

EDUCATION DEPARTMENT

**Bachelor of Arts in Education
(B.A.)
Ordinances and Regulations (Examination)**

Only that candidate will be entitled to appear in B.A. examination with education as one of the subjects, who has passed the intermediate examination of U.P. Board of Secondary Education or of any other equivalent examination recognized by SIDDHARTH UNIVERSITY, Kapilvastu, Siddharthnagar.

The B.A. course will be of three years duration with and external examination at the end of each year. The candidate will be required to have maximum 75% attendance in theory paper. The candidate opting for Education as one of the subjects in each of the three years will be required to appear in seven papers each of 100 marks. The papers to be offered by the Candidate in each of the three year are detailed below:

A. Course Of B.A. Part - I Education:	200 Mark
Paper - I Education and Society	100 Mark
Paper - II History of Indian Education	100 Mark
B. Course Of B.A. Part - II Education:	200 Mark
Paper - I Education Psychology and Statistics	100 Mark
Paper - II Educational Thoughts and Practices	100 Mark
C. Course Of B.A. Part - III Education:	300 Mark
Paper - I Innovations in Education	100 Mark
Paper - II Continuing Education	100 Mark
Paper - III Problems of Indian Education	100 Mark

B.A. Part - I (Education)

Paper – I (Education and Society)

Course Objectives

To enable the students to understand:

1. Nature and Scope of Education.
2. Aims of Education and Functions of Education.
3. Meaning of Curriculum and Principles of its Construction.
4. The Role of Freedom and Discipline in Education.
5. The Role of State and Religion in Education.
6. The Role of Education in National Integration and International Understanding.

Course Content

Unit - I

- Education: Its Meaning, Nature and Scope.
- Aims of Education - Individual, social, Vocational and Democratic.
- Functions of Education - Individual Development, Transmission of Cultural Heritage, Acquisition of Skills, Social Cohesion and Inculcation of Values.

Unit - II

- Agencies of Education - Formal, Informal and Non-Formal.
- Relationship Between School and Society.
- Discipline and Freedom in Education.

Unit - III

- Curriculum: Meaning, Importance and Types.
- Principles of Curriculum Construction.

Unit - IV

- State and Education.
- Religion and Education.
- Value Education - Its Meaning and Development.

Unit - V

- Education for National Integration.
- Education for International understanding.
- Education for Human resource Development.
- Education for Leisure.

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Books Recommended

- Adaval, S. : *Bhartiya Shiksha Ke Siddhant.*
- Bhatia, B.D. : Theory and Principles of Education.
- Broudy, H.S. : Building a Philosophy of Education.
- Cook & Cook : Sociological Approach to Education.
- Dewey, John : The School and Society.
- Pandey, R.S. : Principles of Education, *Vinod Pustak Mandir, Agra.*
- Ross, J.S. : Ground Work of Educational Theory, New Delhi, S.chand & Co.
- Saxena, N.R.S. : Principles of Education, Meerut, R. Lall book Depot.

B.A. Part - I (Education)

Paper – II (History of Indian Education)

Course Objectives

To enable the students:

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.
5. To compare the different features of education systems of Ancient and Medieval India with those of present system of Indian Education.

Course Content

Unit - I

- Education in India during A) Vedic, B) Buddhist, and C) Medieval period with special reference to aims, process, Curriculum and organization.

Unit - II

- Charter Act of 1813, Macauley's minute and William Adam's Reports (1835 and 1938).
- Wood's dispatch - 1854 and Indian Education Commission (1882-83).
- Lord Curzon's education policy and National Education Movement.
- Gokhale's Bill.

Unit - III

- Calcutta University Commission (1917).
- Hartog Committee (1928).
- Wood and Abbot Committee Report (1937).
- Wardha Scheme of education (1937) and Sargent Report (1944).

Unit - IV

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Education Commission (1964-66)
- National Policy on Education (1986).
- Revised National Policy (1992).

Books Recommended

- Altekar, A.S. (1934) : Education in Ancient India. Varanasi, The Indian Book Shop.
- Ghosh, S.C. (1989) : Education Policy in India Since Warren Hastings Calcutta, N. Prakashan.
- Jaffar S.M. (1936) : Education in Muslim India, Lahore.
- Kumar, Krishna, (1991): Political Agenda of Education, Delhi, Sage.
- Law, N.N. (1916) : Promotion of Learning in Medieval India, London, 1916.
- Mukherjee, R.K. (1960): Ancient Indian Education, Delhi, Motilal Banarasi Das.
- Nurullah, S. & J.P. Naik : A Student's History of Education in India, The Macmillan Co., of India Ltd. (1974).
- Paranjape, M.R. (1938) : A Source Book of Modern Indian Education, Bombay, Macmillan.

