

PROSPECTUS & SYLLABUS

PROFESSIONAL DIPLOMA IN EDUCATIONAL MANAGEMENT (PDEM)



**DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S.UNIVERSITY OF BARODA
VADODARA**

Contents

1. The M.S. University of Baroda	3
2. Faculty of Education & Psychology	3
3. Department of Educational Administration	3
4. Department of Education.....	4
5. Department of Psychology.....	4
6. University Experimental School.....	4
7. Library Facilities.....	5
8. Teaching Staff.....	5
9. Objectives of the Course.....	5
10. Details of the Course.....	6-7
11. Rules and Regulation of the Course.....	7- 10
12. A- Foundation Courses-----	11- 17
1. EEA-4101-Management of Education : A Systemic view	
2. EEA-4102-Organizational Behaviour and Management of Education	
3. EEA-4103-Leadership and Motivation in Educational Management	
13. B - Core Papers -----	17-29
1. EEA- 4104-Methodology of Action Research	
2. EEA- 4105-Resource Management in Education	
3. EEA- 4106- Preparation of research proposal and presentation	
4. EEA- 4107- Action Research – A	
5. EEA- 4201- ICT in Educational Management	
6. EEA- 4202- Preparation of conceptual paper and presentation	
7. EEA- 4203- Communication and Decision making in management of Education	
8. EEA- 4204- Action Research - B	
13. C- Optional Papers (one in each semester) any two -----	30 -37
1. EEA- 4001- Education for Development: National and Global Perspectives	
2. EEA- 4002-Management of Finance in Education	
3. EEA- 4003 -Education for sustainable development	
4. EEA- 4004- Quality Assurance in Education	
5. EEA- 4005- Professional development of Educational Personnel	
14. D Internal and External Viva-Voce -----	37
1. EEA- 4108- Viva –Voce (First Semester)	

2. EEA- 4205- Viva- voce (Second Semester)

15. EEA- 4206- Internship

1. THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

The M.S. University of Baroda was the first teaching, residential and unitary university of Western India. It was established in early 1949 and started functioning from April, the same year. At present the University has around 85 departments, 13 faculties with 35 thousand students and 1500 teachers. University has international reputation and is well known for its rich faculty and alumni for their contribution to knowledge in all areas.

2. FACULTY OF EDUCATION AND PSYCHOLOGY

The Faculty of Education and Psychology of the M.S. University was established in 1949. It was then known as the Secondary Teacher's Training College, which was established during the reign of the visionary, Maharaja Sayajirao III of Baroda State in the year 1935. At that time, the college was one of the very few teachers' training colleges in the entire Western India. It is situated in the heart of the spacious and picturesque main campus of the University. The building in which the faculty is housed, is one of the architectural treasures of the period and is recognized by the Govt. of India.

The Faculty of Education and Psychology has under its wing three departments, viz., the Department of Educational Administration, the Department of Education raised to the status of the Centre of Advanced Study in Education (CASE) and the Department of Psychology. It has also the Experimental School.

3. DEPARTMENT OF EDUCATIONAL ADMINISTRATION

The Department of Educational Administration is one of its own kinds in India. It was established in the year 1951 and since then, the Department has been progressing consistently in the field of teaching, research and extension. It was elevated to the status of Department of Research Support (DRS) by the University Grants Commission in the year 1994. Since then, the Department has been organizing many national seminars and workshops in the field of Educational Management and striving to develop Educational Management as a Discipline. Now the Dept. is in the third phase of Special Assistant Programme (SAP) till 2012. The Department has academic and research collaborations with several foreign universities. It has been offering Professional Diploma in Educational Management (PDEM) course for Educational managers at all levels of education, and Master degree in Educational Management (M.Ed.M.) for those looking for a career as researchers/practioners in educational management. It organizes Competency Based Institutional Management in Education (CONBIME)

programmes and Capacity Building programmes for school Teachers. The Department has been working in close collaboration with its sister Department of Education (CASE). The teachers of the Dept have been guiding Doctor of Philosophy (Ph.D.) in Education. At present several international students have also been working under its rich faculties. It has also conducted number of research projects during I, II and III Phase of SAP (DRS-UGC) and launched several projects in educational management.

4. THE DEPARTMENT OF EDUCATION (CASE)

Faculty of Education and Psychology was started in 1949, and the existing Secondary Teacher's Training College of Baroda was continued as the Department of Education. The College has a glorious record. It continued to provide leadership to the entire field of Education. Looking to its excellent contributions in the area of teaching, research and extension, The University Grants Commission raised it to the status of the Centre of Advanced Study in the discipline of Education in 1963-64. It provides the following teaching programmes. It also offers one part time self financed evening Diploma Course in Guidance Counseling (one year).

