Department of Education
Assam University :: Silchar

Course Structure
Master of Education Planning & Management (MEPM)
(Multiple Exit Course)

101. Philosophical and sociological Foundation of Education

Objectives:

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomenon.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers.

Unit No.	Course content
I **Philosophy of Education:**	a. Meaning and its nature –Its functions: speculative, Normative, analytical. b. Metaphysical Issues: Nature, Man and Society. c. Epistemological Issues: Knowledge, methods of acquiring valid knowledge. d. Axiological issues: Values and value formulation. Ethics, Aesthetics and logic.
II **Schools of Philosophy**	a. Idealism b. Naturalism c. Pragmatism d. Humanism
III **Sociology of Education**	a. Meaning-Nature of Sociology of Education and Educational sociology b. Social organization: groups; Stratification factors influencing social stratification c. Social organisation: Characteristics-institutions attitudes and values d. Culture and Education: meaning and nature of culture, role of education in cultural context
IV **Education and society- I**	a. Education as: a social system - a socialization process - a process of causing social progress and change. b. Equality of educational opportunity and excellence in education c. Equality vs. Equity in education d. inequalities in Indian social system: socially disadvantaged, gender-habitations and the
V **Education and society-II**	a. Education and social changes b. Constitutional provisions for education c. Education and Democracy

	d. National integration and International Understanding

Suggested Readings:

Worsley, Peter	Introducing Sociology.
Maralambos, M.	Sociology : Themes and perspectives.
Abraham, M. Francis	Modern Sociological Theory.
Aron, R.	Main currents of Sociological thoughts Vols 1& 2
Bendix,R & Lipset,S.M.(eds)	Class, Status and Power.
Levy, J.M. Karabel, J. and	The structure of society: Power and Ideology in Education
Halsey, A.H. (eds)	
Keddie, N.	Tinker, tailor ………….. The Myth of cultural Deprivation.
Lawton, D.	Class, Culture and the Curriculum
Young. M.F.D. (ed)	Knowledge and Control.
Merton, R.K. et al(ed)	Sociology Today.
Lopreato, J & Lewis, L.S.	Social Stratification: A Reader.
Jeneks, C.	Inequality A Reassessment of the Effects of family and Schooling in America.
Husen, T.	Social influences on Educational Attainment.
Illieh, I. Hammersley, M and	Deschooling Society.
Woods, P. (eds)	The Process of Schooling.
Halsey, A.H. Floud, J.and Anderson, C.A.	Education, Economy and Society.
Giddens, A.	Class structure of the Advanced Societies.
Friedman, N.L.	Cultural Deprivation; A Commentary on The Sociology of knowledge.
Russel, Bertrand	Education, Culture and Social Order.
Bococke	An Introduction to the Sociology of Learning
Perclins and Parelins	The sociology of Education.

Brookover	Socio logy of Education.
Morish, I.	The Sociology of Education, An Introduction.
Eggleston, J.(ed)	Contemporary Research in the Sociology of EducatioN
Duekhiem, E.	The Rules of Sociological Method.
Duekhiem, E.	The Division of Labour in Society.
Duekhiem, E.	Suicide : A Study in Sociology.
Davis, K.	Human Society.
Ahier, J. (ed)Flude, Mand	Educability Schools and Ideology.
Craft, M. (ed) Cosin, B.R., Dale, I.R. Esland, G.M. & Swift,	Family, Class and Education.
D.F. (eds)	School and Society.
Cosin, B.R. (ed)	Education, Structure and Society.
Coser, L.A.	Masters of Sociological Thought (2nd edition, 1977).
Brown, R. (ed)	Knowledge, Education and Cultural Change Market.
Bowlers, S and Gintis, H	Schooling in Capitalist America.
Passeron, J.	Reproduction in Education, Society and culture.
Bondon, R.	Education, Opportunity and Social Inequality.
Young, M.F.D.	Systems of Education and Systems of thought.
Beteille, A.	Inequality among Men.
Berubaum, G.	Knowledge and Ideology in the Sociology of Education.
Bernstein, B.	Class, Codes and Control, Vols 1 & 2.
Manhiem, K.	Sociology of Knowledge.
Beck, J. Jeneks, C.Keddie,N.and Young, M.F.D. (eds)	Worlds Apart : Readings for a Sociology of Education.
Levitas, Maurise	Marxist Perspectives in the Sociology of Education.
Beteille, A.	Social Inequality.
Braveman, H.	Labour Market and Monopoly Capitalism

