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बुन्देलखण्ड विश्वविद्यालय, झाँसी
BUNDELKHAND UNIVERSITY, JHANSI

झाँसी (उ.प्र.) 284128


संदर्भ... BU/AC/2022/7570-7574

दिनांक 15.07.2022

The Minutes of Meeting of BOS

In reference to the BOS of department of Education
....., Institute of Education.....
B.A.(H.) Education (Pr) held on 16.07.2022 regarding the
revision of syllabus in tune with CBCS/NEP-2020 and subsequent
approval from Academic Council. This is to certify that the syllabus is
100% revised.


Registrar
Bundelkhand University
JHANSI


HOD/Coordinator
Dr. Sunil Kumar Trivedi
Coordinator
Institute of Education
Bundelkhand University, JHANSI (U.P.)



बुन्देलखण्ड विश्वविद्यालय, झाँसी BUNDELKHAND UNIVERSITY, JHANSI (U.P.)

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दिनांक..16/07/2022

संदर्भ.....

B.A Hon's BOS Session -2022-23


Today, on 16th July 2022, the meeting of the Joint Board of Studies (BOS) of BA (Honors) was held for the following 5 departments (venue: VC committee, time: 11 am) :

1. B.A.(Honors) Economics
2. B.A.(Honors) English
3. B.A.(Honors) Education
4. B.A.(Honors) Social Work
5. B.A.(Honors) Hindi

In which the following decisions were taken-

The DSC, DSE, SEC and GE curriculum of B.A. (honors) Hindi, Economics, Social Work, Education and English was unanimously approved in the meeting. It was decided in the meeting that according to the National Education Policy 2020, the B.A. (honors) syllabus approved by the Government of Uttar Pradesh will be implemented from the session 2022-23. And for this, the Examiner List/Question Panel of each course is presented by the Convener / Head of the Department / Coordinator, approved unanimously.

The following members were present in the meeting through offline mode -


ANUP KUMAR
Coordinator
Dept of Social Work
Bundelkhand University, Jhansi

**Institute of Education
Bundelkhand University, Jhansi**

B.A. (Hons.) Education

**Ordinance
As per NEP 2020**

Session 2022-23 onwards

ORDINANCE FOR BACHELOR IN HONOURS (SEMESTER SYSTEM) PROGRAMME OF ARTS, SCIENCE & COMMERCE

1. INTRODUCTION

1.1 Preamble

This ordinance governs all the rules and regulations as per the NEP 2020 for under-graduate programs B.A (Hons), B.Sc. (Hons) and B.Com (Hons) running in the Bundelkhand University, Campus Jhansi from 2022 onwards. This ordinance supersedes all the previous relevant ordinances, rules and regulations.

1.2 Duration

Bundelkhand University has adopted the semester system in Undergraduate Honours courses as per directives of Higher Education Department, Uttar Pradesh Government to accelerate the teaching-learning process and enable vertical and horizontal mobility in learning from academic session 2022- 23 onwards.

The programme duration shall be of three academic years, i.e. six semesters. In case a student(s) exit(s) from the programme after completion of first year (2 semesters), he/she may take exit from the programme with a certificate and after completion of two years (4 semesters) may exit with a Diploma. Student will be awarded Bachelor in Hons Degree after the completion of three academic years (6 semesters). Student shall be allowed to take re-entry at the next level after his/her exit at any time within seven years from the date of joining the course.

The maximum time duration to complete any year shall be three years.

Explanation: The maximum duration for a three year's course shall be nine years.

In case a candidate exits with a certificate or a Diploma, he/she can re-join the degree course at any time with the condition that the maximum duration to complete the course is nine years and for each year is three years.

However, the students shall be permitted to complete the programme requirements within a maximum of seven years from the date of admission to the first year of the under graduate (Hons) programme.

1.3 Eligibility of Admission

- Candidate, who wishes to seek admission in a course of study prescribed for a undergraduate degree in Hons program of the University, shall be admitted to campus or an affiliated college unless he/she has:

candidate must have passed the Intermediate Examination of the board of High school and Intermediate Education, Uttar Pradesh or of any other Indian Board incorporated by any law in force at the time of admission.

or

Passed any other examination recognized by the University as equivalent thereto.

- The date of admission shall follow the University academic calendar.

1.4 Choice of Honours Subject and Course Structure

1. University shall admit students as per the eligibility criteria and availability of seats decided by the university from time to time.
2. A student willing to take admission to the first year of Higher Education program after 12th class, will have to choose a Faculty (Science, Arts or Commerce, etc.) depending on the number of seats available and eligibility criteria.
3. Student(s) shall select any one Honours specific subject for all the three years (first, second, third, fourth, fifth and sixth semesters) as discipline specific core (DSC) ie Major I & II (table 1) and shall continue to study any one discipline specific elective (DSE) as major III subject along with Hons subject in first two years. (as given in table 2)
4. Student(s) shall select a generic elective (GE) paper as **Minor-1** from any other faculty (except own faculty) or can choose interdisciplinary subjects in the first two years. Minor –I elective is a course of pool of subjects/papers shown in table 3a and 3b (Minor-1). The student shall select one subject in the first year (first semesters) from the pool course and another subject in second year from the pool (Table 3). Minor –I shall be one paper of 4/5/6 credits and is not a full subject. No pre-requisite shall be required for this. The student may choose Minor –I from the mentioned table 3.
5. Student(s) shall select ability enhancement course (AEC) or skill enhancement course (SEC) known as **Minor-II (Vocational/skill development course)** from the course of pool subjects mentioned in table 4 (Minor -II). Candidate shall choose any one paper in each semester of his/her interest in the first and second year (one in each semester i.e. first, second, third and fourth semesters) from the pool of table 4. Each course of SEC comprises of theory (1 credit) and training (2 credits). Ratio of theory and Skill component in the syllabus will be 40:60 respectively. Theoretical evaluation will be carried out by department and training evaluation will be done by skill partner/department.
6. The University shall offer value added courses as Co-curricular paper/subject known as Minor–III. This value added course (VAC) is related to induction of multidisciplinary education by embedding knowledge within the framework of NEP. The student shall need to take one paper in each semester of first, second and third year of under graduate Hons programme. This is only qualifying paper/papers. One co-curricular course will be offered in each semester as Minor -III in the sequence given below.
7. Food and Nutrition (Semester-I)
8. First Aid and Health (Semester-II)
9. Human Values and Environment Studies (Semester-III)
10. Physical Education and Yoga (Semester-IV)
11. Analytic Ability and Digital Awareness (Semester-V)
12. Communication Skills and Personality Development or Character Building (Semester-VI)
13. Marks of practicals related to DSC, DSE and SEC papers will be uploaded by the by Head of Department on the examination portal and will be mentioned in the marks sheet. It shall be mandatory for the department to maintain the related data (records) till the maximum duration

of the course of the concerned batch.

14. Department and skill partner may jointly issue a certificate to the student additionally.

New skill enhancement courses shall be developed by Bundelkhand University after necessary approval from relevant academic bodies. Existing courses developed by UGC/NSQF/ Skill development Council/ others may be given preference.

Credit distribution in Hons courses are as below:

1 credit (theory) = 15 hours 1 credit (training) = 30 hours

Courses can be of individual nature or progressive nature.