- Bachelor of Education (B.Ed.)
- Master of Education (M.Ed.)
- M.Phil Education (M.Phil)
- Ph.D. in Education (Ph.D.)

5. DEPARTMENT OF PSYCHOLOGY

The Department of Psychology is the third Department, under the Faculty of Education and Psychology. Recognizing the crucial importance of Psychology in Education and teacher preparation, the visionary founders of the Faculty had the Department of Psychology attached to it. The Department offers courses at graduate, post-graduate and doctoral levels. Besides, it also offers three post-graduate part-time diploma course, viz. Human Resource Development (HRD), Hypnosis, and Community Clinical Psychology (CCP). All of them are part time self-financed courses in evening time of one year.

6. UNIVERSITY EXPERIMENTAL SCHOOL

The Faculty of Education and Psychology has University Experimental School attached to it and it runs classes from Kindergarten to Higher Secondary. The School prepares students for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) Examinations of the Gujarat State Boards of Secondary and Higher Secondary Education respectively. The School was started in 1951 as a practicing school for the teacher trainees of the B.Ed Course and to carry out any experimental work by the Faculty. It has produced State toppers and distinguished citizens contributed to the growth of Gujarat and India. Now, the school has started English section on self finance basis and is looking for further growth. It is for primary classes only.

7. LIBRARY FACILITIES

The Faculty has an independent library viz., the CASE Library. It has a fine collection of research thesis and books and journals on Education, Psychology, and Educational Administration. Additionally, there are separate sections of books on education and related subjects in the University main Library (Smt. Hansa Mehta Library) and the Social Sciences Information Centre sponsored by the UGC, makes the Centre a very rich source of references on matters of Education. Now, the University has online journals in all areas of knowledge and the students and teachers are given the facility of online access to E-journals from the computer laboratory of the Department.

Dean of the Faculty: Prof. R.G. Kothari

Head of the Dept. : Prof. N.Pradhan

Teaching Staff:

- 1. Prof. N.Pradhan, Professor & Head**
- 2. Dr.Milind Sahasrabudde, Associate Professor**
- 3. Dr.K.Pushpanadham, Associate Professor**
- 4. Ms. Swaleha Sindhi Asst. Professor (Temp)**

OBJECTIVES OF THE PDEM COURSE

The main objectives of the course are as follows:

1. To develop an insight into Educational Management as a discipline and it's inter-relation with other disciplines.
2. To understand Organisational Behaviour as a concept in Educational Management and individual and group dynamics in Organisations.
3. To recognize nature and importance of Educational Resources and their Management.
4. To identify and solve educational management problems scientifically.
5. To understand process of Communication and Decision Making in Educational Management.
6. To Plan, execute, and evaluate educational programmes as educational managers.
7. To develop an insight into various leadership and motivation theories which are useful for Educational Managers.
8. To make students conversant with Concept and application of ICT in the field of Educational Management.
9. To explain methodology of Action Research which they need to carry out as one of the requirements of this course.

DETAILS OF THE PAPERS

The following are the papers offered at PDEM course

Paper

Sr. No.	A- Foundation Courses	Credit
1	EEA- 4101-Management of Education : A Systemic view	3
2	EEA- 4102-Organizational Behaviour and Management of Education	3
3	EEA- 4103-Leadership and Motivation in Educational Management	3
	B - Core Papers	
1	EEA- 4104-Methodology of Action Research	3
2	EEA- 4105-Resource Management in Education	3
3	EEA- 4106- Preparation of Research Proposal and Presentation	3
4	EEA- 4107- Action Research A	3
5	EEA-4201- ICT in Educational Management	6
6	EEA- 4202- Preparation of conceptual paper and presentation	3
7	EEA- 4203- Communication and Decision Making in Management of Education	3
8	EEA- 4204- Action Research - B	3
	* C- Optional Papers (one in each semester (3 +3) Students may earn these credits by taking any two courses from the 'C' group from the Department or any other faculties within the M.S.University of Baroda/ institutions from India or abroad by choosing equivalent course/paper with the prior approval of the Department.	

11	EEA- 4001- Education for Development: National and Global Perspectives	3
12	EEA- 4002-Management of Finance in Education	3
13	EEA- 4003 -Education for sustainable development	3
14	EEA- 4004- Quality Assurance in Education	3
15	EEA- 4005- Professional development of Educational Personnel	3
	D Internal and External Viva-Voce (2+2 Credits) + Internship	
16	EEA- 4108-Viva –Voce (Internal Semester I- internal)	2+2
	EEA- 4205- Viva-voce (Second Semester - external)	
	EEA—4206- Internship	2
	Total Credits	45

SEMESTERWISE PAPERS OFFERED

First Semester: (23 credits)

