

आज दिनांक 12.07..2011 को विश्वविद्यालय परिसर में निम्न विषय की पाठ्यक्रम समिति की एक आवश्यक बैठक हुई, जिसमें निम्न प्राध्यापकगण उपस्थित हुए :-

Date :- 12.07.2011

Subject :- Education

Committee Place :- Committee Hall

1. Dr. Santosh Singh
2. Dr. Deepti Johri
3. Dr. Mani Bansal
4. Dr. Radha Yadav

C.S.J.M. University

Kanpur



B.A. EDUCATION

[Bachelor of Arts in Education]

SYLLABUS

(3 year Degree Course)

Dr. Krian Dangwal
Department of Education
Lucknow University,
Lucknow

Dr. Alka Katiyar
* Convener–Education (Arts)
C.S.J.M. University, Kanpur.
* Associate Prof. & Head –Edu.
Mahila MahaVidyalaya, Kanpur.

B.A. EDUCATION

[Bachelor of Arts in Education]

Year	Paper	Marks
B.A. I	Paper I – Principles of Education	50
	Paper II – History and Development of Indian Education	50
B.A. II	Paper I – Educational Psychology	50
	Paper II – Thoughts and Practices in Education	50
B.A. III	Paper I – New Trends and Innovation in Education	50
	Paper II – Measurement and Evaluation in Education	50
	Paper III- Optional A – Educational Administration. B - Tests in Education	50
	Total =	350

B.A.-I YEAR EDUCATION

Paper-I – Principles of Education

Objectives –

1. To enable the students to develop an understanding of aims and function of education.
2. To obtain an understanding the agencies of education.
3. To help the student's to understand education for National Integration, International understanding & Human Rights, Value.

UNIT - I : • Education – Its Meaning- Nature and scope
• Aims of Education
• Functions of Education

UNIT - II : • Agencies of Education-Formal, Informal and Non-formal.
• Family, school and state.
• Mass Media of communication.

UNIT – III : • Education and social change
• Education and democracy
• Education and Culture
• Value Education & Yoga Education

UNIT – IV : • Education for National Integration
• Education for International understanding
• Education for Human resource Development.
• Human Rights Education, Human Rights & Duties in Indian constitution.

BOOK RECOMMENDED

1. Aggarwal J.C. - Theory and Principles of Education, New Delhi Vikas Publishing House.
2. Saxena, N.R. Swaroop - Principles of Education, Meerut R. Lal Book Depot, 1996.
3. लाल रमन बिहारी - शिक्षा के सिद्धान्त
4. पाठक पी०डी० - शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा

B.A.-I YEAR EDUCATION

Paper-II – History and Development of Indian Education

Course Objectives

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 acquaint the students with significant points of selected documents and reports of these periods.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

UNIT-I- : Education in Ancient and Medieval India characteristics of Gurukul, Matha/Vihar, Madaras and Maktab.

UNIT-II- : British Education in India-oriental-occidental controversy, Macaulay's minute, wood's dispatch. Hunder commission, Gokhle-bill, Sadler commission, wardha scheme.

Unit-III- : Main recommendations of commissions in India University Education Commission (1948-49), Secondary Education Commission (1952-53), Report of the Education Commission (1964-66), National Policy on Education 1986, Programme of Action, Revision of National Policy on Education -1990, 92, National Knowledge Commission.

UNIT-IV- : Problems of Pre-primary, Primary Secondary, Higher Education. Banasthali Vidyapeeth, Shanti Niketan, Podicherry Ashram, Chitrakoot Gramodaya Viswa Vidhyalaya.

BOOKS RECOMMENDED

1. Ghosh, S.C. (1989) : Education Policy in India since warren Hastings, Calcutta; N-Prakashan.
2. Mukherjee R.K. (1960) : Ancient Indian Education, Delhi; Motilal Banarasi Das.
3. Nurallah, S & J.P. Naik : A student's History of Education in India, The Macmillan Co. of India Ltd. (1974).
- 5- Chaube, S.P. : History and Problems of Indian Education Agra; Vinod Pustak Mandir, Agra.
6. अग्निहोत्री आर० : आधुनिक भारतीय शिक्षा, समस्यायें और समाधान, जयपुर : राजस्थान, ग्रन्थ अकादमी ।
7. उपाध्याय आर०बी० : भारतीय शिक्षा की सामयिक समस्याये, आगरा; विनोद पुस्तक मंदिर
8. चौबे सरयू प्रसाद एवंम् अखिलेश चौबे : भारतीय शिक्षा का इतिहास एवं समस्यायें, अयोध्या, भवदीय प्रकाशन
9. पाठक पी०डी० तथा बी०पी० जौहरी, : भारतीय शिक्षा का इतिहास, आगरा : विनोद पुस्तक मंदिर
10. रावत, पी०एल० : भारतीय शिक्षा का इतिहास, आगरा यूनिवर्सल पब्लिशर्स

