



जननायक चंद्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia



State Level Uniform Syllabus For

Bachelor Of Arts

EDUCATION

**Course Structure And Syllabus
Academic Session (2020-21)**



**Jananyak Chandrashekhar University
Ballia,UP-277001**

B.A.

PREAMBLE

Education ignites the mind and compels it to give birth to new ideas; these ideas have deep rooted ingredients from the past heritage that dreams for the infinite bright future. Present syllabus also characteristically represents components from our on-going undergraduate programme for Education in different universities but realizes our present and visualizes our future needs too. Keeping these knowledge bases as foundation the present syllabus is identical from the following peculiarities-

Indigenous components -the syllabus has been characteristically designed to incorporate the rich Indian cultural heritage and has empathetically put in front the Indian ethos.

Activity Based Assignments: of each paper has been critically designed to engage the learner actively in the content of the paper which will make the learner assimilate the content and develop zeal to learn.

Emphasis on Skill Development- is also an important idea behind this course, after completing which s/he will be able to self-sustain himself or herself in his local environment and feel satisfied.

Ready for Annual and Semester System – this course has been so developed and designed that it is ready to be used in annual system. After few minor modifications it will be ready to be used in semester system as well.

Proposed Evaluation

Evaluation of each paper is divided into two parts viz. External and Internal. The External Evaluation will be done through a theory paper of 80 marks and **internal evaluation** of 20 marks will be done on the basis of the **internal assessment** activities.

The theory question papers in all the three years will be divided into three sections:

Section A:

Ten compulsory short answer questions will be comprised from the entire syllabus. Each question will be answered in about 200 words. (10 questions x 4marks = 40 Marks)

Section B:

This section will have **six long answer questions** (three per part and one per unit) representing the entire syllabus. The candidate will have to **answer four** questions. Each question must be answered in about 500 words. (4 questions x 10marks = 40 Marks)

COURSE STRUCTURE OF BACHELOR OF ARTS (EDUCATION)

Year	Paper No.	Name of the paper		External Marks	Internal marks	Total marks	
B.A. I	Paper I	<i>Basics of Education</i>	Part A	<i>Conceptual Viewpoint of Education</i>	80	20	100
			Part B	<i>Structure of Education</i>			
	Paper II	<i>Development of Indian Education</i>	Part A	<i>Indian Educational Heritage</i>	80	20	100
			Part B	<i>Problems of Indian Education</i>			
Total				160	40	200	
B.A.II	Paper I	<i>Perspectives of Education</i>	Part A	<i>Philosophical Perspectives</i>	80	20	100
			Part B	<i>Social, Political and Economic Perspectives</i>			
	Paper II	<i>Psychological Perspectives of Education</i>	Part A	<i>Understanding the Learner</i>	80	20	100
			Part B	<i>Thinking and Learning</i>			
Total				160	40	200	
B.A.III	Paper I	<i>Emerging Trends in Education</i>	Part A	<i>Technological Trends</i>	80	20	100
			Part B	<i>Socio-Cultural Trends</i>			
	Paper II	<i>Assessment in Education</i>	Part A	<i>Concept and Techniques of Assessment</i>	80	20	100
			Part B	<i>Fundamental Statistics</i>			
	Paper III	<i>Educational Policies, Management & Administration OR Literature of Education</i>	Part A	<i>Educational Policies</i>	80	20	100
			Part B	<i>Educational Management and Administration</i>			
			Part A	<i>Pracheen Granthon se Iye gaye Sandarbh; Shiksha Sambandhi Pustiken, Lekh, tatha Dastavej</i>			
Part B	<i>Chayanit kahaniyan, Kavilayen aur anya Rachnoyen</i>						
Total							
Grand Total							

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B.A. I YEAR (EDUCATION)
PAPER I
BASICS OF EDUCATION
Course Objectives

The learner will be able to:

1. Understand the concept, meaning, need and functions of Education.
2. Comprehend the aims of Education in reference to Present Indian society.
3. Acquaint themselves with the different agencies of Education and their roles.
4. Appraise the concepts of National Integration, International Understanding, Human Rights and Values.
5. Explain the structure of Primary, Secondary & Higher Education.
6. Explain functions of School Education.
7. Understand the functions of School Education.

