ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)

Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,

(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

YEAR	SEMESTER	COURSE CODE	PAPER TITLE	THEORY/ PRACTICAL	CREDITS
1st	1st	E01010 1	Conceptual Framework of Education-I	Theory	6
	2nd	E01020 1	Development and challenges of Indian Education System	Theory	6
2nd	3rd	E01030 1	Philosophical- Sociological Political- Economic Perspectives of Education-I	Theory	6
	4rth	E01040 1	Psychological Perspectives of Education	Theory	6
3rd	5th	E01050 1T	Course Title: Educational Assessment	Theory	4
		E01050 2T	Course Title: Educational Statistics	Theory	4
		E01050 3P	Administration and Interpretation of Score of a psychological test Achievement/Intelligence/Personality /Aptitude	Practical	2
		E010501R	Collection of Data related to Education, application of suitable statistical methods, analysis, and interpretation of result. OR Visit to any type of university: A. It's profile preparation. B. Report on its administrative structure.	Project	3
	6th	E01060 1T	Educational Administration and Management	Theory	4
		E01060 2T	Milestones and New Dimensions of Indian Education	Theory	4
		E01060 3P	I. Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2
		E010601R	Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, interview a working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.	Project	3

BA 2nd, Sem. III, Course I (Theory)
Program/Class: Diploma /BA Year: Second Semester: Third
Subject: Education Course Code: E010301
Course Title: PhilosophicalSociologicalPolitical-Economic Perspectives of Education-I

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

CO1.Define Education and Philosophy.
CO2.Explain difference between Darshan and Philosophy.
CO3.Identify significant features of the Indian and Western philosophies.
CO4.Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
CO5.Compare the Indian and Western Philosophical thoughts.
CO6.Define pluralism and diversity in Indian society.
CO7.Relate Education with Political and Economic issues.
CO8.Distinguish between Fundamental Rights and duties.
CO9.Value role of Education for Sustainable Development

Credits: 6 Core Compulsory
Max. Marks: 25+75

Unit I
EDUCATION AND PHILOSOPHY ● Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. ● Branches of Philosophy and Education.

Unit II
A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES ● Vedant. ● Bhagavad Geeta.

Unit III
A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES 7 ● Idealism. ● Naturalism. ● Pragmatism.

Unit IV
SOME PROMINENT EDUCATIONAL THINKERS ●Mahatma Gandhi. ● Swami Vivekanand. ● BR. Ambedkar. ● Rousseau. ● Dewey. 7

Unit V
INTRODUCTION TO INDIAN SOCIETY ● Pluralism and Diversity in Indian Society. ● Social Stratification of Indian Society: Caste, Class, Gender. 8

Unit VI
SCHOOL EDUCATION AND SOCIETY ● School as Social Organization. ● Social Change and Education. ● Social Mobility and Education. 8

Unit VII
POLITICAL PERSPECTIVES OF EDUCATION 7 ●Fundamental Rights and Duties. ●Directive Principles.

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Unit VIII

ECONOMIC PERSPECTIVES OF EDUCATION ● Education as Development Indicator. ● Education for Sustainable development ● UN Millennium development goals VS Sustainable development goals.

Suggested Readings:

● कमर, के. शिक्षाऔरज्ञान.शिल्ली, ग्रंथशिल्पी. 2002

● सलजू ासी.के, शिक्षाि िमन, शहंि ीमाध्यमकायामन ियनशनि िलयनईशिल्ली

● धकं रआर. शिक्षाऔरसमाज.हररयाणा, आधरप्रकाि न. 2006

● ओडएल.के, शिक्षाकीि ि मशनकपष्ट्र भशूम, राजस्थानशहन् िी ग्रंथअकाि मी,1994

● पांडेयके.पी, शिक्षाकेि ि मशनकएिंसामाशजकआधार, ि राणसीशिशवशिद्यालयप्रकाि न

● Archer, M.S. Social Origins of Educational Systems, New Delhi: Sage. 1984

 ● Brubacher, John S. (ed) . Modern Philosophy of Education, New Jersey: Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962

● Cohen, B. Educational Thought: An Introduction. Macmillan, Britain. 1969

● Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915

● Durkheim, E. Education and Sociology. New York: The Free Press. 1956

● Elmhirst, L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.1994

● Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970

● Kneller, G.F. Foundations of Education. London and New York, John Wiley and Sons, Inc. 1963

● Kumar, K. The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications.1991

● Shukla, S. and Kumar, K. Sociological Perspective in Education.New Delhi, Chanakya Publications. 1985

● Shukla, S. C. and Kaul, R. (eds.) Education, Development and Underdevelopment, New Delhi: Sage. 1998

BA 2nd, Sem. IV, Course I (Theory)
Program/Class: Diploma /BA Year: Second Semester: Fourth
Subject: Education Course Code: E010401
Course Title: Psychological Perspectives of Education
Course Learning Outcomes On completion of this course, learners will be able to:
CO1.Define Education and Psychology.
CO2.Relate Education and Psychology
CO3.Compare characteristics and needs of different stages of development.
CO4.Name different approaches of learning.
CO5.Distinguish between different psychological traits.
CO6.Identify Individual Differences.
CO7.Examine the importance Mental Health.
CO8.Illustrate Teaching Learning Process.
Credits: 6 Core Compulsory
Max. Marks:

Unit I
EDUCATION AND PSYCHOLOGY ● Psychology: Concepts and Scopes. ● Relations of Education and Psychology. ● Importance of Educational Psychology. ● Methods of Studying Educational Psychology.