B.A.-II YEAR EDUCATION

Paper –I – Educational Psychology

Objective : To help the students to :

- Understand the concept of Educational Psychology.
- Understand the methods of Studying human behavior.
- Understand meaning and purpose of learning and factors affecting learning. Role of educational psychology to increase memory in the Individual.
- Understand concept of Intelligence, Emotional Intelligence and Personality and factors affecting personality.
- The Role of educational psychology to understand the problems of exceptional children.
- Understand Elementary knowledge of statistic.

UNIT- I : Definition and Nature of Educational Psychology, Relation between Education and Psychology, Importance of Educational Psychology for a teacher, methods of Educational Psychology- Introspection, Observation, Experimental and Case Study.

UNIT- II : Concept of learning, theories of learning, conditional Reflex theory, Theory of Trial and Error, Insight theory, Role of Motivation in learning laws of learning.

UNIT- III : Individual difference and its Educational Importance. Concept of Intelligence and I.Q. Concept of Emotional Intelligence and E.Q. Definition of personality and its determinants.

UNIT- IV : Mental Health : Meaning & Ways of Promoting mental health.
Education of Exceptional Children– Gifted, Creative & Backward.

Books Recommended -

- 1 ***Bhatnagar Suresh*** : Advanced, Educational Psychology, Lal Book Depot, Meerut.
- 2 ***Chauhan S.S*** : Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- 3 ***Chronback, L.J.*** : Education Psychology Harcourt – Bruce & Co. New York
- 4 ***Crno L.d. and Alice crow*** : Educational Psychology, New York, Willey.
- 5 ***Burt C.*** : The Back ward child, London, University in London Press.
- 6 ***Shonkar dai :*** Problem Children, Atma Ram and Sons, Delhi.
- 7 ***Terman, L.M. & Oden M.H.*** : The Gifted child Grous UP Calijornia, Standard University, Press.
- 8 ***पाठक, पी०डी०*** : शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा ।
- 9 ***सिंह ए०के०*** : शिक्षा मनोविज्ञान, पटना, भारती भवन ।
- 10 ***माथुर एस०एस०*** : शिक्षा मनोविज्ञान, आगरा दिनाक पुस्तक मन्दिर ।

B.A.-II YEAR EDUCATION

Paper-II – Thought and Practices in Education

Objective – To enable the students

- To understand the contribution of philosophy to education.
- To understand about the contribution various school of philosophy & few of the Great Indian Thinkers to the field of Education.
- To acquaint with the educational practices.

UNIT – I : Philosophy and Education – Concept, Nature and Relationship.
Definition of Educational Philosophy.

UNIT – II : Essential aspects of following schools of Philosophy – Idealism, Naturalism, Pragmatism and Realism.

UNIT – III : Educational thoughts and contribution of Sri Aurbindo, Geeju Bhai, Tagore, Gandhiji and Vivekanand.

UNIT – IV : Educational Practices – Kindergarten, Montessori, Dalton Plan, Project Method.

BOOKS RECOMMENDED

1. Mani, R.S. Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
2. Pandey, R.S. An Introduction to Major Philosophies of Education, Agra ; Vinod Pustak Mandir.
3. Sharma, S.R. Philosophy of Education, New Delhi; Mohit Publications.
4. Kabir, Humyum : Indian Philosophy of Education Asia Publishing House, Mumbai.
5. Ramchandani S. : Great thoughts on Education, D.V.S. Publication Distribution, Guwahati.
6. अग्रवाल एस०के०, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, आगरा, भार्गव बुक हाउस ।
7. गुप्त लक्ष्मी नारायण, महान पाश्चात्य एवं भारतीय शिक्षा शास्त्री, इलाहाबाद, कैलाश प्रकाशन ।
8. चौबे, एस०पी० एवं अखिलेष चौबे, शिक्षा के दार्शनिक एवं समाज शास्त्रीय आधार, इलाहाबाद शारदा पुस्तक भवन ।
9. पाण्डेय रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि, आगरा, विनोद पुस्तक मन्दिर ।
10. माथुर, एए०एस० शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, आगरा, विनोद पुस्तक मन्दिर ।
11. लाल रमन बिहारी : शिक्षा के दार्शनिक आधार रस्तौगी पब्लिकेशन आगरा ।