NOTE: These co-curricular papers must be essentially passed with 40 percent marks. The grade on the basis of marks will be entered in the gradesheet but will not be counted in calculation of CGPA.

Semester Structure and Distribution of credits in undergraduate Hons program

Table- 1

SEM -I							
SEM -I	Major I & II (DSC): Credit 4/5/6	Major-III (DSE): Credit 4/5/6	Minor-I (GE) Credit 4/5/6	Minor-II (SEC/AEC) credit 3	Minor-III (VAC) qualifying	Industrial / training Credit 4	ΣCredits
	DSC-1 TH-I DSC-2 TH-II Pract -I	DSE-I TH-1 Pract -1	GE 1 -TH-1	SEC-1-TH-1	VCA-1 TH-1		25
SEM-II							
SEM -II	DSC-3TH-1 DSC-4 TH-II Pract -1	DSE-I TH-1 Pract -1		SEC2-TH-1	VCA-2 TH-1		19
CERTIFICATE in Faculty							46/62
SEM -III	DSC-5TH-I DSC-6 TH-II Pract -1	DSE-I TH-1 Pract -1	GE -2 TH-1	SEC-3TH-1	VCA-3TH-1		25
SEM -IV	DSC-7 TH-I DSC-8 TH-II Pract -1	DSE-I TH-1 Pract -1		SEC-4TH-1	VCA-4TH-1		19
DIPLOMA in Faculty							92/62
SEM -V	DSC-9 TH-I DSC-10TH-II DSC-11TH-III L -1	-	-		VCA-5TH-1	Industrial /training	18
SEM -VI	DSC-12TH-I DSC-13 TH-II DSC-14 TH-III Pract -1	-	-		VCA-6TH-1	Industrial / Training program	18
BACHELOR in Hons....							/144

Table -2 List of Honours Course

Major Bachelor in Honours Course –Major I and II) for Arts, commerce and Science (DSC)	
1	Environmental science
2	Biotechnology
3	Biochemistry
4	Microbiology
5	Biomedical sciences
6	Life sciences
7	Forensic science
8	Earth science
9	Food technology
10	B Com
11	Hindi
12	Education
13	English
14	Social work
15	Economics

Table 3a: list of Subject for Science discipline. Select anyone except the major stream given in table 2a.

Major –III for Science (DSE)	
1	Environmental science
2	Biotechnology
3	Chemistry
4	Mathematics
5	Home science
6	Zoology
7	Forensic science
8	Earth sciences
9	Food technology
10	Agriculture microbiology
11	Agriculture biotech
12	Bioinformatics
13	Physics

Table 3b: list of Subject for Arts discipline. Select anyone except the major stream

Major –III for B.A. (Hons) (DSE)	
1	Political science
2	Social work
3	Hindi
4	English
5	Fine Arts
6	History
7	Home science
8	Physical education
9	Education
10	Translation
11	Karyalayi hindi (basic of the official language of India)

Table 4 list of Subject of GE / Minor –I for science, Commerce and Arts
 Select one subject for first year and other subject for second year from interdiscipline or from other faculty.

Subject Other faculty Minor -I (GE)		
1	Agro forestry	Interdisciplinary
2	Horticulture	Interdisciplinary
3	Disaster management	Interdisciplinary
4	Fundamentals of entrepreneurship	Interdisciplinary
5	Business economics	Commerce
6	Modern political thoughts	Arts
7	Indian national movement	Arts
8	Ghandhian philosophy	Arts
9	Tribal culture	Arts
10	Social security	Arts
11	Indian arts and culture	Arts
12	Village and Panchayatiraj	Arts
13	Manuscript conservation	Arts
14	Traditional knowlde in Indian medicine and medicinal plants	Interdisciplinary
15	Alternative medicine	Science
16	Basics of electronic media	Science
17	Tools and techniques in bioinformatics	Science
18	Urban development & economic growth	Interdisciplinary
19	Non-conventional energy resource	Interdisciplinary
20	Cyber crime (cryptography)	Interdisciplinary
21	Dirking water quality assessment	Interdisciplinary
22	Water conservation and river linking	Interdisciplinary
23	Energy and environment	Interdisciplinary
24	Hindi shahitya ka	Interdisciplinary
25	History of English literature	Interdisciplinary

Table 5 list of Skill enhancement courses for science, commerce and Arts disciplines. Select one course in each Semester for first two year (Sem –I, II, III and IV only)

(SEC/AEC) or Minor –II	
1	Hand writing document examination
2	Vedic math
3	Astrology
4	Gen stone and dimensional stone
5	Computer hardware & networking
6	Soft skill
7	Tour guide and heritage
8	Hospital management0
9	Clinical diagnostics
10	Bakery and value added Production
11	Telly
12	Food processing
13	Industrial microbiology
14	Photography
15	Chemical sale marketing
16	Seed technology
17	Rural development
18	Community health
19	Health and hygiene
20	Organic farming

Table 6: list of Co-currecurar courses common for science, commerce and Arts disciplines. Select one course in each Semester for three years (Sem I, II, III,IV,V and VI)

SN	Course paper	Semester
1	Food and Nutrition	(Semester-I
2	First Aid and Health	Semester-II
3	Human Values and Environment Studies	Semester-III
4	Physical Education and Yoga	Semester-IV
5	Analytic Ability and Digital Awareness	Semester-V
6	Communication Skills and Personality Development or Character Building	Semester-VI

SEMESTERS

An academic year is divided into two semesters. The Odd semester may be scheduled from July to December and Even semester from January to June as decided by University from time to time..

5. ATTENDANCE

5.1 The expression "a regular course of study" wherever it is used in these Ordinances, means attendance of at least 75% of the lectures and other teaching in campus / affiliated college in the subject for the examination at which a candidate intends to appear and at such other practical work (such as work in a laboratory) as is required by any Statute, Ordinance or Regulation in force for the time being in the University.

5.2 A shortage up to 5% of the total number of lectures delivered or practical work done in each subject may be condoned by the Principal of the college/ Head of the Department (in case of University Campus) concerned.

5.3 A further shortage up to 10% may be condoned only by the Vice- Chancellor on the specific recommendation of the Principal of the college/Head of the Department concerned (in case of University Campus).

6 EXAMINATIONS

6.1 There shall be examinations at the end of each semester as, for odd and even semesters in accordance with the academic calendar of the university. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations upto the maximum duration of the course.

6.2 A candidate should get enrolled/registered for the first semester examination and is mandatory. If enrolment/ registration is not possible owing to shortage of attendance / rules prescribed OR belated joining or on medical grounds, such students shall not be permitted to proceed to the next semester. Such students shall re-do the first semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully completed the first semester.

6.2 It shall be mandatory for the student(s) to register for examination in each and every semester (i.e. to fill up the examination form with the requisite fee). If a student fails to register for the examination in any semester, he or she shall not be allowed to appear in that semester as a back paper student. Such student(s) shall appear in the (next) subsequent examination of that semester.

