. Marks: 100		Min. Passing Marks: 33%	
Total no. of Lectures-Tutorials-Practical (in hours per week): L-T-P. 0-0-6			
Unit	Topics		No. of Lectures
I	Psychological Tests: Types and Significance Interest Test: Introduction, Administration and Interpretation		15
II	Creativity Test: Introduction, Administration and Interpretation		15
III	Mental Fatigue Test: Introduction, Administration and Interpretation		15
IV	Anxiety Inventory: Introduction, Administration and Interpretation		15
Suggested Readings: • Gupta S.P., Modern Measurement and Evaluation, Sharda Pustak Bhawan, Allahabad. • Pandey K.P., Educational Measurement and Evaluation, University publication, Varanasi. • Asthana Vipin and Asthana Nidhi, Educational Evaluation Action Research, Agrawal Publication, Agra. • Bhatnagar A.B. and Bhatnagar Meenakshi, Measurement and Evaluation, R Lal Book Depot, Meerut.			
Note: In Final Examination Student shall be examined by external and internal examiners. Marks Distribution: Written Exam, Viva, Practical File Suggested Continuous Evaluation Methods: Presentation of practical file (15marks) & Attendance (10 marks).			

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Programme/ Class: U.G. (Hons.)/ U.G. (Hons. With research)		Year: Four	Semester: Eighth
Subject: Education			
Course Code: BEDURP805		Course Title: Research Project	
Course Learning Outcomes: After Completing the Project work Students will be able to: • Carry out research work. • Understand the preparation and Presentation process of a short Research Project/Dissertation. • Student will be able to gain proficiency in writing short research project / dissertation. • Clarify the distinguish between research methodologies, research gaps, data analyzing, Interpretation of results and Draw conclusion.			
Credits: 4		Core Compulsory - Research Project	
Max. Marks: 100		Min. Passing Marks: 33	
Total No. Of Lectures-Tutorials-Practical (in hours per week): L-T-P: 6-0-0			
Unit	Topics		No. Of Lectures
I	Data Collection		15
II	Organization and presentation of data		15
III	Analysis and Interpretation of data		15
IV	Conclusion and suggestion		15
Suggested Readings • Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Berg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. • Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications. • Kerlinger. F.N. (1986). Foundations of Behavioral Research. Fort Worth, TX: Harcour 28/53 • गुप्ता एस.पी., रिसर्च डक्शनरी, शारदा बुक भवन, प्रयागराज। • क पल एच० के०, अनुसंधान व धयां व्यवहार पर वज्ञान में, एसपी भार्गव बुक हाउस, आगरा। • सुलेमान एम०, मनो वज्ञान, समाजशास्त्रतथा शक्षा में शोध व धयां, जनरल बुक एजेंसी, पटना।			
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external + 50% internal			

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Neha Jaiswal

Pushpa Singh

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Syllabus

EDUCATION

(Minor)

U.G. 2nd & 4th Semester

Effective from the Session 2026-27



Signature

Maa Vindhyavasini University, Mirzapur

Signature

Nisha Jaiswal
27.5.26

Programme/class: U.G. (Hons)/ U.G. (Hons. With research)/ M.A. (Previous)		Year-1	Semester: Second
Subject: Education (Minor)			
Course Title: Fundamental Concept of Education and Statutory Bodies of Education			
Course Learning Outcomes:			
On completion of this course, learners will be able to:			
• Understand the foundations of education and explain the meaning, definitions, forms and agencies of education. • Understand the difference between teacher-centred and student-centred education along with the importance of curriculum. • Analyse the relationship between education and social change. • Capable to explain the role of education in women empowerment, education of deprived sections and National Integrity. • Evaluate major educational policies including the National Education Policy (1986), National Curriculum Framework (2005) and National Education Policy (2020) with their key features. • Student would be able to identify and explain the role of major regulatory institutions in education such as UGC, NCERT, SCERT, NCTE and AICTE. • Understand the role of mass media, impact of social media, online education, digitalization of education in the teaching-learning process.			
Credit: 6		Theory	
Max. marks: 100		Min. Passing marks: 33%	
Total no. of Lectures-tutorial-Practicles (in hours per week) : L-T-P. 6-0-0			
UNITS	Topics		No. of Lectures
I	Foundation of education: meaning of education, definitions of education, forms of education , agencies of education		15
II	Education and social changes: Meaning of social changes, relationship between social change and education, education and women empowerment, education for the deprived section of society, education for national integration.		15
III	Dimensions of education: Teacher centered education student centered education teacher qualities and accountability curriculum meaning and its importance		15
IV	Educational Policies: National Education Policy (1986), National Curriculum Framework (2005), New Education Policy (2020)- key points		15
V	Major Regulatory Institution of Education: UGC NCERT		15


