EDUCATION HONOURS SYLLABUS

Semester	Paper Code and No	Papers	Credits	Marks
I	EDU-UG-E101	Philosophical and Sociological Foundations of Education	4	100
II	EDU-UG-E201	Understanding the Learner	4	100
III	EDU-UG-E301	Development of Education in India	4	100
IV	EDU-UG-C401	Issues and Trends in Contemporary Indian Education	4	100
	EDU-UG-C402	Educational Assessment and Statistics	4	100
V	EDU-UG-C501	ICT in Education	4	100
	EDU-UG-C502	Methodology of Educational Research	4	100
VI	EDU-UG-C601	School Management and Guidance Services	4	100
	EDU-UG-C602	Project Work	4	100

EDU-UG-C101
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Unit I: Education: Meaning, Agencies and Functions
Concept and Scope of Education; Aims of education- Individual, Social, Antithesis between Individual & Social. Agencies of Education- formal, informal, non-formal, Active and Passive agencies of Education. Functions of Education- transmission of socio-cultural heritage, acquisition of skills and social cohesion; Development of Human Values.

Unit II: Sociological Foundation of Education
Meaning, Nature & Scope of Educational Sociology. Education & Society, Education as a Social Process, Role of Family & School in Socialization, Concept of Social Change, Factors of Social Change, Education as an Instrument of Social Change.

Unit III: Philosophical Foundation of Education
Philosophy and its relationship with Education, Idealism, Naturalism and Pragmatism and their contribution to education, Educational thoughts of great thinkers like Tagore, Gandhi, Swami Vivekananda & J. Krishnamurty.

Unit IV: Current Trends in Indian Education
Role of education in relation to problems of casteism, religious fundamentalism, environmental degradation. Equalization of Educational Opportunities. Right to Education and Human Rights Education, Education for Nationalism and International Understanding.

Reading List:
1. Bajwa, R.S & Smith, W.R., Educational Sociology, (Ambala: The Indian Publications, 1980).
2. Dash, B.N., Principles of Education and Education in the Emerging Indian Society, (New Delhi: Ajanta Prakashan, 1990).
3. Agarwal, J.C., Theory and Principles of Education, (New Delhi: Vikas Publishing House, 2000).
4. Sharma, Yogendra K., Foundations in Sociology of Education, (Kanishka Publishers, 2007).

5. Shrivastava K.K., Philosophical Foundations of Education, (New Delhi, 2003).
6. Shukla, Sureshchandra & Kumar, Krishna, Sociological Perspective in Education, (New Delhi: Chanakya Publications, 1985).
7. Taneja, V.R., Educational Thought and Practice, (New Delhi: Sterling Publishers, 1990).
8. Taneja, V.R (1990); Educational Thought and Practices, New Delhi, Sterling Publishers Agarwal, J.C (2000); Theory & Principles of Education, New Delhi, Vikas Publishing House
9. DeRoche, Edward, F & Marry M. Williams, (1998); Educating Hearts & Minds: A Comprehensive Character Education Framework; Thousand Oaks: Corwin Press, Inc.
10. Dash, B.N (1990); Principles of Education and Education in the Emerging Indian Society; New Delhi, Ajanta Prakashan.

EDU-UG-C201: UNDERSTANDING THE LEARNER

Unit I: Psychological Foundation of Education
Educational Psychology: its meaning, nature and scope; relationship between Psychology and education, Study of Educational Psychology for the learner and the Learning Situation Methods of Educational Psychology: Case Study, Survey, Observation & Experimentation

Unit II: Growth and Development
Meaning and Principles of development; Difference between Growth and Development. Developmental stages of learner: Infancy, Early Childhood, Later Childhood, Adolescence-Characteristics and Educational Implication. Areas of Development- Social, Emotional and intellectual; Psychology of adolescents - characteristics and behavioural problems, role of education in solving their problems.

Unit III: Learning Process
Learning and learning process: meaning, nature, scope and factors affecting learning; Theories of learning- Classical conditioning, Trial and Error, Insightful learning; laws of learning; Motivation in learning; transfer of learning; Theories- Formal Discipline, Identical Elements and Generalization.

Unit IV: Individual Differences in Learning
Meaning, nature and types; Areas of individual differences, Causes of individual differences: Heredity & Environment and educational Implications. Intelligence & Creativity: meaning & nature; Personality: Concept & Determinants.