7. EVALUATION

7.1 Continuous Internal Assessment (CIA)

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a Continuous Internal Assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The evaluation must be continuous and holistic and should be based on following parameters:

- i. Academic assessment

- ii. Skillassessment
- iii. Physicalassessment
- iv. Personalityassessment
- v. Extra-curricular assessment

7.2 THEORY PAPER

Semester Examinations shall be conducted by the university as mentioned in the academic calendar. The Question paper will be set by the examiners appointed by the Vice Chancellor based on the recommendation of the board of studies. The pattern of the question paper shall be as given in annexure II.

- i. InternalAssessment(C.I.A.) –25% weightageofacourse
 - Test/ Mid-Term Assessment - 10 marks
 - Term paper/Presentation on given project/assignment - 10marks
 - Attendance/activities – 05marks
- ii. End Semester Exam (External examination)– 75% weightage of course

7.3 PRACTICAL PAPER

Practical examinations will be conducted by the examiners appointed by the Vice Chancellor on the recommendations of the Board of Studies. Each student has to present the practical records.

- i. InternalAssessment(C.I.A.) –25% weightageofacourse
 - Test/ Mid-Term Assessment - 10 marks
 - Term paper/Presentation on given project/assignment - 10marks
 - Attendance/activities – 05marks
- ii. End Semester Exam (External examination)– 75% weightage of acourse

The minimum passing standard for combined external and internal examinations for each subject/paper shall be 33%,i.e. 33 out of 100 marks for theory and practical courses. The minimum passing standard for Aggregate in a semester end Examination shall be 33%.

Continuous Internal Assessment (CIA) shall be ensured by the colleges. The colleges shall provide the marks of the same to the university and it shall be mandatory for the colleges to maintain the records of the same till the maximum duration of that course.

The internal assessment, field training and practical examination awards of a student who fails in any semester examination shall be carried forward to the next examination.

8. PROMOTION

8.1 MINIMUM PASSING STANDARD

1. The minimum passing standard for combined external and internal examinations for each subject/paper shall be 45%,i.e. 45 out of 100 marks for theory and practical courses. The minimum passing standard forAggregate in a semester end Examination shall be 45%.

2. Continuous Internal Assessment (CIA) shall be ensured by the Principal of the colleges / HODs for the Campuses courses. The Principal of the colleges / HODs of the Campus shall provide the marks of the same to the university and it shall be mandatory to maintain the records of the same till the maximum duration of that course.
3. The internal assessment, field training and practical examination awards of a student who fails in any semester examination shall be carried forward to the next examination.
4. It shall be mandatory for a student to secure minimum 45% marks (i.e. 34/75) in the theory and practical paper separately.

8.2 The conditions for the promotion from the current even semester to the next odd semester i.e. current year to next year shall be as follows:

- (a) A student shall be required to have passed in minimum 50% of the Credit papers (including theory and practical) out of the total required credit papers (Major and Minor) in that current year (both semesters taken together) **and**;
- (b) A student should have to pass minimum 50% credit papers out of total credit papers of the all the Major subjects/papers (theory and practical)

Note: For the purpose of calculation of 50% credits, the decimal points shall not be considered. For example 27.6 or 27.3 both shall be counted as 27 only.

8.3 In the case of promotion from the second year to the third year, it shall be mandatory for a student to pass in all the major, minor/ skill development, etc. and other qualifying papers (co-curricular papers with required credits) i.e. 46 credits of First Year.

8.4 Promotion Rules

8.4.1 Semester Course & Examination:

The students who have taken admission in any Undergraduate programme in a session and who have put in the minimum percentage of attendance for appearing at the Examination, presented himself/herself for internal assessment and have filled in the examination form in time for appearing at the End Semester Examination shall be allowed to appear at the respective examinations.

8.4.2 Declaration of Results

After appearing in the Examination of both the semesters in a particular year, the student can be put in the following categories in the context of declaration of the results of the Semester Examination:

- (i) Passed
- (ii) Failed

8.5 Promotion to Next Semester:

- 8.5.1 All students under category Passed and promoted with back papers shall be promoted to the next Semester.

- 8.5.2 “Failed” students may clear their UNCLEARED courses in subsequent examinations as ex-students.
- 8.5.3 Students promoted with back papers shall clear their back papers in subsequent examinations as ex-students.
- 8.5.4 A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of nine years from the date of his/her latest admission.

9. Exit Option:

The minimum credit to be earned by a student per semester is 23 credits and the maximum is 31 credits. However, students are advised to earn 23 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor’s Degree in the field of Study/Discipline, to a student who chooses to exit at the end of even semesters (details provided in the table below).

SI No	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	Undergraduate Certificate in the field of study/discipline	After successful completion of Semester II	46
2	Undergraduate Diploma in the field of study/discipline	After successful completion of Semester IV	92
3	Bachelor of Honours of core course of study	After successful completion of Semester VI	132
4	Bachelor of Honours of core course of study with research	After successful completion of Semester VIII	

10 PROMOTION RULES

10.1 Semester Course & Examination:

The students who have taken admission in any post-graduation programme in a session and who have put in the minimum percentage of attendance for appearing at the Examination, presented himself/herself for internal assessment and have filled in the examination form in time for appearing at the End Semester Examination shall be allowed to appear at the respective examinations.

10.2 Declaration of results

After appearing in the Examination of both the semesters in a particular year, the student can be put in the following categories in the context of declaration of the results of the Semester Examination:

- 1) Passed
- 2) Promoted with Back Paper(s)
- 3) Failed

10.3 Promotion to next Semester:

1) All students under category Passed and promoted with back papers shall be promoted to the next Semester.

3) "Failed" students may clear their UNCLEARED courses in subsequent examinations as ex-students.

2) Students promoted with back papers shall clear their back papers in subsequent examinations

A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of seven years from the date of his/her latest admission.

A candidate who has qualified for the Degree shall be placed in the First / Second Division as per following table:

11. COMPUTATION OF SGPA AND CGPA

11.1 SGPA and CGPA Calculation: This shall be calculated as follows

For jth semester $SGPA (S_j) = \frac{\sum(C_i \times G_i)}{\sum C_i}$	Where, C_i = number of credits of the i th course in j th semester G_i = grade point scored by the student in the i th course in the j th semester
$CGPA = \frac{\sum(C_j \times S_j)}{C_j}$	Where, S_j = SGPA OF THE J TH SEMESTER C_j = total number of credits in the j th semester

- a. CGPA shall be converted into percentage using the following formula:
Equivalent percentage = CGPA x 9.5

12. AWARD OF DIVISION

A candidate who has qualified for the Degree shall be placed in the First / Second / Third Division as follows:

DIVISION	CLASSIFICATION
FIRST DIVISION	CGPA of 6.50 or more but less than 10.00
SECOND DIVISION	CGPA of 5.00 or more but less than 6.50
THIRD DIVISION	CGPA of 4.00 or more but less than 5.00

13 GRADING SYSTEM

Letter Grade	Detail	Limit of Number	Numerical grade
O	outstanding	91-100	10
A+	Excellent	81-90	9
A	very good	71-80	8
B+	Good	61-70	7
B	Above average	51-60	6
C	Average	41-50	5
P	Pass	33-40	4
F	Fail	0-32	0
Ab	Absent	Absent	0
Q	Qualified		
NQ	Not Qualified		

- 8.1 The grade for Q as qualified shall be awarded for the qualifying papers and NQ for Not Qualified papers.
- 8.2 The Pass percentage in all the major and minor subjects in each Course / papers (All theory and Practical) shall be 40% (thirty three percent)
- 8.3 **Co-curricular courses and Minor Projects** shall be qualifying and the qualifying percentage shall be 40%. In case the courses are training & practical based, then evaluation shall be as follows:
- 8.4 **For the Skill Development Courses / Vocational** courses in the syllabus which are also are credit courses , the minimum passing marks shall be 40 % . The maximum marks for these papers shall be 100 marks which includes Sixty percent (60%) marks for Training &

Practical and forty percent (40%) marks for theory. The student shall be required to score 40% qualifying marks as aggregate of internal and external and not individually in the internal and external separately.