Course Content

(External Assessment: Part A + Part B = 80 Marks)

PART A

CONCEPTUAL VIEWPOINT OF EDUCATION

Unit 1: Education: Concept, Aims, Functions and Factors.

- Meaning, Nature, Concept (*Vidya, Shiksha and Gyan*), and Definition.
- Aims of Education: Individualistic, Social, Democratic and Vocational.
- Functions of Education: Individual and Social Development, Transmission of Cultural Heritage, Acquisition of Skills.
- Agencies of Education: Formal, Informal and Non-formal.
- The Child (Characteristics), The Teacher (Qualities and Responsibilities).

Unit 2: Education for National & International Understanding

- Education for National and International understanding- Meaning, Need, Obstacles and suggestions for their Improvement through Education.
- Education for Emotional, social and Cultural Adjustment.
- Education for Human Resource Development.
- Education for Productivity and Self-Reliance.

PART: B

STRUCTURE OF EDUCATION

Unit 1: Structure of Primary and Secondary Education

- Historical Overview of Primary and Secondary Education
- Elementary Education : Special Programmes and Management
- Different organizations, viz, Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) National Council for Educational Research and Training (NCERT).

Unit2: Structure of Higher Education

- Historical Overview of Higher Education.
- Categories of Universities/ University Level Institutions: Central University, State University, Deemed to be University.
- Apex Level Bodies: All India Council of Technical Education (AICTE), Indian Council of Social Science Research (ICSSR), University Grants Commission (UGC).
- Distance Learning: Indira Gandhi National Open University (IGNOU), State Open Universities (SOUs).

Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Develop a flow diagram showing your understanding of 'what is Education'? / 'Aims of Education'? / 'Functions of Education'.
- Write reflective essays on Role of Education for nation building and transmission of cultural heritage.
- Critically analyze educational role of any one agency of education.
- Reflect upon as an essay on the Role of Education in National Integration/International Understanding.
- Identify issues/ problems related to school education and develop a status report on any one issue;

No Quality education, Non Accessibility of education, Drop out and stagnation, Gender issues, Non uniformity of curriculum and out-dated syllabus, Cost of

education, Gap between education provided and industry required education, Lack of infrastructure, Social and Cultural barrier, Social and Cultural barrier

Suggested readings

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Stromquist, Nelly P. (1994).*Education in Urban Areas: Cross-National Dimensions*, Praeger Publishers.

Thakur, A. S. &Thakur,A.(n.d.)*Teacher in emerging Indian Society*. Agra, Agarwal Publication.

आजारा, एम.के. (एन.टी.) शिक्षा के सामाजिक सिद्धांत . मेरठ, एन.एन.पी.एल. हाउस.

एलल, आर.बी. (एन.टी.) शिक्षा के सिद्धांत . (एन.टी.)

पाठक, पी.बी. (एन.टी.) शिक्षा के सिद्धांत . आगरा, विनोद पुस्तक मंदिर.

पाठक, एम.एन. (एन.टी.) शिक्षा के मूल सिद्धांत . आगरा, विनोद पुस्तक मंदिर.

पाल, एस.के. एवं गुप्त, एस.एस. (एन.टी.) शिक्षा के सिद्धांत और अध्यापन. इलाहाबाद, कैलाश प्रकाशन.

B.A. I YEAR (EDUCATION)
PAPER – II
DEVELOPMENT OF INDIAN EDUCATION

Course Objectives

The learner will be able to:

1. Understand the basic concept of Education during different ages.
2. Analyze the trends of Education running in the different educational systems.
3. Narrate the major contributions of Indian Educational Heritage in the different field of study.
4. Discuss the views of foreign travellers about Indian cultural and educational heritage.
5. Identify the problems of Indian education at different levels of education.
6. Understand the problems of Indian education
7. Assess the root cause for the problems of Indian education.
8. Appraise the role of education in resolving the problems of Indian education

Course Content

PART- A

(External Assessment: Part A + Part B = 80 Marks)

INDIAN EDUCATIONAL HERITAGE

Unit 1: Indian Education through the ages

- Critical understanding of Indian Education System of Ancient, Medieval and British.
- The Major Centers and Institutions of Indian Education through the Ages: *Nalanda* and *Taxila*.

