

▲ EDUCATION HONOURS COURSE STRUCTURE OF I+I+I

Syllabus of B.A. Honours & General (I+I+I) in EDUCATION

B.A. (Honours) in Education Part — I

Paper-I: Philosophical and Sociological Foundation of Education

Course Objectives:

1. To develop understanding of the meaning, aim, objectives and functions of education.
2. To develop an understanding of the roles of Philosophy and Sociology in Education.
3. To develop an understanding of the attempts of some great educators towards the evolution of philosophy in the field of education and provide a better understanding of the process of education.
4. To develop understanding of the major components in and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process s of social interaction for a change towards better human relationships.

Group A: Philosophy and Education

Course Contents:

Unit-I

- Modern concept and scope of Education; with stress on
 - a. Education as a Science.
 - b Education as a social process.

C. Education as human resource development and development of social moral and aesthetic value.

- Aims of education: Individual and Social aims of education. The functions of Education:
- Individual development (Development of skill, basic knowledge, interest and appreciation). With special emphasis on child centric & life centric education features & significance.

Unit-II

- Role of Philosophy in Education
 - a. Schools of Indian philosophy - (a) Vedic schools (Sankhya, Yoga, Naya) Non-Vedi schools (Charvak, Buddhist, Jain).
 - b. Some major schools of Philosophy: Idealism, Naturalism, Realism, Marxism and Pragmatism, - their contribution to present day education.

Unit-III

Freedom and discipline:

- a. The concept of freedom and discipline;
- b. The interrelation between discipline, liberty and democracy,
- C. Importance of discipline in social life and maintaining discipline through reward and punishment.

Unit-IV

- a. Pupils
- b. Teacher
- C. Curriculum
- d. Educational Institution

Unit – V

- a. Education for National Integration
- b. International understanding.

Group B: Sociology and Education

Unit – V

- Nature and scope of educational Sociology. Need for sociological approach in Education.
- Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change;
 - i. School as a social sub-system;
 - ii. Mass media as a social means.

Unit-VI

- Social groups Primary and Secondary and tertiary. Social interaction and social stratification.
- Culture- Education and Culture; Culture heritage of India; Religion and class.
- Current social problems relating to education in India.

Paper-II: Educational Psychology and Pedagogy

Course Objectives:

1. To initiate students in understanding the structure and functions of Higher 'mental processes'.
2. To enable the student to understand the meaning and scope of psychology.
3. To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing and integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of child.
7. To understand the problems of adolescents and role of education in solving those problems.
8. To develop understanding of various theories of teaching.
9. To initiate students to the field of pedagogy.
10. To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behaviour, and group dynamics.
11. To develop a positive attitude towards life and the teaching profession.

Group A: Educational Psychology

Course Contents:

Unit-I

- Definition of Psychology; Relationship between Psychology and Education;
- Nature, scope and methods of educational psychology, applications of
- educational psychology in teaching-learning and in understanding individuals behaviour. Psychological basis of human/ mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).

Concept of Individual Differences:

- a. Intelligence, definition and nature of intelligence; Determinates of Intelligence heredity and environment; theories of Intelligence; Measurement of intelligence.
- b. Creativity its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

Unit-II

- Personality Definition, meaning and Nature; development of personality; type and trait theories of personality.

Unit-III

- Learning Meaning and Nature; Factors affecting learning; Learning and Maturation; Learning and Motivation; Theories of Learning - Trial and Error Classical conditioning, operant conditioning, Insightful; Transfer of learning

Unit – IV

a.Sensation & Perception

b.Attention

c.Memory

Group B: Pedagogy

Unit-V

- Science to Teaching Relation between teaching and learning general principles of teaching: Maxims.

Part -II

Paper – III : Development of Education in India

Course Objectives:

1. To help students understand the development of education in India historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Group – A : Education in Ancient and Medieval India Course Contents :

Unit – I

□ Education in Ancient India: Vedic and Brahmanic period.

- a) Vedic Education: Aims of education, curriculum and organization, methods of teaching, Discipline.
- b) Buddhist Education: Aims of Education, curriculum & organization Methods of teaching Discipline.

Unit – II

☐ Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavour, Contribution of Akbar.

Group – B : Education in British India in the Post-Independence Period

Course Contents :

Unit–III

☐ Charter Act, of 1813. Macaulay's Minutes, Wood's Education Dispatch, Report of Hunter's commission, Movement for compulsory education Gokhale's Bill, Calcutta University Education Commission 1917.

Unit — IV

☐ Development of Indian education during the post-independence period with special reference to Radhakrishnan Commission 1948, Kothari Commission report — 1964 — 66, National Policy on Education 1986.

