

## **B.A. (General) in Education**

### **Part—II**

#### **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 – 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.
- Emergence of educational thoughts through the works of great educators like Rousseau, Tagore, Gandhi, Montessori.
- Education for national integration, education for human resource development.

#### **Paper —II : Education and Human Development**

##### **Course Objectives :**

##### **To make the students understand about :**

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.
4. The concept of intelligence, its meaning and measurement.
5. 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

Truncated syllabus of B.A. Honours & General (1+1+1) in EDUCATION for 2<sup>nd</sup> and 3<sup>rd</sup> year, 2021

Memory and forgetting.

**Unit — IV**

Intelligence — concepts, definitions, Two factor theory.

**Unit — V**

Heredity and environment and their implications for education.

Personality : Concept, traits, development of personality

## **Paper — III : Indian Heritage and Education**

**Course Objectives :**

To enable the students to gain knowledge about :

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Britisher's influence of Indian education.
3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

**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.

**Unit — IV**

Radhakrishnan Commission — 1948.

Mudaliar Commission 1952.

Kothari Commission 1964 — 66.

National policy on Education 1986

## **Reference :**

**Paper — I**

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education

4. Chakraborty J. C. : (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

**Paper —II**

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal&Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology
11. Skinner C. E. : Educational Psychology
12. Kimble, Germzy&Zigler : Principles of Psychology

**Paper — III**

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhyay Jyoti Prasad : AdhunikBharatiyaSiksherRupkatha
3. Murullah& Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : BharatiyaSiksharItihas
6. Roy Riten : BharatiyaSiksharItihas
7. Sanyal Dipti, MitraGangaram : BharatiyaSiksharItihas

**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. Examination and evaluation — tools of evaluation :
4. Examination — essay type and objective type
5. How to make a good test : Specification of objective item selection Characteristics of a good test : ( a ) Validity, ( b ) Reliability, ( c ) Objectivity

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6. Measurement in Education: Measures of Central Tendency, Measure of variability.

7. Idea of linear correlation (rank difference method only).

#### **Group — B: Guidance in Education**

1. Guidance : Concept need and scope.

2. Types of guidance.

4. Meaning of Adjustment :

5. Causes of maladjustment : Role of parents, teachers, and educational institutions in the development of maladjustment.

6. Counseling : Meaning and types of counseling

#### **References :**

1. Agarwal, J. C. : Essentials of Examination system

2. Anastasi, A. : Psychological Testing

3. Bernard, H. W. and Fulner D. W. : Principles Guidance : A Basic Text

4. Freeman, F. S. : Theory and Practice of Psychological Testing

5. Fuster, J. M. Psychological Counselling

6. Kochar, S. K. Guidance and Counselling in Secondary Schools

7. Lahman&Mehren : Evaluation in Education

8. Milner, P. : Counselling in Education

9. Rao, S. N. : Counselling in Guidance

10. Thorndik, E. L. & Hagen : Measurement and Evaluation in Education

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