

DRAFT SYLLABUS OF BA PART-II HONS AND GENERAL COURSE IN EDUCATION

WEST BENGAL STATE UNIVERSITY, BARASAT

EDUCATION(HONS)

Course (EDCA 03): Development of Educational Policies and Contemporary Issues in Indian Education

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims: The broad aim of the course is to make learners acquainted with the development of education policies and contemporary issues in Indian context.

Group A: Development of Educational Policies

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives: After the completion of the course the learners will be able to

- i. Understand the development of educational policies in ancient and medieval period.**
- ii. Understand the developmental policies for the period from 1813 to 1947.**
- iii. Understand the developmental policies for the period from 1947 to 1970.**
- iv. Understand the developmental policies for the period from 1970 to 2010.**

Units and Topics of Study:

Unit 1: Development of Education in Ancient and Medieval India. [15 Class-hours]

Salient features of Brahmanic, Buddhistic and Islamic Education with respect to:-

- a. Aims of education. [3 Class-hours]
- b. Curriculum and Method of teaching. [6 Class-hours]
- c. Centers of learning : only Nabadwip, Nalanda, and Aligarh. [3 Class-hours]
- d. Women Education. [3 Class-hours]

Unit 2: Development of Education from 1813 to 1947. [24Class-hours]

- a. Charter Act – 1813 [3 Class-hours]
- b. Wood Despatch. [3 Class-hours]
- c. Bengal Renaissance and the contribution of Rammohan, Vidyasagar & Derozio. [9 Class-hours]
- d. Curzon Policy. [3Class-hours]
- e. Calcutta University Commission, 1917-19. [3 Class-hours]
- f. Sargent Plan. [3Class-hours]

Unit 3: Development of Education from 1947 to 1970. [16 Class-hours]

(Brief Outlines of the recommendations only)

- a. University Education Commission, 1948-49. [4 Class-hours]
- b. Secondary Education Commission, (Mudaliar), 1952-53. [6 Class-hours]
- c. Indian Education Commission, (Kothary), 1964-66. [6 Class-hours]

Unit 4: Development of Education from 1970 to 2010. [20Class-hours]

- a. National Education Policy- 1986. [7 Class-hours]
- b. Mitra commission- 1992. [6 Class-hours]
- c. DPEP and SSM , 1990-2010. [7 Class-hours]

Selected References:

Group B: Contemporary Issues in Indian Education

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives: After the completion of the course the learners will be able to

- i. Understand significance of traditional issues in Education.**
- ii. Understand significance of social issues in Education.**
- iii. Understand significance of educational issues.**
- iv. Understand significance of current issues in education.**

Units and Topics of Study:

Unit 1: Traditional Issues [16 Class-hours]

- a. Language Problems [4Class-hours]
- b. Problems of Vocational & Technical Education. [8 Class-hours]
- c. Problems of Education of Backward Classes ; SC/ST/OBC/MC [4 Class-hours]

Unit 2: Social Issues: [16 Class-hours]

- a. Problems of women Education. [4 Class-hours]
- b. Problems of Life-long Education ;(Adult, Social & Non Formal) [8 Class-hours]
- c. Problems of ECCE (Early Childhood Care Education). [4 Class-hours]

Unit 3: Educational Issues [15 Class-hours]

- a. Problems of Equalization of Educational Opportunity. [5 Class-hours]
- b. Problems of Teacher Education [5 Class-hours]
- c. Problems of Environmental Education. [5 Class-hours]

Unit 4: Current issues. [28 Class-hours]

- a. Structure & Functions of UGC, NCERT, NCTE, NAAC, AICTE, RCI,MCI,BCI and DEB [7 Class-hours]
- b. RTE (Right To Education) Act, 2009. [7 Class-hours]
- c. National Curriculum Frame Work by NCERT, 2005. [7 Class-hours]
- d. Reports of National Knowledge Commission, 2006-09. [7 Class-hours].

Selected References:

DEVELOPMENT OF EDUCATION POLICIES IN INDIA

1. Banerjee, J.P (2008): History of Education in India, Central Library , Kolkata.
2. Chaube , S.P (2008): History and Problem of Indian Education, Aggarwal Publications, Agra .
3. Purkait, B.R (2000): Milestone in Modern Indian Education, New Central Book Agency, Kolkata
4. Sharma, R.N (2002): History of Education in India, Atlantic
5. Dutta Baby, Choudhury
Kanika and Guha Debika (2008) : Swadhin Bharater Sikshar Bikas , Progressive Publishers.kolkata
6. Bhakta Bhakti Bhusan and
Bhakta Arati : Bharatiya Shikshar Ruprekha ,A,Aa,Ka,Kha Prakasani,Kolkata
7. Banerjee Joyti Prasad(2004): Bharatiya Sikshar Itihas, Central Library, Kolkata
8. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratit Ghatana Prabaha
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CONTEMPORARY ISSUES IN INDIAN EDUCATION

1. Ahuja , R (2010): Social Problems in India , Rawat Publications , New Delhi
2. Mohanty, J(2004): Modern Trends in Indian Education , Deep and Deep Publications, Pvt Ltd, New Delhi
3. Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi
4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
5. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratit Ghatana Prabaha
Classic Books, Kolkata
6. Mukhopadhyay Dulal, Sarkar Bijan Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar
Chalaman Ghatanabali,Aheli Publishers,Kolkata
7. Thakur Dilip Kumar and Haque Sk Hamidul (2010): Adhunik Bharater Shikshar Dhara, Rita
Publications,Kolkata
8. Chattapadyay Saroj(2010): Bharatiya Shikshar Bikash and Samasya, New Central Book Agency

Kolkata