102. Psychology of Learner and learning

Unit No.	Course content
Unit – I **Educational Psychology and Understanding the learner**	a. Meaning, nature and scope of Educational Psychology. b. Contribution of Psychology to education. c. Methods of Educational Psychology – Observation & Interview. d. Sociometry and Case study.
Unit – II	a. Concept of growth and development and their principles. b. salient features of Physical Cognitive, Emotional, Social and Moral aspects of growth and development of the adolescents and role of teacher, c. Meaning and areas of individual difference, Factors causing individual difference, d. Educational implications of individual difference.
Unit-III **Understanding Learning Process**	a. Nature and concept of learning, Factors influencing learning: learner, teacher, b. Motivation in learning. – Concepts, types and techniques of enhancing learner's motivation. c. Theories of learning- Trial and Error, Classical and Operant Conditioning and Insight, classroom implications of each theory. d. Transfer of learning: concept, factors influencing transfer of learning, theories, maximising transfer in classroom teaching.
Unit-IV **Intelligence:**	a. Nature and characteristics of intelligence and its development. b. Theories of intelligence: Two-factor theory, Multi-factor theory (PMA) and SI Model. c. Measuring Intelligence: Verbal, Non-Verbal and Performance Tests (One representative of group test and individual test) d. Creativity and Intelligence, Fostering creativity in classrooms.
Unit –V **Adjustment, Personality and Mental Health of the learner:**	a. Concept of adjustment, Self-concept and Mental Health, b. Characteristics of Integrated personality and mentally healthy individual. c. Identifying the learner with behaviour problems. d. Personality: Definition, nature, type and trait theories of personality. Assessment of personality.

References

1. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)

2. Mathur, S.S.: Educational Psychology (Vinod Pustak Mandir, Arga-Hindi Version)

3. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House)

4. Dutt, N.K.: Psychologcial Foundation of Education (Doaba Publishing House)

5. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)

6. Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)

7. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers- Hindi Versions)

8. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra

9. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)

10. Advanced Educational Psychology : S. K. Mangal, Prentice Hall of India Pvt. Ltd., New Delhi.

11. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.

12. Educational Psychology : Jitendra Mohan, Willey Eastern Limited

13. Educational Psychology – Shukla and Saffaya Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir.

103- Oganisation of Education in India

Objectives:

1. To understand the historical perspectives of Indian education and its administrative structure
2. To understand the aims and objective of education and its relevance to educational management
3. To know and understand the type of educational organisations and the procedure of their administration in India
4. To understand the present system of Indian education system.

Unit No.	Course Content
Unit: I Historical foundations of Education	a. Educational System: Ancient and Medieval period. b. Educational system in the British India: Primary, secondary and higher Education c. Nature of Indian society - the Indian renaissance movements – increase in the demand for education and the British resistance d. Analysis of different committees and commissions reports on education in British India. e. Constitutional provisions for education in independent India.
Unit: II Educational organisations in Independent India.	a. Concept of organisation -Factors that affect an organisation b. Organisational Structure of primary, higher secondary education in India c. Role of central Government in education d. Role of State government in education e. Role of Local Bodies and authorities in education
Unit: III. Organisation of Higher and Professional Education in India.	a. HRD ministry and its role in higher education b. Universities and its role in higher education c. Institutions of National Importance and higher education d. Independent bodies of higher and professional education. e. Institutions of Quality assessment, Qualitative and Quantitative improvement of education.
Unit: - IV: Educational organisational	a. Structuring autonomy by state and centre b. Private initiative and state support c. Quality and Quantity

challenges	d. Inter-Governmental initiation for Development and assessment. e. Freedom for Entrepreneurship.
Unit: V: Recent trends in education and its organisational challenges.	a. Information and communication technology in Education – Environmental Education – Population education – Gender Sensitization- Equalisation of Educational Opportunities. b. Privatisation, liberalization, globalisation and education c. Relevance, equality and excellence in education – Linking education with life skills. d. Strengthening National Identity and preserving cultural heritage – integrating indigenous knowledge – India's contribution to mankind.

References

Allen, Louis A : Professional Management. Tata Mc Graw-Hill 1975.

Argyris, V. : Management and organizational development,

Mc raw-Hill, 1971.

Bhatnagar R.P. & Educational administration, supervision, planning Agarwal, V and finance.

Drucker P.F. : Management : Tasks, responsibilities and practices,

Harper & Row. New York, 1973.

Douglas, Mc Gregor: The professional manager, tata Mc Graw-Hill, 1967.

Sharma, S.C. Quantitative techniques of managerial decisions.

Chatterjee, S.K. : Development Administration, Sunjeet Publication,

1996, Delhi.

Premila, C. S. : Educational planning & Management, Sterling

Publishers Pvt. Ltd., 1997.

Jaygopal, R. : Human Resource Development : Conceptual analysis

and strategies, Sterling Publishing Pvt. Ltd. 1997.

Mukherjee, S.S. : Theory and practice of Management Education in

India : Today and Tomorrow.

Chatterjee, S.K. : Development Administration, Surjeet Publishing,

1997.

Mathur, S.S.   :   Educational Administration and Management, The

                                    associated publishers, Ambala Cant – 1, 1999.

Murphy, J. & Lynn,:   school based management as school reform, G. Book
own press or SAGE, 1995.