1. EEA-4101-Management of Education : A Systemic view
2. EEA-4102-Organizational Behaviour and Management of Education
3. EEA-4103-Leadership and Motivation in Educational Management
4. EEA- 4104-Methodology of Action Research
5. EEA- 4105-Resource Management in Education
6. EEA- 4106- Preparation of research proposal and presentation
7. EEA- 4107- Action Research – A
8. EEA- 4108- Viva-voce (First semester) Internal

Second Semester: 22 credits

9. EEA- 4201- ICT in Educational Management
10. EEA- 4202- Preparation of conceptual paper and presentation
11. EEA- 4203- Communication and Decision making in management of Education

12. EEA- 4204- Action Research - B

Optional Papers any two

1. EEA- 4001- Education for Development: National and Global Perspectives
2. EEA- 4002-Management of Finance in Education
3. EEA- 4003 -Education for sustainable development
4. EEA- 4004- Quality Assurance in Education
5. EEA- 4005- Professional development of Educational Personnel

Internal and External Viva-Voce

EEA- 4205- Viva- voce (External) (2 credits)

EEA- 4206- Internship (2 credits)

RULES AND REGULATIONS FOR THE COURSE:

1 OPDEM 1. ADMISSION

A candidate seeking admission to the course leading to the Professional Diploma in Educational Management (PDEM) must satisfy the following conditions:

1. He/She must possess any of the following degrees:
 - (a) Bachelor of Education (B.Ed.)
 - (b) Bachelor of Arts in Education (B.A. Ed.) (Either 3 year degree or the 4 year integrated course)
 - (c) Bachelor of Arts (B.A.) with Education as a major subject of specialization or any other degree recognized as equivalent thereto.
 - (d) Any Post Graduate Degree or its equivalent
 - (e) Any graduate with PTC / ECCE/HRD/HRM/D.El.Ed ...equivalent courses
 - (f) Any candidate with two years of teaching /administrative experience in schools along with Bachelor's degree in any discipline.

OPDEM 2: DURATION OF THE COURSE

A candidate admitted to this course shall undergo a regular course of study for one academic year (2 semesters)

O PDEM 3: COURSES OFFERED AND CREDIT SYSTEM

The following is the details of Foundation papers, Core papers and Optional Papers with its credit to be offered by each student.

<u>Papers</u>	<u>Credits</u>	
A. Foundation Papers	09	(3 credits per subject)
B. Core Papers	24	(3 credits per subject)
C. Optional Papers	06	(3 credits per subject)
D. Viva-Voce Internal	02	(1 credit per first three semester)
E. Viva-Voce External	02	
F. Internship	02	

Total=	45	

Note: One credit equal to 15 hrs of teaching-learning by a student.

ODEM 4: ATTENDANCE

The candidate must have 80% attendance in each of the courses mentioned above during both the semesters.

ODEM 5: SCHEME OF EVALUATION

- a. The student’s performance in each of the course will be assessed on the basis of two periodical tests during the semester, each having a weighthage of 15% and one comprehensive test at the end of the semester, having a weighate of 70%. Alternately, two assignments may be given or one periodical test and one assignment may be given during the semester in lieu of the two periodical tests, with the same weightage (15% each).

EVALUATION SYSTEM FOR PDEM

Grade Points	Description	% of Marks	Grade	Range
10	Outstanding	90.01%-100.00%	O	9.01-10.00
9	Excellent	80.01%-90.00%	A	8.01-9.00

8	Very Good	70.01%-80.00%	B	7.01-8.00
7	Good	60.01%-70.00%	C	6.01-7.00
6	Fair	50.01%-60.00%	D	5.01-6.00
5	Average	40.01%-50.00%	E	4.01-5.00
4	Dropped/Fail	Up to 39.99%	F	Up to 3.99

b. Grade equivalent numerical points

Grades	O	A	B	C	D	E	F
Points	10	9	8	7	6	5	4

The overall grades in this course will be calculated on the basis of the grade points obtained on each of the courses. The student's grades will be calculated as illustrated below.

Sr. No.	A-Foundation Courses	Credit	Grade Obtained	Grade point	Total grade point
1	EEA-4101	3	B	8	24
2	EEA-4102	3	C	7	21
3	EEA-4103	3	D	6	18
4	EEA-4104	3	A	9	27
5	EEA-4105	3	B	7	21
6	EEA-4106	3	C	8	24
7	EEA-4107	3	D	6	18
8	EEA-4108	2	C	8	16
9	EEA-4201	3	E	5	15
10	EEA-4202	3	D	6	18
11	EEA-4203	3	D	6	18

12	EEA-4204	3	C	7	21
13	EEA-4001-5 (Optional-1)	3	B	8	24
14	EEA-4002-5 (Optional-2)	3	B	8	24
15	EEA-4205 (Viva Extl)	2	B	8	16
16	EEA-4206 Internship	2	B	8	16
	Total Credits	45			321

Average Grade Point= $321/45=7.13$

Grade Obtained: B Grade (Passed with First Class)

d. There are also the conversions of Grade and marks for the PDEM course. The equivalent marks and grades are presented here below.

