चौधरी चरण सिंह विश्वविद्यालय, मेरठ

2003—04 एवं आगे के वर्षों के लिये

पाठ्यक्रम : शिक्षा शास्त्र (कला संकाय)

बी.ए. प्रथम — 2003—04
बी.ए. द्वितीय — 2004—05
बी.ए. तृतीय — 2005—06

विश्वविद्यालय अनुदान आयोग के निर्देशानुसार
dव और पाठ्यचर्या के आधार पर तैयार किया गया पाठ्यक्रम

जुलाई 2003
B.A. (Pass) With Education as an Elective Subject:

Course of Study

To be implemented by the University from the academic session: 2003-04

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<tr>
<th>Year</th>
<th>Papers</th>
<th>Marks</th>
<th>Total Marks</th>
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<tr>
<td>1st Year</td>
<td>Paper I: Education and Society - I</td>
<td>40</td>
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<td>Paper II: Education and Society - II</td>
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<td>Paper III: Viva Voce</td>
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Curricula - Undergraduate Classes

B.A. (Pass) in Education (Part I) - 1st Year

Course Objective

To enable the students to understand:

1. General aims of education along with nature, types and scope of education.


4. The importance of play and activity oriented education and modern methods of teaching.

5. Specific aims of education as per the present day needs.
B.A. (Pass) With Education as an Elective Subject:

Course of Study

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Curricula - Undergraduate Classes

B.A. (Pass) in Education (Part I) - 1st Year

Course Objective

To enable the students to understand:

1. General aims of education along with nature, types and scope of education.
4. The importance of play and activity oriented education and modern methods of teaching.
5. Specific aims of education as per the present day needs.
Course Contents

Paper I: Education & Society - I

Max. Marks - 40

Unit - I
(i) Nature and Scope of Education
(ii) Education as a Science
(iii) Education as a Social Process
(iv) Factors of Education

Unit - II
(i) Aims of Education
   - Individual, social, vocational and democratic
(ii) Agencies of Education
   - Formal, informal and non-formal
(iii) Relation between School and Society

Unit - III
Functions of Education
(a) Individual Development
(b) Transmission of Cultural Heritage
(c) Acquisition of Skills
(d) Acquisition and generation of human values
(e) Social Cohesion

Unit - IV
- Freedom and discipline
- Need of discipline in and out of school
- Discipline and order
- Free discipline

Unit - V
- Education for National Integration
- Education and International Understanding
- Education for Human Resource Development
- Education for Leisure
Course Contents

Paper I: Education & Society - 1

Max. Marks - 40

Unit - I
(i) Nature and Scope of Education
(ii) Education as a Science
(iii) Education as a Social Process
(iv) Factors of Education

Unit - II
(i) Aims of Education
   - Individual, social, vocational and democratic
(ii) Agencies of Education
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- Freedom and discipline
- Need of discipline in and out of school
- Discipline and order
- Free discipline

Unit - V
- Education for National Integration
- Education and International Understanding
- Education for Human Resource Development
- Education for Leisure
Paper II : Education and Society - II

Max Marks - 40

Unit - I
Philosophy and Education - Concept, Nature, Scope and Relationship

Unit - II

Unit - III
Curriculum definition, types of curricula, principles of curriculum construction, Child-centered and Life - Centered curricula.

Unit - IV
Value education, Meaning of human values, Their Development, Some transactional strategies

Unit - V
Philosophy underlying Gurukul System and its relevance in modern India.

Paper III : Viva Voce

Max. Marks-20

The Viva-voce examination will be conducted by Board of Examiners (Internal and External)

B.A. - PART II (2nd YEAR)

Course Objectives
To make the students understand about:
1. The meaning, scope and uses of psychology in Education.
2. Human growth and development upto the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. The meaning and determinants of personality and methods of its assessment.
6. Heridity and environment and their roles in causing individual, differences.
7. The concept of measurement and evaluation and its uses in education. measures of central tendencies.
Paper II : Education and Society - II

Max Marks - 40

Unit - I
Philosophy and Education - Concept, Nature, Scope and Relationship

Unit - II

Unit - III
Curriculum definition, types of curricula, principles of curriculum construction, Child-centered and Life - Centered curricula.

Unit - IV
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5. The meaning and determinants of personality and methods of its assessment.
6. Heridity and environment and their roles in causing individual, differences.
7. The concept of measurement and evaluation and its uses in education. measures of central tendencies.
Paper I : Education and Human Development - I
Max. Marks - 40

Unit - I
(i) Psychology - Its meaning, nature and scope
(ii) Relationship between education and psychology
(iii) Distinction between psychology and Educational Psychology.