Beck L.G. & Murphy: Ethics in educational leadership programme, Crown Pres, 1994.

Middlewood D & J.:   uman Resource Management in schools & Lumbey
lleges, Paul Chapman (SAGE, India), 1999.

Middlewood D. &   :   Managing People in Education, Paul Chapman

Tony, B.   (SAGE, India), 1997.

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March, J.G. &   :   Organizations, New York, John Willy & Sons,

Herbert, A.S.   1958, 1966.

Ralph, M. Stogdill   :   Personal factors associated with leadership : A survey
of the literature.

Handbook of leadership :   A survey of theory and Research, New York, Free
Press(The),1974.

Fred, E. Fiedler :   A theory of leadership effectiveness,

                                    New York, McGraw-Hill, 1967.

104 - Economics of Education

COURSE OBJECTIVES

1. To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
2. To acquaint the students with the political economy of education.
3. To develop among students understanding of labour markets.
4. To enable the students to forecast man power requirements in various streams.
5. To develop among the students an understanding of the financial aspects of education.

Unit No.	Course content
UNIT I: HUMAN CAPITAL	a) The formation of Human Capitals. b) Knowledge Industries and knowledge occupations. c) Education and population quality. d) On-the-job training e) Contribution of education to development.
UNIT II: EDUCATION AND EMPLOYMENT	a) Education and the labour market. b) Labour market theories in education. c) Internal labour markets and education. d) Youth unemployment and education e) The Economics of brain drain.
UNIT III: THE ANALYSIS OF EARNINGS	a) Earning functions b) Sex earning differentials. c) Demand elasticity for educated labour. d) Supply elasticity for educated labour. e) The Economics of teacher supply.
UNIT IV: MANPOWER PLANNING	a) The 'relevance' of education b) Screening models and education c) Skills excess and shortages d) Forecasting manpower requirements e) Planning teacher supply and demand.
UNIT V: FINANCING OF EDUCATION	a) Educational Financing b) School Finance and Budget c) Public Finance in Education d) Financing general and vocational education.

References:

Allen, Louis A   :   Professional Management. Tata Mc Graw-Hill 1975.

Argyris, V.   :   Management and organizational development,

Mc raw-Hill,   1971.

Bhatnagar R.P. &   Educational administration, supervision, planning Agarwal, V
and finance.

Drucker P.F.   :   Management : Tasks, responsibilities and practices,

Harper & Row. New York, 1973.

Douglas, Mc Gregor :   The professional manager, tata Mc Graw-Hill, 1967.

Sharma, S.C.   Quantitative techniques of managerial decisions.

Chatterjee, S.K.   :   Development Administration, Sunjeet Publication,

1996, Delhi.

Premila, C. S.   :   Educational planning & Management, Sterling

Publishers Pvt. Ltd., 1997.

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and strategies, Sterling Publishing Pvt. Ltd. 1997.

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Paul Chapman (SAGE, India), 1999.

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Handbook of leadership : A survey of theory and Research, New York, Free Press(The),1974.

Fred, E. Fiedler : A theory of leadership effectiveness,

New York, McGraw-Hill, 1967.

Second Semester

201- Educational Policy and Planning

Objectives:

To enable the students:

- Develop an understanding on the educational system of India and its structure
- Acquire knowledge on the commissions and committees that was responsible for the development of education in India.
- Acquire skills in the development and process of educational planning.

Unit No.	Course content
I. The structure of education.	a. Structure of education in India: Primary, secondary, Higher secondary, Higher, technical, vocational and special education b. Educational Administrative structures of India c. Constitutional Provisions and Central – state government responsibilities in education. d. Organisations of educational planning.
II. Educational Commissions and National Educational Policies	a. Hunter commission, Radhakrishnan commission ,Kothari Commission b. National Policy on Education 1968 c. National Policy on Education 1979 d. National Policy on Education 1986
III. Fundamentals of Planning	a. Meaning, Nature and Need of educational Planning b. Educational Planning in India c. Principles and Characteristics of modern Educational Planning d. Kinds and process of educational Planning
IV. Approaches of Planning.	a. Intra educational Extrapolation Model, Demographic Projection and School Mapping model b. Manpower approach, Social Justice approach c. Rate of return approach. Institutional Planning d. Educational, social, economic and political problems of educational planning

V. Educational Financing:	a. Problems of educational finance: internal and external b. Sources of income and Patterns of educational expenditure c. Cost of education d. Process and Kinds of educational Budget
	TOTAL

Suggested Readings.

Aggarwal, J.C.(2008), Development and planning of modern education, Vikas publishing house New Delhi.110014.

Bhatnagar R.P. (2003) Educational administration supervision, planning and financing, Surya Pub:

Fred C. Lunenburg & Allan C. Ornstein (1999), Educational Administration Concepts and practices, Wodsworth Thomson Learning, United states.