Marks equivalent of grades followed to evaluate students of PDEM.

Division/Grade	Equivalent Marks	Remarks
First/O	90-100	Outstanding
First/A	80-90	Excellent
First/B	70-80	Very Good
First/C	60-70	Good
Second/D	50-60	Fair
Pass/E	40-50	Average
F	0-39	Dropped

F = Dropped (<40%)

ODEM 6: STANDARD OF PASSING

To qualify for the Professional Diploma in Educational Management, a candidate must obtain at least E grade in each of the courses offered as well as in the aggregate.

1. AWARDS TO MERITORIOUS STUDENTS:

1. Dr. P.B. Dektawala Gold Medal for the First Rank holder in the PDEM final examination.
2. Prof. T.K.N. Menon cash prize of Rs. 50.00 to First Rank holder in the PDEM final examination.
3. Prof. T.K.N. Menon cash prize of Rs. 40.00 to Second Rank holder in the PDEM final examination.

SEMESTER – I

DETAILS OF CORE COURSE

FOUNDATION PAPERS

EEA-4101 : MANAGEMENT OF EDUCATION: A SYSTEMIC VIEW

Course Objectives:

This course has been designed to enable the students to:

- (a) gain a systemic view of management of education
- (b) Aware of the various sub-systems operating within the Management dimension of Educational system
- (c) Understand the crucial role of Managing the various Educational sub-systems;
- (d) Critically examine and understand the issues related to policy-making, policy execution and policy appraisal in education.

COURSE OUTLINE

UNIT-I The Educational System: A management view (15 hrs)

1. Educational System: Macro and Micro dimensions, Relationship with sub-system.
2. Management of Education- a systemic view
 - (a) Goals and Values

The ideal nature of educational goals

Translation into specific objectives

- (b) Technology-
Knowledge, Skills

Materials: Gadgets

- (c) Structure-

Collegial Vs Bureaucratic

Organic Vs Mechanistic

- (d) Psycho-Social Dimensions

1) The Psychological Dimensions

2) The Sociological dynamics

UNIT-II The Crucial Managerial dimensions

(15 hrs)

- Planning
- Co-ordinating
- Evaluating
- Organising
- Directing
- Monitoring

UNIT-III Role of Policy in the Management of Education

(15 hrs)

1. Policy making
2. Policy execution
3. Policy appraisal
4. Relevant Educational Policies with specific reference to India. (Since 1947)
5. Some emerging issues (examples given below)
 - Centre- State Relationship
 - Centralization- Decentralization
 - Control-Autonomy
 - Accountability
 - Role of Macro level Authorities in management of Education at each level.

Assignment & Practical work in A-301 Course

UNIT-I:

1. Visit any educational institution and meet the head of the institution. Find out from him/her the following :
 - (i) Goals and values of that institution. (General & Specific)
 - (ii) Techniques, methods and skills used in the institutions for class room teaching.
2. Visit any two educational institutions of the same level and size. Collect the following information from the heads, teaching and non-teaching staff of those institutions.
 - (i) Structure of management followed in the institution.
 - (ii) Note down from the rules and regulation of the institution about the roles and responsibilities of people in the institution at different levels.(Govt. & Institutions Rules).
 - (iii) Number and nature of groups and subgroups in the institution. Interrelationship of people in the institution.

UNIT-II

In consultation with the head of an educational institution, select any programme to be organized in the near future. You observe the programme from day one, about its planning, organizing, co-ordinating, and evaluation. In the end, prepare a report and submit your report to the teacher concerned of the course, for evaluation purpose.

UNIT-III

1. Visit any educational institution and find out from the manager as to what are their policies, if they have any, find out the following from him.
 - (i) How have they formulated the policies?
 - (ii) What care has been taken to execute them?
 - (iii) How has they been appraised?
2. Prepare a two page note on the main points recommended by the National Policy on Education 1992, MHRD. Govt. of India.
3. Write the constitutional provisions about, the role of state and Centre in our Indian Constitution.
4. Visit a school, where the Principal will be managing everything and visit another school of the same level and size where the Principal has given most of his work to be managed by his colleagues. You observe the efficiency of management in both the institution. Give your critical remarks.

References:

1. McGrath; J.H; Planning Systems for School Executives. In text Educational Publishers S. Francisco , 1972.
2. Handy, Charles & Robert Aitken; Middlesex, 1986.
3. Tyler, Willian: School Organization: A Sociological Perspective- Crown Helm, London 1988.
4. Kaufman, Roger A: Educational System Planning, Prantice Hall Inc;N. Jersey, 1972.
5. Ban Ghart, Frank W.A. Educational systems Analysis, Macmillan Co; London, 1969.
6. Getyels, Jacob W, et al: Educational Administration as a Social Process. Harper & ROW, New York, 1968.