Unit 2: The Acknowledgements about Indian Educational Heritage

- **By Foreign Travellers**
 - Megasthenes (Greek) (302-298 BC)
 - Fa-Hien (China) (405-411 AD)
 - Thomas Babington Macaulay (Lord Macaulay) (1834-38 AD)
- **By Indian Contributors**
 - Aaryabhata
 - Nagarjun
 - Kautilya

PART: B

PROBLEMS OF INDIAN EDUCATION

Unit I: Problems of Elementary and Secondary Education

- Problems of Access and Equity.
- Problems of Multilingualism, Child's Home Language and the Language of School - Classroom, Textbooks etc.
- Mass Vs. Class Education- Problem of Gaps between Mass and Class; Gap in Standards, Financial Load on Parent, Syllabus.
- Problem of Non-Availability of Technical & Vocational Guidance at Secondary Level and NSQF.
- Problems due to Cyber World and Increasing Stress.

Unit II : Problems of Higher Level Education

- Problems of Access and Factors affecting Access: Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region.
- Problem of over emphasis on Examination System in India, Information Explosion and its Validation.
- Problem related with Students - Aimlessness, Intolerance, Aggression, and Values, Unemployment and Competition without Co-operation.

Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

Presentation on the major centres and Institutions of Indian Education through the ages. (Any two Centres/ Institutions)

- Make a report on the major Contributions of Indian Educational Heritage in any one field.
- Make a report on any one foreign traveller's views about Indian cultural and educational heritage.
- Preparing a local data based report of the status of primary and elementary schools of an identified area by the learner.
- Develop a case study of five students having problems in their schools and devise a tentative solution to them.
- Document the educational background of your family members and write a brief about their achievements as per their education or without education.
- Evaluation/Analysis of school textbooks from a gender-sensitive perspective.

- Analyzing data for various states on indicators like pupil-teacher ratio, etc.
- Interview five students of your college and find out why they did not opt for a job oriented vocational course after completing their school education.

Suggested Readings

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- Bakshi, S.R. & Mahajan, L. (2000). *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications.
- Dns. S. K. (1930). *The Educational systems of the Ancient Hindus*. Calcutta: Dearden (n.p.).
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- Keay, F. E. (1960). *Ancient Indian Education: An enquiry into its origin, development, and ideas*. New Delhi : Cosmo Publications.
- Mitra, V. (1964). *Education in Ancient India*; Delhi, Arya Book Depot.
- Mookerji, R.k. (1947). *Ancient Indian Education: Brahmanic and Buddhist*, Delhi, Motilal Banarsidass.
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B.A. II YEAR (EDUCATION)

PAPER – I

PERSPECTIVES OF EDUCATION

Course Objectives:

The learner will be able to:

1. Examine critically the theories and basic concepts of education drawn from various disciplines associated to education such as Philosophy, Sociology, Political Science, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
2. Give a comprehensive and critical account of the various systems of Indian philosophical tradition.
3. Identify significant features of the Indian and Western philosophical traditions that have relevance for modern educational system and society.
4. Understand education as a social institution and its complex linkages with other major social institutions.
5. Understand the Role of education in Social Change.
6. Develop critical understanding of the constitutional values and education as a means of social justice.
7. Describe education as a development indicator and enhancer of other development indicators.
8. Describe the role of education for sustainable development.

Course Content

PART A

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(External Assessment: Part A + Part B = 80 Marks)

PHILOSOPHICAL PERSPECTIVES

Unit 1: Understanding the Philosophical Perspectives

- Meaning and concept of Philosophy and 'Darshan'; difference between Philosophy and 'Darshan', Its relationship with Education.
- Major Indian Philosophical thoughts - Vedic, Upanishadic and Bhagwad Gita; Their Educational Implications.
- Jainism and Buddhism; Their Educational Significance.
- Islamic School of Thought; Its Educational Significance.