8.5 Internal examination shall carry 25% weightage and external examination shall carry 75% weightage of the total marks.

For example:

A. THEORY

TOTAL MARKS: 40

Internal Marks: 10

External Exam : 30

B. PRACTICAL

TOTAL MARKS: 60

Internal Marks: 10

External Exam : 30

8.6 In every major and minor course / paper (all the theory and practical) the maximum marks shall be 100. out of which 25 marks shall be for the internal evaluation and 75 marks shall be for the external evaluation. In every Major and Minor course/ paper (theory and Practical), the student shall be required to score as follows:

8.6.1 The passing marks for Major and Minor subjects/papers (theory and practical) are as follows

(i) Minimum 25 marks out of 75 is mandatorily required (i.e. 33% of 75)

(ii) Minimum 33 out of 100 marks are required to pass in the exam (internal + external) taken together.

8.6.2 The passing marks for Co-Curricular papers and Minor Projects shall be as follows:

(i) Minimum 30 marks out of 75 is mandatorily required (i.e. 40% of 75)

(ii) Minimum 40 marks out of 100 are required to pass in the internal and external exam taken together.

8.7 It shall not be mandatory for a student to score minimum passing marks in the internal examination of any course/paper. In case a student secures zero marks or is absent in the internal examination but he/she secures minimum passing percentage i.e. 33% in Major and Minor subjects/papers and 40% in Co-curricular/ Minor research papers, shall be considered as pass in the respective subject/paper.

8.8 **No Grace shall be awarded to the candidate.**

8.9 A student who obtains Grades "O" or "P" shall be considered as PASSED. If a student secures "F" grade, he/she shall be considered as FAILED and shall have to re-appear in the examination. It is mandatory for a student to earn the required SGPA in each semester.

Note: If a student is not able to secure 33% / P grade in any theory / practical / internal / sessional / viva-voce / internship / project examination, the awarded grade point shall be ZERO (0).

9. BACK PAPER OR IMPROVEMENT EXAMINATION

9.1 There shall be no provision for Improvement or Back paper exam for the Internal assessment/ examination. If a student appears in the Back paper examination (external) of the complete semester (all papers), in such cases the university may permit for the internal examination as well. *A student shall not be permitted to appear in the Back paper examination of two complete semesters together at the same time.*

9.2 Back Paper or Improvement examination facility shall be available only along with respective even or odd semesters examination. The syllabus shall be of current semester in which examination being conducted for Back paper/Improvement.

9.3 The syllabus of the Back paper or improvement examination in any semester shall be the current available syllabus of that paper in the respective semester.

9.4 There is no limit to the number of attempts a student can make to appear in the Back paper or Improvement examination for any course/ paper. But this facility shall only be available for the papers of the immediate preceding year of the current year.

A student obtaining Grade "F" shall be considered failed and will be required to re-appear in the examination. Such students after passing the failed subject in subsequent examinations will be awarded with grade respective of the marks she/herscores in the subsequent examinations.

The University has the right to scale/moderate the theory exam / practical exam / internal exam / sessional marks of any subject whenever required for converting of marks into letter grades on the basis of the result statistics of the university as in usual practice.

Conversion Of Grades Into Percentage

Conversion formula for the conversion of CGPA into Percentage is as follows:

CGPA Earned x 9.5 = Percentage of marks scored.

Illustration: CGPA Earned 8.2 x 9.5 = 77.9 %

10 UNFAIR MEANS

Cases of unfair means in the End Semester Examinations and Mid-Term Tests shall be dealt as per the rules laid by the University.

Note:

1. Those students who are NOT eligible for promotion to next year shall have to reappear in the coming examination as ex-students. However the marks of internal assessment shall be carried forward in such cases.
2. Scrutiny facility and Challenge evaluation facility shall be available for those students are not satisfied with their results.

B.A. (Hons.) Education– NEP based Course							
	Major I & II (DSC): Credit 4/5/6	Major-III (DSE): Credit 4/5/6	Minor-I (GE) Credit 4/5/6	Minor- II (SEC/ AEC) Credit 3	Minor – III (VAC) qualifying	Industrial/ Training Credit 4	∑ Credits
SEM-I	DSC -1 Principles of education I	DSE – 1 Elective: Any one from Table 3(b)	GE – 1 Elective: Any one from Table 4	SEC – 1 Elective: Any one from Table 5	VAC – 1 Food and Nutrition		25
	DSC -2 Sociological foundation of education I						
SEM –II	DSC – 3 History of education in India I	DSE-1 Elective: Any one from Table 3(b)		SEC-2 Elective: Any one from Table 5	VAC-2 First Aid and Health		21
	DSC- 4 Educational psychology II						
CERTIFICATE IN FACULTY							46
SEM –III	DSC-5 Development of education in independent India II	DSE -1 Elective: Any one from Table 3(b)	GE-2 Elective: Any one from Table 4	SEC-3 Elective: Any one from Table 5	VAC-3 Human Values and Environmental Studies		25
	DSC-6 Statistics in education II						
SEM- IV	DSC-7 Educational measurement and evaluation III	DSE-1 Elective: Any one from Table 3(b)		SEC-4 Elective: Any one from Table 5	VCA-4 Physical Education and Yoga		21
	DSC-8 Special education III						
DIPLOMA IN A FACULTY							46
SEM –V	DSC-9 Educational technology				VCA-5 Analytic Ability and Digital Awareness		20
	DSC-10 Problems of Indian Education						
	DSC-11 New trends and Innovations in Education						
SEM- VI	DSC-12 Educational administration and management				VCA-6 Communication Skills and Personality Development or Character Building	Viva-Voce	20
	DSC-13 Teacher education						
	DSC-14 New dimensions in Education						
BACHELOR IN HONS.							132

**Institute of Education,
B.A.(Hon.) Education
2022-23 onwards**

First Semester					
S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1		Principles of education I	Major-I	75+25=100	6 Credit
2		Sociological foundation of education II	Major-II	75+25=100	6 Credit
3		Elective: Any one from Table 3(b)	Major-III	75+25=100	6 Credit
4		Elective: Any one from Table 4	Minor –I (GE)	75+25=100	4 Credit
5		Elective: Any one from Table 5	Minor-II (SEC)	75+25=100	3 Credit
6		Food and Nutrition	Minor –III (VAC-I)		Qualifying
					25 Credit
Second Semester					
S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1.		History of education in India I	Major-I	75+25=100	6 Credit
2		Educational psychology II	Major-II	75+25=100	6 Credit
3		Elective: Any one from Table 3(b)	Major-III	75+25=100	6 Credit
4		Elective: Any one from Table 5	Minor –II (SEC)	75+25=100	3 Credit
5		First Aid and Health	Minor-III (VAC-2)		Qualifying
					21 Credit
Third Semester					
S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1.		Development of education in independent India I	Major-I	75+25=100	6 Credit
2.		Statistics in education II	Major-II	75+25=100	6 Credit
3		Elective: Any one from Table 3(b)	Major-III	75+25=100	6 Credit
4		Elective: Any one from Table 4	Minor –I (GE)	75+25=100	4 Credit
5		Elective: Any one from Table 5	Minor – II (SEC)	75+25=100	3 Credit
6		Human Values and Environmental Studies	Minor- III (VAC)		Qualifying
					25 Credit
Fourth Semester					