References :

1. Altekar A.S. Education in Ancient India.
2. Basu A. N. Education in Modern India.
3. Basu A.N. Adam's Report.
4. Banerjee J.P. Education in India Post, Present & Future
5. Dhar Niranjan Fundamentals of Social Education.
6. Key E. E. Indian Education in Ancient Later Lines
7. Lad N. N. Promotion of Learning in India
8. Mukherjee S. N. Education in India, Today & Tomorrow 9. Mukherjee S. N. History of Education (Modern Period)
10. Uarullah S. & Naik J. P. History of Education in India
11. Purokait B. R. Milestone in Indian Education
12. Rawat P. L. History of Indian Education
13. Bandopadhaya Jyoti Prasad Bharatiya Sikhar Itishas - Sampratik Samasya

Paper — IV : Issues and Trends in Contemporary Indian Education

Course Objectives :

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology / mass media in spreading education among the masses. 5. To develop understanding of the alternative systems / modes of education and their implications in the Indian scenario.

Group — A : Conventional Mode

Course Contents :

Unit — I

❑ Elementary Education — Aims and objective, universalization, girls' education problems of noninvolvement and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard District Primary Education Programme.

Unit — II

❑ Secondary Education — Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE. ❑ Higher education — General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA.

Group — B : Alternative Schooling

Course Contents :

Unit — III

❑ Elementary —National Adult Education Programme (NAEP) , TLC, PLC, JSN, Sarva Shiksha Abhiyan.

❑ Adult Education — Literacy Education and Further Education (Global and Indian context).

❑ Continuing Education– Technical / Vocational Education.

Unit — IV

❑ Population education, value oriented education, work experience & SUPW, Environmental education, Education of Women, Education of Minority Community– objectivesand problems.

Unit — V

- ❑ Mass-media, use of software in education, the programmes conducted by UGC, open learning system.

Unit — VI

- ❑ Alternative Education in U. K.

References :

1. Bajnerjee J. P. : Education in India : Past, Present and future
2. Parokait B. R. : Milestones of Modern Education
3. Mukherjee S. N. : History of Education (Modern Period)
4. Rawat P. L. : History of Indian Education 5. Sreemali K. L. The Wardha Scheme
6. Bandhopadhyay Jyoti Prasad : BharatiyaShiksharItihas OSampratik S amasya
7. Sanyal&Mitra : BharaterShiksherItihas
8. Government of India : Report of Education Commission (1966) Education & National Development, Ministry of Education, New Delhi
9. Government of India Ministry of Human Resources Development, National policy on Education (1986) New Delhi
10. Eduation of Women Key to progress : Ministry of Education, New Delhi
11. Non-formal Education Shah & Buns
12. Open University R. K. Singh
13. Comparative Education Hans Nicholas
14. Education in Great British Smither W. 0. Lester.

Part—III

Paper — V : Educational Evaluation and Statistics in Education

Course Objectives :

1. To develop understanding of the concepts of measurement and evaluation in the field of Education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction — both education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.
5. To develop the ability to organize relevant educational data. To development the ability to use various statistical measures in analysis and interpretation of educational data. To develop the anility to interpret test data results.

Group — A : Educational Evaluation

Course Contents :

Unit — I

Concept of Measurement and evaluation in education — relation between measurement and evaluation, norm referenced and criterion referenced tests.

Unit — II

Types of scales in educational measurement. Characteristics of good measuring instrument validity, and objectivity — Measurement of Intelligence and personality — different tools.

Unit — III

Reporting test results (Essay type, objective type, short answer type and oral type tests) cumulative record card.

Group — B : Statistics in Education

Course Contents :

Unit — IV

Meaning, nature and scope of educational statistics. Significance of statistic.

Measures of central tendency, its uses and limitations. (Mean, Median and Mode calculation and application).

Measures of variability- its use and limitation (Range Quartile deviation, average deviation, standard Deviation, calculation & their uses)

Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores, Divergence form normality- skewness and kurtosis.

Unit V

Graphical presentation of data Pie-diagram, histogram, frequency polygon, cumulative frequency graph- Ogive and their uses.

- ❑ Bivariate distribution: correlation, computation of coefficients of correlation by rank difference, product moment methods, interpretation of coefficients of correlations.
- ❑ Application of computer in data processing.

References:

1. Anastasi, A. : Psychological Testing.
2. Freeman, F.S. : Theory & Practical of Psychological Testing.
3. Garret, H.E. : Statistics in Psychology & Education.
4. Gailford, J.P. & Fructir, B. : Fundamental Statistics in Psychology and Edn.
6. Mangal, S.K. : Statistics in Psythology& Education.
7. Rai, S. : - MalyayanNiti O Kaushal.
8. Singh, A.K. : Test Measurement & Research Methods in Behavioural Science.
9. Thorndike, E.L. & Hogen, E. : Measurement and Evaluation in Psychology & Education.

PAPER VI: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHONOLOGY

COURSE OBJECTIVES:

1. To develop knowledge and understanding of the meaning, scope process and types of management
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop ability of making objective decision in educational management
4. To enable the students to understand about the concept, nature and of educational technology
5. To expose the students to the basic developments in Educational Technology

GROUP- A: Educational Management&School organization

COURSE CONTENTS:

Unit I

- ❑ Concept of Educational Management: Nature, need and scope. Class management.
- ❑ Managerial Behaviour: Factors affecting managerial behaviours: personal, social, institutional.

