

**Sri Dev Suman Uttarakhand University Badshahithaul
Tehri Garhwal**

**SYLLABUS - FACULTY OF EDUCATION
(B.A- Education)**

**Three Years Programme - Annual System
(For the Session – 2020-21)**

SYLLABUS COMMITTEE

Dr. Ashok Negi

Convener

**Dr. Sushma Bhatt Thaledi
(Govt. P.G College, Kotdwar)**

Subject Expert

Dr. Leena Rawat

Member

B.A EDUCATION SYLLABUS

GENERAL INSTRUCTIONS

- The duration of the course leading to the Degree of Bachelor of Arts (B. A.) in Education shall be of Three Years. In each year, there shall be two theory papers and one practical paper.
- Each theory papers will be of 75 marks each
- The practical will be of 50 marks in each year
- In each theory paper, the candidates will be required to attempt all the sections (A) and (B) of concern question paper.
- Section (A) will consist of Eight Questions. Student has to attempt any five questions out of Eight.
- Section (B) will consist of Five Questions and student has to attempt any three questions.
- The allotted time for each theory paper is 2:30 min.

DISTRIBUTION OF MARKS

YEARS	PAPERS & CODE	MAXIMUM MARKS
1 st Year	Paper I: Philosophical & Sociological Bases of Education (BEDU-101)	75
	Paper II: Technology In Education (BEDU- 102)	75
	Practical (File= 05 marks, Testes (02)=20 marks, Vice-Voce=25 marks)	50
2 nd Year	Paper I: Psychological Bases of Education (BEDU-103)	75
	Paper II: Educational Administration & Management (BEDU-104)	75
	Practical (File= 05 marks, Testes (02)=20 marks, Vice-Voce=25 marks)	50
3 rd Year	Paper I: History of Education & Indian Heritage (BEDU-105)	75
	Paper II: Guidance and Counselling (BEDU-106)	75
	Practical (File= 05 marks, Testes (02)=20 marks, Vice-Voce=25 marks)	50

Structure of Theory Question Paper.

SECTION	QUESTIONS	MARKS
SEC-A	Section-A will have 08 questions and students have to attempt any 5 questions. Each question will be of 06 marks.	5X6= 30
SEC-B	Section-B will have 5 questions and students have to attempt any 3 questions. Each question will be of 15 marks.	3X15= 45

INSTRUCTIONS FOR PRACTICAL:

- There will Psychology Practical each year which will be compulsory for all the students.
- 80 % attendance of the student is mandatory in practical.
- Practical record file must be maintained by the student which must be duly signed by the concern teacher of the department.
- The students will submit the practical record file to the Department/ College.
- The practical exam will be held on the date to be fixed by the University.
- The sum of practical exam marks (after adding the obtained marks as per above division) will be forwarded to University jointly by the external and internal examiner.

EDUCATION – (B.A. I- YEAR)

PAPER-I (PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION)

(CODE-BEDU-101)

Maximum Marks: 75

COURSE OBJECTIVES:

- To enable the students to understand the major Philosophies of education.
- To recognize the specific needs and functions of education with regard to philosophy.
- To understand the relationship between education and philosophy
- To Interpret the contribution of various western schools of Philosophy in the field of education
- To explore the educational thoughts of Indian and Western educational thinkers.
- Understanding the nature and functions of education.
- To understand the relation between education and society.

UNIT-I

- ❖ Education: Meaning, concept and nature of education
- ❖ Agencies of Education: Formal, Informal and non-formal
- ❖ Functions of education: Individual and National development

UNIT - II

- ❖ Educational Philosophy: Meaning, nature and scope
- ❖ Inter-relationship between philosophy and education
- ❖ Philosophies of education: Idealism, Pragmatism and Naturalism with reference to Aims of education, principle, curriculum, methods of teaching and discipline.