B.A. Part - II (Education)

Paper - I (Educational Psychology & Statistics)

Course Objectives

To make the students to understand:

1. The Meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.

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4. The concept of intelligence and its measurement.
5. Heredity and environment and their role in causing individual differences.
6. Meaning and purpose of elementary educational statistics.

Course Content

Unit - I

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

Unit - II

- Human Growth and development - Infancy, childhood and adolescence-their needs, significance and problems. Human development and education Role of educational psychology in understanding the individual.

Unit - III

- Learning: meaning and concept, essential aspects of different theories and levels of learning, motivation in learning, transfer of learning.
- Attention and interest. Nature and conditions of attention & their educational implications.

Unit - IV

- Intelligence - Concept, Definition and Measurement.
- Heredity and Environment and their Implications for Education. Individual Differences, Causes of Individual Differences, Significance of Individual Differences and Education Implication.

Unit - V

- Educational statistics: Meaning and Application of Statistics in Education.
- Measures of Central Tendency: Mean, Median, Mode.
- Measures of Variability: Range and Standard Deviation.

Books Recommended

- Anastasi, A : Psychological Testing, New York, McMillan Co., 1968.
- DeCecco, J.P. & Crawford : Psychology of Learning and Instruction, New Delhi, Prentice Hall of India Ltd.
- Garret, H.E. : Statistics in Psychology and Education.
- Hilgard, E.R.R.L. Atkinson: Introduction to Psychology, New York, Harcourt Brace & R.C. Askmsom Javaravich, 1979.
- Mathur, S.S. : Educational Psychology, *Vinod Pustak Mandir, Agra*.
- Skinner, C.E. (Ed) : Elementary Educational Psychology, Revised Ed., New York Prentice Hall Inc., 1950.
- गुप्ता, एस0पी0, व गुप्ता अलका : उच्चतर शिक्षा मनोविज्ञान, प्रथम संस्करण, शारदा पुस्तक भवन, इलाहाबाद, 2003.
- पाठक, पी0डी0 : शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।
- माथुर एस0एस0 : शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।
- भटनागर, सुरेश : शिक्षा मनोविज्ञान, आर0लल बुक डिपो, मोरठ।
- सारस्वत, मालती : शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन, इलाहाबाद-3, 1999.
- सिंह, ए0के0 : शिक्षा मनोविज्ञान, भारती भवन, पटना।

B.A. Part - II (Education)

Paper - II (Educational Thoughts and Practices)

Course Objectives

1. To enable the students to develop an understanding of basic schools of educational philosophy.
2. To obtain an understanding of the philosophical concepts given by Indian and Western educational thinkers.
3. To acquaint the students with the contribution of some Indian thinkers to educational practices.

Course Content

Unit - I

- Critical study of the following schools of educational philosophy in the context Indian and Western Systems with reference to educational aims, objectives, curriculum, methods of teaching and concept of discipline.
- Idealism, Naturalism, Pragmatism, Realism.

Unit - II

- Plato, Rousseau, Dewey, Herbert Spencer.

Contribution of the above thinkers to the practice of education will studied with reference to the process of education and its implications.

Unit - III

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➤ M.K. Gandhi, Swami Vivekanand, Rabindra Nath Tagore, Madan Mohan Malaviya.
Contribution of the above thinkers to the practice of education will be studied with reference to the process of education and its implications.

Books Recommended

- Chaube, S.P. & A. Chube : Philosophical And Sociological Foundations Of Education, Agra, Vinod Pustak Mandir, 1994.
- Chaube, S.P. & A. Chuabe : *Bharat Aur Pashchim Ke Shreshtha Shiksha Shashtri*, Faizabad, Bhavadiya Publication, 2002.
- Lal, Raman Bihari : *Shiksha Ke Darshnik Avam Samaj Shashtriya Adhar*, Meerut, Rastogi Publishers, 1993.
- Oad, L.K. : *Shiksha Ki Darshnik Prishthbhumi*, Jaipur, Rajsthan Hindi Granth Academy, 1973.
- Pandey, R.S. : A Survey Of Educational Thoughts, Allahabad, Horizon Publication, 1991.
- Pandey, K.P. : *Naveen Shiksha Darshan*, Amitosh Prakashan, Delhi.
- Ross, J.S. : *Shiksha Siddhant Ke Mool Aadhar*, New Delhi, S. Chand & Company, 1989.
- Saxena, N.R. Swaroop : Principles Of Education, Meerut, R. Lal Book Depot, 1996.

B.A. Part - III (Education)

Paper - I (Innovations in Education)

Course Objectives

To enable the students to:

1. Have the knowledge of the meaning, scope and need of innovations in education.
2. Be acquainted with the new trends in educational system in India.
3. Evaluate the impact of innovations on educational system.

