

2. Purkait B. R. : Great Educations
3. Rusk : Great Educations
4. Faneja : Educational Thinkers

Report writing should be done in a practical note book : 30 marks

Viva : 20 marks

NBU UG SYLLABUS EDUCATION PROGRAMME COURSE STRUCTURE OF I+I+I

Education General

B.A. (General) in Education

Part-I

Paper-I: Education and Society

Course Objectives:

□ To enable the student to understand:

1. General aims of education along with nature, types and scope of education
2. Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

Course Contents:

Unit-I

- Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
- Aims of Education - individual, social, vocational and democratic
- ;Formal, informal and non-formal agencies of education. Relation between school and society.

Unit-II

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education-with special reference to aims, process and curriculum idealism, naturalism and pragmatism.
- Factors of Education:
- (a) The child-its innate endowment and environment

- (b) The teacher-qualities & responsibilities.

Paper-II: Education and Human Development

Course Objectives:

To make the students understand about:

- The meaning, scope and uses of psychology in education.
- Human growth and development up to the stage of adolescence.
- Meaning and purpose of learning and factors influencing learning.
- The concept of intelligence, its meaning and measurement.
- Heredity and environment and their roles causing individual difference.

Course Contents:

Unit-I

- Psychology-Its meaning, nature and scope. Relationship between education psychology. Distinction between psychology and educational psychology.

Unit – II

- Stage of human development: infancy, childhood, latency and adolescence -- their needs, significance and problems. Human development and education, role of educational psychology in understanding the individual.

Unit – III

- Learning Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, transfer of learning (Stress will be given on Pavlov, Thorndike, Skinner and Gestalt).
- Attention and interest. Nature and conditions for attention, their educational implications.

Paper-III: Indian Heritage and Education

Course Objectives:

To enable the students to gain knowledge about:

- The system of Indian education during Vedic, Buddhist and Medieval periods.
- Britisher's influence of Indian education.

- Role of Indian thinkers in education during British period.
- Growth and development of Education since independence.

Course Contents:

Unit-I

- A Synoptic view of Education in: (a) Vedic, (b) Buddhist and (c) Medieval periods.

Unit-II

- Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
- Adam, Munroe, Elphinstone's Report on Indigenous education.
- Macaulay's minutes and Bentinck's resolution of 1835.
- Wood's Despatch - 1854.
- Lord Curzon's educational policy. Growth of national consciousness. National education movement.

Part-II

Paper-I: Education and Society

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To enable the student to understand:

- General aims of education along with nature, types and scope of education,
- Meanings of major philosophies of education and function in education.
- Meaning of curriculum and its planning and construction.
- The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

Course Contents:

Unit-III

- Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.

Unit-IV

- Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline. With stress on reward and punishment.
- Emergence of educational thoughts through the works of great educators like Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobinda.
- Education for national integration, international understanding and education for human resource development, education for leisure.

Paper-II: Education and Human Development

Course Objectives:

To make the students understand about:

- The meaning, scope and uses of psychology in education.
- Human growth and development up to the stage of adolescence.
- Meaning and purpose of learning and factors influencing learning.
- The concept of intelligence, its meaning and measurement.
- Heredity and environment and their roles causing individual difference.

Course Contents:

Unit-III

- Habits, meaning of habit and its role and implication in education.
- Emotions - their meaning, characteristics and place of emotions in education and their sublimation.
- Memory and forgetting.

Unit-IV

- Intelligence concepts, definitions, theories and measurement (Two factors, multiple factors and group factor theories).

Unit-V

- Heredity and environment and their implications for education.
- Personality: Concept, traits, development of personality and its assessment.

Paper-III: Indian Heritage and Education

Course Objectives:

To enable the students to gain knowledge about:

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- Role of Indian thinkers in education during British period
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Course Contents:

Unit-III

- Recommendations of Indian Education commission 1882, its influence on
- the subsequent development of education.
- Essential features of the Sadler Commission Report - 1917.
- Wardha scheme of Education - 1937.
- Radhakrishnan Commission- 1948.

Unit-IV

- A Synoptic study of changes in School system - Primary and Secondary (Structure and curricular only after independence).
- Mudaliar Commission 1953.
- Kothari Commission 1964-66.
- National policy on Education 1986.

Part-III

Paper-IV: Evaluation and Guidance in Education

Group A: Evaluation in Education & Scope

1. Concept of evaluation.
2. Need and scope of evaluation in Education: Evaluation of student achievement.
3. Evaluation of student progress:
4. Examination and evaluation - tools of evaluation:
5. Examination essay type and objective type, criteria, reference tests and standardized tests, cumulative Record Card
6. How to make a good test: Specification of objective item selection Characteristics of a good test: (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) norms. **(DILIP SEN)**
7. Measurement in Education: Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation.
8. (Frequency Polygon, Histogram and Ogive). Idea of linear correlation (rank difference method only).

Group-B: Guidance in Education

1. Guidance: Concept need and scope.
2. Types of guidance.
3. Basic data necessary for guidance (Data about students, courses and vocations)
4. Meaning of Adjustment:
5. Causes of maladjustment: Role of parents, teachers, peers and educational institutions in the development of maladjustment.
6. Counseling : Meaning and types of counseling for adjustment problems

NBU UG SYLLABUS EDUCATION HONOURS COURSE STRUCTURE OF CBCS

SEMESTER-I