

SYLLABUS
BACHELOR OF ARTS - EDUCATION
(B.A.- ED)
3 YEARS PROGRAMME



HIMALAYAN GARHWAL UNIVERSITY UTTARAKHAND

<http://www.hgu.ac.in>

HIMALAYAN GARHWAL UNIVERSITY UTTARAKHAND

MARKS EVALUATION SCHEME

BA EDUCATION

I Year

Paper Code	Paper Name	Internal	External	Total
BAED101	Principles of Education	30	70	100
BAED102	History and Development of Indian Education	30	70	100
TOTAL		60	140	200

II Year

Subject Code	Paper Name	Internal	External	Total
BAED201	Educational Psychology	30	70	100
BAED202	Thoughts and Practices in Education	30	70	100
TOTAL		60	140	200

III Year

Subject Code	Paper Name	Internal	External	Total
BAED301	New Trends and Innovation in Education	30	70	100
BAED302	Measurement and Evaluation in Education	30	70	100
BAED303	Optional Paper (A) Educational Administration (or) (B) Tests in Education	30	70	100
TOTAL		90	210	300
GRAND TOTAL		210	490	700

B.A. EDUCATION - I YEAR

Paper I – BAED101 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.
☐ Indian constitution and Human Rights Education.

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 पी0डी0 – शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा

Paper-II – BAED102 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 Maktabas.

UNIT-II- : British Education in India-oriental-occidental controversy, Macaulay's minute, Wood's dispatch. Hunter commission, Gokhale-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 and higher Education. A brief introduction of Pondicherry Ashram, Shanti Niketan, Banasthali Vidyapeeth.

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, समस्याएँ और समाधान, जयपुर
: राजस्थान, ग्रन्थ अकादमी।
- 7- उपाध्याय आर०बी० : भारतीय शिक्षा की सामयिक समस्याये, आगरा; विनोद
पुस्तक मंदिर
- 8- चौबे सरयू प्रसाद एवं अखिलेश चौबे
: भारतीय शिक्षा का इतिहास एवं समस्याएँ, 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. EDUCATION - II YEAR
Paper I- BAED201 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 laws of learning in 0.1 Motivation.

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।

Paper II – BAED202 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, , Tagore, Gandhiji , Vivekanand Geeju Bhai.

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 अखिलेश 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, ए०एस० शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, आगरा, विनोद पुस्तक मन्दिर ।
11. लाल रमन बिहारी : शिक्षा के दार्शनिक आधार रस्तौगी पब्लिकेशन आगरा ।

B.A. EDUCATION -III YEAR

Paper I – BAED301 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 removing obstacles and bringing innovations.
3. Role of UNICEF and NCERT 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 -2009, National Literacy Mission & Adult Education, Life Skill Education.

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

- UNIT- 4** : 1. Idea of nurturing rural talent; The Navodaya Vidyalaya Samiti.
2. Changing School in the era of liberalization, privatization and globalization.

3.Distance Education’ and ‘Open education’, Open School, Open University, virtual University

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 Samiti.

PaperII – BAED302 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. Graphical Representation of data – Polygon, Bar diagram & Histogram.
☐ 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.

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 & Evalution 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; मीनाटी पब्लिकेशन ।
12. शर्मा, पी०सी० आधुनिक मापन एवं मूल्यांकन विधियां, इलाहाबाद, आलोक प्रकाशन ।

OPTIONAL PAPERS

Paper III – BAED303 - (A) 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 of Education(CABE)
- 3- University
4. NCERT

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

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

Paper III – BAED303 (B) 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 one standardized Test/Scale 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 foradministering one Test/Scale. 10 Marks for Record file & 10 Marks for viva voce.