Unit II

- Aspects of Institutional Management: Curricular and co- curricular programmes, (organization of Games & sports, cultural programme), School health services; Sanitation and beautification: institutional planning: time table.

Unit III

□ Interpersonal relationship; institutional climate and discipline; management of finance; home, school and community relationships; admission, office management; assignment of teachers.

GROUP-B: Educational Technology

COURSE CONTENTS:

Unit-IV

- Meaning, nature and scope of educational Technology
- Communication Process: concept, nature, process, components, types of classroom communication, Role of communication in effective teaching learning situation.

Unit V

□ System Approach on Instruction: System approach in instructional process □ Innovations in Educational Technology: Programmed learning, micro and macro teaching, team teaching. Seminar, workshop(basic-concept)

□ Computer assisted instruction, simulated teaching. Visual, audio, audio-visual - different types and their uses.

Paper — VII : Educational Guidance and Curriculum Construction

Course Objectives :

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities in a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.

5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counsellor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling. To develop interest in one's own personal and professional growth.
7. To understand the meaning, concept and scope of curriculum.
8. to understand the basis of curriculum construction, transaction evaluation and innovation.

Group — A : Guidance and Counselling

Course Contents :

Unit — I

The concept of Guidance

- a) Meaning, nature & scope of guidance.
- b) Need and importance of educational guidance services in schools.

Vocational Guidance a) Purpose and functions of vocational guidance. b) Relationship between educational and vocational guidance.

Unit — II

Educational Guidance : a) Basic data necessary for educational guidance — pupils abilities, aptitudes, interests and attitudes, education attainments and personality traits.

Unit — III

- ###### The concept of Counselling a) Meaning, nature and scope of counseling. b) Different types of counseling c) Various steps and techniques of counseling.
- ###### Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching.
- ###### Diagnostic and remedial measures : Gifted and creative children. a) Concept of mental health and mental hygiene. b) Causes and symptoms of maladjustment. c) The role of school in preventing mal-adjustment. d) Adjustment mechanisms.

Group — B : Curriculum Construction

Course Contents :

Unit — I

Meaning of curriculum — its relation with aims and objectives. Determinants of curriculum. Core curriculum.

Different types of curricula — i.e. their relative merits and demerits — Bloom's Taxonomy of Educational objectives (on overview).

Unit — II

- ❑ Curriculum framework at different levels of education.
- ❑ Principles of curriculum construction.

Unit — III

- ❑ Curriculum Development — its process : Role of curriculum development, need based.
- ❑ Evaluation of curriculum : Meaning, Formative & summative evaluation.

References :

1. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
2. Kelley A. V. : The Curriculum : Theory & Practical
3. Lawton S. Gordon P — Theory and Practice of Curriculum Studies
4. Taylor P. H., Richards, C. M. & Nelson N. : An Introduction to Curriculum Studies Nelson N.
5. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development
6. Bernard H. W. & Falner S. W. : Principles of Guidance, A Basic Text
7. Fuster J. M. : Psychology Counselling
8. Kochar S. K. : Guidance 7 Counselling in Secondary Schools
9. Rao S. N. : Counselling & Guidance
10. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
11. Kelly A. V. : The curriculum — Theory & Practice
12. Lowsan S. Gardon : Theory & Practice of Curriculum Studies
13. Vashist S. R. (Ed.) : Vol. 1 — 5 :

Paper-VIII

Course Objectives :

1. To enable the students to develop an understanding of educational ideas of Indian and Western Educations.
2. To obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers.

3. To orient the student to scientific study of some educational problem.

Group — A : Educational Thinkers — Oriental and Occidental Course Contents :

Unit-I

❑ Critical study of the educational thought of the following and their implication for Indian Education :

a) Vivekananda b) Rabindranath c) M.K Gandhi d) Aurobindo e) Rousseau f) Montessori g) Dewey h) Froebel

Group — B : Project. Work Education

Course Contents :

Unit — I

❑ Each candidate is required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasize the following steps.

a) Identification of the problem / topic

b) Field identification

c) Nature of information / data required, their sources.

d) Collection and organization of data, analyzing and drawing reference if necessary.

e) Educational significance of the project Reporting with suggestions for further development of the project.

Note : The project may either be a theoretical critical study or an empirical study.

Areas of Projects — I a) Survey of Montessori, Kindergarten or any pre-primary school.

b) Preparation and execution of lesson plan — 10 lesson plans to be prepared.

c) Local survey in respect of nutrition and sanitation.

d) Undertaking a literacy programme of visiting and reporting any one literacy center.

e) Educational tour or excursion and writing a report.

f) Organisation Seminar Symposium and exhibition on any topic.

g) Framing objective test & their application.

References :

1. Mukherjee K. K. : Great Educations

2. Purkait B. R. : Great Educations

3. Rusk : Great Educations

4. Faneja : Educational Thinkers

Report writing should be done in a practical note book : 30 marks

Viva : 20 marks