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	SCERT NCTE AICTE	
VI	Mass media in education: Social media- effects and disadvantage of social media, Online education need and importance digitalization of Education Edu-Tech	15

Internal Assessment: students will be assessed internally based on their presentation/ seminar performance.

Recommended books

- Gupta R. (2024). Shiksha ke Samajshastriya adhar, Bhartiya Sahitya publication.
- Pandey K.P. (2019). Shiksha Ke Darshanik evam Samajik Aadhaar, Vishwavidyalaya Prakashan Varanasi.
- Agrawal J.C. (1985). theories and principles of Education. Vikas Publishing House.
- Chobey S.P.(2011). Shikha Ke Darshanik evam Samajshastriya aadhar, vinod pustak Mandir.
- MHRD, National Education Policy (2020), Delhi

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Programme/ class: U.G. (Hons)/ U.G. (Hons. With research)/ M.A. (Previous)		Year-2	Semester: Fourth
Subject: Education (Minor)			
Course Title: Psychological aspect of Education and Awareness			
Course Learning Outcomes- On completion of this course, learners will be able to:			
• Describe the relationship between education and understanding. • Explain the meaning and source of knowledge, along with the difference between knowledge and information. • Analyse personality development and explain the role of Education in the development of their personality. • Explain the concept of learning including its meaning, transfer of learning and laws of learning. • Understand and explain the concept mental health, factors affecting mental health, relationship between mental health and education, meaning and process of adjustment. • Evaluate concept of Inclusion education, importance, challenges and strategy for effective implementation. • Describe the role of Education in promoting awareness related to the right to education environment and human rights.			
Credit: 6		Theory	
Max. marks: 100		Min. Passing marks : 33%	
• Total no. of Lectures-tutorial-Practicles (in hours per week): L-T-. 6-0-0			
UNITS	Topics		No. of Lectures
I	Education and understanding: • Meaning and sources of knowledge • Difference between knowledge and information • The role of the teacher in developing understanding		15
II	Education and Personality development: • Meaning of personality • Role of Education in personality development of students		15

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(DR. ASUTOSH KUMAR TIWARI)

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III	Learning: • Meaning of learning • Transfer of learning • Laws of learning	15
IV	Mental health and adjustment: • Concept of mental health • Factors affecting of mental health • Mental health and education • Adjustment - meaning and process	15
V	Inclusive education: • Concept of inclusive education • Need and importance of inclusive education • Challenges • Strategies for implementation	15
VI	Education and awareness: • Meaning of awareness • Role of Education in raising social awareness (Rights of Education, environment and human rights awareness).	15

Internal assessment: Students will be assessed internally based on their presentation/seminar performance.

Recommended books:

- Agrawal, J.C. (2018) Essentials of Educational Psychology, Vikas Publication House.
- Gupta, S.P. and Gupta, A. (2020) Higher Education Psychology, Sharda Pustak Bhavan.
- Sahu, P.K.: Quality Education in India, Concept Publication.
- Mathur, S.S. Educational Psychology, Vinod Pustak Mandir.
- Verma, Shikha, Knowledge and Curriculum, Bhargava Publications.
- Pathak, P.D (n.d) Shiksha Manovigyan. Agrawal publication.
- Saraswat, M. (n.d) Shiksha Manovigyan ki Ruprekha. Alok Prakashan.
- Pandey, K.P.(2013). Naveen Shiksha manovigyan. Vishwavidyalay Prakashan.

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