S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1.		Educational measurement and evaluation I	Major –I	75+25=100	6 Credit
2.		Special education II	Major – II	75+25=100	6 Credit
3.		Elective: Any one from Table 3(b)	Major- III	75+25=100	6 Credit
4.		Elective: Any one from Table 5	Minor –II (SEC)	75+25=100	3 Credit
5.		Physical Education and Yoga	Minor – III (VAC)		Qualifying
					21 Credit
		Fifth Semester			
S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1.		Educational technology I	Major	75+25=100	6 Credit
2		Problems of Indian Education II	Major	75+25=100	6 Credit
3		New Trends and Innovation in Education III	Major	75+25=100	6 Credit
4		<u>Analytic Ability and Digital Awareness</u>	Minor III (VAC)		Qualifying
					18 Credit
		Sixth Semester			
S.No.	Paper Code	Paper Name	Nature	Max. Marks	Credit
1		Educational administration and management I	Major	75+25=100	6 Credit
2		Teacher education II	Major	75+25=100	6 Credit
3		New Dimensions in Education III	Major	75+25=100	6 Credit
4		<u>Communication Skills and Personality Development or Character Building</u>	Minor III (VAC)		Qualifying
5		Viva-voce	Viva-voce	100	4 Credit
					22 Credit
		Total Credits for all Semesters			132 Credit

BA (Honors) Education Maximum Marks: 100 (75Theory+25 Internal Assessments)
Semester: 1
Paper: I
Credit 6
Lecture 90

PROGRAM OUTCOMES(POs)

	Summary	Description
PO1	Concept and scope of education	Gathering knowledge of education and help them about problem solving method
PO2	Aims of education	Start your education with a fixed aim and by this aim you may success in life .
PO3	Report of delor’s commission 1996	Students know about their education and they get knowledge about learning to be ,learning to be etc.
PO4	Concept and scope of educational philosophy	Know about philosophy,which give the students source of knowledge and they also know why it is necessary in our life.
PO5	Relation between education and philosophy	To provide the student the golden opportunity to know about co-relation between the two main subject though they have one subject education.
PO6	Child , a main factor of education	To provide the students about the childrens attitude and role in education system.
PO7	Teacher Is also a main factor of education	To provide the students about the duties of the teacher and how is it possible to prepare a good relation between teacher and student.
PO8	Curriculum in education	To provide the students about their curriculum and wants to understand about their subject knowledge.
PO9	School vision and functions	Learning to recognise the functions of educational institute and role of the students to prepare a better

		environment for their institution.
PO10	Indian school of philosophy	To provide the students about knowledge of Indian philosophy and by the Indian Philosophy they know about The source of knowledge.
PO7	Teacher Is also a main factor of education	To provide the students about the duties of the teacher and how is it possible to prepare a good relation between teacher and student.
PO8	Curriculum in education	To provide the students about their curriculum and wants to understand about their subject knowledge.
PO9	School vision and functions	Learning to recognise the functions of educational institute and role of the students to prepare a better environment for their institution.
PO10	Indian school of philosophy	To provide the students about knowledge of Indian philosophy and by the Indian Philosophy they know about The source of knowledge.

Program specific outcomes

1. Acquiring skills in lucid presentation and ideas in Education, involving various social works which proves their social aim in education.
2. To gather knowledge about social stratification and prove their knowledge by project method.
3. Understanding the basis of literary criticism and theories
4. Linking literature to social constructions and thereby gaining an understanding of the interplay of power and representation.
5. Imparting a sound knowledge of education and the effects of attitude, behaviour and cultural osmosis.

PRINCIPLES OF EDUCATION

Course Objectives

1. To develop an understanding of aim and function of Education.
2. To understand agencies of Education.
3. To understand means and ways to promote corporate life.
4. To understand Education for national and international integration.

Course Outcomes

- Understand the functions of Education.
- Understand the educational agencies.
- Understand national and international integration of education
- Understand the scope of Gender studies in society and education.

Course Contents

Unit-1

- Meaning and need of Education.
- Scope of Education..
- Aims of Education. Function of Education in human and national life.

Unit-2

- Agencies of Education
- Difference between Formal and informal Education.
- Family School, and State as an agencies of Education.
- Mass Media of communication.

Unit3

- Means and ways to promote corporate life.
- Social change and Education.
- Education and Democracy,
- Education and culture.

Unit4

- Education for National Integration.
- Education for Emotional understanding.
- Education for international understanding.
- Values in Indian Culture- Tolerance and Peace.

Unit-5

- Education for human resource Development.
- Human Rights education.
- Fundamental Rights and duties in Indian Constitution.
- Freedom and Discipline in Education.

Unit-6

- Meaning,nature and scope of Gender studies.
- Need of Gender studies for teacher.
- Gender:Types of Gender(Male, Female & Transgender),Gender rules and Gender division of labor.

References

1. Aggarwal, J.C. : Theory and Principles of Education, New Delhi: Vikas Publishing House.
2. Chandra, S.S; Sharma, R.K. : Principle of Education, New Delhi: Atlantic Publisher;
3. Dewey, John. : Democracy and Education, New York; Mac Millan..
4. Ramchandani, S: Great Thoughts on Education, Guwahati; D.V.S Publication Distributions.
5. Saxena, N.R. Swaroop. : Principles of Education, Meerut; R.Lal Book Depot.

BA (Honors) Education Maximum Marks: 100 (75 Theory+25 Internal Assessments)

Semester: 1

Paper: II

Credit 6

Lecture 90

SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Objectives

1. To develop an understanding of inter relationship between Sociology and Education.
2. To explain the concept of Social change with special reference to India..
3. To understand the meaning, nature and determinants of culture and role of Education in Cultural Context.
4. To explain the concept of Various Social Factors and their impact on Education.

Course Outcomes

- Acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life.
- Develop understanding about social groups, Social Change and Education and Social Communication in Education.
- To interpret the role of education in social context.
- To recognize the socio cultural aspects of education.

Course Contents

Unit-1

- Meaning and Scope of Sociology.
- Relationship between Education and Sociology.
- Meaning and scope of Education Sociology and Sociology of Education.

Unit-2

- Meaning and Definition of Social change.
- Factors Resisting Social Change.
- Education and social Change.

Unit-3

- Meaning and nature of Culture.
- Role of Education in cultural context.
- Cultural Determinants of Education.

Unit 4

- Education and Social Mobility.
- Factors Affecting Social Mobility.
- Merits and Demerits of social Mobility.