Nair T.K.D., (2004) School Planning and management, Shirpa Pub. New Delhi 110092.

Pandya.S. (2011) Admnistatioln and management of education, Himalaya Publishing House,Kolkatha

Varghese N.V., (1997) Modules on Distric Planning Education , NEIPA

202 - Evaluation in Educational management.

Objectives:

- To acquaint the students with the idea of measurement and evaluation in Education
- To train the students with the application of different tools and techniques of Measurement and Evaluation.
- To acquaint with the principles of test construction – both educational and psychological. To develop understanding of the concepts of validity and reliability and their importance in education measurement

Unit No.	Sub Unit	Course content
I Measurement & Evaluation	1.1 1.2 1.3 1.4	Measurement- Meaning, Concept, Historical perspective of Measurement Functions, Level of Measurement and Quantitative Vs. Qualitative Evaluation- General concept, Principles and Importance in Education Formative and Summative evaluation, Norm referenced and criterion referenced evaluation concepts Educational Objectives and Evaluation in Education
II Tools and Techniques of Measurement and Evaluation	2.1 2.2 2.3	Subjective and Objective Tools- Essay test, Objective test Questionnaire, Schedules, Performance test Intelligence Test- Binet's scales, Achievement test, Aptitude tests Personality test- Projective Techniques- Ink Blot, TAT
III Construction and Standardization of Tests	3.1 3.2 3.3 3.4	Meaning, Characteristics of Standardized Test General principles/steps of test construction Item analysis- Meaning and Purposes Difficulty level and Discriminative value Final Tryout and Manual Construction of test
IV Reliability and Validity	4.1 4.2 4.3 4.4 4.5	Meaning, Definition and Importance of Reliability Methods of establishing Reliability Meaning, Definition and Importance of Validity Methods of establishing Validity Relationship and factors affecting Reliability and Validity
V Norms & Tools of Evaluation	5.1 5.2 5.3 5.4 5.5	Meaning, Importance and Uses of Norms Types of Norms-Age, Grade, Sex and Percentile Grading , Semester system of assessment Continuous internal assessment Use of Computer in Evaluation
		TOTAL

References:

1) Kerlinger, F.N. 'Foundation of Behavioral Research' Hold, Rinerhert and Winston, Inc., New York, 1965.
2) Anestasi, A. 'Psychological Testing' Memillan Publishing Co. Inc., New York, 1976.
3) Freeman, F.S. 'Theory and Practice of 'Psychological Testing' Oxford IBH, Publishing Co., New Delhi, 1975.
4) Bloom, D.F. & Budd, W.C. 'Educational measurement and evaluation' Harper & Row, New York, 1972.
5) Cronbach, L,J, 'Essentials of 'Psychological Testing' evaluation' Harper & Row, New York, 1970.
6) Bloom, B. 'Taxonomy of Educational Objectives', Longmans, New York, 1956.
7) Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar.
8) Aggrawal, Y. P. (1990). *Statistical Methods*-Concepts, Applications and Composition, New Delhi: Sterling Publishers.
9) Balls, S. & Aderson, S. (1976). Encyclopedia of Educational Evaluation in Teaching New York: McMillan.
10) Kubiszyn, T. & Borich, G. (1977) *Educational Testing and Measurement*: Classroom application and practice, New York: Harper Collins College Publisher.

11) Popham, W. I. (1977). Educational Evaluation, Englewood: Prentice Hall
12) Sinha, H. S. (1974). Modern Educational Testing, New Delhi: Sterling
13) Thorndike, R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.
14) Wittrock, M. C. & Wiley, D. E. (ed.) (1970). The Evaluation of Instruction, New York: Holt Rinehart

203 - Information Technology for EducatJonal Managers

Objectives:

- Identify the main components of the hardware in use.
- To appreciate the role of computer in life.
- To develop instructional materials in different modes of computer-based instruction
- To develop skills in using computer in the field of education and educational research.
- To use software for the purpose of educational research.

Unit No.	Sub Units	Course Content
I	1.1	Computer - Definition & structure and its mechanism, Concept of hardware and software; Number systems (Binary, Octal, Hexadecimal); Variables (Numeric, alphanumeric, String);
	1.2 1.3	Personal Computer Peripherals and its function (Hardware components);. Input Devices (Keyboard, Mouse, Scanner, Microphone, Joystick, Web Camera, Digital Camera); Processing Devices (CPU and its components); Memory Devices (Primary-RAM, ROM; Secondary-Hard Disk, Floppy Disk, CD-ROM, Pen Drive); Output Devices (Monitor, Printer, Speakers, LCD Projectors); Uses of computer in the field of education.
	1.4	
II	2.1	Software Components (System software and Application software);
	2.2	Operating System – a) Difference between application and system software, b) Concept of operating system, Elementary knowledge of DOS (Disk Operating System), Elementary knowledge of Window-98 /2000/ME and commands for its operation; Computer Networks (LAN, MAN, WAN);
	2.3 2.4	Introduction to Basic Computer Screen [Operating System, start/shutting of the computer, Exploring Desktop Icons, Managing folders, Basic Commands (cut, copy, paste, saving/accessing a file];
	2.5	Scan and Print document/picture; Computers Enhancing Teaching Learning Process;
III	3.1	Operating System - Concept and function;
	3.2	Application Software (It uses in Education) a) Word Processors (MS-WORD for Processing of written material and preparation of teaching aids), b) Presentation (Presentation in classroom and seminar- POWERPOINT (MSOFFICE) for preparing transparency and slide; MS-EXCEL for preparing chart for presentation), c) Spread sheet and Database Management (Microsoft-Excel, Access-MSOFFICE);