Course Content

- Innovation - meaning and role.
- The Educational Technology Movement.
- Personalized instruction - Programmed material, Teaching machine, Modules, Computer Managed Instructions (CMI) and Computer Managed Evaluation.
- Group Instruction - The Audio-visual Technology, CCTV and INSAT Programmes.
- The Systems Approach, Open University, Distance Education, Correspondence Education, Community service and Socially Useful Productive Works (SUPW).
- Examination reform - Semester system, Grading and Question bank.
- Innovative Practices with reference to education of exceptional children-Physically handicapped, Maladjusted, Moral deviants, Mentally retarded and gifted. Mainstreaming and Information Technology.

Books Recommended

- Amidon & Hough (1999) : Interaction Analysis Theory, Sessions and Applicants.
- Chauhan S.S. (1994) : Innovations in Teaching Learning Process, Vikas Publishing House (P) Ltd. New Delhi.
- DeCecco, J.P. (1977) : The Psychology of Learning & Instruction, Prentice Hall, New Delhi.
- Gronlund, N.E. (1977) : Constructing Achievement Tests.
- Kulkarni S.S. (1986) : Introduction to Educational Technology, Oxford IBH Publisher Co. New Delhi.
- Mangal, S.K. : Educational Technology.
- Saxena, N.R.S. : *SHIKSH TAKNIKI*, Loyal Book Depot, Meerut.
- Sharma, A.R. : Educational Technology, Vinod Pustak Mandir Agra.
- Sharma, R.A. (1987) : *SHIKSH TAKNIKI*, International Publishing House, Meerut.
- Singh, R.D. (1979) : SSST & Modification of Teacher Class Room Behaviour, Doctoral thesis, Gorakhpur University.
- Singh, R.D. (1979) : SSST & Modification of Teacher Classroom Behaviour, Doctoral Diss. Gorakhpur University.
- Upadhyay, Rajeshwar & Pandey, Sharla (2001) : *SHAKSHIK TAKNIKI KE AYAM*, Vishwvidyalay Prakashan Varanasi.
- श्रीवास्तव, शंकरशरण : शिक्षा में नवचार एवं नवीन प्रवृत्तियां।
- वाजपेयी, एल०वी० : शिक्षा तकनीकी।
- सिंह, भाई योगेन्द्र जीत : शिक्षा में नवाचार एवं नवीन प्रवृत्तियां।

B.A. - III (Education)

Paper - II (Continuing Education)

Course Objectives

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The students will be able to:

1. Understand the concept and significance of continuing education and its need.
2. Know about the various programmes of continuing education.
3. Understand the importance of continuing education in the process of social change.
4. Know about the role of state and voluntary agencies in continuing education.

Course Content

1. Concept, scope and relevance of continuing education in present context.
2. Aspects of Continuing Education.
 - a. Fundamental education for personal development, physical efficiency, social, cultural and moral awareness.
 - b. Education for continuous improvement of proficiency.

Major Programmes

1. Adult Education.
2. Population Education.
3. Parental Education.
4. Environmental Education.
5. Education for social work.
6. Education for home membership & community life.
7. Education for leisure time activities.
8. Continuing education for teachers.
9. Continuing Education for social change.
 - a. Women education for efficient productive role in diverse fields.
 - b. Promotion for awareness regarding baneful effects of rigid social practices eg. Child Marriages, Dowry, Wastage in Ceremonies etc.
10. Human Values in relation to continuing education.
11. Agencies and Media of continuing Education.

Books Recommended

- Joshi, R.K. & B.B. Singh (1984) : Continuing Education, P.L. Prakashan Gorakhpur.
- Kaul, B.N. et, al., (1988) : Distance Education, New Delhi, All and IGNOU.
- Kundu, C.L. : Adult Education.
- Naik, J.P. (1977) : Some perspectives on Non-Formal Education ICSSR.
- Paramji, S. (1984) : Distance Education, Sterling Publishers, New Delhi.
- Rao, Subba D. (1994) : Continuing Education in India, Associated Publisher, Ambala.
- Sharma, B.K. : *Satat Shiksha*: Vinod Pustak Mandir, Agra.

B.A. - III (Education)

Paper - III (Problems of Indian Education)

Course Objectives

On successful completion of this of paper the students will be able to:

1. Understand the major problems of Indian education.
2. Appreciate the difficulties involved in the improvement of educational facilities.
3. Visualize and seek solutions to these problems.

Course Content

The following will be studied with reference to their concept, aims, significance, causes and probable solutions:

1. Problems of Pre-Primary Education.
2. Problems of Primary Education.
3. Problems of Secondary Education.
4. Problems of Higher Education.
5. Problems of Teacher Education.
6. Problems of Adult & Social Education.
7. Problems of Technical & Vocational Education.
8. Problems of Women Education.
9. Problems of Students Unrest.
10. Problems of Values in Education.
11. Problems of National & Emotional Integration.
12. Language Problem in Education.
13. Problems of Population Education.
14. Problems of Examination System in Education.