UNIT-III

- ❖ A critical study of Indian educational thinkers and their contribution in education : Swami Vivekananda and Ravindra Nath Tagore
- ❖ A critical study of contribution of western educational thinkers with special reference to aims, principle, methods and curriculum – Rousseau and John Dewey

UNIT- IV

- ❖ Sociology-meaning, nature and scope
- ❖ Relation between sociology and education.
- ❖ Social Change: Concept and determinants of Social Change, Modernisation, Education as an agency of Social Change.
- ❖ Social Stratification and Social Mobility; Concepts, Different Factors affecting social mobility.

SUGGESTED BOOKS:

Philosophical Bases of Education-- Klipatrick

Theory and Principles of Education: J C Agarwal

Sociological Bases of Education –Dr. S. Chaube

Principles of Education – Raman Bihari Lal

Sociological Perspectives in Education--- Shukla and Kumar

Sociological Foundation of Education--- S. Bhattacharya

Foundation of Education: Philosophical and Sociological--- V.R. Taneja

Educational Philisophy(Hindi)--- Raman Bihri Lal

PAPER-II (TECHNOLOGY IN EDUCATION)

(CODE-BEDU-102)

Maximum Marks: 75

OBJECTIVES OF THE COURSE: Students will be able to

- To develop the understanding of concept, origin and characteristics of Educational Technology.
- To enable the students to differentiate between hardware and software.
- To enable the students to understand Programme Learning.
- To enable the students to use Educational Technology for improving teacher's behaviour.
- To enable the students to understand the concept of microteaching.
- To enable students to understand the role of mass and multimedia in distance education.
- To enable student to use various kinds of communication.

UNIT-I

- ❖ Technology: Meaning and development of technology in education.
- ❖ Educational Technology- Concept, Nature, need and Scopes of educational technology in India.
- ❖ components of educational technology : Hardware Technology and Software Technology
- ❖ Multimedia approach in education technology.

UNIT- II

- ❖ Programmed Instruction: Meaning, and origin of programmed instruction.
- ❖ Principles and Characteristics of programmed instruction.
- ❖ Types/styles of programmed instructions : Linear, Branching and Mathematics
- ❖ Micro Teaching: Meaning, Characteristics, Nature, importance.

UNIT-III

- ❖ ICT in Education: Concept, need, advantages of information and communication technology in education.
- ❖ Print and electronic media in education: concept, characteristics, importance
- ❖ Distance education: meaning, objectives, need, purpose and role of media in distance education.
- ❖ Types and advantages of computer in education.
- ❖ Community Services, Socially used productive work (SUPW) and De-schooling

UNIV-IV

- ❖ Communication: Meaning, Nature and types of communication
- ❖ Barriers of communication.
- ❖ Uses of communication technology in teaching: Videotape, radio-Vision, Tele-conferencing, Video-conferencing, CCTV and INSAT.
- ❖ Resource centers for educational technology and their activity for improving the learning outcomes: CIET, UGC, EDUSAT and state ET cell

SUGGESTED BOOKS

Teaching Communication--- Pandey, S.K.

Educational Technology—K.L.Kumar

-Educational Technology, S.K.Mangal & Uma Mangal

Educational Technology –S.P.Kulsrestha

Essentials of Educational Technology- J.C.Aggarwal

Introduction to Educational Technology – S.S.Kulkarn

PRACTICAL WORK

1. Educational Interest Inventory
2. Level of Aspiration
3. Paired Comparison Method
4. Vividness of Imaginary
5. Recognition
6. Pared Comparison Method

EDUCATION (B.A, II-Year)
PAPER-I (PSYCHOLOGICAL BASES OF EDUCATION)
(CODE-BEDU-103)

Maximum Marks: 75

COURSE OBJECTIVES:

- To develop the understanding about the Concepts of Psychology and Educational Psychology
- To understand the relationship between education and psychology
- To understand the problems of adolescence and their educational implications
- To develop understanding about different aspects of human development from infancy to adolescence.
- To develop an appropriate understanding about Intelligence in terms of its concept and theories
- To enable students understanding about learning and its theories
- To understand the individual differences

UNIT-I

- ❖ Psychology- Meaning and Definition
- ❖ Educational psychology: Meaning and definition
- ❖ Nature, scope and functions of educational psychology.
- ❖ Relationship between education and psychology

UNIT-II

- ❖ Human growth and development: concept, Differences and Principles of development
- ❖ Stages of human development: Infancy, childhood and adolescence- their physical, social and emotional needs.
- ❖ Adolescence: Problems of adolescence and educational support required for adolescence.

