B.A. Honours in Education (EDCH)

Choice Based Credit System

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

TH stands for Theory Hour, TU for Tutorial Hour and P for Practical Hour

Semester 1 = 400 Marks (20 Credit)
Semester 2 = 400 Marks (20 Credit)
Semester 3 = 500 Marks (26 Credit)
Semester 4 = 500 Marks (26 Credit)
Semester 5 = 400 Marks (24 Credit)

Semester 6 = 400 Marks (24 Credit)

Total: 2600 Marks (140 Credits)

Distribution of marks:- (Out of 100)

Attendance = 10 Marks
Internal Assessment =10 Marks
Tutorial = 15 Marks
Subjective Exam = 65 Marks
Total = 100 Marks

Semester wise Courses							
		1	**2**	**3**	**4**	**5**	**6**
Core Courses (CC)		**2**	**2**	**3**	**3**	**2**	**2**
Elective Courses	**Generic Elective (GE)**	1	1	1	1		
	Discipline Elective					**2**	**2**
Ability Enhancement	**Language / Environment**	1	1				
	Skill Based Electives			**1**	**1**		
Total Credit		**20**	**20**	**26**	**26**	**24**	**24**

Core Courses (CC):- 14 for Honours Course.

Discipline Specific Elective (DSE):- 4 for Honours Courses. Elective Courses offered under the main Discipline/Subject of study is referred to as Discipline Specific Elective. The list provided under this category is suggestive in nature and each University has complete freedom to suggest their own papers under this category.

Generic Elective (GE): 4 for Honours courses. An elective course chosen from an unrelated Discipline/Subject.

Ability Enhancement Courses (AEC):- It may be of two kinds.

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)

AECC courses are the courses based upon the content that leads to knowledge enhancement.

i) Environmental Studies and
ii) Communicative English/Hindi/MIL (These are mandatory for all Disciplines)

SEC courses are value based and/or skill based. 2 for Honours Course.

Tutorial:- Topics are to be selected within the particular paper.

SEMESTER-I

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC - 1	6	100	5 – 1 – 0
Core Course	CC - 2	6	100	5 – 1 – 0
Elective - Generic	GE - 1	6	100	
AECC	AECC - 1	2	100	
		20	**400**	

1 credit = 1 hour class; Per week = 6 hours/6 credit

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CC-1 (SEMESTER-I)
INTRODUCTION TO EDUCATION

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

CC-2 (SEMESTER-I)
HISTORY OF INDIAN EDUCATION

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (")
- Buddhistic (")
- Islamic (")

Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution
- Adam's report

Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.