B.A.-III YEAR EDUCATION

Paper –I – New Trends and Innovations in Education

Objectives :

- To develop understanding of significant trends in contemporary education.
- To develop awareness of various innovative practices in education.
- To acquaints with the role of technology in spreading education among masses.
- To develop understanding of self learning technical devices.

UNIT- 1 : 1. Innovation – concept and Need of innovation in view of technological and social change.

2. Obstacles in innovation, Role of education in bringing innovations.

3. Role of UNICEF in introducing innovations in Indian School Education.

UNIT- 2 : 1. Early childhood care and education under Article 45 of the Constitution of India, Balwadi, Aanganwadi and other efforts in public and private sectors at state and central levels.

2. Private initiatives of some innovations in education – Pratham, Educomp.

3. State supported innovations; Sarva Shiksha Abhiyan, Lok Jumbish, Eklavya, Mahila Samakhya.

National Level – Brief Account of right to education, National Literacy Mission & Adult Education, Life Skill Education.

UNIT- 3 : 1. Changing face of school and University in the age of information, communication, an technology.

2. Education through interactive radio, television, computer and internet, Tele & Video conferencing, EDUSAT.

3. Role of e-learning in education; e-content, e-magazines and e-journals.

UNIT- 4 : 1. Distance Education – concept, need, benefits and limitations, ‘Distance Education’ and ‘Open education’, Open School, Open University, Virtual University.

2. Idea of nurturing rural talent; The Navodaya Vidyalaya Sangathan.

3. Changing School in the era of liberalization, privatization and globalization.

BOOKS RECOMMENDED

- Chauhan S.S. (1994)** : Innovations in teaching hearing process,
Vikas Publishing House P. Ltd, New Delhi.
- Sharma, A.R.** : Educational Technology, Vinod Pustak
Mandir, Arra.
- Laxmi S. (1989)** : Innovations in Education, Sterling Publishers
Pvt. Ltd., Delhi
- Mohanti, J. (1982)** : Indian Education the Emerging Societies,
Sterling Publishers, New Delhi
- सिंह, भाई योगेन्द्रजीत** : शिक्षा में नवाचार एवं नवीन प्रवृत्तियाँ
Websites of MHRD, IGNOU, NIOS, Navodaya Vidyalaya Sangathan.

B.A.-III YEAR EDUCATION

Paper-II – Measurement and Evaluation in Education

Objectives : To enable the students :-

- To understand the concept of measurement & Evaluation.
- To acquaint with the various statistics as measurement of Relative position & variability.
- To acquaint with the good tools and techniques.

UNIT- 1 : Measurement and Evaluation : Concept, need and relationship, Purpose of evaluation, Levels of Measurement - Nominal, Ordinal, Interval, Ratio, Internal, External & Continuous evaluation. Techniques of Evaluation - Tests and scales-meaning, purpose, Characteristics of good test, types of test (subjective & objective).

UNIT- II : • Meaning & Definition of Statistics.
• Frequency Distribution.
• Measures of Central Tendency :- Mean, Median & Mode – Definition, uses & computation.

UNIT- III Measures of variability : Quartile Deviation, Mean Deviation and Standard Deviation- Meaning, Computation.

UNIT- IV Correlation – Meaning and use, Spearman’s Rank difference correlation, and product moment method.

Graphical Representation of data – Polygon, Bar diagram & Histogram.