UNIT- III

- ❖ Learning: meaning, definition and Characteristics.
- ❖ Theories of learning.- Classical conditioning theory, Skinner's operant theory, Thorndike's theory of learning and Kohler's Insight Theory
- ❖ Transfer of Learning, Factors affecting learning
- ❖ Role of attention, Fatigue and reward in learning.

UNIT-IV

- ❖ Intelligence: Meaning, Definition and scopes of Intelligence.
- ❖ Theories of intelligence and their implications: Two factor theory (Spearman), Multifactor theory (Thorndike), Group factor theory (Thurnstone) and their education implications
- ❖ Structure of Intelligence model (SI) and their educational implications
- ❖ Adjustment- Meaning, definition and its areas.
- ❖ Individual Differences: Meaning, Causes , significance and its educational implications

SUGGESTED BOOKS

Educational Psychology, S.P.Gupta

Educational Psychology , S. K. Mangal , S. Bhatnagar & A. Saxena.

Educational Psychology – P.D.Pathak

Educational Psychology – S.P. Kulshrestha

Child Growth and development , Harlock E B

Educational Psychology , Klausmer H J

Educational Psychology , Skinner CE

Advanced Educational Psychology , Chauhan S S

PAPER-II EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(CODE-BEDU-104)

Maximum Marks: 75

OBJECTIVES OF CONTENT:

- To explore the role of administration and management in education.
- To understand the functions of different control management in education.
- To familiarize the students with different aspects of educational administration and management.
- To promote sensitivity towards educational administration and management.
- To understand the meaning, importance and need of guidance and counselling.
- To understand the necessity of school resources ,time table and co-curricular activities of school.
- To promote understanding of the inspection and supervision in educational system.

Unit I

- ❖ Educational Administration - Meaning and concept
- ❖ Nature, Objectives and scope of Educational Administration.
- ❖ Need and Importance of Educational Administration in India.

UNIT-II

- ❖ Educational Management : Meaning, aims and functions of educational management
- ❖ Components of educational management
- ❖ Educational management in Teaching – Learning process.
- ❖ Managing School discipline and school health services

UNIT-III

- ❖ School Plant: School building, School furniture, School laboratory and school library
- ❖ Co-curricular activities: Concept, Need and importance
- ❖ School Time table: Meaning, Definitions, Characteristics of good time table and its types
- ❖ School records: Meaning need and scopes of school records.

UNIT-IV

- ❖ Supervision: Meaning, Definition, Purpose, Need of School inspections.
- ❖ Inspection: Meaning, Definition, Objectives, Purpose, Challenges of school inspection
- ❖ Difference between Supervision and Inspection
- ❖ Role and functions of principle in the school.

SUGGESTED BOOKS

Administration and Management of Education,--- Pandya, S.R.

Educational Planning and Administration, ---D.N. Thakur

Principles and practice of school management---- K.K Bhatia & Jaswant Singh

Essential of management an international perspective, – Wehrich, Heinz

School organisation and administration--- Kulbir Singh Sidhu

PRACTICAL WORK

1. Vocational Interest
2. Mental Fatigue
3. Mirror drawing star paper and drawing scoring sheet pad.
4. Substitution Method
5. Problem solving ability test
6. Aids Awareness Questionnaire

B.A-III YEAR
PAPER-I (HISTORY OF EDUCATION AND INDIAN HERITAGE)
(CODE-BEDU-105)

Maximum Marks: 75

OBJECTIVES OF THE COURSE: Students will be able

- To know the educational system in education during Vedic, Buddhist and Medieval period.
- To know the Indian education system during British period.
- To know the Education system after Independence of India.
- To know the problems related to higher education of India.