Unit -5

- Impact of Education on Society.
- Community and Education.
- Importance of Community and Educational influence.

Unit -6

- Education and Modernization.
- Modernization of India.

References

1. Gore, M.S; Education and Modernization in India, Rawat Publishers; Jaipur.
2. Mathur, S.S; A sociological Approach to Indian Education, Agarwal Publication; Agra.
3. Maubnhein, K; : An Introduction to Sociology of Education, Routledge and Kegan Paul; Landon.
4. Pachori, Girish; : Sociological Foundation of Education, R.Lall.Book Depot; Meerut.
5. Pandey, K.P; : Perspective in Social Foundation of Education, Amita Prakashan; Ghaziabad.

BA (Honors) Education Maximum Marks: 100(75Theory+25Internal Assessments)

Semester: 2

Paper: 1

Credit 6

Lecture 90

HISTORY OF EDUCATION IN INDIA

Course Objectives

1. To acquaint with the salient features of education in Ancient times.'
2. To acquaint with the features of education in medieval period in India.
3. To acquaint with the development of education system in British system of education in Inc
4. To appreciate the development in Indian education of the pre-independence era.

Course Outcomes

- Understand the development of Education in India in historical perspective.
- Understand the salient feature of Indian education, ancient, medieval and modern periods.
- Compare the different features of education system of ancient and Middle India with those of present system of Indian education.
- Understand the role of various commissions in education.

Course Contents

Unit: 1 Education in India during

- Vedic
- Buddhist
- Medieval Periods

Unit:2

- Macaulay's minutes
- Adam's report and its recommendations.
- Wood's dispatch- 1854.

Unit :3 Committees

- Growth of national consciousness: conflict with Lord Curzon (1902-1905).
- National Education movement contribution of Vivekanand, Ravindra Nath Tagore.

Unit: 4.

- Contribution of Raja Ram Mohan Rao and Vidhyasagar in Social and educational reforms.
- Recommendations of Indian Education Commission-1882..

Unit: 5

- Essential features of Sadler Commission Report-1917
- Wardha scheme of education-1937.

Unit: 6

- National education movement: Gokhalay Bill 1911
- Sargent Report 1944 and its contribution in development of Indian education system

References

1. Banerjee J.P., : Education in India : Past Present and Future.
2. Chauhan, S.P.: History of Indian Education,
3. Nurulla, S. and Naik, J.P.: History of Education in India
4. Pandey, R.S. : Development of Indian system of Education.
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BA (Honors) Education Maximum Marks: 100 (75 Theory+25 Internal Assessments)

Semester: 2

Paper: II

Credit 6

Lecture 90

EDUCATIONAL PSYCHOLOGY

Course Objectives

1. To orient students with the nature and need of Educational Psychology.
2. To understand the basic concepts of human development and learning.

3. To understand the development of Personality.
4. To understand the concepts of intelligence and motivation.

Course Outcomes

- Understand the theories of educational psychology.
- To analyse various theories of learning.
- Comprehend the impact of culture and diversity in the learning process.
- To reflect upon memory and its psychological implication.

Course Contents

Unit: 1

- Meaning nature and scope of Psychology.
- Relation between education and Psychology and implications.
- Role of heredity and environment in the process of development.

Unit:2

- Concept and Principles of Growth and development.
- Factors influencing the development.
- Stages of human development, specific characteristics and developmental task.

Unit :3

- Nature of learning, Factor influencing.
- Theories of learning (Thorndike's S-R, Classical Conditioning, Kohler's Insight and Constructive)
- Transfer of learning and its process.

Unit : 4

- Definition, meaning and nature of Personality.
- Theories of Personality - Type and Trait theory.
- Determinants of development of Personality, education for Personality development.

Unit :5

- Nature and Characteristics of Intelligence.
- Theories of Intelligence – (Unifactor, two factor's)
- Measurement of Intelligence.

Unit :6

- Meaning of Motivation
- Nature and Factors components of Motivation.
- Techniques of enhancing learner's motivation.

References:

1. Dr. S.S.Mathur :- Development of learner and Teaching learning Process.
2. Dr. Vipin Asthana :- Assessment for learning.
3. Jaiswal, Sitaram :- Advanced Educational Psychology, Shri Vinod Pustak mandir, Agra.
4. Bhatnagar, Suresh (1980) :- Educational Psychology, R. Lal Book Depo, Meerut,
5. Kulshrestha, S.P. : Educational Psychology, R. Lal Book Depo, Meerut.

BA (Honors) Education Maximum Marks: 100 (75 Theory+25 Internal Assessments)

Semester: 3

Paper: I
Credit 6
Lecture 90

DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

COURSE OBJECTIVES

1. To understand the development of education influenced by socio-Political forces of the time..
2. To understand the contribution of various major committees on education.
3. To understand the contribution of various major commission on education.
4. To appreciate the development of Indian education in the post-independence era.

Course Outcomes

- Understand the development of education influenced by socio-Political force after freedom.
- Understand the contribution of various major committees on education after freedom of india.
- Understand the contribution of various major commission on education after independence.
- Understand the development of Indian education system after independence.

COURSE CONTENTS

Unit: 1 Provisions for educational equality & opportunities in Indian Constitution

- Preamble of Constitution & Education.
- Free and compulsory education - RTE.
- Equality in education.

Unit :2 Commissions,

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).

Unit: 3 Committees

- Acharya Narendra Dev Committee (1952).
- Dr. Sampurna Nand Committee (1961).
- Prof. Yashpal Committee (2009)

Unit : 4 National Policies on Education

- NPE-1968- Recommendations.
- NPE-1986-Recommendations.

Unit: 5

- POA-1986
- POA-1992.

Unit: 6

- Formation of Education Policy
- National Education Policy 2020.

References.

1. Bhatnagar, Suresh: Kothari commission: Recommendations and Evaluation,
2. Muker, S.N. : History of Education in India (modern period)
3. R;kxh] xqj'kju nkl % Hkkjr esa f'k{kk dk fodkl A
4. enku] iwue % Hkkjr esa f'k{kk O;oLFkk dk fodkl A
5. Pandey, R.S. :Development of Indian system of education
- 6.xqlrk] ,l-ih- ,oa xqlrk] vYdk % Hkkjrh; f'k{kk dk bfrgkl] fodkl ,oa leL;k;sa
-
7. Internet

BA (Honors) Education Maximum Marks: 100(75Theory+25Internal Assessments)

Semester: 3

Paper: II

Credit 6

Lecture 90

STATISTICS IN EDUCATION

Course Objectives

1. To understand the Meaning, aims, definitions, and scope of statistics.
2. To understand the relation between statistics and education.
3. To understand and appreciate the uses and significance of statistics in daily life.
4. To understand the concept of statistics and their importance in education..

Course Outcomes

- Develop knowledge and skill about the concept of statistics.
- Develop skill in analyzing descriptive measures, Normal Probability Curve and its uses in education.
- Develop knowledge about measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.
- Understand about descriptive and inferential statistics.

Course Contents :

Unit: 1

- Meaning, Aims, Definitions, Limitations, Need and scope of statistics.
- Organization and Graphical Representation of data- Pie chart, Bar diagram,

Course Outcomes

- Develop understanding of the concepts of measurement and evaluation in education.
- Understand the process of Evaluation, different types of measuring instruments and their uses.
- Understand the concepts of validity and reliability and their importance in educational measurement and the principles of test construction.
- Acquaint with the good tools & techniques.