7. Umans, Shelley: the Management of Education, Pitman publishing , London ,1972.
8. Vashit S.R. (Edt.), School Aministration, Anmol Publication, New Delhi, 1994.
9. Bush Tony and Kogen Mauriae, Directors of Education, george Allem and Unwin, London,1994.
 13. Derek T and Jane W., The Reality of School Management Basil Blackwell , Ltd., 1994.
 14. Wehrich & Knootz H., Management: A Gloabal Perspective (10th Edition), Mc. Grow Hill INC, New York, 1993.
 15. Wehrich & Knootz H., Essentials of Management (5th Edition), Mc. Grow Hill INC, New York, 1990.
 16. Bhatt K.S. & Ravishankar S. (Edt.) , Administration of Education): New Perspectives and View Points, Delhi, 1985.
 17. Shukla M.C. Business Organisation and Management , New Delhi, 1998.
 18. Wali B,M. & & Yalawar Y.B. Business Management and Policy, Delhi , 1988.

EEA-4102: ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT OF EDUCATION

Course Objective:

This course has been designed to enable the student to-

- (a) understand organizational behaviour (OB) as a concept in management of education;
- (b) understand the individual and the group dynamics as components of OB, with special reference to personality, motivation and leadership;
- (c) understand and appreciate conflict as an inescapable phenomenon that needs to be managed productively.

Course Outline

UNIT-I: Organizational Behaviour : Meaning and Concept. (12 hrs)

- (a) Definition of organisation and it's major tasks
- (b) Different Types of Organisation.
- (c) Organisation at different levels

UNIT-II : OB in Education: The Individual and the Group Personalities. (15 hrs)

1. Personality aspects:
 - (a) Intrinsic: Physical, Mental, Emotional, Spiritual
 - (b) Extrinsic : Social and Professional.
2. Intrapersonal Communications and Interpersonal Communication.
 - (a) Johari Window
 - (b) Transactional Analysis

UNIT-III OB in Education: Conflict Management (18 hrs)

1. Intra-personal: Frustration-Defence Mechanisms-Goal Conflict
2. Interpersonal: Strategies lose-lose to Win-win.
3. Organizational: Strategies for Managing organizational conflict.

Assignments & Practical work in EEA-4012 Course

UNIT-I: Visit any educational institution and prepare a report on relationship amongst teachers, students, Principal, Parents, and Community which affect the effectiveness of the institution.

UNIT-II Visit any educational institution and find out from the Principal as to what he/she does to understand the different personality aspects of his/her colleagues.

UNIT-III: Visit any educational institution and study the different strategies adopted by the educational manager, to resolve conflict in his/her organization.

Reference:

1. Luthans, Fred: Organizational Behaviour. McGraw-Hill International Book Co., Tokyo, 1981.
2. Herbert, Theodora T.: Dimensions of Organizational Behaviour, MC Millian publishing Co., New York, 1976.
3. Heuriegel, Dkon and John W. Slocum: Organizational Behaviour. : Contingency Views, West Publishing Co., New York, 1976.
4. Cohen, Allan R., et al : Effective Behaviour in Organizations. Richard D. Irwin Inc. Illinois , 1976.
5. Milton Charles R: Human Behaviour in Organizations. Prentice-Hall Inc., New Hall Jersey, 1981.
6. Robertson, Ivan T. and Cray L. Cooper: Human Behaviour in Organizations. MacDonald & Evans. Ltd., London, 1983.
7. Holt, Robert R. : Assessing Personality : Harcourt, Brace, Jevanorich Inc., New York, 1971.
8. Journard , Sidney N. : Personal Adjustment, Macmillon Co., New York, 1963.
9. Naspier, Rodney W. and Matti K. Gershenfeld: Groups: Theory & Experience. Houghton Mifflin Co., Boston, 1973.
10. Mabry, Edward A. and Richard E. Barnes: The Dynamics of small Group communication, Prentice-Hall Inc., New Jersey, 1980.
11. Grasha, Anthony F., and Danial S. Kirschenbaum: Psychology of Adjustment & Competence. Winthrop, Mass., 1980.
12. Athos, Anthony G. and Robert E. Coffay: Behaviour in Organizations. Prentice-Hall, New Jersey, 1968.
13. Maltz, Maxwell : The Magic Power of Self-Image Psychology. Pocket Books, New York, 1964.
14. Fontana, David: Social Skills at Work. British Psychological society, Ceicester, 1990.
15. Wehrich & Knootz H., Essentials of Management: (5th Edtion), Mc. Grow Hill Inc, New York, 1990.
16. Wehrich & Koontz H., Management: A Global Prespective (10th Edition), Mc. Grow Hill Inc, New York, 1993.
17. Wehrich & Koontz H., Management Innovative Global Patterns, New Delhi, 1997.
18. B.M. Sharma, Theory of Educational Administration, New Delhi, 1997.
19. Roger Smith, successful School Management, 1995.
20. J.S. Chandan , Management Theory and Practice, New Delhi, 1997.
21. R.S. Dwivedi, Human Relations and Organisational Behaviour: A Global Perspective, 1995.