Reading List:
1. Chauhan, S.S., Advanced Educational Psychology, (New Delhi: Vikas Publishing House, 1978)
2. Dash, M., A text book of Educational Psychology, (Cuttack: Unique Publications, 2002).
3. Mangal, S.K., Advanced Educational Psychology, (New Delhi: Prentice Hall, 1994)
4. Hilgard, E & Bows, G.H., Theories of Learning, (New Jersey: Prentice Hall, 1966).
5. Bigge, Morris, Learning Theories for Teachers, (New York: Harper and Row, 2004).
6. Delecco, J.P. & Crawford, W., The Psychology of Learning and Instruction, (New York: Prentice Hall, 1975).
7. Ray, P.K.S., Technology of Instructional Designer Part-1. (New Delhi: Dominant Publications and Distributions, 2006).
8. Sprinthal, R.C. & Sprinthal N.A., Educational Psychology: A Developmental Approach, (New York: McGraw Hill, 1990).

9. Sharma, Motilal, Systems Approach: Its application in Education, (Bombay: Himalaya Publishing House, 1985).
10. Passi, B.K., Becoming better Teacher: Micro Teaching Approach, (Ahmedabad: Sahitya Mudralaya, 1976).

EDU-UG-C301: DEVELOPMENT OF EDUCATION IN INDIA

Unit I: Education in Pre-independent India
Vedic education, Buddhist education, Islamic education with Special Reference to: aims of education, process of education, curriculum, discipline, Teacher & 0rganization.

Unit II: Education in British India
The Charter Act 1813; Macaulay's Minutes; Wood's Despatch 1854; Hunters Commission Report 1882, Hartog Committee Report 1929; Wardha Scheme 1937.

Unit II: Education in Post-independent India
Radhakrishnan Commission 1948; Secondary Education Commission 1952; Kothari Commission 1964; National Policy on Education 1986,1986 and its revised formulation of 1992 with Special reference to Terms of Reference; Aims of Education, Structure of Education, Curriculum & Evaluation. Functions of National Organization of Education: NCERT, SCERT, NIOS, UGC & IGNOU.

Unit IV: Education in Sikkim
Pre-merger; Post-merger Education at the Primary, Secondary, Higher secondary Levels. Problems in Enrolment and Retention. SSA, RMSA & RUSA in Sikkim and Problems of backlog of Untrained teachers.

Reading List:
1. Allekar, A.S., Ancient Indian Education, (Banaras: Nanda Kishore Publications, 1998)
2. Aggarwal, J.C., Education in India, (Delhi: Dabo House, 1989
3. Aggarwal, J.C, Landmarks in the History of Modern Indian Education, (New Delhi: Vikas Publishing House, 2000).
4. Banerjee, Education in India, Vols I & II, (Calcutta: Central Library, 1994).
5. Bhatia, R.L., Modern Indian Education and the Problems, (Delhi: Surjeet Publications, 1993).
6. Mohanty, J., Modern Trends in Indian Education, (New Delhi: Deep and Deep Publication, 1995).
7. Purkait, B.R., Milestone in modern Indian Education, (New Central Book Agency, 1997).
8. Rawat, P.L., History of Indian Education.

EDU-UG-CT401: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

Unit I: Universalization of Elementary Education (UEE)
Article 45-Constitutional Commitment to Elementary Education; Components, Causes for not achieving UEE; Steps undertaken for UEE, Education for All, DPEP, SSA

Unit II: Issues and Trends at Secondary & Tertiary Level of Education
Aims and objectives of secondary education; Universalisation of Secondary Education (USE); Diversification of Courses, Quality Education at the Secondary level- Teacher Empowerment; Monitoring and Supervision Mechanisms of Schools.
Tertiary Level of Education. Aims and objectives of tertiary education- general and technical; role of UGC, Role of NAAC in promoting quality tertiary education, Globalisation of education, Community Colleges and Self Financing Colleges.

Unit III: Alternative Educational System
Adult Education, National literacy Mission, role of TLC and PLC. Alternative mode of elementary education- Jana Shikshana Nilaya (JSN), Life long education- need and significance.

Unit IV: Trends and Issues in Indian Education
Empowerment of Women, Family life education, Adolescence education; Privatisation of education, Role of NGO's in education; Life skill Education and Value Education

Reading List:
1. Banerjee J.P., Education in India: Past, Present and future, (Kolkata: Central Library, 2004).
2. Chauhan, C.P.S., Modern Indian Education, (New Delhi: Kanishka Publishers, 2004).
3. Kaur, Nirmal, History of Education, (New Delhi: Mittal Publications, 1995).
4. Keay, F.E., Ancient Indian Education, (New Delhi: Cosmo Publications, 1980).
5. Chakraborty, S.K.(2013); Education in India: A Tree Without Roots? Kolkata: Himalayan Publishing House.