Unit 3: Some Prominent Schools and its Educational Thinkers

- **Some Schools of thoughts: Idealism, Naturalism and Pragmatism; Their Educational Importance.**
 - *Mahatma Gandhi*
 - *Ravindra Nath Tagore*
 - *Babasaheb Bhim Rao Ambedkar*
 - *Rousseau*
 - *John Dewey*
 - *Paulo Freire*

PART:B

SOCIAL, POLITICAL AND ECONOMIC PERSPECTIVES

Unit 1: Socio – Political Perspectives of Education

- **Societal Contexts of Education: School as social organization, Community participation, Social Organization of Knowledge.**
- **Social Stratification: Forms and bases of Social Stratification: Caste, Class, and Gender.**
- **Social Change and Mobility: Factors affecting them and Role of Education.**
- **Role of Education in enabling the Learners to 'learn to live together'.**
- **Education as a means of Social Justice in the Indian Constitution (Preamble, Fundamental Rights and Duties, Directive Principles of State Policies).**

Unit 2: Economic Perspectives of Education

- **Education for Economic Development- Its Meaning and Nature.**
- **Education as Development of Human Resource: Education for Employability- Academic Concerns in Education.**
- **Privatizations, Private Initiative, and Liberalization in Education.**
- **Education as a Developer and Enhancer of Development Indicators, Education for Sustainable Development (ESD): Aims of education for SD (UN Nations Division for SD);**

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Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Visit to educational institutions governed by Indian Philosophical Thought.
- Poster Presentation on any Indian/Western philosophical school or on any Indian /Western Educational/Thinker.
- Poster presentation / poetry/ song/solo skit/ role playing on issues related to gender/cast discrimination or any other social and cultural aspect.
- Library visit with reference to collection of source/reference materials related to great social thinkers.
- Analysis of newspapers with reference to inequality, discrimination and marginalization.
- Poster Presentation on the Constitutional provisions related to education.
- Creative writing on education for sustainable development.

Suggested Readings

Archer, M.S. (1984). *Social Origins of Educational Systems*. New Delhi: Sage

Bhattacharya, S. (2002). *Education and the Disprivileged :- Nineteenth ad Twentieth Century India*, Hyderabad: Orient Longman.

Bernstein, B. (1971): *Class, Codes and Control*, 3 Vols. London and Boston: Routledge Kegan Paul.

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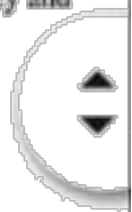
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- Kumar, K. (1977). *Raaj Samaj aur Shiksha*. Delhi, Rajkamal.
- Kumar, K. (1998). *Shaikshik Gyan Aur Varchasv*. Delhi, Granthshilpi.
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- Kumar, K. (2004). *What is Worth Teaching?* Delhi, Orient Longman.

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- Mascaro, J. (1965). *The Upanishads*. England, Penguin.
- Moore, T.W. (1974) *Educational Theory: An Introduction*. London, Routledge & Kegan
- Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad, Horizon Publishers.
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B.A. II-YEAR (EDUCATION)

PAPER – II

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Course Objectives

The learner will be able to:

1. Know the patterns of different aspects of human developments and relate this knowledge with Education.
2. Understand the educational aspects of heredity, environment and individual differences.
3. Understand the changing concept of intelligence and its application.
4. Develop the understanding of the concept of Personality and its measurement.
5. Comprehend some basic determinants of human behavior and cognitive functioning.
6. Understand nature and process of learning in the context of various learning theories and their implications.
7. Realize special needs of some children and know the specific educational provisions for them.

Course Content

PART – A

(External Assessment: Part A + Part B = 80 Marks)

UNDERSTANDING THE LEARNER

Unit 1: Growth and Development

- Meaning and concept, difference between growth and development, factors influencing development
- Stages of Human Development – Infancy, Childhood, Adolescence; their Characteristics, Problems and Educational Provisions
- Aspects of Development – Physical, Mental, Social and En.
- Role of Heredity and Environment.

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Unit 2: Characteristics of Learner and Individual Differences

- Personality: Definitions, Meaning, Types and Assessment of Personality.
- Intelligence: Concept of Intelligence and IQ; Concept of Emotional Intelligence and EQ; Intelligence Testing.
- Special Need Learners – Slow Learners, Gifted, Creative, Learning Disabled, Mentally Retarded; Their Characteristics and Educational Provisions.
- Individual Differences: Meaning, Types, Areas and causes of individual differences.
- Significance of Knowing Individual Differences and Its Educational Implications.