EEA-4103. LEADERSHIP AND MOTIVATION IN EDUCATIONAL MANAGEMENT

COURSE OBJECTIVE:

This course has been designed to enable the student.

- i. To understand the need of leadership and motivation concepts in educational management.
- ii. To understand the various theories of leadership and motivation.
- iii. To see the implications of different theories of educational leadership and motivation in educational organizations

Course Outline

Unit: I. Meaning and Concept of Leadership and Motivation (16 hrs)

Need of Understanding leadership theories

Need of understanding Motivation theories

Role of educational leader in educational management of leader and motivator

UNIT-II : Theories of Motivation: (14hrs)

1. Maslow's Hierachy of Needs : Self-Actualization,
2. Mc Clelland theory of motivation
 - (a) Achievent Motivation
 - (b) Affiliation Motivation
 - (c) Power Motivation

UNIT-III. Theories and Styles of Leadership (17 hrs)

1. Styles:
 - (a) McGregor's X and Y Styles
 - (b) Reddin's three dimensional model
 - (c) Likert's four systems
 - (d) Blake and Mouton's Managerial Grid
3. Power as an essential component of leadership.
3. Reven's Social Basis of Power.

Assignments:

UNIT-I. Study the meaning and concept of educational leadership and motivation from any two books of educational management and prepare a summary report.

UNIT-II: Visit any educational institution and study the ways and means, the leader uses to develop achievement motivation amongst his/her staff.

UNIT-III: Visit any educational institution and study different leadership styles power-bases used by the Educational manager under different situations.

Recommended readings

1. Luthans, Fred: Organizational Behaviour. McGraw-Hill International Book Co., Tokyo, 1981.
2. Herbert, Theodora T.: Dimensions of Organizational Behaviour, MC Millian publishing Co., New York, 1976.
3. Heuriegal, Dkon and John W. Slocum: Organizational Behaviour. : Contingency Views, West Publishing Co., New York, 1976.
4. Cohen, Allan R., et al : Effective Behaviour in Organizations. Richard D. Irwin Inc. Illinois , 1976.
5. Milton Charles R: Human Behaviour in Organizations. Prentice-Hall Inc., New Hall Jersey, 1981.
6. Robertson, Ivan T. and Cray L. Cooper: Human Behaviour in Organizations. MacDonald & Evans. Ltd., London, 1983.
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9. Naspier, Rodney W. and Matti K. Gershenfeld: Groups: Theory & Experience. Houghton Mifflin Co., Boston, 1973.
10. Mabry, Edward A. and Richard E. Barnes: The Dynamics of small Group communication, Prentice-Hall Inc., New Jersey, 1980.
11. Grasha, Anthony F., and Danial S. Kirschenbaum: Psychology of Adjustment & Competence. Winthrop, Mass., 1980.

FOUNDATION COURSE

EEA-4104-Methodology of Action Research

EEA-4105-Resource Management in Education

EEA-4106-Preparation of Research Proposal and Presentation

EEA-4107: Action Research- A

EEA-4108-Viva-voce Internal

EEA-4201- ICT in Educational Management

EEA-4202-Preparation of conceptual paper presentation

EEA-4203-Communication and Decision Making in Management of Education

DETAILLS OF COURSE OUTLINE OF CORE PAPERS

EEA-4104: Methodology of Action Research

Objectives:

1. The students will know the meaning and concept of action research.
2. The students will know the steps of conducting action research.
4. The students will be able to formulate action research problem.
5. The students will be able to conduct an action research and prepare it's report

Course outline:

Unit- I: Meaning and concept of Action Research. (10 hrs)

1. Meaning of action research and its importance.
2. Need of action research for educational managers.
3. Types of action research.
4. Limitations and Merits of action research.

Unit-II: Process of Conducting Action Research (15 hrs)

1. Identification of Problem
2. Diagnosis of the Problem
3. Identifying the causes
4. Title of the study & major objectives of the study
5. Preparation of the Action Plan
6. Implementation of the Action Plan
7. Evaluation of the Action Plan conducted.
8. Reporting of the Research

Unit-III: Formulation of research Problem (12 hrs)

1. Problems of educational institution
2. Genesis of the problem/s
3. Benefit to the institution though action research
4. Involvement of human resource in action research
5. Certain precaution in action research
6. Researcher's role in action research (Planning & Conducting)

Unit-IV: Analysis and interpretation of data: (8 hrs)

1. Descriptive statistics; Mean, Median, Mode, SD, Mean Deviation, Quartile Deviation, Average Deviation.
2. Graphical representation of data.
3. "t" test , Chi-square test
4. Qualitative analysis of data.

