

BACHELOR OF ARTS IN EDUCATION**Based on U.G.C. Model Curriculum**

The B.A. Course will be three years duration with an external examination at the end of each year. The candidate opting for education as one of the subjects in each of the three years will be required to appear in seven papers each of 100 marks. The paper to be offered by the candidate in each of the three years is detailed below.

| | | |
|----|---|-----------|
| A- | Course of B.A. Part-I education | 200 Marks |
| | Paper-I Education and society | 100 Marks |
| | Paper-II History of Indian education | 100 Marks |
| B- | Course of B.A. Part-II education | 200 Marks |
| | Paper-I Educational psychology | 100 Marks |
| | Paper-II Educational thoughts and practices | 100 Marks |
| C- | Course of B.A. Part-III education | 300 Marks |
| | Paper-I Innovations in education | 100 Marks |
| | Paper-II Continuing education | 100 Marks |
| | Paper-III (A) Problems of Indian education | 100 Marks |
| | Or | |
| | Paper-III (B) Educational Management, Evaluation and Statistics (elective) | 100 Marks |

B.A. Part-I (Education)**Paper I****Education & society****Course Objectives**

To enable the student to understand :-

1. Nature and scope of education
2. Aims of education and functions of education.
3. Meaning of Curriculum and principles of its construction
4. Role of education in various aspects.

Course Content**Unit-I**

- Education its Meaning, Nature and scope.
- Aims of education-individual, social, vocational and Democratic.
- Functions of education-individual development, transmission of cultural Heritage.

Unit-II

- Agencies of education-Formal, informal and Non-Formal
- Relationship between school & society.
- Discipline and freedom in education.

Unit-III

- Curriculum meaning, importance and types.
- Principles of Curriculum Construction.

Unit-IV

- State & education
- Religion and education
- Value education its meaning and development.

Unit-V

- Education for National Integration.
- Education for International Understanding.
- Education for Human Resource Development
- Education for Leisure.

Books Recommended :

1. Advance S, : Bhartiya Shiksha Ke Siddhant.
2. Deniey, John : The School and Society.
3. Pandey R.S. : Principles of Education, Vinod Pustak Mandir Agra.
4. Ross. J.S. : Ground work of Educational theory New Delhi.
5. Mishra R.K. : Education and Society - Kailash Prakashan Alld.

B.A. Part-I (Education)**Paper-II****History of Indian Education****Course Objectives****To enable the students-**

- 1- To understand the development of education in India in historical perspective.
- 2- To understand the salient features of Indian education, ancient medieval and modern periods.
- 3- To have an adequate knowledge of the recommendations of

various commissions and committees on Indian Education.

- 4- To compare the different features of education system of ancient and medieval Indian with those present of Indian Educations.

Course Content

Unit-I

- Education in India during (A) Vedic (B) Buddhist and (C) Medieval priod with special reference to aims, process, currculum and organization.

Unit-II

- Charter act of 1813, Macauley & minute and William Adam's report (1835 and 1838).
- Woods dispatch; 1854 and Indian education commission (1882-83).
- Lord Curzon's education policy and national education movement.

Unit-III

- Calcutta University Commission (1917).
- Hortong Committee (1928).
- Wood and Abbot Committee report (1937).
- Wardha scheme of education (1937) and Sargent report (1944)

Unit-IV

- University education commission (1948-49).
- Secondary education commission (1952-53).
- Education commission (1964-66).
- National policy on education (1986).
- Revised national policy (1992).

Books Recommended :

1. Altekar A.S. : Education in Ancient India, The Indian Book Shop, Varanasi.
2. Mishra R.K. and Srivastava V.B. Lal : History of Indian education Vinod Pustak Mandir, Agra.
3. Mukherjee R.K. : Ancient Indian education, Delhi, Motilal Banarsi Das.
4. Rawat Pyarelal : Prachine Bhartiya Shiksha, U.P. Hindi Growth Academy.
5. Mishra, R.K. : History of Indian Education, Aloka Prakashan Alld.

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B.A. Part-II (Education)

Paper-I

Educational Psychology

Course Objectives

To make the students to understand.

1. The meaning, scope and use of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The Concept of intelligence and its measurement.
5. Heredity and environment and their role in causing individual differences.

Course Content

Unit-I

- Psychology—Its meaning, Nature and scope. Relationship between education and psychology. Distinction between psychology and

educational psychology.

Unit-II

- Human growth and Development, Infancy, childhood and adolescence-their needs significance and problems, Human development and education, role of education psychology in understanding the individual.

Unit-III

- Learning-meaning and concept, essential aspects of different theories and levels of learning, Motivation in learning, transfer of learning.

Unit-IV

- Intelligence-Concept, Definition and Measurement.
- Heredity and Environment and their implications for education, individual differences, Causes of individual difference, significance of individual differences and educational implications.