PART -B THINKING AND LEARNING

Unit 1: Determinants of Human Behaviour

- Sensation – Meaning, Types, Characteristics and Educational Implications of Sensation.
- Perception – Meaning and Characteristics, Difference between Sensation and Perception, Factors Influencing Perception, Educational Implications of Perception.
- Concept Formation – Meaning, Characteristics and Types of Concepts; Steps of Concept Formation; Importance of Concept Formation in Education.

Unit 2: Learning and Motivation

- Learning - Concept; Nature; Relation to Attention, Interest, Maturation and Memory; Laws of Learning.
- Theories of Learning – Trial and Error, Classical Conditioning; Operant Conditioning; Insight Theory.
- Thinking, Reasoning and Problem Solving; Definition, Steps, Ways to Foster them.
- Motivation – Meaning and Types of Motivation; Role of Techniques of Motivation.

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Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Administer and interpret any one of the following tests:

(1) Individual Test of Intelligence

(2) Group Test of Intelligence

(3) Personality Inventory

(4) Performance Test of Intelligence

(5) Test of Creativity

- Conduct and Interpret one of the following Experiments:

(1) Mental Fatigue

(2) Trial and Error (Maze Apparatus)

(3) Transfer of Learning (Mirror Drawing Apparatus)

- Submit written assignment on any two of the following :

(1) One verbal and one non-verbal test of intelligence

(2) One projective and one non-projective techniques of personality assessment

(3) One verbal and one non-verbal test of creativity

Suggested Readings

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Bhatnagar Suresh (n.d.). *Advanced Educational Psychology*. Lal Book Depot, Meerut.

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B.A. III YEAR (EDUCATION)
PAPER I
EMERGING TRENDS IN EDUCATION

Course Objectives

The learners will be able to:

1. Conceptualize emerging technological trends in education.
2. Develop understanding about the emerging trends in education.
3. Acquaint themselves with the role of emerging technological trends in spreading education among masses.
4. Comprehend the concept of Human Rights & Peace education.
5. Recognize the importance of Human Rights & Peace education in national development.
6. Understand the concept of Environmental Education; develop awareness about the pollution; its causes and preventions.
7. Understand concept of Inclusive Education.

PART A

(External Assessment; Part A + Part B = 80 Marks)

TECHNOLOGICAL TRENDS

Unit 1: Introduction to Educational Technology

- Educational Technology: Concept, Characteristics, Need and Scope.
- Approaches of Educational Technology- Hardware, Software, Courseware
- Computer- Need and Importance, Parts and types of Computer and Its Role in Education.
- Internet, e-mail, E-learning, M-learning and their Applications in Education.

Unit 2: Initiatives and Innovations

- Tele-Conferencing- Meaning and Importance, Types, Utility in Education
- Some Initiatives in Education : *Pratham, Educomp, EDUSAT, SWAYAM* .
- E resources: e-content, e-magazines and e-journals.
- MOOCs, OER's and Online courses.

PART B
SOCIO-CULTURAL TRENDS

Unit 1: Inclusive Education, Human Rights & Peace Education

- Concept and Principles of Inclusion, Its Need and Benefits.
- Inclusions in reference to Learners with Special Needs, Gender, Caste, Class, Religion, Region and Language.
- Human Rights & Peace Education : Meaning, Concept of Mission and Goals.
- Understanding Peace as a Dynamic Social Reality.
- Education for Enhancing Cohesion in Academic, Personal, Social and Cultural Matters.

Unit 2: Environmental Education

- Meaning, Scope and Nature of Environment. Natural and Man-made Environment.
- Natural Resources and Associated Problems- Forest Resources, Water Resources, Mineral Resources, Food Resources, Energy Resources.
- Causes and effects of Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting and Natural Disasters.

Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Write an assignment on a distance education based university.
- Access any 5 OER's and prepare a report and submit.
- Prepare a report on any one initiatives in Education *Pratham*, *Educomp*, *EDUSAT*, *SWAYAM*.
- Prepare your Curriculum Vitae (CV) and submit the soft copy of it to your subject teacher.
- Prepare a report on any organizations connected with peace and intercultural harmony of your nearby area.
- Report on Awareness of cultural characteristics of the local community around school and its linkages.

