

B.A PART III EDUCATION

(For the year 2008 & 2009)

There shall be two written papers of 75 marks and of three hours duration each. 20% of the marks shall be reserved for internal assessment. Each paper will be set for 60 marks. In case of regular students, the internal assessment received from the colleges will be added to the marks obtained by them in the University examination and in case of private candidates, marks obtained by them in the University examination shall be increased proportionately in accordance with the Statues/Regulations. All Units shall be of equal weightage.

Paper A

Marks 60

PRINCIPLES OF EDUCATION

Course Objectives

1. To enable the students to understand the concept and aims of education.
2. To make the students aware about the functions of education.
3. To familiarize the students with major philosophies of education.
4. To appraise the students with major national concerns.
5. To enable students to understand various social and educational issues.

COURSE CONTENTS

Unit-I:

Weightage: 20%

Marks : 12

Concept of Education : Bases of Education – Philosophical, Psychological and Sociological, Distinction between.

- (a) Education and Training
- (b) Education and Instruction
- (c) Education and Literacy.

Functions of Education:

- (i) Individual Development
- (ii) Acquaintance with Heritage (Preservation and Transmission).
- (iii) Acquisition of Skills.
- (iv) Social Cohesion and Social Progress.

Unit-II:

Weightage: 20%

Marks : 12

Philosophies:

Idealism : Concept, Salient Features of Idealism with Reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher.

Pragmatism : Concept, Salient Features of Pragmatism with reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher.

Naturalism : Concept, Salient Features of Naturalism with reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher.

Unit-III: **Weightage: 20%**
Marks : 12

Concept of Indian Society : Social Justice and Equality, Human Rights, Consumer Rights, Gender Equality, Environmental Degradation, Globalization and Privatization – Role of Education.

Socialistic Pattern of Society : Nature, Objectives, Role of Education for Promoting Socialistic Pattern of Society.

Community and Education : Meaning of Community, Role of Education for Upliftment of Community, Mass Media as a Social Means of Education.

Unit –IV **Weightage: 20%**
Marks : 12

Nature and Scope of Educational Sociology, Need for Sociological Approach in Education.

Education and Culture – Concept of Culture, Features of Indian Culture, Relation between Education and Culture.

Components of Education and their Mutual Relationship.

- a. Pupils
- b. Teacher
- c. Curriculum
- d. Educational Institution

Unit - V **Weightage: 20%**
Marks : 12

Meaning of State : Role of Education in Democratic State.

Socialization : Nature, Socialization Process and Factors of Socialization.

Inclusive Education : Meaning, Scope and Role of Inclusive Education.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total ten questions) and the candidates will be required to answer one question from each Unit (total questions to be attempted, will be five) i.e. there will be internal choice within each unit.

REFERENCES:

Brubacher J.S. (1970) Modern Philosophies of Education, New Delhi: Tata McGraw Hill Publishing Company Ltd.

Sharma R.N. (1991) Contemporary Indian Philosophy New Delhi, Atlantic Publishers.

Chandra S.S. & Sharma (2002) Philosophy of Education, New Delhi : Atlantic Publishers.

Taneja V.R. (1998) Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers.

Sharma Yogindra K. (2003) Foundation in Sociology of Education, New Delhi: Kanishka Publishers.

Mathur S.S. (1998) A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.

PAPER-B : DEVELOPMENT OF EDUCATION IN INDIA

Marks : 60

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 on Indian Education.
3. Role of thinkers in Education during British period.
4. Growth and development of Education since Independence.
5. New Education Policy and Programme of Action.

COURSE CONTENTS

Unit-I:

Weightage: 20%

Marks :

Education in Ancient India -

- a. Vedic Education : Meaning of Vedas, Aims of Education, Curriculum and Organization, Yoga – Meaning and Importance of Yoga Philosophy.
- b. Buddhist Education : Aims of Education, Curriculum, Women Education, Qualities and Duties of Teachers.

Unit-II:

Weightage: 20%

Marks :

Education during Medieval India -

- a. Islamic Centres of Higher Education at Delhi, Agra, Jaunpur and Bihar.
- b. Islamic Education : Salient Features, Aims, Process of Education and Curriculum with Reference to Maktabas and Madrasas.

Unit-III:

Weightage: 20%

Marks :

Education during British India –

- Lord Macaulay's Minutes on Indian Education – 1835 (Contributions).
- Woods Despatch (1854) Main Recommendations.
- Essential Features of Sadler Commission Report – 1917.
- Sargent Report (1944) – Main Features.

Unit-IV:

Weightage: 20%

Marks :

Main Recommendations of Education in Post-Independence Era (1948 to 1966) of the following:

- Radha Krishnan Commission – 1948.
- Mudaliar Commission – 1952-53.
- Kothari Commission – 1964-66.

Unit-V:

Weightage: 20%

Marks :

Education in Post-Independence Era :

- a. National Policy of Education (NPE) 1986 and 1992 (Main Features)
- b. C.A.B.E – Meaning, Composition and Functions.
- c. NCERT – Meaning, Composition and Functions.

NOTE FOR PAPER SETTING:

The question paper will contain two questions from each unit (total ten questions) and the candidates will be required to answer one question from each Unit (total questions to be attempted, will be five) i.e. there will be internal choice within each unit.

REFERENCES :

Ministry of Human Resource Development (1986) : National Policy on Education, 1986.

Ministry of Human Resource Development (1992) : National Policy on Education, 1986 (Revised).

Ministry of Human Resource Development (1992) : Programme of Action (NPE, 1989), New Delhi, Govt. of India.

Chauhan, C.P.S. (2004) : Modern Indian Education Policies, Progress and Problems, New Delhi : Kanishka Publishers.

Sharma, Y.K. (2003) : Sociological Philosophy of Education, New Delhi : Kanishka Publishers.

Aggarwal, J.C. (2000) : Landmarks in the History of Modern Indian Education, New Delhi : Vikas Publishing House Pvt.