	3.3	Viruses & its Management.	
IV	4.1	Concept, need & importance;	
	4.2	Facilities available for Communication - E-mail, chat, online conferencing, (Audio-video), e-Library, websites, wiki. Internet forum, News Groups; Search Engines - Concept and uses;	
	4.3	Legal & Ethical issues - copyright, Hacking Netiquettes; Student safety on the (Net – safely);	
	4.4		
	4.5	E - Learning - Concept & Nature, Web Based Learning, Virtual Classroom and Role of EDUSAT.	
V	5.1	Computer as tool for learning; Computer Aided Instruction;	
	5.2	Use of Computer for: a) Cognitive enrichment, b) Developing peer interaction, c) Developing Self-esteem, d) Developing Meta-cognitive skills, e) Source of getting education information: Surfing internet and website;	
	5.3	Computer for educational research - MS-EXCEL and Statistical Package in Social Science (SPSS): Introduction to analysing educational data through these packages;	
	5.4	Introduction to Qualitative data analysis through computers.	
		TOTAL	

Practicals/Assignment (Any one of the following): -

1. Preparation of five transparences for teaching a unit from the school.

2. Preparation of self instructional material based on a unit from school subject.

3. Preparation of an educational document with the help of MS-Word.

4. Preparation of five slides using Ms-Power Point based on school subject.

5. Use of Ms-Excel for calculation.

6. Collection of information on any topic by using any search engine from the internet.

References

1. Alexis Leon and Mathews Leon, Internet for Everyone, Vikas Publishing House Pvt. Ltd. New Delhi

2. Anurag Seetha, Introduction to Computers and Information technology by Ram Prasad & Sons, Bhopal.

3. Basandra, S.K. Computer Today, Golgotia Publication, New Delhi.

4. David Hardisty and Scott Windeatt (1989) Computer Assisted Language Learning, Oxford: OUP. 5. Internet for Dummies-Pustak Mahal, New Delhi

6. Introduction to Computer Science (2004) ITL Education Solutions Limited, Pearson Education.

7. John, P. Lewin, MS Office and Pagemaker, Pustak Mahal, New Delhi.

8. Khan, B.H. (1977) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.

9. Kumar K.L. (1996). Educational Technology. New Delhi: New Age International Publishers.

10. Mathur, Rajeev, DOS Quick reference, Galgotia Publications.

11. Mathur, Rajeev, Learning Windows 98 step by step, BPB Publication 16. N.Nilsan & S.Schochen, (2005) The Elements of Computing Systems, PHI, New Delhi .

12. O levelModule-M1.2-Internet &Web page designing by V.K. Jain-BPB Publications.

13. Osborne, A. Introduction to Micro Computer, Dragon Brothers, G. Publication, New Delhi

14. Rajaraman, "Fundamentals of Computers", Prentice Hall of India, 3rd Edition, N. Delhi.

15. R.P. Singh, Fundamentals of computer, BPB Publication, New Delhi.

16. SPSS Inc. Manuals of SPSS software.

17. Sanjay Saxena, A First course in Computers, Vikas Publishing House Pvt. Ltd. New Delhi.

18. Sinha, P.K. & Sinha, Priti, Computer Fundamentals, BPB 11. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: methods and development. NJ: Prentice Hall.

19. Tanenbaum, A.S. " Computer Networks", Pearson Education India Ltd., 3rd Edition, 2002.

204- ORGANIZATIONAL BEHAVIOUR

Objectives:

To enable the students

- Acquire knowledge about management theories and practices
- Develop skills in the identification of individual and institutional behavioural differences and problems and application of techniques to solve problems.
- Acquire knowledge and skills on leadership qualities and ability to apply in demanding situations.