- Preparation of collage magazine from newspapers, etc. to highlight issues and challenges to Human Rights & Peace education.
- Prepare a collage related to environment protection
- Visit to an Inclusive School and prepare a report.

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- Laxmi S. (1989). *Innovations in Education*, Delhi Sterling Publishers.
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B.A.III YEAR (EDUCATION)

PAPER-II

ASSESSMENT IN EDUCATION

Course Objectives:

The learner will be able to:

1. Understand the concept of assessment and learning & their comparison with other terms.
2. Differentiate between assessment of learning and assessment for learning.
3. Explore the practical strategies for implementing assessment in the context of holistic development.
4. Apply various class-room assessment techniques for students' development.
5. Acquire knowledge of basic Statistics.
6. Develop the ability to organize relevant educational data & represent through graphs.
7. Demonstrate an understanding of the statistical analysis involved in the Educational assessment (frequency distribution & graphical presentation, correlation).
8. Critically discuss statistical analysis & apply the methods covered in the course in the field of Class-room assessment.

Course Content

PART – A

(External Assessment: Part A + Part B = 80 Marks)

CONCEPT AND TECHNIQUES OF ASSESSMENT

UNIT: 1 Introduction to Assessment, Measurement & Evaluation

- Meaning Concept & Principles: Assessment, Measurement & Evaluation
- Functions: Assessment, Measurement & Evaluation
- Types of Assessment: Formative and Summative
- Types of testing: Norm Referenced and Criterion Referenced test
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio

UNIT 2: Assessment Techniques & Procedures:

- Class-room Assessment Techniques: Student Centered, Active, Context & Content Oriented;
- Classification of Assessment Tools (Qualitative and Quantitative).
- Self-Assessment and Peer-Assessment, Feedback Strategies.
- Constructing manual Portfolios and e-Portfolios.

PART B

FUNDAMENTAL STATISTICS

UNIT 1: Introduction of Statistics

- Concept and Nature of Statistics.
- Collection & Tabulation of Data.
- Frequency Distribution.
- Graphical Representation: Polygon, Bar Diagram, Histogram.

UNIT 2: Measures of Central Tendency, Variation & Correlation

- Measure of Central Tendency : Definition, Uses, Computation
 - Mean, Median, Mode.
- Measures of Variability: Definition, Uses, Computation and Comparison
 - Range, Variance, Mean Deviation, Quartile Deviation, Standard Deviation.
- Correlation: Meaning, Uses and Computation of : Spearman's Rank Difference Method, Product Moment Method.

Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Develop a plan for Class-room Assessment.
- Collect feedback from class-room and develop a feedback report.
- Develop a framework of e-Portfolio.
- Use secondary data and represent in tabulation form.
- Collect some data and represent in graphs.
- Classroom implications of statistical techniques.

Suggested Readings

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गुप्ता, एस.पी. (1995). *आधुनिक मापन तथा मूल्यांकन*. इलाहाबाद, शारदा पब्लिकेशन.

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R.A.III YEAR (EDUCATION)

PAPER III

EDUCATIONAL POLICIES, MANAGEMENT AND ADMINISTRATION

Course Objectives:

The learner will be able to:

1. Demonstrate knowledge of the trends of educational policies in different levels.
2. Identify problematic issues of values in education policy.
3. Understand the educational goals as formulated by governments.
4. Understand the schemes for teachers & teaching.
5. Understand the assessment procedures in each level of education.
6. Comprehend the meaning, types and need for educational management.
7. Develop an understanding about concept and importance of educational administration.
8. Realize the essential qualities of head of the institution and the teacher.
9. Understand the meaning, types, need and strategies of educational planning.

Course Content

PART -A.

