

EDUCATION
B.A. Ist YEAR (PASS & HONS)
PAPER - I : Elements of Education

Objectives :

1. To acquaint the students with the basics of education
2. To familiarize the students with the aims and objectives of education.
3. To develop the awareness among the students about the structure agencies and other aspects of education
4. To familiarize the students with the basics of educational technology.

Unit -I: Concept of Education

- Meaning, Nature and Scope of Education
- Types of Education: Formal & Non-Formal
- **Informal and inclusive education**

Unit - II: Aims of Education

- Individual and Social Aims
- Democratic Aims
- Vocational Aims
- Moral and Cultural Aims

Unit - III: Educational Structure

- Educational Ladder
- Secondary Education Commission, Kothari Commission and new Education Policy on the Structure of
- New Pattern of Education (10+2+3)

Unit – IV: Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Methods of Educational Psychology
- Concept of Learning
- Laws of Learning

Unit - V: Stages of Human Development

- Heredity & Environment
- Infancy
- Childhood
- Adolescence

Unit - VI: Instincts and Emotion

- Meaning and Definition of Instinct
- Instincts According to McDougall
- Meaning and Definition of Emotion
- Classification of Emotions
- Theories of Emotion:
 - (i) Central Theory of Emotion
 - (ii) The James Lange Theory of Emotion
- Educational Utility of Instincts and Emotion

Unit - VII: Educational Technology

- Meaning, Nature and Scope of Educational Technology

- Types of Educational Technology : Hardware and Software
- Utility of Educational Technology in Formal and Non-Formal Education
- Limitations of Educational Technology with reference to India

Unit - VIII: Educational Sociology

- Meaning, Nature and Scope of Educational Sociology
- Social Development and Education
- Social Factors in Education
- Socialization

Unit - IX: Educational and Social change in India

- Modernization and Education
- Agricultural, Industrial & Technological Developments
- National Integration
- International Understanding

Evaluation Scheme:

Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%

Assignment : 10 Marks, pass marks - 40%

There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks

References :

1. Aggarwal, J.C. (1973) : progress of Education in Free India Arys Book Depot., New Delhi
2. Chauhan, S.S. (1978) : Advanced Educational Psychology. Vikash Publishing House Pvt. Ltd., New Delhi
3. Kundu, C.L. & D.N. Tutoo (1971) : Educational Psychology, Sterling Publishers (P) Ltd., New Delhi

EDUCATION
B.A. IIInd YEAR (PASS)
PAPER - II : Foundation of Education

1. To acquaint the students with the philosophical basis of education.
2. To familiarise the students with the sociological concepts and social determinants of educational system.
3. To familiarise the students about the human growth and development, learning and personality concepts.
4. To develop an awareness of philosophical and sociological problems of education and their remedy.

Content :

Unit-I : Educational Philosophy

- Concept of Educational Philosophy
- Relationship Between Education and Philosophy
- Aims of Educational Philosophy

Unit-II: Western Schools of Philosophy

Naturalism, Idealism, existentialism and Pragmatism and their impact on educational thought and practice.

Unit-III: Gandhian, Tagore, John Dewey and Rousseau's Philosophical thought in Education and their influence on the Practices of School Education with Special Reference to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.

Unit-IV: Education and Society

- Social stratification and Education
- Social Mobility and Education
- Meaning and Agents of Socialization
- Modernization and Role of Education.

Unit-V: Education and Social Change

- Concept and Characteristic of Social Change
- Factors Influencing Social Change
- Role of Education as an Instrument of Social Change
- Salient Features of Tribal Culture in Arunachal Pradesh.

Unit-VI: Growth and Development

- Concept of Growth and Development and their implications in Education
- Principles of Growth and Development
- Aspects of Development: Physical, Mental, Social and Emotional Development.

Unit-VII: Concept of Learning

- Meaning and Laws of Learning
- Concept and Types of Transfer of Learning
- Concept of Motivation
- Role of Motivation in Learning.