Unit No.	Course Content
UNIT I: FOCUS AND PURPOSE	i. History of Management thought - ii. Concept, need and importance, iii. Nature and scope of organizational behaviour iv. Principles of Management of Henry Fayol and Nature of Managerial work by Mintzberg.
UNIT II: INDIVIDUAL BEHAVIOUR	i. Personality – types – Factors influencing personality ii. Learning theories – Types of learners – The learning process ii. Theories of Attitudes – Characteristics – Components v. Motivation – importance – Types – Effects on work behaviour v. Formation – Measurement of Values.
UNIT III: GROUP BEHAVIOUR	i. Organization structure – Formation. ii. Groups in organizations – Influence – Group dynamics – Informal leaders and working norms iii. Perceptions – Importance – Factors influencing perception – Interpersonal perception- Impression Management. iv. Organizational behaviour modification. Misbehaviour – Types – Management Intervention. v. Interpersonal relations – Communication – Control.
UNIT IV: LEADERSHIP	i. Meaning – Importance – ii. Leadership styles – ii. Theories – Leaders Vs Managers –

	v. Sources of power – Power centres – Power and Politics. v. Group decision making techniques
UNIT V: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR	i. Organizational culture and climate – Factors affecting organizational climate . ii. Job satisfaction – Determinants – Measurements – Influence on behavior. ii. Organizational change – Importance – Stability Vs Change – Proactive Vs Reaction change – the change process – Resistance to change – v. Managing change. Stress – Work Stressors – Prevention and Management of stress. **v.** Organizational development – Characteristics – objectives –. Organizational effectiveness

Suggested Reading:

1. Stephen P. Robins, Organisational Behavior (2008)., PHI Learning / Pearson Education, 11 th edition.

2. Fred Luthans, Organisational Behavior (2001), McGraw Hill, 11 th Edition,.

1. Schermerhorn, Hunt and Osborn, (2008). Organisational behavior, John Wiley,

2 .Udai Pareek, Understanding Organisational Behaviour(2004), 2 nd Edition, Oxford Higher Education,.

3. Mc Shane & Von Glinov, Organisational Behaviour, 4 th Edition, Tata Mc Graw Hill, 2007.

4. Hellrigal, Slocum and Woodman, Organisational Behavior, Cengage Learning, 11 th Edition 2007.

5. Ivancevich, Konopaske & Maheson, Oranisational Behaviour & Management, 7 th edition, Tata McGraw Hill, 2008.

THIRD SEMESTER

301: Quality Management in Educational Sciences

Objectives:

To enable the students

1. Develop fundamental perspective of quality and education.
2. Understand the Concept of Quality and Development of Educational Product
3. Develop skills in Quality management and systems approach in education
4. Develop skills in Quality management Leadership

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Unit No.	Sub Units	Course Content
I Basics of Quality	1.1 1.2 1.3 1.4	The quality: Need and necessity of quality and the quality imperatives: Moral, Professional, competitive & Accountability. The emergence of quality movement and the Contributions of Deming, Shewart and Juran. Concept of quality and quality management
II Quality and Development	2.1 2.2 2.3 2.4	Absolute and the relative notions of quality Consumer role in quality, quality control quality assurance and total quality. Educational product, service quality and the consumers of education Concept of Total Quality Management and Development
III Quality management and systems approach in education	3.1 3.2 3.3 3.4	TQM in Education. Adaptation of TQM in Education,TQM and Indian institutions. Concept of systems approach: Origin, systems boundary Educational institution as a system and subsystems: Goals, academic, personnel, financial, infrastructure management and institution building.
IV	4.1	Customer orientation, client education, internal clients, supplier and

Leadership in quality management		receiver chain.
	4.2	Assessment of Institution: parameters tools and methods
	4.3	Participatory management and team Building, Diversity of roles in teams, development of teams and leadership
	4.4	Leadership in quality management
V Management functions in Quality management	5.1	Decision making in quality management
	5.2	Human resource management in quality management
	5.3	Strategic planning in quality management
	5.4	Implementing in quality management.
		TOTAL

References.

Edward Sallies, *Total Quality Management in education,* Stylus Publishing Inc

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302: Research in Educational Management

Objectives:

To enable the students

1) Understand the concept of educational and managerial research
2) Understand the various approaches of educational research and ways of acquiring knowledge
3) Develop skills in the preparation of tools and techniques of educational research
4) Develop skills in the processes of conducting research
5) Develop skills in the application of statistics in educational managerial research

Unit No.	Sub Units	Course Content
I	1.1 1.2 1.3 1.4	Research in Management: Meaning, Nature, Scope, Objects and Utility. Fundamental and Applied Research in Management Types of research: Experimental research, Survey Research Case Study Research and Action Research
II	2.1 2.2 2.3 2.4	Research problem: Importance and selection procedure Review of related studies: Importance, sources and steps Hypothesis: Selection, steps and types Design: Steps for designing different types of research
III	3.1 3.2 3.3 3.4	Tools and techniques: Questionnaire, Interview Schedule. Attitude Scale and Observation Data analysis: Types of data, classification and tabulation of data Difference between quantitative and qualitative data
IV	4.1 4.2 4.3 4.4	Sample: Concept and types Sampling techniques-probability and non-probability Procedure for preparing a research proposal Preparation of research report: Format and Style of research report

V	5.1	Importance of the use of Statistics in educational research
		Measuring Central tendencies and Measuring of Variability
	5.2	Correlation- Rank Difference and Product moment
		Normal distribution- Characteristics and uses
	5.3	
	5.4	
		TOTAL

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303. Information Technology for Educational Managers-II

Objectives:

1. To familiarise the student teachers with Information & Communication Technology and its use in classroom.
2. To enable the student teachers understand software applications, the use of ICT in teaching – learning process and to browse the Internet.
3. To make the student teachers work with computers to enhance interactive teaching and learning skills.