BOOKS RECOMMENDED

1. Aggarwal, R.N. & Bipin Asthana (1982) Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
2. Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications.
3. Agarwal, J.C. (1997), Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
4. Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
5. Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications.
6. Thorndike, R.L. & E. Hagen (1964), Measurement & Evaluation in Pshychology & Education, New York; John Willey Publications.
7. अस्थाना, विपिन एवं आर०एन० अस्थाना, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आगरा; विपिन पब्लिकेशन।
8. गुप्ता, एस०पी० (1995), आधुनिक मापन तथा मूल्यांकन, इलाहाबाद, सारदा पब्लिकेशन
9. कपिल, एच०के० (1997), सांख्यिकीय के मूल तत्व, आगरा; विज्ञान पब्लिकेशन।
10. बीना एवं मृदुला रावल, शिक्षा में मापन, मूल्यांकन एवं सांख्यिकीय, आगरा; विनोद पब्लिकेशन।
11. पाण्डेय, के०पी० (1968), शिक्षा में मूल्यांकन, मेरठ; मीनाठी पब्लिकेशन।
12. शर्मा, पी०सी० आधुनिक मापन एवं मूल्यांकन विधियां, इलाहाबाद, आलोक प्रकाशन।

B.A.-III YEAR EDUCATION

Paper-III (A) Optional - Educational Administration

Objectives - To enable the Students to develop an understanding about -

- The concept and importance of educational administration.
- The various educational bodies.
- The new trends and problem of educational Administration

Unit I - Meaning need and aims of Educational Administration, Principles of Administration, Qualities of – Head of institution, Teacher, The management.

Unit II - Organisation & activities of the following.

- 1- U.G.C.
2. Central Advisory Board
- 3- University
4. NCERT

Unit III - Educational administration at Central & State Level, M.H.R.D.

Unit IV- Concept of Institution - Government, Govt. Added & Self – Finance and their administration at Higher education level.

Unit V- Problem and solution of Indian Educational Administration.

Recommended Books -

- Bhatnagar S.S. & Gupta P.K. Educational Administration and Management.
- Sharma R.A., Education Administration and Management.
- Chandra S.S. & Chakraborty A.K., School Administration organization and Management.
- Kudesia Umesh Chandra - Educational Administration.
- Gupta Ram Babu - Educational Administration.

B.A.-III YEAR EDUCATION

Paper-III (B) Optional – Tests in Education

Objectives

- To make student aware of various standardized Tests.
- To make students understand the testing procedure.
- To acquaint the student with the interpretation of test scores.
- To give knowledge to student for using different tests in Research work.

There shall be 15 psychological dimensions of the tests in Education (Practical) Examination of B.A. (Education) Part-III. Out of which only 6 tests will be compulsory to be covered in syllabus in a year.

In examination the candidate will be asked to administer any two standardized Tests/Scales concerned with the dimensions given below:-

1. Personality
2. Intelligence
3. Creativity
4. Aptitude
5. Attitude
6. Value
7. Interest
8. Achievement
9. Adjustment
10. Environmental Awareness
11. Self Confidence.
12. Life satisfaction
13. Study Habit
14. Educational Aspiration
15. Emotional Intelligence

NOTE : Distribution of the marks will be as follows- 30 Marks will be allotted for administering two Tests/Scale. 10 Marks for Record book & 10 Marks for viva voce.

संशोधनों की संस्तुति

इस बैठक में पूरे प्रदेश में समान पाठ्यक्रम लागू किये जाने के उद्देश्य से संशोधन/सहमति हेतु एक पाठ्यक्रम का प्रारूप प्रस्तुत किया गया। उपस्थित सदस्यों ने प्रस्तुत(प्रस्तावित) पाठ्यक्रम के प्रारूप पर सम्यक विचार विमर्श किया। विचार विमर्श के उपरान्त सभी सदस्यों ने सर्वसम्मति से निर्णय लिया कि,

1. पाठ्यक्रम में बी0ए0 प्रथम वर्ष तथा बी0ए0 द्वितीय वर्ष में भी मनोवैज्ञानिक परीक्षणों एवं प्रयोगों को शामिल करने की संस्तुति की गई। साथ ही एक वैकल्पिक प्रश्न पत्र भी सम्मिलित किया गया।

2. बी0ए0 प्रथम वर्ष का संशोधित पाठ्यक्रम इस प्रकार है—

Paper-I	Principles of Education	35
Paper-II	History and Development of Indian Education	35
Paper-III	Psychological Tests in Education	30

Or

Exceptional child (for private student)

B.A. I (For Regular Students)

Paper III (A) : Psychological tests in Education

Objects:

- to make students aware of psychological testing
- to acquaint students with the testing procedures
- to enable students to understand importance of testing in education.