Books Recommended

1. Hilgard E.R.R.L. Atkinson : Introduction to Psychology, New York, Harcourt Brace Javamvich 1979.
2. Mathur S.S. : Educational Psychology, Vinod Pushtak Mandir, Arga.
3. गुप्ता एस०पी० व गुप्ता अलका : उच्चतर शिक्षा मनोविज्ञान-शारदा पुस्तक भवन, इलाहाबाद
4. चौबे एस०पी० : उच्चतर शिक्षा मनोविज्ञान, भवर्दीय प्रकाशन, फैज़ाबाद
5. माथुर एस०एस० : शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर
6. भटनागर सुरेश : शिक्षा मनोविज्ञान, आर०लाल० बुक डिपो मेरठ
7. मिश्र आर०के० एवं डा० सुभाष : शिक्षा मनोविज्ञान आलोक प्रकाशन इलाहाबाद
8. सारस्वत मालती : शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन, इलाहाबाद

B.A. Part-II (Education)**Paper-II****Educational Thoughts & Practices****Course Objectives**

1. To enable the students to develop and understanding of basic school's of educational philosophy.
2. To obtain an understanding of the philosophical concents given by Indian & Western educational thinkers.
3. To acquaint the student with the contribution of some Indian Thinkers to educational practices.

Course Content**Unit-I**

- Critical study of the following schools of educational philosophy in the context of Indian & Western systems with reference to educational aims, objectives, curriculum, methods of teaching & concept of discipline.
- Idealism, naturalism, pragmatism,

Unit-II

- Plato, Rousseau, Dewey,
Contribution of the above thinkers to the practice of education will be studied with reference to the process of education and its implications.

Unit-III

- M.K. Gandhi, Swami Vivakanand, Rabindra Nath Tagore, Madan Mohan Malviya, Acharaya Narendra Dev.
Contribution of the above thinkers to the practice of education will be studied with reference to the process of education and its implications.

Books Recommended :

1. Chaubey S.P. and Akhilesh Chaubey : Philosophical and Sociological foundation of Education
2. Chaubey S.P. and A. Chaubey : Bharat aur Prachin ke
3. Mishra R.K. Educational Thoughts and Practices : Vinod Pustak Mandir, Agra
4. Chaubey S.P. : Shreshtha Shiksha Shastri, Bhavadiya Publication Faizabad.
5. Lal Raman Bihari : Shiksha Ke Darshnik Avam Samaj

- 3
6. Pandey R.S. : Shastriya Adhar, Rastogi Publication, Meerut.
7. Saxena N.R. Swaroop : A survey of educational thoughts, Allahabad, Horizon Publication.
8. Pandey R.S. : Principles of education, Meerut. R. Lal Bok Depot.
8. Pandey R.S. : Gate Educators of world. Vinod Pustak Mandir, Agra.

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B.A. Part-III (Education)

Paper-I

Innovations in Education

Course Objectives

To enable the Students to :

1. Have the knowledge of Meaning, Scope and need of Innovations in education.
2. Be acquainted with the new trends in educational System in India.
3. Evaluate the impact of innovations on educational System.

Course Content

- Innovation - Meaning and Role.
- The Educational Technology Movement.
- Personalized instruction- Programmed material, Teaching, Machine, Modules.

- Group Instruction- The Audio-Visual Technology, CCTY and INSAT Programmes.
- The System Approach OPEN University, Distance Education, Correspondence Education, Community Service and Socially useful Productive Works (SUPW).
- Examination reform-Semester System, Grading and Question bank.
- Innovative practices with reference to education of exceptional children. Physically handicapped, Maladjusted, Moral deviants, Mentally retarded and gifted Mainstreaming and Information Technology.

Books Recommended :

1. Chauhan S.S. (1994) : Innovations in Teaching, Learning Process Vikas Publishing N. New Delhi.
2. Mangal S.K. : Educational Technology.
3. Sharma R.A. : Educational Technology.
4. V.B. Lal : Shiksha Mai Navachar, Vinod Pustak Mandir Agra.
5. श्रीवास्तव शंकरपरण : शिक्षा में नवाचार एवं नवीन प्रवृत्तियाँ।
6. वाजपेयी एल० वी० : शिक्षा तकनीकी।
7. सिंह भाई योगेन्द्र जीत : शिक्षा में नवाचार एवं नवीन प्रवृत्तियाँ।
8. डॉ० श्रीधर : शिक्षा में नवाचार भवदीय प्रकाशन, अयोध्या

B.A. Part-III (Education)

Paper-II

Continuing Education

Course Objectives

The Students will be enable to :

1. Understand the Concept and Significance of Continuing education and its need.
2. Know about the Various programmes of Continuing education.
3. Understand the importance of Continuing education in the Process of Social Change.
4. Know about the role of state and Voluntary agencies in Continuing

education.

Course Content

1. Concept, Scope and relevance of Continuing education in Present Context.
2. Aspect of Continuing Education :
 - (a) Fundamental education for Personal development, Physical efficiency, Social, Cultural and moral awareness.
 - (b) Education for continuous improvement of Proficiency.

