

NEHRU GRAM BHARATI

(Deemed to be University)

KOTWA – JAMUNIPUR ALLAHABAD

SYLLABUS

Bachelor of Arts [Education]



Department of Education
For
Under Graduate Courses

[Effective : 2019-20 Session & Onwards]

NEHRU GRAM BHARATI

(Deemed to be University)

Syllabus

B.A.[Education]

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Paper-II History of Indian Education

Semester-II

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Semester-I
Paper-I (BAEDU101)
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To be aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education.

Unit-I (Concept of Education)

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education- individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's commission.

Unit-II (Concept of Education)

- Child/ Learner: influence of heredity and environment on the learner.
- Teacher: Qualities and duties of a good teacher.

Unit- III (Concept of Curriculum and Co-curricular activities)

- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit-IV (Agencies of Education)

- Home
- School
- State
- Mass-media-television, radio, cinema and newspaper

Unit-V (Child centricism and Play-way in Education)

- Concept of child centricism in education.
- Characteristics and significance of child centricism in education.
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project Method.

Paper-II (BAEDU102)
History of Indian Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India.
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India.

Unit-I (Education in India during ancient and medieval period)

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (aim, curriculum, teaching method, teacher-pupil relation)
- Buddhistic (aim, curriculum, teaching method, teacher-pupil relation)
- Islamic (aim, curriculum, teaching method, teacher-pupil relation)

Unit-II (Education in India during British period 1800-1853)

- Sreerampore trio and their contribution in the field of education.
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution.

- Adam's report.

Unit- III (Education in India during British period 1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement(cause and effect)

Unit-IV

- Basic education (concept and development)
- Sadler Commission

Unit-V (Education in India after independence)

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National policy of Education,1986,POA 1992.

Semester-II

Paper-I (BAEDU201)

Psychological Foundation of Education

Objectives:

- To understand the meaning of psychology and be acquainted with it's different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit-I (Relation between psychology and education)

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between psychology and Education
- Nature, scope and significance of educational psychology.

Unit-II (Stages and types of human development and their educational significance)

- Piagets cognitive development theory
- Eriksons psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's social Learning theory

Unit-III (Learning: concept and theories)

- Concept and Characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant conditioning) Insightful learning

Unit-IV (Memorization)

- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization.

Unit-V (Intelligence)

- Concept of Intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q.

Paper-II (BAEDU202)

Philosophical Foundation of Education

Objectives:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy and education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Unit-I (Concept vi educational philosophy)

- Meaning of Philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

Unit-II (Indian schools of philosophy)

- Vedic school-Sankhya
- Vedic school-Yoga

Unit- III(Buddhism And Jainism)

- Non-vedic school- Buddhism
- Non-vedic school- Jainism

Unit-IV (Western school of philosophy)

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit-V (Philosophy for development of humanity)

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

Semester-III**Paper-I (BAEDU301)****Sociological Foundation of Education****Objectives:**

- To understand the relation between Sociology and Education nature, and scope of Sociology of Education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education.
- To become aware of Social Communication in Education.

Unit-I (Introductory Concept of Sociology of Education)

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-II (Social Groups)

- Social Groups meaning and definition
- Types of Social groups: Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the Family and school in Socialization process

Unit-III (Social Change and Education)

- Concept of Social Change
- Interrelation between Social change and Education

Unit-IV (Social Mobility, Stratification and Education)

- Social mobility and Social stratification
- Social interaction Process

Unit-V (Social Communication in Education)

- Social Communication Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

Paper-II (BAEDU302) Guidance and Counselling

Objectives:

- To know the concept of Guidance
- To know various types of Guidance
- To know the basic concept of Counselling
- To find out the basic data necessary for Guidance

Unit-I (Guidance: Meaning, Functions, Need)

- Guidance: Meaning, Definition and Functions
- Individual Guidance: Meaning, advantages and disadvantages
- Group Guidance: Meaning and advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit-II (Guidance: Educational, Vocational, Personal)