Unit	Sub Unit	Course contents
1.	1.1	Concept of Compute
	1.2	Hardware: Input devices, Output devices, Storage devices (hard disk,
	1.3	floppy disk, CD-ROM, DVD-ROM)
		Software: Operating systems and Software Packages
	1.4	Types of Computer
2	2.1	ICT supported teaching and learning
	2.2	Computer Assisted Instruction & Learning
	2.3	Technology Aided Learning(TAL)
	2.4	Project Based Learning(PBL)
3	3.1	Uses of software
	3.2	Using Word Processing software
	3.3	Using Multimedia software
	3.4	Using spread sheets software
4	4.1	Meaning and concept of Internet
	4.2	Using Internet for research
	4.3	Citing Internet resources
	4.4	Using Internet communication tools for collaborative learning: E-Mail, Chat conference, Web based Discussion Boards
5	5.1	Meaning & concept of E-Learning
	5.2	Advantages and disadvantages of E-Learning
	5.3	Web Based Learning
	5.4	Virtual Classroom
		TOTAL

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304- Current Trends in Educational Management.

Objectives: To enable the students

  i.   Acquire knowledge about the Models of educational management
  ii.   Develop skills in the Management of Change in Education
  iii. Understand Human Resource management.
  iv.   Acquire knowledge about the Modern Techniques in Educational Management
  v.   Understand the concept of Mental Health and Hygiene

Unit No.	Sub Units	Course Content
I Models of educational management	1.1 1.2 1.3 1.4	Formal Models, Managerial leadership and limitations Central features of collegial models. political models, transactional leadership and subjective models Participative leadership, post-modern leadership the ambiguity models and contingent leadership Evaluation of the ambiguity models, cultural models, moral leadership and organisational culture. synthesis of six models in Indian educational context
II Managing Change in Education	2.1 2.2 2.3 2.4	Need for change- Population growth, technological & Scientific development, educational growth & diffusion of knowledge Planning for change: concept and objectives of planned change process. Approaches to change: Need oriented, people oriented, and task oriented The stages of Change Process: awareness, interest, conviction, evaluation, trial, acceptance and adoption (Rogers, Ryan and Gross.)
III Human resource Management	3.1 3.2 3.3	Meaning and nature of Human Resource management in Educational Organizations Dynamics of Human Behaviour: interpersonal behaviour, behavioural norms: code of ethics of teachers Professional growth of Educational Personnel: Concept of professional growth and factors. Facilitating professional growth, personnel services, evaluation of professional growth

	3.4	Conflict management.
IV Modern Techniques in Educational Management	4.1 4.2 4.3 4.4	Programme Evaluation and Review Technique (PERT) Planning Programming Budgeting System (PPBS) Management by Objectives (MBO) Total Quality Management (TQM)
V Mental Health and Hygiene	5.1 5.2 5.3 5.4	Concept of Mental Health and Mental Hygiene Concept of Normality and Abnormality, Classification of Abnormal Behaviour. Criteria for a Mentally Healthy Person and Factors Affecting Mental Health Role of Home, Society and educational organizations in maintaining good Mental Health. Principles of Good Mental Health
		TOTAL

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FOURTH SEMESTER

401 - Human Resource Management.

To enable the students

1) Develop an understanding of the concept of Human resource management.
2) Identify the issues of Human resource management.
3) Develop skills in the management of human resources of an organization.

Unit No.	Sub Units	Course Content
I The concept and nature of Human Resource Management	1.1 1.2 1.3 1.4	Resources of an organization. Importance of HRM in education Human resource planning in education: Job analysis and Job specifications concepts, procedures and choices. Performance management and coaching Management by objectives
II Professional development	2.1 2.2 2.3 2.4	Self awareness. Performance assessment, Performance appraisal Staff development orientation and training. Teaching, non-teaching staff unions, their positive role, grievance handling and disciplinary actions. Compensation and collective bargaining, Employment transitions. Time management and stress management.
III Office management	3.1 3.2 3.3 3.4	Overview of office functions, record management and material management, work simplification. Communication: informal and its importance in educational organization (Effective communication, process of communication, models of communication). Formal communication in organizations (verbal, written communication) Psychological, social and organizational culture and cummunication
IV Organizational Development	4.1 4.2 4.3 4.4	Organization structure and climate of educational Institutions. Human relations in educational organizations- group dynamics, motivating people Moral development and Motivation Conflict Management: latent, perceived, manifest conflicts and intra and inter personal conflicts
V Issues in Human Resource Development	5.1 5.2 5.3 5.4	Student development: Handling student's unions, student's development activities and support services. Curricular and co-curricular activities, career development, Guidance and counseling services Issues in the HRM in educational organizations

