

- नन्द. पतौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990

**BA3rd , Sem. VI,
Course I
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe different Educational Organizations. ● Compare Administration, Management and Supervision. ● Differentiate between inspection and supervision. 		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures

I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> • Meaning and Types. • Characteristics of Educational Organizations. 	8
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • Meaning, Concept and Types of Educational Administration. • Administration vs Management. • Principles of Educational Administration. • Administrative Skills. 	8
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> • Classical School • New Classical School • New Management 	7
IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> • POSDCORB 	7
V	<u>LEADERSHIP</u> <ul style="list-style-type: none"> • Meaning, Nature of Leadership. • Styles of Leadership. • Centralization vs Decentralization • Decision Making. 	8
VI	<u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> • Meaning and Nature of Educational Planning. • Approaches of Educational Planning. 	8
VII	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> • Need and Significance. • Sources of Finance. 	6

VIII	EDUCATIONAL SUPERVISION <ul style="list-style-type: none"> • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision. 	8
Suggested Readings: <ul style="list-style-type: none"> • भटनागरआर.पी, शैक्षिकप्रशासन, आरलालबुकडीपोट, 2015 • ओडएल.के, शैक्षिक प्रशासन, राजस्थानहिंदी ग्रंथअकादमी, जयपुर • वर्मा, एल.एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर. • Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.). • Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 • Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.). • Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot. 		
<ul style="list-style-type: none"> • Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication. • http://mlrd.gov.in/school-education • http://mlid.gov.in/schemes-1 		
Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

**BA 3rd , Sem. VI,
Course II
(Theory)**

Program/Class: Degree /BA	Year: Third	Semester: Sixth
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Subject: Education		
Course Code: E010602T	Course Title: Milestones and New Dimensions of Indian Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● List and differentiate the different education programs and schemes. ● Use MOOCs and SWAYAM. ● Collect and use material from OERs. ● Review e-journals and e-Magazines. 		
Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of
		Lectures
I	<p>MILESTONES: MAIN PROGRAMS AND SCHEMES</p> <ul style="list-style-type: none"> ● ICDS ● SSA. ● Mid-day Meal. ● RMSA. ● RUSA. ● NMEICT. ● RTE. ● PMMMNMTT. 	9
II	<p>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA:</p> <ul style="list-style-type: none"> ● Shanti Niketan. ● Vanasthali Vidyapeeth. ● Chitrakoot Gramodaya Vishwavidyalaya. ● Pondicherry Ashram. ● Navodaya Vidyalaya. 	5
III	<p><u>EDUCATIONAL TECHNOLOGY</u></p> <ul style="list-style-type: none"> ● ICT: Meaning, Type, Concept and Needs. ● ICT and Education. ● Approaches of Educational Technology. ● Computer and Internet: Application in Education 	8

IV	<u>INITIATIVES AND INNOVATIONS</u>	7
	<ul style="list-style-type: none"> • EDUSAT, EDUCOM. •MOOCS, SWAYAM. • OERs. • e-journals and e-Magazines. • NAD, NIRF, e-Pathshala. 	
V	<u>SOCIETAL TRENDS AND EDUCATION</u>	8
	<ul style="list-style-type: none"> • Inclusion-. • Human Rights. • Value and Moral. • Women Empowerment 	
VI	<u>CULTURAL TRENDS AND EDUCATION</u>	8
	<ul style="list-style-type: none"> • Social Media. • Demographic changes. • Globalization • Peace. 	
VII	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u>	7
	<ul style="list-style-type: none"> • Environment and Ecosystems. •Environmental Pollution. • Ozone layer depletion. • Greenhouse effect. • Global Warming. 	
VIII	<u>ENVIRONMENT AND EDUCATION</u>	8
	<ul style="list-style-type: none"> • Environmental Education: Concept, Aims and importance. • Awareness towards Environmental Issues. • Conservation of Natural Resources and Utilization of Non-Conventional Resources. 	

Suggested Readings:

- यादवएस.आरदूरवर्तीशिक्षा, विनोदपुस्तकमंदिर, 2001
- शर्माजी.आरशिक्षणतकनीकी, स्वरूपएंडसन्स, न्यूदिल्ली, 1992
- भादू आर.आर, साक्षरता शिक्षा, एवं नवाचार, हंसा प्रकाशन, जयपुर
- सक्सेनाआर.आर, नवाचारीशिक्षणपद्धतियां, राजस्थानहिन्दी ग्रंथ अकादमी
- *Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996*
- *Aggarwal J.C. Essentials of Educational Technology - Learning Innovations. New Delhi, Vikas Publications. 1995*
- *Kumar, K.L. Educational Technology, New Delhi, New Age International (P) Ltd. Publishers. 2000*
- *Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVY Pub. 2007*
- *Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989*
- *Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001*
- *Sampath, K. et. Al. Introduction to Educational Technology, New Delhi, Sterling Publishers. 1998*
- *Sharma, B. L., &Maheswari, B. K. Education for environmental and human value. Meerut, R.Lall Books Depot. 2008*
- *Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing 2009*
- *Corporation. Underwood, Jean D.M., and Underwood, G. Computers and learning – helping children acquire thinking skills, Oxford, Basil Blackwell. 1990*

Suggested Continuous Evaluation Methods: Assignment
/ test / Quiz(MCQ) / Seminar

Suggested equivalent online courses:
Courses on Swayam / MOOCs

**BA 3rd , Sem. VI,
Course III
(Practical)**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010603P	Course Title: Practical- I Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending SocioCultural-Environmental Issue.	

Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none"> • Develop an stronger orientation towardsresearch. • Understand and Conceptualize ICDS and Anganwadi. • Understand current issues and write an article. 		
Credits: 2		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	•ICDS (Integrated Child Development Services): Introduction	5
II	•Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
III	•How to write an article: steps and ethics.	5
IV	•Sources of literature and their usage.	10
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10		

**BA 3rd , Sem. VI,
Project**

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601R	Course Title: Research Project	
Course Learning Outcomes On completion of this course, learners will be able to <ul style="list-style-type: none"> • Develop an stronger orientation towards research • Understand Basic methods of research anddifferent research tools 		
Credits: 3		Core Compulsory
Max. Marks: - 100		Min. Passing Marks: 40%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		

Unit	Topics	No. of Lectures
I	<p>Visit any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.</p>	45

Note: In Final Examination report shall be examined by external and internal examiners.
Assessment: 50% external+50% internal

Suggested Readings:

- भटनागर, शैक्षिकअनुसंधानकीकार्यप्रणाली, आर. लालबुकडिपो, मेरठ
- गुप्ताएस.पी, शोधसंदर्शिका, शारदापुस्तकभवन, आगरा
- नन्द. पचौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*