Assignment:

1. Evaluate an action research report submitted by any student of last year and comment specifically as to how you can improve on it.
2. Select a small topic of action research and find out as to how you can diagnose the problem, prepare an action plan and implement the same. Also plan how you can evaluate its success?

Reference:

1. Sharma S.R.,(Edt.) Encyclopaedia of Modern Educational Research: Methods of Educational Research, Anmol Publications, New Delhi, 1994.(Vol.I-V)
2. Bryman A., Social Research Mthods , 2nd edn. Oxford University Press. Oxford, USA, 2002
3. Charlse C.M.and Mertler C.A., Introduction to Educational Research, Pearson Custom Publishing, Boston , Massachussts, 2002
4. Cooke,B. and Cox, J.W. Fundamentals of Action Research, Sage Publications, New Delhi, 2005
5. Quereshi, M. Educational Research, Anmol Publication Pvt. Ltd., New Delhi, 2005

EEA-4105: RESOURCE MANAGEMENT IN DEUCTION**Course Objectives:**

This Course has been designed to enable the students to –

1. Understand the meaning, concept and process of Resource Management;
2. View the management of different resources (human, material , financial, time and curriculum) from both the administrative and managerial dimensions;
3. Integrate the understanding of the administrative and managerial dimensions of management of resources in education.

Course outline:**UNIT-I : RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS (15 hrs)**

- Meaning and Concept
- Nature and Component processes: Identification, Optimization, Replenishment , Appraisal
- Types of resources: Human, Material (physical), Financial, Time, Curriculum.

UNIT-II: PERSONNEL MANAGEMENT: (15 hrs)

- (a) Administrative dimensions
- regulations and procedures (routinised operations pertaining to recruitment, training, allocations,

- promotions, terminations, benefits, service conditions, etc.)
- as a supportive function
- (b) Managerial dimensions
 - as a dynamic, innovative function
 - personnel with respect to their motivation, creative development, human relating training for professional improvement, etc.
 - Some critical issues in the effective integration of the administrative and managerial dimensions.

UNIT-III MATERIAL MANAGEMENT:

(15 hrs)

- (a) Administrative dimension: Procurement, stock taking, maintenance, replacement etc.
- (b) Managerial dimensions
 - Multipurpose utilization of material
 - Adaptability/mobility of resources.
- (c) Issues wherein, the creative managerial aspects offsets the scarcity factors.

Assignments & Practice work

UNIT-I: Visit any educational institution and note down the various types of resources and classify them under the following headings.

- (ii) Personnel or human resources
- (iii) Material resources

UNIT-II:

1. Visit any educational institution to know, what procedures he/she follow in staffing his/her institution. Make a report of the same.
2. Report the problems, encountered by the educational managers in procurement , utilization, and maintenance of various resources through making visit to at least five education institutions.

UNIT III:

Visit any one school and observe, interact with administrators and report as to how the educational resources are used creatively.

Recommended Reading

1. Govt. of India, Budget Estimate committee, Budge, 1985-86.
2. Mort, Paul & Reussor, W.C.: Public School Finance. McGraw-Hill Book Co., 1951.
3. Castetter & Ovsiew: Budgeting for Better Schools. Prentice Hall Inc., N.J.,1960.
4. Roe, W.H. : School Business Management, McGraw-Hill Book Co., New York 1961.
5. Brookes, J.ER.et: School Time-tabling, Unit 9. The Open university Press, London, 1976.
6. Misra Atmand: The Financing of Indian Education Asia Publishing House, Bonnay 1967.
7. Bhagia. N.,et al: Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi,1990.

8. Vaizey John: The Economics of Education , Faber & Faber, London, 1962.
9. Torrington D. and Weightman J. : The Reality of School Management Blackwell Educational , England, 1989.
10. Preedy Margaret: Apprpaches to Curriculum Management, Open University Press, 1989.
11. Decenzo D.A. and Robbins S.P. Personnel/Hunman Resource Management (3rd Edi)., Prentice Hall of India , New Delhi, 1997.
12. Flippo, E.B., Personnel Management (6th Edi)Mac. Grow Hill, 1984.
13. Roger Smith, Successful School Management ,1995.
14. Chandan J.S., Mnagement theory and Practice, New Delhi,1997.
15. Wali B.M. and Yalwar Y.C. Business Management and Policy, Delhi,1988.