- Educational Guidance: Meaning, Function at different stages of Education
- Vocational Guidance: Meaning, Function at different stages of Education
- Personal Guidance: Meaning, Importance for the Adolescents

Unit-III (Counselling: Meaning, Techniques, Types)

- Counselling: Meaning, importance and Scope
- Techniques of Counselling : Directive, Non-Directive, Eclectic
- Individual and Group Counselling: Meaning, Importance

Unit-IV (Basic data necessary for Guidance)

- Tools for collecting information on pupil Intelligence: Concept and Test
- Personality: Concept and Test
- Aptitude: Concept and Test

Unit-V(Cumulative and Anecdotal data for Guidance)

- Cumulative Record Card
- Anecdotal Record Card

Semester-IV

Paper-I (BAEDU401)

Evaluation and Measurement in Education

Objectives:

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation.
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

Unit-I (Measurement and Evaluation in Education)

- Educational Measurement and Evaluation Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Educational Measurement and Evaluation
- Scales of measurements: Nominal, Ordinal, Interval and Ratio

Unit-II (Evaluation Process)

- Evaluation Process: Formative and Summative
- Types and steps of Evaluation
- Norm- Referenced Test and Criterion Referenced Test
- Grading and credit System

Unit-III (Tools of Evaluation)

- Concept of Tools
- Testing tools
 - (i) Educational: Essay type and Objective type, Written, oral.
 - (ii) Psychological: Personality Test- Type, Rorschach Ink Blot Test,
 - (iii) Interest Test: Types, Kuder Richardson interest inventory
 - (iv) Intelligence Test: Types of intelligence tests Stanford- Binet Scale
- Non testing tools: Cumulative Record Card, Portfolio

Unit-IV (Techniques of Evaluation)

- Techniques: Concept of Techniques
 - (i) Self Reporting Interview: Questionnaire
 - (ii) Observation.

Unit-V (Criteria of a Good Tool and its Constructive)

- Characteristics of a good tool
 - (i) Objectives: Concept
 - (ii) Reliability: Concept, methods of determining reliability
 - (iii) Validity: Concept and types
 - (iv) Norms: Meaning & types
 - (v) Usability: Concept
- Steps for construction & standardization of Achievement test.

Paper-II (BAEDU402)
Emerging Trend in Education

Unit-I :

Environmental Education: Meaning and aims, Environmental pollution: water, air, sound, Environmental Protection- nature and strategy.

Unit-II:

Distance Education: Meaning and Need: Open school and Open University aims, Educational Programmes and Organizational Pattern.

Unit-III :

Value Education: Nature and Types of value: Meaning of Value Education and its needs : role of co-curriculum activities in development of values among learners: Values and Education Ethics and Education.

Unit-IV :

Teacher Education: Concept and Meaning scope of Teacher Education. Integrated Teacher Education Programme. Role of the difference agencies in Teacher Education NCTE, NCERT, UNIVERSITY, NUEPA. Difference between Pre Service and In Service Teacher Education.

Unit-V :

Population Education : Causes and effects of population explosion aims and needs for population education .

Semester-V

Paper-I (BAEDU501)

Educational Organization Management and Planning

Objectives:

- To develop the concept of an ideal organization in educational institution.
- To know the essential functions of educational Management.
- To understand the different aspects of planning.

Unit-I (Organization and Management)

- Concept of Organization
- Concept of Management
- Concept of Educational Organization
- Concept of Scheo Organization

Unit-II (Educational Organization)

- Meaning of School Plant
- Elements of School Plant (concept only)

Unit-III (Management of Time-Table,Library,Workshop and Computer)

- Features of Library and Time-Table
- Features of School Medical Services, workshop, Computer Laboratory.

Unit-IV (Educational Organization)

- Meaning of Educational Management
- Objectives of Educational Management
- Types of Educational Management
- Significance of Educational Management

Unit-V (Educational Planning)

- Meaning of Educational Planning
- Aims and Objectives of Educational Planning
- Steps of Educational Planning
- Types and Significance of Educational Planning

Paper-II (BAEDU502)

Technology in Education

Objectives:

- To develop an understanding of Educational Technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in Education and Communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & E-Learning.