There shall be 5 (five) psychological dimensions of the tests in education (practical) examination of B.A. (education) Part I.

In examination the candidate will be asked to administer any one standardized test concerned with the dimensions given below;

1. Learning
2. Transfer of Learning
3. Intelligence
4. Motivation
5. Fatigue

Note: Distribution of marks will be as follow 10marks will be allotted for administering one test and 10 marks for record book and 10 marks for viva-voce.

BA I for Private students

Paper III (B)

M.M. 30

Exceptional child

Objectives-

- to enable the students to develop an understanding about-
- the concept and meaning of exceptional children
- the problem and identification of exceptional children
- the intervention and education of exceptional children

Unit I- Exceptional child- meaning, difference between normal and exceptional child, classification of exceptional children.

Unit II- Handicapped child- Meaning, classification, orientation programme and their education.

Unit III- Gifted child-Meaning, kinds and their education.

Unit IV- Backward child- Meaning, kinds and their education

Unit V- Mentally retarded child- Meaning, classification and their education.

Unit VI- Problem child- Meaning, kinds, reason of problem, problematic behaviour, their intervention and education.

B.A 2nd year revised syllabus

Paper I- Educational Psychology 35 mm

Paper II- Thoughts and Practices in Education 35mm

Paper III- Psychological Tests in Education 30 mm

Or

Guidance and Counselling in Education (for private students)

B.A. II for Regular students

Paper III (A)

M.M. 30

Psychological Test in Education

Objectives-

- to made students aware of psychological testing
- to acquaint students with the testing procedures.
- to enable students to understand importance of testing in education.

There shall be 5 (five) psychological dimensions of tests in education (practical) examination of B.A. (education) Part II.

In examination candidate will be asked to administer any one standardized tests concerned with the dimensions given below;

1. Attention
2. Speed & Accuracy
3. Reasoning Ability Test
4. Problem solving
5. Memory (visual and Auditory)

Note:- Distribution of marks will be as follow;

-10 marks will be allotted for administering one test. 10 marks for record book and 10 marks for viva-voce.

B.A. II for Private students

Paper III (B)

M.M. 30

Guidance and Counselling in Education

Objectives-

To enable the students to develop and understanding about;

- the concept and importance of guidance and counseling
- the steps of guidance and counseling in education
- to orient students towards guidance services.

Unit I: Guidance- Meaning, kinds and importance aims and theories

Unit II: Role of principal, teacher and counsellor in guidance programme

Unit III: Group guidance- Nature, importance and functions

Unit IV: Counselling- Meaning, Difference between guidance and counseling, steps of counseling

Unit V: Organisation of minimum guidance services in schools and principles of organization in services.

B.A. 3rd year revised syllabus

Paper I New trends and Innovation in Education 50

Paper II Measurement and Evaluation in Education 50

Paper III Psychological test in Education 50

Or

Educational Administration (for private students)

प्रथम प्रश्न पत्र एवं तृतीय प्रश्नपत्र मूल रूप में स्वीकार्य हैं। द्वितीय प्रश्नपत्र में सूक्ष्म संशोधन किये गये हैं जो कि अंगीकृत हैं।

B.A. 3rd year

Paper II- Measurement and Evaluation in Education

Objectives: To enable the students

- to understand the concept of measurement and evaluation
- to acquaint with the various statistics as measurement of relative position and correlation
- to acquaint with the good tools and techniques

Unit I : Measurement and Evaluation: Concept, need and relationship, purpose of evaluation, levels of measurement- Nominal, Ordinal, Interval, Ratio. Internal, External and Continuous evaluation Techniques of Evaluation-tests and scales- meaning and purpose.

Unit II: Construction and standardization of test- steps, item- analysis, reliability and validity of test, Norms. Characteristics of good test and type- subjective and objective, Teacher made test, use of test in research work, interpretation of scores, various types of scores- Z- scores, C- score and percentile.

Unit III: Meaning and definition of statistics frequency distribution and graphical representation of data- polygon, bar diagram, histogram, Measures of central tendency- Mean, Median & Mode- Definition, uses and computation.

Unit IV: Correlation- Meaning and use spear man's rank difference method and product moment method.