Unit - II
(i) Stages of human development : Infancy, Childhood, Latency and Adolescence - their need, significance and problems.

Unit - III
(i) Growth and development - Concept, Factors influencing development.
(ii) Human Development and Education
(iii) Role of Educational Psychology in Understanding the individual

Unit - IV
(i) Learning : Learning and Maturation
(ii) Essential aspects of difference theories and laws of learning
(iii) Transfer of learning.

Unit - V
Concept and need of study of motivation, Attention and interest in education. Different ways of providing motivation in Educational set up.

Paper II : Education and Human Development - II
Max Marks -40

Unit - I
(i) Heridity and environment and their implications for education.
(ii) Individual differences - Causes of individual differences, significance of individual differences and educational implications.

Unit - II
Intelligence - Concept, Definition and Measurement

Unit - III
(i) Personality - Definition, Meaning and Nature
(ii) Factors Influencing Personality
(iii) Types of Personality
Paper I : Education and Human Development - I

Max. Marks - 40

Unit - I
(i) Psychology - Its meaning, nature and scope
(ii) Relationship between education and psychology
(iii) Distinction between psychology and Educational Psychology.

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Paper II : Education and Human Development - II

Max Marks -40

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Unit - II
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Unit - III
(i) Personality - Definition, Meaning and Nature
(ii) Factors Influencing Personality
(iii) Types of Personality
Unit - IV

(i) Habits, meaning of habit and its role and implications in education.
(ii) Emotions- their meaning, characteristics and place of emotions education.

Unit - V

(i) Measurement and evaluation : Meaning, need and scope
(ii) Measures of Central Tendency - its uses and limitations

Paper III : Viva Voce

Max Marks : 20

The Viva voce examination will be conducted by Board of Examiners (Internal and External)

B.A. Part - III (3rd Year)

Course Objectives

To enable the student to gain knowledge about:

1. The system of Indian education during Vedic, Buddhist and Medieval Periods
2. Britisher's influence on Indian education.
3. Role of Indian thinkers in Education during British Period.

Paper I : Education and Indian Heritage - I

Max Marks 40

Unit - I


Unit - II


Unit - III

Education in Medieval India - Types of Educational Institution, Islamic Education, Its salient features, objectives and curriculum.

(5)
Unit - IV
(i) Habits, meaning of habit and its role and implications in education.
(ii) Emotions- their meaning, characteristics and place of emotions education.

Unit - V
(i) Measurement and evaluation : Meaning, need and scope
(ii) Measures of Central Tendency - its uses and limitations

Paper III : Viva Voce
Max Marks : 20

The Viva voce examination will be conducted by Board of Examiners (Internal and External)

B.A. Part - III (3rd Year)

Course Objectives
To enable the student to gain knowledge about:
1. The system of Indian education during Vedic, Buddhist and Medieval Periods
2. Britisher's influence on Indian education.
3. Role of Indian thinkers in Education during Britsh Period.

Paper I : Education and Indian Heritage - I
Max Marks 40

Unit - I

Unit - II

Unit - III
Education in Medieval India - Types of Educational Institution, Islamic Education, Its salient features, objectives and curriculum.
Unit - IV
(i) Macaulay's minutes and Bentinck's resolution of 1835.
(ii) Adam's report and its recommendations
(iii) Wood's Despatch.

Unit - V
(i) Lord Curzon's educational Policy, Growth of National Consciousness National Education Movement.
(ii) Recommendations of Indian Education Commission - 1882, its influence on the subsequent development of education.

Paper II : Education and Indian Heritage - II
Max Marks 40

Unit - I
(i) Report of Hunter's Commission
(ii) Movement for Compulsory Education
(iii) Gokhale's Bill
(iv) University Education Commission (1902)

Unit - II
(i) Essential Features of Sadler Commission Report - 1917
(ii) Hartog Committee Report 1929

Unit - III
(i) Wardha Scheme of Education - 1937
(ii) Radhakrishnan Commission - 1948

Unit - IV
(i) Madaliar Commission - 1953
(ii) Kothari Commission - 1964-66

Unit - V

Paper III : Viva - Voce
Max Marks : 20

The Viva voce examination will be conducted by Board of Examiners
(Internal and External)
Unit - IV
(i) Macaulay's minutes and Bentinck's resolution of 1835.
(ii) Adam's report and its recommendations
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Unit - V

Paper III : Viva - Voce

The Viva voce examination will be conducted by Board of Examiners
(Internal and External)