Major Programmes :

1. Adult Education.
2. Population Education.
3. Parental Education.
4. Education for Leisure time activities.
5. Continuing Education for Social Change.
 - (a) Women education for efficient Productive role in diverse fields
 - (b) Promotion for awareness regarding baneful effects of rigid Social Practices eq. child Marriages, Dowry, Wastage in Ceremonies etc.
6. Human Values in relation to Continuing Education.
7. Agencies and Media of Continuing Education.

Books Recommended :

1. Joshi, R.K. and B.B. Singh : Continuing Education P.L. Prakashan, Gorakhpur.
2. Kaul B.N. (1988) : Distance Education, New Delhi, All Ind IGNOU.
3. Kundu C.L. : Adult Education.
4. Sharma B.K. : State Shiksha, Vinod Pustak Mandir, Agra.

B.A. Part-III (Education)

Paper-III

A. Problems of Indian Education

Course Objectives

1. Understand the Major Problems of Indian education.
2. Appreciate the difficulties involved in the improvement of educational facilities.

Visualize and seek Solutions to these Problems.

Course Content

The following will be studied with reference to their Concept, Aims, Significance, Causes and Probable Solutions.

- (i) Problems of Pre-Primary Education.
- (ii) Problems of Primary Education.
- (iii) Problems of Secondary Education.
- (iv) Problems of Higher Education.
- (v) Problems of Adult and Social Education.
- (vi) Problems of Technical and Vocational Education.
- (vii) Problems of Women Education.
- (viii) Problems of Students Unrest.
- (ix) Problems of Values in Education.
- (x) Problems of National and Educational Integration.
- (xi) Language Problems in Education.
- (xii) Problems of Examination System in Education.

Books Recommended :

1. Bhatnagar, Suresh : Problems of Modern Indian Education R. Book Depot. Meerut 2002
2. Kochar S.K. : Pivotal Issues in Indian Education Sterling Pub-Pvt. Ltd.
3. Lal Raman Bihari : Bhartiya Shiksha Ka Itihas Avam Samasyain Meerut-Rastogi Publications 2003
4. Mishra R.K. : Bhartiya Shiksha Kee Samasyain, Alok Prakashan, Alld.

B.A. Part-III (Education)

B. Elective Paper

Educational Measurement Evaluation and Advanced Statistics.

Course Objective

1. To acquaint the student with the basic concepts and practices adopted in Educational Measurement and Evaluation.
2. To help the Student understand relationship between measurement, evaluation and Statistic in education.
3. To orient the Student with tools and techniques of measurement, evaluation and Statistics.

4. To develop skills competencies in constructing and standardizing a test.
5. To makes the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

Sec. A :

Unit-I

- Measurement and evaluation in Education : Concept, Nature, Needs, Scope and historical evaluation and models of evaluation.

Unit-II

- Instruments of measurement and Evaluation : Functions, Types, Characteristics, Uses, Principles of development with special reference to intelligence, achievement, aptitude, Personality, Attitude.

Unit-III

- Evaluation programme : Institutional, Instructional and assign mental Interpretation of results and giving feedback.

Unit-IV

- New Trends : Continuous Evaluation, Question, Banking, Open Book, Examination, Grading scaling, Semantic differential technique, interation analysis Technique, use of computer in Evaluation.

Sec. B :

Unit-I

- Educational statistics : Meaning and Application of statistics in Education Measures of Central Tendency : Menu, Median, Mode Measures of Variability : Range and Standard Deviation.

Unit-II

- Statistics : Reliality of statistics, Concept of error, Standard error of statistics, mean, median, Standard deviation and correlation.
- Testing of Hypothesis : Thought parametric and Non-Parametric tests such as (T. Testchi-square-test, meadian test, sign test.)

Unit-III

- Measures of relationship, Rank order correlation product-Moment, Correlation, Multiple and partial Correlation.

Books recommended :

1. Crombach L.J. : Essential of Psychology Trends, Harper Row New York

2. Ebel R.I. : Essential of eeducational Measurements
(Third will prentics Hall Inc : New Jersey. 1970)
3. Ferquson G.A. : Statistical analysis in Psychology and education. McGraw Hill International Book Co. (1981).
4. Garrett H.E. : Statistics in Psychology and education Vikan peffer and Simara Com. Ins-New York.
5. कपिल एम० के० : सांख्यिकी के मूल तत्व, भार्गव पुस्तक प्रकाशन 4/250 कचहरी घाट, आगरा-4
6. गुप्ता एस० सी० : आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
7. गुप्ता एस० सी० : आधुनिक विधियाँ एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
8. अस्थाना विपिन एवं अग्रवाल राम नरायण : मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा।
9. भार्गव महेश : आधुनिक मनोवैज्ञानिक परीक्षण, हर प्रसाद भार्गव, पुस्तक प्रकाशन 4/230 आगरा-4
10. श्रीवास्तव डी० एन० : सांख्यिकी एवं मापन, विनो पुस्तक मंदिर, आगरा-2