EDU-UG-C402: EDUCATIONAL ASSESSMENT AND STATISTICS

Unit I: Concept of Assessment in Education
Assessment: Concept, Nature, Distinguishing Features between Tests, Measurement & Assessment. Function and types of Assessment and Procedure of Assessment: Placement, Formative, Diagnostic and Summative, Norm Referenced Tests and Criterion Referenced Tests

Unit II: Instructional Objectives
Taxonomy of educational objectives; methods of stating instructional objectives with reference to cognitive domain; formulation of test items based on objectives - objective types, short answer type and essay type tests; difference between objective type and essay type of tests.

Unit III: Characteristics & Standardisation of Tests
Validity- meaning, nature, types and methods of determining validity; reliability- meaning, reliability measures, methods of determining reliability of a test; objectivity - meaning and criteria; usability - ease of administration and interpretation. General principles of test constructions (Planning, preparing, trying and Evaluating Tests.

Unit IV: Importance of Statistics in Education
Graphical Representation of Data, Measures of Central Tendency, & Measures of Variability. percentiles, percentile rank. Standard Scores, T Scores and Z scores. Characteristics of a normal curve; linear correlation concept and use; co-efficient of correlation - Product moment from raw scores and rank difference methods.

Reading List:
1. Aggarwal, Y.P., Statistical Methods: Concept, Application and Computations, (New Delhi: Sterling Publishers Pvt. Ltd., 1990).
2. Bloom, B.S., Taxonomy of Educational objectives, Cognitive Domain, (New York: David Mckay, 1956).
3. Cronback, L.J., Essentials of Psychological Testing. (New York: Harper & Row, 1949).
4. Ebel, R.L. & Frisbie, Essentials of Educational Achievement, (Singapore: Pearson, 1979).
5. Groslund, N.E. & Linn, R.L, Measurement and Assessment in Teaching, (Singapore: Pearson, 2003).
6. Stanley, J.C. & Hopkins, K.D., Educational and Psychological Measurement and Evaluation, (New Delhi: Prentice Hall of India, 1978
7. Garett, H.E., Statistics in Psychology & Education, (Bombay: Vakils, Fitter Simon, 1973).
8. Mangal, S.K., Statistics in Psychology and Education, (New Delhi: Prentice Hall of India Limited, 2003).
9. Patek, R.N. (2013); Educational Evaluation: Theory & Practice; Kolkata Himalayan Publishing House

EDU-UG-C501: ICT IN EDUCATION

Unit I: Concept of Educational Technology
Meaning, nature and scope of educational technology; Components: hardware and software; System & Instructional Design, System Approach: Meaning, Components and Characteristics.

Unit II: Communication Process
Meaning and concept, Components, Principles and techniques of different communication process; Communication process and factors affecting communication and methods of overcoming the barriers.

Unit III: Information Technology
Information technology, information processing and information processing cycle, Information communication technology - computer technology- processor, storage & software communication technology; tele-communication, open learning, distance and E- learning, Concept of internet and email- use of browser, software, websites. ICT in quality education.

Unit IV: Use of ICT in Teaching
 Levels of teaching –Memory, Understanding and reflective levels. Models of Teaching- Concept Attainement and Advance Organiser Model of Teaching.
Uses of Computer in Education, computer as non-print media, tele-conferencing, Computer Assisted Instruction (CAI) & Computer Based Instruction (CBI).

Reading List:
1. Rao, Anand & S. Rani Sankar (ed.), Reading in Educational Technology, (Bombay: Himalayan Publishing Home, 1983).
2. Cooper, James M. (ed.), Classroom Teaching Skills, (Toronto: D.C. Haath & Comp., 1990).
3. Das, R.C., Educational Technology: A Basic Text, (New Delhi: Sterling Publication (P) Ltd., 1983).
4. Davies, I.K., Competency Based Learning: Technology, Management and Design, (New Delhi: Tata McGraw Hill Book Company, 1973).
5. Davies, I.K. & J. Hartley, Contribution of Educational Technology, (N.C.: Grant Hills, 1972).

6. Joyee, Bruce & Marsha Weil, Models of Teaching, (New Delhi: Prentice Hall of India, 1985).
7. Kumar, K.L., Educational Technology, (New Delhi: New Age International (P) Ltd, 1996).
8. Pandey, K.P., Modern Concepts of Teaching Behaviour, (New Delhi: Anamika Publication & Distributor Ltd., 1997).
9. Passi, B.K. (ed.), Becoming Better Teacher : Micro teaching Approach, (Ahmedabad: Sahitya Mudra Rayams, 1976).
10. Ray, P.K.S, Technology of Instructional Design, (New Delhi: Dominant Publishers and Distribution, 2006).