Unit-I (Introductory Concept)

- Concept of Technology
- Need and Scope of Educational Technology
- System Approach: Concept and need
- Classification and components of System Approach

Unit-II (computer in Education and Communication)

- Computer and its role in Education
- Basic concept of Hardware and Software
- Computer Network and Internet: its role in Education
- Communication and Classroom interactions: concept, element and process.

Unit-III (Instructional Techniques)

- Mass Instructional Techniques: characteristics and types
- Personalised Instructional Techniques: characteristics and types
- Difference in Teaching and Instruction
- Models of Teaching: concept, components and significance

Unit-IV (E-Learning)

- Meaning and concept of E-Learning
- Nature and Characteristics of E- Learning
- Different Approaches: Project based Learning, Co-operative Learning and Collaborative Learning.

Unit-V (ICT)

- Meaning and concept of ICT
- ICT integration in Teaching Learning, Massive Open Online Course(MOOC)

Paper-III (BAEDU503) Statistics in Education

Unit-I Statistics In Education: Meaning, Need and Importance of statistics in Education Frequency Distribution; Calculation of Mean, Median and Mode.

Unit-II Variability: Calculation of Measure of variability-standard Deviation; Quartile Deviation and Percentile rank.

Unit-III Graphical Representation : Graphical Representation of Data-Histogram and polygon.

Unit-IV NPC And Correlation : Characteristics of normal probability curve, Correlation Coefficient; its meaning and interpretation. Calculation of rank order. Correlation and person product moment.

Unit-V Standard Scores: Z-score, T-score, C-score and Stanines (concept calculation and uses)

Semester-VI
Paper-I (BAEDU601)
Curriculum Studies

Objectives:

- TO develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum frame work, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of Evaluation & reform of curriculum

Unit-I (Introductory Concept)

- Meaning, Nature, Scope and Functions of Curriculum
- Bases of Curriculum: philosophical, psychological and sociological
- Major approaches to Curriculum: behavioural, managerial, system, humanistic
- Types of Curriculum: knowledge, experience & activity based

Unit-II (Content Selection)

- Determinants of content selection: perspective of knowledge, culture & need
- Curriculum and Institution: instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of astruction

Unit-III (Curriculum Development)

- Principles of curriculum Construction
- Learner centered curriculum framework: concept, factors & characteristics
- Curriculum Development: need planning
- NCF, 2005

Unit-IV (Reform of Curriculum)

- Concept & Significance
- Approaches to curriculum evaluation: formative & summative

Unit-V (Evaluation of Curriculum)

- Models of Evaluation: Stufflebeam & Taylor
- Curriculum reform: factors & obstacles

Paper-II (BAEDU602)
Inclusive Education

Objectives:

- Understand the meaning of Inclusion and Exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit-I (Inclusion Overview)

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit-II (Differently Awed)

- Concept of Impairment, Disability and Handicap
- Types of disabilities: Orthopedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (Only definition and their specific problems)

- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit-III (Socially Disabled)

- Concept of SC, ST and OBC groups.
- Concept of Gender, and Sexuality

Unit-IV (Social Exclusion)

- Causes of Social exclusion
- Understanding social inclusion: Role of Education.

Unit-V (Educational Reforms for Inclusive Society)

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture.
- Education for a multicultural society
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

Paper-III (BAEDU603) **Experimental Education and Viva-Voce**

- Section (a) Experiments:
 - Unit-I** (i) Free association (word list method) or (continuous method)
 - (ii) Span of apprehension
 - Unit-II**(i) Mirror Drawing
 - (ii) Measurement of Mental Fatigue
- Section (b) Tests: Administration of any two tests:
 - Unit-III** (i) Adjustment inventory
 - (ii) Intelligence test (verbal or non verbal)
 - Unit-IV** (i) Achievement test
 - (ii) Attitude scale
 - (iii) Test of value
 - Unit-V** Viva -voce