(External Assessment: Part A + Part B = 80 Marks)

EDUCATIONAL POLICIES

UNIT-1: Educational Schemes at Various Levels

- Sarva Shiksha Abhiyan (SSA)
- Right to Education
- Rashtriya Madhyamaik Shiksha Abhiyaan (RMSA)
- Rashtriya Uchatar Shiksha Abhiyan (RUSA)
- National Mission on Education through ICT (NMEICT)

UNIT-2: Schemes for Teachers & Teaching

- National Awards to Teachers.
- Model School Scheme (Secondary Level)

- Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) Scheme.
- NAD (National Academic Depository) & e-PG Pathshala

PART-B

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Unit 1 : Educational Management

- Meaning, Nature, Need and Scope of Educational Management.
- Role of Educational Manager.
- Types of educational management- Autocratic, Democratic, Laissez-Fair Supervision.
- Teacher and Class-Room Management.

Unit 2 : Educational Administration and Planning

- Educational Administration and Planning: Meaning, Need and Aims.
- Types and bases of Educational Administration and Planning.
- Responsibilities and Qualities of – Head of the Institution and Teacher
- Problems and Solutions of Indian Educational Administration.

Internal Assessment Activities: 20 marks (10+10 for each section)

Any one activity from each unit (Part A & Part B)

- Write an Analytical report on SWAYAM/ e-PG Pathshala Programme.
- Write an evaluation report based on NIRF.
- Write a report on schemes (any 2) implemented in the Education Sector under Ministry of Human Resource Development.
- Write an essay on "if you were the principal of your school".
- "My teacher is my hero", Elucidate.
- Write according to you what are the problems and solutions of Indian educational administration.
- Plan an institution of your choice, explaining type and strategies you will use.

Suggested Readings

Bhatnagar S.S. & Gupta P.K. (n.d. Educational Administration and Management (n.p.).

Khawar, E. (2006). Accountability and Quality Assurance: New Issues for Academic Inquiry. *International Handbook of Higher Education*, vol. (I) Springer Verlag, Berlin

(Literature of Education)

विषय पत्र के उद्देश्यः

इस विषय पत्र के अध्ययन के उपरान्त अधिगमकर्ता –

1. प्राचीन ग्रंथों में निहित शिक्षा के प्रमुख संदर्भों पर आलोचनात्मक दृष्टि विकसित कर सकेंगे।
2. शिक्षा सम्बन्धी प्रमुख चयनित पुस्तकों व पुस्तक अंशों की उपयोगिता का वर्तमान चुनौतियों के परिप्रेक्ष्य में मूल्यांकन कर सकेंगे।
3. प्रमुख चयनित शिक्षार्थी लेखों के सामाजिक संदर्भों को समझ सकेंगे।
4. प्रमुख चयनित शिक्षा सम्बन्धी कहानियों व कविताओं के शैक्षिक पक्ष पर आलोचनात्मक समझ विकसित करते हुए समाज व शिक्षा के ताने-बाने को स्पष्ट कर सकेंगे।
5. शिक्षा के क्षेत्र में लोक साहित्य की भूमिका व आवश्यकता को समझ सकेंगे।

Course Content :

Part-A

(External Assessment: Part A + Part B = 80 Marks)

प्राचीन ग्रंथों से लिए गए संदर्भ; शिक्षा संबंधी पुस्तकें, लेख तथा दस्तावेज

Unit 1 – प्राचीन ग्रंथों से लिए गए संदर्भः-

- तैत्तिरीयोपनिषद् (शिक्षावल्ली)
- गीता – 18 वाँ अध्याय
- पंचतंत्र (द्विद्विभी समुद्र कथा)
- चाणक्य नीतिदर्पण से चयनित अंश
- भर्तृहरि नीतिसंतकम से चयनित अंश
- 'जैन आगम कथाएँ' से चयनित अंश
- गुलिस्ताँ व बोस्ता से चयनित अंश

Unit 2 – शिक्षा संबंधी पुस्तकें, पुस्तक अंश व शिक्षा संबंधी लेखः-

- दिवास्वप्न (पुस्तक) - गिन्जू भाई
- समशील वृक्षः 18 वीं शताब्दी में भारतीय शिक्षा (पुस्तक से चयनित अंश) - धर्मपाल
- शिक्षा में क्रान्ति (पुस्तक अंश - संस्कृति के चार अध्याय - चतुर्थ अध्याय, प्रकरण 2) - रामधारी सिंह दिनकर
- दो शैक्षिक लेख - चाकिर हुसैन