EDU-UG-C502: METHODOLOGY OF EDUCATIONAL RESEARCH

Unit I: Concept of Educational Research
Meaning, Nature Scope and Purpose of Educational research Sources of Knowledge, Scientific Method of Study Types of Research: Basic, Applied & Action Research

Unit II: Methods of Educational Research
Historical: Concepts, Steps and types Descriptive: Concepts, Steps and Types: Survey and Correlational Experiment: Concept, Types (Pre-test and Post-test); Experimental and Control Group Design

Unit III: Planning of the Study
Population and Sample (Simple Random, Stratified Random and Cluster) Objectives & Hypothesis, Research Questions; Statement of Objectives; Formulation of Hypothesis
Collection of Data: Tools and Techniques: tests, Scales, Inventories and Check Lists, Interview, Questionnaire, Schedules. Sources of Data: Primary and Secondary Sources

Unit IV: Analysis and Interpretation of Data
Use of Descriptive Statistics for analysis of data. Use of t-ratio for analyzing data. Interpretation of Data Report Writing: Format and Style

Reading List:
1. Best, J.W. (1977) Research in Education. New Delhi: Prentice hall of India.
2. Flick, U. (2007) Introduction to Qualitative Psychology. London: Sage Publications.
3. Garett, H.E.(1973) Statistics In Psychology and Education. Bombay: Vakils, Feiffer & Simon.
4. Gay, L.R.(1976) Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
5. Kerlinger, F.N. (1978). Foundations of Behavioural Research. Bangalore: Harcourt Brace College Publishers.
6. Koul, L.(1990) Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Limited.
8. Siegel, Sidney.(1956) Non Parametric Statistics. New York: McGraw Hill Company.

EDU-UG-C601: SCHOOL MANAGEMENT AND GUIDANCE SERVICES

Unit I: School Management
Meaning, objectives and scope of school management; distinction between administration, supervision and Management; Process of school management- planning, organising, control, decision making, communication, co-ordination, financing and evaluation; Leadership style and types: Principles of management.

Unit II: Class Room Management
Concept & Components of Classroom Management. Importance of Discipline, Group Dynamics & Interpersonal Relationship. Curricular and Co-curricular programmes; Student welfare auxiliary services including school health service;
Components of Institutional Climate and curriculum ; Infrastructure and Programme. School Plan: Sanitation and Beautification of Institution and Time Table.

Unit III: Educational Guidance and Guidance Services
Meaning, Nature and Scope of Educational Guidance; types of guidance- educational, vocational, emotional and social and their inter-relationships. Educational Guidance Services in Schools: need , importance and activities.

Unit IV: Counselling
Meaning, Nature and Scope of Counselling: types of counselling; steps and techniques of counselling; qualities of a good counsellor. Relationship between Guidance and Counselling: activities for providing group guidance.

Reading List:
1. Aggarwal, J.C., Educational Administration, Management and Supervision, (New Delhi: Arya Book Depot, 1994).
2. Chandra, S.S. & Chakraborty, A.K., School Administration, Organisation and Management, (Meerut : Lall Book Depot, 2003)
3. Chaube, S.P. & Chaube, A, School Organisation, (New Delhi: Vikas Publishing House, 2000).
4. Dash, B.N., School Organisation, Administration and Management, (New Delhi: Neelkamal Publications Pvt. Ltd., 2003)
5. Safaya, R.N., School Administration and Organisation, (New Delhi: Dhampat Rai and Sons, 1992).
6. Sidhu, K.S., School Organisation and Administration, (New Delhi: Sterling Publishers Private Ltd., 2000)
7. Sachdeva, M.S., School Organisation and Administration, (Ludhiana: Prakash Brothers, 1987).
8. IGNOU, ESSSI curriculum and institution blocks 1, 2, 3 and 4.
9. Alam, Shah, Basics of Guidance and Counselling, (New Delhi: Global Vision Publishing House, 2008).
10. Sharma, Shashi Prabha, Career Guidance and Counselling, (New Delhi: Kanishka Publishers, 2005)
11. Shrivastava, K.K., Principles of Guidance and Counselling, (New Delhi: Kanishka Publishers, 2004).

EDU-UG-C602: **PROJECT WORK**

Each candidate is required to complete one project selected from any area of the BA (Hons) syllabus (I-VIII) (to be evaluated by internal and external examiners jointly through viva-voce test/presentation). The project work will have to be completed using the following steps:
(a) Identification of the problem, (b) Rationale for the study, (d) Formulating the objectives and hypotheses, (e) Methodology, (f) Analysis of results, and (g) Reporting.