Unit-VIII: Individual difference

- Meaning, Types and Determinants of Individual Difference
- Concept and Types of Intelligences
- Meaning and Nature of Personality
- Concept and Process of Adjustment

Unit-IX: Educational Statistics

Frequency Distribution Representation of data (Histogram, Polygon, Cumulative Frequency Curve and Ogive), Measures of Central Tendency and their Uses, Measures of Variability and Their Uses, Correlation Rank Difference and Product Movement

Evaluation Scheme:

Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%

Assignment : 10 Marks, pass marks - 40%

There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks

Book Recommended :

1. Anand, C.L. et. al : The Teacher and Education in Indian Society, NCERT, New Delhi-16
2. Bhatia, K. & Bhatia. B : The Philosophical and Sociological Foundations of Education, Doabe House, New Delhi, 1987
3. Choube, S. P. & Choube : Philosophical and Sociological of Education, Vinod Akhilesh Pustak Mandir, Agra, 1985
4. Dutta, N.K. : Psychological Foundations of Education Doaba House, 1985
5. Kundu, C.L. & Tutoo.D. : Educational Psychology, Sterling Publishers, New Delhi, 1988
6. Waha, J.S. ; Foundation of Educational Psychology, Jallandher Publishers, 1977.
7. Mathur, S.S. : Education Psychology, Vinod Pustak Mandir, Agra, 1981
8. Mathur, S.S. : A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1997
9. Morris, Iver, : Sociology of Education – An introduction. George Allen and Unwin Ltd. 1972

EDUCATION
B.A. IIIrd YEAR (PASS)
PAPER - III: CURRICULUM, TEACHING AND EVALUATION

Objectives :

1. To acquaint the student with the basic theory and current practices in curriculum development.
2. To familiarise the student with modern techniques of teaching.
3. To familiarise the student with the procedure of effective teaching.
4. To acquaint the student with the concept and procedure of evaluation and test to measure desired curricular outcomes.

Content

Unit-I: Concept of Curriculum

- Meaning, Nature and Scope of Curriculum
- Principles of Curriculum Development
- Bases of curriculum; Philosophical, Psychological and Sociological
- Core curriculum

Unit-II: Curriculum Development

- Process of Curriculum Development
- Formulation of Objectives
- Selection of Content
- Content Analysis
- Learning Experiences

Unit-III: Curriculum Framework and Policies

- Curriculum at different levels: National, State and local
- National Curriculum Framework – its features.
- National Curriculum Framework for Teacher Education (NCFTE-2009)
- Curriculum Evaluation: Nature, steps, tools and techniques

Unit-IV: Teaching Learning Process

- Concept of Teaching
- Structure of Teaching
- Functions of Teaching
- Principles of Teaching
- Models of teaching: Elements of teaching of model, and Bruner's concept attainment model

Unit-V: Approaches of Teaching

- Difference between Method and Approach of Teaching
- Methods of Teaching: Analytic cum Synthetic method, Demonstration Method, Project, Play Way Method
- Approaches of Teaching and Learning: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI)

Unit-VI: Teaching Aids

- Meaning and Significance of Teaching Aids
- Types of Teaching Aids
- Characteristics of Good Teaching Aids
- Edgar Dale's Cone of Experience
- Improvised Teaching Aids.

Unit-VII: Educational Evaluation:

- Concept of Educational Measurement and Evaluation
- Types of Evaluation Procedure
- Continuous and Comprehensive Evaluation (CCE)
- Examination Reforms

Unit-VIII: Educational Objectives of Teaching

- General and Specific Objectives of Teaching
- Cognitive Objectives
- Affective Objectives
- Psychomotor Objectives

Unit-IX: Tools and Techniques of Evaluation

- Different Types of Tests
- Principles of Test Construction
- Construction of Achievement Test and Its Standardization
- Questionnaire, Observation and Interview
- Characteristics of a Good Tool of Evaluation

Evaluation Scheme:

Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%

Assignment : 10 Marks, pass marks - 40%

There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks

Books Recommended:

1. Arulsanj, S (2014): Curriculum Development, Neel Kamal Publications Pvt. Ltd, Hyderabad.
2. NCERT Document of National Curriculum Framework for School Education (NCFSE-2005).
3. NCTE Document of National Curriculum Framework for Teacher Education (NCFTE-2009).
4. NCERT (1984): Curriculum & Evaluation National Council of Educational Research & Training, New Delhi.
5. Adam, J (1857): Modern Development in Education Practice, London university of London Press Ltd.
6. Alexander, W.M & Halverson P.M.(1956): Effective Teachers in Secondary Schools, New York, Head Rinehart and Winston Ian.
7. Bloom B.S.(Ed)(1971): Handbook of Formative and Summative Evaluation, McGraw Hill.