Course Contents

Unit 1

Measurement & Evaluation: Meaning, Need, Scales and Types of Measurement, Meaning and Types of Formative & Summative Evaluation.

Unit 2

Tools: Tools and Methods of Educational Measurement & Evaluation. Qualities of good test.

Unit 3

Educational Tests: Norm referenced tests & criterion referenced tests, essay type test, Short answer type and objective type test.

Unit 4

Construction of an objective type test, Planning, The blueprint, writing of test items, and first try out, item analysis -difficulty and discrimination.

Unit 5

Concept of Reliability, Validity and Norms of a Test.

Unit 6

Examination System: Introduction, Present Examination System, Scope and Limitations of the Present Examination System, The effect of the Examination System on Education

References:

- | | |
|---|--------------------------|
| 1. Measurement & Evaluation in Education: | A.B. Bhatnagar |
| 2. Mental Measurement & Evaluation: | R. A. Sharma |
| 3. Measurement Evaluation & assessment in education : | Bipin Asthana |
| 4. Educational & Mental Measurement: | Anjali Gautam . |
| 5. Educational Measurement Evaluation & Statistics: | Raman Bihari Lal & Joshi |

BA (Honors) Education Maximum Marks: 100 (75 Theory+25 Internal Assessments)
Semester: 4
Paper: II
Credit 6
Lecture 90

SPECIAL EDUCATION

Course Objectives

1. To understand meaning and Concept of Special Education.
2. To understand need and relevance of special education.
3. To identify the children of special need.
4. To appreciate the education of children with special needs.
5. To understand the nature of special education.

Course Outcomes

- Understand the concept and nature of Special Education.
- Understand the modes and approaches of Special Education and approaches of Identification for Special Education.
- Understand the meaning, characteristics, types, causes, educational programmes, prevention and rehabilitation of various types of special children.
- Understand the curriculum adaptation and evaluation for children with diverse need.

Course Contents

Unit: 1

- Development of special education in India.
- Education Concept, objectives and need.
- Efforts for special education.

Unit:2

- Special lesson planning.
- Identification of gifted/creative/slow/learner children with learning disability using standardized tests.

Unit :3

- Classroom management in special education.
- Role of community for special children.
- Government efforts to address these problems.

Unit:4

- Special education in education-curriculum, linking individual objectives and the classroom curriculum.
- Classification of special children.
- Role of Teacher in special education.

Unit:5

- Education of children with exceptional need to learning disabilities.
- High intellectual capacities (Giftedness). .
- Handicapped.
- Mental Retardation.

Unit:6

- Meaning and definitions of multiple disability.
- Characteristics of multiple disability.
- Types of multiple disability.

References

1. Madan Singh, :- Inclusive education, R.Lal Book depot, Meerut.
2. The Person with Disability Act (1995):- Ministry of Law Justice and Company affairs Government of

India, New Delhi

3. Yatiendra Thakur :- Inclusive education, Agarwal Publication, Agara

B.A.(Honors) Education Marks-100(75Theory+25Internal Assessment)

SEMESTER: 5

Paper:I

Credit 6

Lecture 90

EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

- To understand the meaning, nature, scope & need of Educational Technology.
- To understand the relation between role of communication & Educational Technology.
- To understand Systems Approach to Education.

Course Outcomes

- Acquire in-depth knowledge on Educational technology.
- Understand need, instructional techniques , System approach, Instructional techniques and models of teaching of educational technology.
- Understand Computer in education and communication, Nature and characteristics of e-learning and different approaches of ICT and e learning.
- Understand the skill of applying the educational technology in education.

Course Contents

Unit 1 Concept of Educational Technology: Meaning of Educational Technology, Nature, Scope and Need of Educational Technology, Hardware & Software approach of Educational Technology

Unit 2 Communication and Educational Technology: Meaning of Communication, Components of Communication process, Types & Barriers of Communication, Role of

communication in effective Teaching.

Unit 3 Systems Approach to Education: Definition of System and Need of Systems Approach, Classification of Systems, Components of System.

Unit 4 Mass Instructional Techniques: Seminar, Workshop, Symposium, Panel Discussion

Unit 5 Distance Education: Concept of Distance Education, History of Distance Education, Types and its relation to Educational Technology.

Unit 6 Computer assisted learning (CAL), Project based learning (PBL) and Collaborative learning and Web based learning (WBL)

References:

1. Introduction to Educational Technology: Sampath, Pannerselvan, Santhanam
2. Educational Technology: Rao, Usha
3. Educational Technology: Mohanty, J.
4. Educational Technology: Kumar, K.L.
5. Essentials of Educational Technology: Aggarwal, J.C.
6. Fundamental Aspects of ET: Yogendra, K.Sharma

B.A.(Honors) Education Marks-100 (75 Theory+25 Internal Assessment)

SEMESTER: 5

Paper: II

Credit 6

Lecture 90

PROBLEMS OF INDIAN EDUCATION

Course Objectives

1. To understand the major problems of Indian education.
2. To Visualize and seek solutions to the problems.
3. To appreciate the difficulties involved in the improvement of educational facilities.
4. To know about the various problems of continuing education.

Course Outcomes

- Understand the problems pre-primary Education.
- Develop the ability to find out the solutions of the pre primary education.

- Develop the ability to seek the improvements of educational facilities.
- Understand the various problems of continuing education.

Course Contents

Unit: 1

- Problems of Pre-Primary Education.
- Problems of Primary Education.
- Causes and solutions of pre-primary education.
- Causes and solutions of primary education

Unit : 2

- Problems of secondary education.
- Problems of Higher education..
- Causes and solutions of secondary education ..
- Causes and solutions of higher education

Unit : 3

- Problems of continuing education.
- Problems of Technical & vocational education.
- Causes and solutions of continuing education
- Causes and solutions of technical & vocational education

Unit: 4

- Problems of women education.
- Financial & Budgeting Problems in education.
- The crises of moral & character Development in education.

Unit: 5

- Problems of National & Emotional Integration.
- Problems of Population Education.
- Causes and solutions of population education

Unit: 6

- Meaning, aims and need of Guidance.
- Need and aims of educational and vocational Guidance.
- Problems of Guidance in India.

References.

1. Agnihotri Ravinder:- Adhunik Bhartiya Shiksha ki Samasyan avam Samadhan Jaipur, Rajasthan Hindi Granth Academy 1987. .
2. Lal Rama Bihari :- Bhartiya Shiksha ka Itihas avam Samasyan, Meerut: Rastogi Publications, 2003
3. Bhatnagar Suresh :- Anamika Saxena : Problems of modern Indian education R. Lal Book Depot, Meerut 2002

B.A.(Honors) Education Marks-100(75Theory+25Internal Assessment)

SEMESTER: 5

Paper: III

Credit 6

Lecture 90

NEW TRENDS & INNOVATIONS IN EDUCATION

Course Objectives:

- To develop understanding of significant trends in contemporary education.
- To develop awareness of various innovative practices in education.
- To acquaint with the role of technology in spreading education among masses.
- To develop understanding of self learning technical devices.