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2) Behavioural Processes in Organisations : Udai Pareek & Others, 1985

3) Personnel Management : Arun Monappa & Sayideen

4) Human Resource and Personnel Management: K Aswathappa, 2005

5) A Handbook of Human Resource Management Practice: Michael Armstrong 10th Edition

402 Management of Higher Education in India

To enable the students:
4) Develop an understanding of the concept, need and importance of Higher Education.
5) Understand the growth and development of higher education in India.
6) Develop a critical insight in to the problems of higher education in India .

Unit No.	Sub Unit	Course content
I. Origin and development of higher education in India:	1.1 1.2 1.3 1.4	Genesis of higher educational institutions in India: Vedic-Buddhist period. Objectives, methods, and curriculum of the higher education of ancient India Introduction of modern higher education in India and its development during the British Period Expansion of higher education during the British Period and the Commissions and Committees appointed for the development of Higher education in British India.
II Organization of higher education in India.	2.1 2.2 2.3 2.4	Constitutional Provisions and development of higher education after independence Structure and management of higher education by central and state governments. Human resource management and higher education Financing for higher education in India
III Challenges of higher education in India	3.1 3.2 3.3 3.4	Quality, Access and equity in higher education Constrains in Higher education: Philosophical, cultural, economical constraints Operational constraints and managerial constraints Strains: Systemic strains, Demographic stains Developmental strains Political strains, Ethical strains
IV Development of Higher education in India	4.1 4.2 4.3 4.4	Social, political, science and technological developmental perspectives Higher education and economical development Inclusive development- human values and moral. Research and development
V Current trends in the management of Higher education in India	5.1 5.2 5.3 5.4	Decentralization in higher education Privatization and globalization Women education and special needs Higher Education and sustainable development

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403- Educational Leadership

To enable the students:
1) Develop an understanding of the concept, need and importance of Educational leadership.
2) Understand the complexities of managerial functions.
3) Develop awareness of the theories of management.
4) Develop a critical insight in to the problems of organizations and compliance.

Unit No.	Sub Unit	Course content
I Leadership in educational organizations:	1.1 1.2 1.3 1.4	Nature and characteristics of educational organizations. Concept of leader and leadership. The need for leader - difference between leader and manager. Role of leaders in educational organizations Transformational, Facilitative, Instructional, Visionary and Ethical Leadership
II Understanding the Complexities of leadership:	2.1 2.2 2.3 2.4	Theories of leadership philosophical approach, The trait theory of leadership The behaviour theories of leadership, Contingency theories of leadership vroom and Yetron's normative leadership, Reddins 3-D theory of leadership, Path goal theory of leadership Grid concept of leadership, Measurement of leadership, LBDQ, supervisory behaviour description
III conflicts in educational organizations:	3.1 3.2 3.3 3.4	Concept, Sources and dynamics of conflicts, Types of conflicts, interpersonal, intra personal conflicts Dynamics of conflict, levels and models of conflicts Conflict management effects response and strategies
IV Related concept of leadership in educational management	4.1 4.2 4.3 4.4	Leadership and organizational climate staff morale, faculty development organizational structure and organizational development, leadership styles: autocratic democratic and lasieez-faire
V Perception of power and authority and decision making	5.1 5.2 5.3 5.4	Effective use of managerial power, Participation and effective use of authority Understanding personal power, Power at work Decision making and leadership

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404-Curriculum Management

To enable the students

5) Develop an understanding of the concept of curriculum.
6) Identify the issues and the complexities of the implementation of curriculum.
7) Develop skills in the management of curriculum.

Unit No.	Sub Unit	Course content
Concept of Curriculum:	1.1 1.2 1.3 1.4	Meaning, characteristics and scope of curriculum History and patterns of curriculum development Philosophical foundations of curriculum Psychological foundations of curriculum
Models of curriculum:	2.1 2.2 2.3 2.4	Herbert, Morrison and evaluation approach of curriculum Formulation of Aims, objectives and goals of teaching Perspectives of curriculum design Curriculum and assessment theories.
Curriculum Transaction	3.1 3.2 3.3 3.4	Human nature and curriculum management Management of teaching and learning Learning experiences and change of behaviour Development of curriculum
Teaching and instructional methods	4.1 4.2 4.3 4.4	Nature of instructional methods Teacher controlled and learner controlled instructions Teaching skills Instructional designs
Evaluation of teaching and learning	5.1 5.2 5.3 5.4	Concept of evaluation techniques of evaluation tools of evaluation Statistical techniques in evaluation.

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2. Curriculum Construction : Kalsa & Singh R.R., 1987

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