8. Kocher, S.K: Methods and Techniques of Teaching, New Delhi.
9. Gronlund, N.E(1976): Measurement and Evaluation in Teaching, McMillan Publishing Co., New York.
10. Kelley, A.V. (1977): Curriculum Theory and Practice, Harper and Row, London.
11. Nunnally, J.C.: Educational Measurement and Evaluation, McGraw Hill, New York
12. NCERT (1980): School Curriculum-Some Problems and Issues, New Delhi.
13. Taba, H (1962): Curriculum Development-Theory and practice , Brace and World, New York.
14. Taylor, R.W: Basic Principles of Curriculum Instruction, Chicago University Press, Chicago.
15. Ten Broek T.D (1974) Evaluation – A Practical Guide for Teachers, McGraw Hill, New York.

EDUCATION
B.A. IIIrd YEAR (PASS)
PAPER - IV : Trends and Issues in Indian Education

Objectives :

1. To familiarise the students with various current educational issues.
2. To make them aware of teacher's role in dealing with cognitive, affective and psychomotor domain
3. To familiarise the students with the elements of adult and non-formal education.
4. To sensitize the students about environmental problems.

Content :

- Unit-I :** **Universalisation of Elementary Education** – significance, Constitutional Provision, Difficulties in Implementation, Government's initiatives – OB, DPEP & SSA.
- Unit-II:** **Wastage and Stagnation in Education** - Meaning, Causes, SSA as an educational programme and Remedial Measures, Expectations. RTE Act 2009 and its salient features.
- Unit-III :** **Adult and Non-Formal Education** - Meaning, Significance, Scope, Types Programmes, Achievements and Remedial Measures, Inclusive Education
- Unit-IV :** **Medium of Instruction** - Three Language, Implications and Difficulties in Implementation, New approaches of teaching
- Unit-V:** **Vocationalization of Secondary Education** - Concept, Need, Problems and solutions.
- Unit-VI :** **Women Education** : Importance, Scope, Difficulties and Remedial Measures
- Unit-VII :** **Education of Socially and Culturally Disadvantaged** - Meaning, Significance, Problems, Equality of Opportunity, Strategies - to Improve Educational Facilitate
- Unit-VIII:** **Environmental Education**
- Meaning, Nature and Scope of Environmental Education
 - Problems of Environment
 - Remedial Measures
 - Role of NGO's
- Unit-IX :** **International Understanding** - Education for Peace and Co-Existence, Meaning, Significance, Scope, Problems and Measures to Facilitate.

Evaluation Scheme:

Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%

Assignment : 10 Marks, pass marks - 40%

There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks

Books Recommended :

1. Agarwal. J.C. &: Vocational Education in India - Why, What and How Delhi, Agarwal. S. P. Doaba House, 1987.
2. Bis.A &: Development of Education in India, Delhi Concept Pub. Co. Agarwal. S. P. 1986
3. Chaube . S. P. : Problems of Indian Education, Agra Vinod Pustak Mandir, 1987.
4. Debi, Renu: Progress of Education in Assam, Guwahati Omsons Publishers, 1987.
5. Govt. of India : National Policy on Education, 1986.
6. Rai. B.C.: Comparative Education, Lucknow, Prakash Kendra
7. Sharma. I & : History and Problems of Indian Education, Agra, Vinod Pustak Sharma. N.R.Mandir.
8. Shivrudrappa. G: Vocationalisation of education, Bombay, Himalaya Publishing House, 1988
9. Lal & Sinha(2012) : Development of Indian Education and its problem, Vinay Rakheja R. Lall Book Depot, Meerut- 250001
10. Shukla. P.D. : Towards New Pattern of Education, New Delhi, Sterling, 1984.
11. Tewar. R. P.: Problems of Education in North-Eastern Region, Ludhiana, Prakash Bros.