UNIT- I

Education in India during:

- a) Vedic Period - Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.
- b) Buddhistic Period - Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.
- c) Medieval Period- Aims, curriculum, teacher and methods of teaching, Institutions and Women education.

UNIT-II

- ❖ Macaulay's minutes and Bentick's resolutions of 1835
- ❖ Woods Despatch-1854
- ❖ Sargent Report

UNIT-III

- ❖ Recommendations of Indian Education Commission or Hunter commission(1882)
- ❖ Sadler Commission report -(1917) their essential features
- ❖ Wardha Scheme of education -(1937) their essential features
- ❖ Radha Krishna Commission- (1948) their essential features

UNIT-IV

- ❖ Mudaliar Commission 1952-53
- ❖ Kothari Commission 1964- 66
- ❖ National Policy on education 1986, 1992 and 2019
- ❖ Recommendations of Acharya Ram Murti Committee.

UNIT-V

- ❖ Problems in Higher education: Students Unrest, Wastage and stagnation
- ❖ Sarva Siksha Abhiyaan (SSA).
- ❖ Rashtriya Uchatar Siksha Abhiyan (RUSA).
- ❖ RTI (Right to information Act)
- ❖ RTE (Right to intellectual Act)

Books Recommended

History of Indian Education (Hindi): Raman Bihari Lal

History of Indian Education (Hindi): Pathak and Tyagi

History and problems of Indian Education: Suresh Bhatnagar

Development of Educational System in India--V.B. Singh and Sudha Pahuja

PAPER-II (GUIDANCE AND COUNSELLING)

(CODE-BEDU-106)

Maximum Marks: 75

COURSE OBJECTIVES

- To develop an understanding about the fundamentals of Guidance and Counselling.
- To understand life and the world around.
- To understand the importance of making right choice in life, education and vocation.
- To be able to describe the importance of working with a group, for a group and in a group.
- To be able to understand the needs of the individual correctly.
- To be able to understand various guidance services.
- To understand the process of counselling.

UNIT-I

- ❖ Guidance: Meaning, nature and scope
- ❖ Principles, Needs and importance of guidance services
- ❖ Types of Guidance: Individual and Group
- ❖ Relationship between guidance counselling

UNIT-II

- ❖ Educational guidance: meaning, need & importance and characteristics.
- ❖ Personal guidance: Meaning, need & importance and characteristics.
- ❖ Vocational guidance: Meaning, need and Importance.
- ❖ Relationship between educational, vocational and personal guidance.

UNIT-III

- ❖ Counseling: meaning, nature need and scope.
- ❖ Approaches of counseling-directive and non directive and eclectic counseling
- ❖ Qualities of a good counselor.
- ❖ Role and function of counselor in secondary school

UNIT-IV

- ❖ Counseling interviews: Its concept and steps involved.
- ❖ Observation method: concept, characteristics, merit and demerits
- ❖ Questionnaire: concept, characteristics, merits and demerits
- ❖ Autobiography:
- ❖ Rating scale,

SUGGESTED BOOKS

Educational Administration- Umesh Ch. Kudesia

Educational Technology, Guidance and Management, R.A.Sharma.

Fundamentals of Guidance and Counselling , R.A.Sharma

Guidance and Counselling , S.Narayan Rao

Counselling and Guidance , A.K Nayak

Guidance and Counselling , Asha Bhatnagar and Nirmala Gupta

PRACTICAL WORK

1. Extrovert and Introvert Personality Test
2. Attitude Scale on Television
3. Environmental Awareness Scale
4. Memory Short Term and Long Term
5. Human Maze
6. Job Satisfaction Inventory