Unit II
PROCESS OF DEVELOPMENT ● Development/Meaning and Forms. ● Growth and Development. ● Stages of Development. ● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.

Unit III
UNDERSTANDING THE LEARNING ● Meaning, Nature and Factors Influencing the Education. ● Learning Styles: VARK. ● Transfer of Learning and its classroom implications. 7 ●Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory, and their Educational Implications.

Unit IV
FOUNDATIONS OF BEHAVIOURS ● Instincts. ● Sensation, Perception and Concept. ● Motivation. ● Memory. ● Attention and Interest. ● Thinking, Reasoning, and Imagination. ● Habit. ● Fatigue

Unit V
INDIVIDUAL DIFFERENCES ● Meaning, Types and Causes of Individual Differences. ● Individual Differences and Education.

Unit VI
SPECIAL NEED LEARNERS ● Mentally Retarred. ● Gifted Children. ● Divyang (Handicapped).

Unit VII

MENTAL HEALTH AND ADJUSTMENT ● Concept and need of studying mental health. ● Affecting Factors of Mental Health. ● Mental Health and Education. ● Adjustment: Meaning and Process.

Unit VIII TEACHING AND LEARNING PROCESS ● Concept of Teaching. ● Relation between Learning and Teaching. ● Conditioning vs Teaching. ● The Objectives of Education is Learning. ● Role of Teacher in Teaching- Learning.

Suggested Readings:

● भटनागरएस, शिक्षामनोशिज्ञान, सयूमपशललकेिन, 1998

● जायसिालएस.आर, भारतीय मनोशिज्ञान और शिक्षा , आयमबुक डीपो नई शिल्ली

● शत्रपाठीिशलग्राम, शिक्षणव्यव्हार, राधापशललकेिन, नई शिल्ली

● गुप्ताएस.पी, शिक्षामनोशिज्ञान, िखाप्रकािन, मेरठ

● युगशकम्बल,शिक्षामनोशिज्ञानकीआधार शिला, शिनोि पुस्तक मंशिर, आगरा

● Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house
● Bhatnagar Suresh (n.d.). Advanced Educational Psychology, Lal Book Depot, Meerut.
● Bigge, Morris. L (1971). Learning theories for teachers. New York: Harper &Row.
● Chauhan S.S. (1978). Advanced educational psychology. Vikas Publishing House.
● Dash M. (1994). Educational Psychology. New Delhi, Deep& Deep Publications.
● Dececco John, P. The Psychology of Learning and Instruction. New Delhi, Prentice Hall of India. 1968
● Hilgand, E.R. &Bower, S.H., (1975). Theories of Learning. Englewood Cliffs New Jersey: Prentice Hall.
● Hurlock, E. B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
● Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir. 1986
● Mazur, J.E. (1994). Learning and behaviour. Englewood Cliffs. New Jersey; Prentice Hall.
● Rani, A. (2011). Psychology of learning Behavior. New Delhi, Centrum Press.

BA 2nd, Sem. III, Course I (Theory)
Program/Class: Certificate Year: Second Semester: Second
Subject: Education as Minor Subject
Course Code: ME-2
Course Title: PhilosophicalSociologicalPolitical-Economic Perspectives of Education-II

Course Learning Outcomes On completion of this course, learners will be able to:
CO1.Define Education and Philosophy.
CO2.Explain difference between Darshan and Philosophy.
CO3.Identify significant features of the Indian and Western philosophies.
CO4.Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
CO5.Compare the Indian and Western Philosophical thoughts.
CO6.Define pluralism and diversity in Indian society.
CO7.Relate Education with Political and Economic issues.
CO8.Distinguish between Fundamental Rights and duties.
CO9.Value role of Education for Sustainable Development

Credits: 4
Max. Marks: 25+75

Unit I
EDUCATION AND PHILOSOPHY ● Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education. ● Branches of Philosophy and Education.

Unit II
A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES ● Vedant. ● Bhagavad Geeta. A ● Idealism. ● Naturalism. ● Pragmatism
Some Prominent Educational Thinkers ●Mahatma Gandhi. ● Swami Vivekanand. ● BR. Ambedkar. ● Rousseau. ● Dewey.

Unit III
INTRODUCTION TO INDIAN SOCIETY ● Pluralism and Diversity in Indian Society. ● Social Stratification of Indian Society: Caste, Class, Gender. ● School as Social Organization. ● Social Change and Education. ● Social Mobility and Education.