Course Outcomes

- Understand significant trends in contemporary Education.
- Understand innovations in Education.
- Understand different state supported innovations.
- Understand various schemes regulated by government.

Unit 1

Innovation- Concept & Need of Innovation in view of technological and Social Change, Obstacles in Innovation, Role of education in bringing innovations.

Unit 2

Aanganwadi and others efforts in public and private sectors at state and central levels. Private initiatives of some innovations in education - Pratham, Educomp

Unit 3

State supported innovations; Sarva Shiksha Abhiyan, Lok Jumbish, Eklavya, Mahila samakhya National Literacy Mission & Adult Education, Life Skill Education.

Unit 4

Changing face of school and University in the age of information, communication and technology
Education through interactive radio, television, computer and internet, Tele & Video conferencing, EDUSAT

Unit 5

Role of e-learning in education; e-content, e-magazines and e-journals.
Changing Schools in the era of Liberalization, Privatization & Globalization

Unit 6

Concept and principles of management
Management at various levels: Central level, State level & International level
Challenges in management of education at various levels

References

1. Chauhan, S.S. :Innovations in teaching hearing process, Vikash publishing house P.Ltd, New Delhi.
2. Sharma, A.R. :Educational Technology, Vinod Pustak Mandir, Agra
3. Laxmi, s. :Innovations in Education, Sterling Publishers P.Ltd., Delhi
4. Mohanti, J. :Indian Education the emerging societies, Sterling Publishers, Delhi

B.A.(Honors) Education Marks-100 (75 Theory+25 Internal Assessment)

SEMESTER: 6

Paper: I

Credit 6

Lecture 90

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Objectives:

- To understand the concept of Educational Administration & Management.
- To acquaint with modern aspects of Educational Administration & Management.
- To understand the difference between educational Management & Administration at different levels of education.
- Comprehend the process of instructional management such as, management of time table curricular and co-curricular activities, school plant, etc.
- Narrate the role of Headmaster in educational management.

Course Outcomes

- Understand about the educational administration.
- Acquaint with various types of leadership patterns.
- Get an insight into educational administration.
- Develop skills of managing educational institutions, department and other organizations effectively.

COURSE CONTENTS

Unit: 1

- Meaning and nature of educational administration.
- Need and scope of educational administration.
- Bases of Educational administration.

Unit : 2

- Functions of educational administration.
- Objectives of educational administration.
- Authoritarian and Democratic educational administration.

Unit :3

- Meaning and Characteristics of educational Management.
- Importance and Functions of educational Management.
- Difference between Administration and Management.

Unit :4

- Central administrative machinery of education.
- Role of the central Government in education.
- Some advisory bodies of the union Government in the field of education: CABE,

UGC, NCERT, NUEPA.

Unit : 5

- State administrative machinery of education in Uttar Pradesh.
- Function of state department of education.
- Role of local bodies in education,

Unit : 6

- Meaning, nature and scope of educational supervision.
- Need and types of educational supervision.
- Problems in educational supervision.

References:

- Bhatnagar, R.P. & Agarwal, V. Educational Administration, Meerut: Loyal Book Depot.
- Kochar, S.K.-(2002). Secondary School Administration, New Delhi: Sterling Publishers Pvt. Ltd.
- Shukla, S.P.: Educational Administration, Agra: Vinod Pustak Mandir.
- Sukhiya, S.P. and G.D. Tyagi. School Administration, Organization and Health Education, Agra: Agrawal Publications.
- Shrama, R.A., Vidhyalay sangthan tatha siksha prashashan , Meerut: Lal book Depot.
- Internet.
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B.A.(Honors) Education Marks-100 (75Theory+25 Internal Assessment)
SEMESTER: 6

Paper: II

Credit 6

Lecture 90

TEACHER EDUCATION

Course Objectives

1. To understand the concept of teacher education.
2. To acquaint with competencies essential for the teaching profession.
3. To acquaint the students with the various aspects of student teaching programmes, prevailing the country.
4. To develop in the students on understanding about the important research findings in teach education.

Course Outcomes

- Understand the management of Teacher Education.
- Understand the recent trends in Teacher Education.
- Understand profession and professional development of a teacher.
- Understand the various issues and innovations of teacher education.

Course Contents

Unit: 1

- Concept, aims and scope of Teacher Education.
- Need and importance of Teacher education at various levels, elementary, secondary, and Higher

- Objectives of Teacher education at different levels.

Unit: 2

- Development of Teacher education in India.
- Recommendation of Major Commissions/National Policies for Teacher Education.

Unit :3

- Preparation of Teacher education for Pre-Primary, Primary+secondary stages.
- Training of educational Administrators.
- Role of UGC-Academic staff colleges for training at higher education level.

Unit : 4

- Problems in teacher education : Supply and demand in Teacher education, .
- Role and responsibilities of N.C.T.E.
- Role and responsibilities of N.C.E.R.T.

Unit :5

- Research Trends in Teacher education.
- Role of ICT in Teacher education- in classroom as well as in Administration.

Unit : 6

- Integrated teacher education Programme.
- NEP 2020 Recommendation in Teacher Education.

References.

1. N.C.E.R.T.(2005) :- National Curriculum frame work, New Delhi.
2. N.C.E.R.T.(2009) :- National Curriculum for teacher education, New Delhi.
3. Report of the national policy on Education (1986)
4. Singh.L.C (Ed), teacher education India: A Resourse book, New Delhi, NCERT. 1990

BA (Honors) Education Maximum Marks: 100 (75Theory+25 Internal Assessments)

Semester: 6

Paper: III

Credit 6

Lecture 90

NEW DIMENSIONS IN EDUCATION

COURSE OBJECTIVES

- To develop awareness of various innovative practices in education.
- To develop understanding of significant trends in cotemporary education.
- To develop understanding of self-learning technical devices.

Course Outcomes

- Understand various innovative practices in Education.
- Understand significant trends in contemporary education.
- Understand self learning technical devices.
- Understand the role of E-learning in Education.

Course Contents.

UNIT: 1

- Concept, need of innovation for Technical and social change.
- Role of education in bringing Innovation.

UNIT : 2

- Role of UNICEF in introducing innovation in Indian school education.
- State support innovations: Sarv shiksha abhiyan (SSA), Mahila Samakhya.

UNIT :3

- Education through interactive radio, television, computer and internet, video conferencing.
- Role of E-learning in education: E-content, E-magazines and E-journals.

UNIT: 4

- Distance education- Open education, open school, open university, virtual university.
- Changing school in the era of liberalization, privatization and globalization.

UNIT: 5

- Brief account of Right to education, Adult education.
- Idea of nurturing rural talent: Navodaya Vidyalaya Sangthan (NVS).

UNIT: 6

- E-Learning; definition & Scope.
- Opportunities of E-learning.
- On line learning management system & Digital learning objects.

References.

1. Chauhan S.S.(1994) :- Innovations in teaching training process, Vikas Publishing House P Ltd. New Delhi.
2. N.C.E.R.T. - :- Education in Social Context, New Delhi. .
3. N.C.E.R.T. :- Experimentation and innovation in school. A hand book,New Delhi.
4. Sharma A.R. - Educational Technology : Vinor Pustak mandir Agra.