Unit IV
Fundamental Rights and Duties. ●Directive Principles Education as Development Indicator. ● Education for Sustainable development

Suggested Readings:

● कमर, के. शिक्षाऔरज्ञान.शिल्ली, ग्रंथशिल्पी. 2002

● सलजू ासी.के, शिक्षाि िमन, शहंि ीमाध्यमकायामनि यनशनिि लयनईशिल्ली

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● पांडेयके.पी, शिक्षाकेि ि मशनकएिंसामाशजकआधार, ि राणसीशिश्वशिद्यालयप्रकाि न

● Archer, M.S. Social Origins of Educational Systems, New Delhi: Sage. 1984

● Brubacher, John S. (ed) . Modern Philosophy of Education, New Jersey: Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962

● Cohen, B. Educational Thought: An Introduction. Macmillan, Britain. 1969

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● Elmhirst, L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.1994

● Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970

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● Kumar, K. The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications.1991

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Vocational/ Skill Development Course (Education)
Under CBCS
Course: B.A. IInd Semester III
Course Name: Pedagogical Perspective of Education (Assessment and Evaluation)
Course Code: EDUSDC 03
Credit: 3
Time: 45 Hours
Marks: 100
Marks: 60 +40

COURSE OBJECTIVES:
Students would be able to-

CO1.Define evaluation, assessment, and measurement.
CO2.Explain measurement procedures in respect of cognitive and non-cognitive tests.
CO3.Describe Norm Referenced and Criterion References Testing (CRT).
CO4.Explain approaches of evaluation
CO5.Classify and differentiate tools and techniques of evaluation.
CO6.Explain continuous and comprehensive evaluation.

COURSE CONTENTS
UNIT-I
Evaluation, assessment, and Measurement
☐ Fundamental assumptions underlying the concepts of evaluation, assessment, and measurement: Similarities and differences
☐ Types of scales: Nominal, Ordinal, Interval and Ratio scales
☐ Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation
UNIT-I I
Measurement procedures in respect of cognitive and non-cognitive tests
☐ Ability testing procedures
☐ Disability testing procedures
☐ Uses of cognitive and non-cognitive tests
UNIT-I II
Norm-Referenced and Criterion-Referenced Testing (NRT & CRT))
☐ Concept of NRT and CRT and difference between NRT and CRT
☐ Developing tests under NRT and CRT approaches
☐ Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

UNIT-IV
4) Evaluation- Concept and Approaches
☐ Definition, need, and importance
☐ Characteristics of evaluation
☐ Evaluation, assessment, and measurement
☐ Formative and Summative evaluation
☐ External and Internal evaluation, advantages and disadvantages
☐ Norm references and criterion references evaluation concepts

UNIT-V
Techniques and tools of evaluation
☐ Testing- concept and purposes
☐ Observational techniques
☐ Projective techniques
☐ Types of evaluation tools
☐ Rating scales, Intelligence Tests, Aptitude tests, Inventories, the anecdotal records
.

SUGGESTED READINGS
Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar
Aggrawal, Y. P. (1990). *Statistical Methods*-Concepts, Applications and Composition, New Delhi: Sterling Publishers
Balls, S. & Aderson, S. (1976). Encyclopedia of Educational Evaluation in Teaching New York: McMillan
Kubiszyn, T. & Borich, G. *Educational Testing and Measurement*: Classroom application and practice, New York: Harper Collins College Publisher
Popham, W. I. (1977). Educational Evaluation, Englewood: Prentice Hall
Sinha, H. S. (1974). Modern Educational Testing New Delhi: Sterling
Thorndike R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.

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Vocational/ Skill Development Course (Education)
Under CBCS
Course: B.A. IInd Semester IV
Course Name: Pedagogical Perspective of Technology Enabled Education
Course Code: EDUSDC 04
Credit: 3
Time: 45 Hours
Marks: 100
Marks: 60 +40

Course Objectives:
CO1.To enable the student to understand the concept and system approach of educational
technology.
CO2.To acquaints students with different instructional techniques.
CO3.To understand different teaching cycles and teaching aids
CO4.To understand classroom communication

Course Contents:

Unit-I: Educational Technology
1. Concepts, meaning and need of technology in educational field.
2. Systems approach to education: Definition of systems, need for systems approach,
classification of systems & components of a System.

Unit-II: Instructional Techniques
1. Mass instructional techniques (basic concepts only)
2. Personalized techniques – Programmed learning (Linear)
3. Mastery Learning,
4. Microteaching (basic concepts)

Unit-III: Micro-Macro Teaching and Teaching Aids
1. Concept of micro and macro teaching and its cycle and teaching skills
2. Teaching aids- meaning, type (projected, non-projected)

Unit-IV: Classroom Communication
1. Communication: definition, meaning, components
2. Role of communication in effective teaching-learning process
3. Factors affecting classroom communication

References:
1. Rao, Usha -Educational technology.
2. Anand Rao, B. ravishankar, S. –Reading in educational technology.
3. Mohanty, J. -Educational technology.
4. Bharma, R.D. -An Introductional Technology.