EEA-4106-Preparation of Research Proposal and Presentation

Objectives

Students will be able to conceptualize an action research problem and develop a proposal to solve the problem

Students will develop the skills of presentation and participate in discussion

Course outline

Unit-I: Conceptualize an action research problem (12 hrs)

1. Identification of an action research problem
2. Process of studying the genesis of the problem
3. Pathological analysis of the problem

Unit-II: Developing an Action Research Proposal (20 hrs)

1. Introduction of the Problem
2. Conceptualization of the Problem
3. Significance of the study
4. Objectives of the Study
5. Finding the Real cause/s of the problem
6. Developing the Action Plan of the study
7. Implementation of the Plan and Monitoring the Progress
8. Evaluating the Implemented Plan

Unit-III: Proposal Presentation

(13 hrs)

1. Skills of Presentation and use of ICT
2. Demonstration of Proposal Presentation and Orientation
3. Evaluation of Proposal

Assignment:

Select a topic in consultation with the guide and develop an action research proposal and present the same with the help of ICT.

References

Alan Bryman (2004) 2nd Edt. Oxford University Press, INC., New York, USA

Best J.W. and James V. Hahn (2008) 10th Edt. Prentice Hall of India., Pvt. Ltd., New Delhi-11001

Kerlinger F.N. (1983) Foundations of Behavioural Research, Holt Rine Hart and Winston, Inc.

EEA- 4107-Action Research- A

Objectives

1. Students will be able to carry out an action research project scientifically
2. Students will be able to analyze and interpret the data collected in action research as per objectives and hypotheses
3. Students will be able to prepare a report of the action research work carried out by them during the academic year.

Course out line

Unit-I: Finalization of topic for action research

(15 hrs)

1. Criteria to select a problem for action research
2. Initial effort to conceptualize the problem
3. Critical examination of the problem

Unit- II: Reporting of Action Research

(20 hrs)

1. Introduction
2. The Problem and its setting

3. The root causes
4. Action Plan Design
5. Implementation plan
6. Analysis and interpretation of data
7. Conclusion and Implications
8. References

Unit- III: Care to be taken in Reporting

(15 hrs)

1. Language of Reporting
2. Format of the body of the Report
3. Bibliography

Assignments:

Students shall critically analyze and present a review paper of the action research report submitted by past students.

Students shall select a topic of action research in consultation with their teacher and carry out the action research and submit a report of the same.

Suggested Readings:

1. Bravette, G. (2001). "Transforming Lives: Towards bicultural competence." *Handbook of Action Research: Participative Inquiry and Practice*. P. Reason and H. Bradbury. London, Sage Publications
2. Gustavsen, B. (2003). "New Forms of Knowledge Production and the Role of Action Research." *Action Research 1* (2): 153-164.
3. Heron, J. (1996). *Co-operative Inquiry: Research into the human condition*. London, Sage Publications.
4. Kemmis, S. (2001). "Exploring the Relevance of Critical Theory for Action Research: Emancipatory research in the steps of Jurgen Habermas." *Handbook of Action Research: participative inquiry and practice* . P. Reason and H. Bradbury. London, Sage.
5. Kvale, S. (1995). "The Social Construction of Validity." *Qualitative Inquiry* **1(1)**: 19-40.
6. Ladkin, D. (2005). "The enigma of subjectivity': How might phenomenology help action researchers negotiate the relationship between 'self', 'other' and 'truth'?" *Action Research* **3(1)**: 109-127.
7. Lather, P. (2001). "Validity as an Incitement to Discourse: Qualitative research and the

- crisis of legitimation.” *Handbook of Research on Teaching, 4th Edition*. V. Richardson. Washington DC, American Education Research Association. Fourth Edition: 241-250.
8. Ludema, J. D., D. L. Cooperrider, et al. (2001). “Appreciative Inquiry: The power of the unconditional positive question.” *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 189-199.
 9. Maguire, P. (2001). “Uneven Ground: Feminism and Action Research.” *Handbook of Action Research*. P. Reason and H. Bradbury. London, Sage.
 10. Marshall, J. (2001). “Self-Reflective Inquiry Practices.” *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 433-439.
 11. Marshall, J. (2004). "Living Systemic Thinking: Exploring quality in first person research." *Action Research 2* (3): 309-329.
 12. Marshall, J. and P. Reason (2007). "Quality processes in 'taking an attitude of inquiry'." *Management Research News 30* (5).
 13. Wadsworth, Y. (2001). “The Mirror, the Magnifying Glass, the Compass and the Map: Facilitating participatory action research.” *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 420-432.
 14. Watzlawick, P., J. Weakland, et al. (1974). *Change. Principles of Problem Formulation and Problem Resolution*. New York, London, W.W. Norton

SEMESTER-II

EEA-4201- ICT in Educational Management

Objectives :

1. The students will know and appreciate the use of ICT in educational management.
2. The students shall acquire the skills of using Micro soft word, Office automation software package, Accounting package, tele conferencing, internet surfing etc.

Course Outline:

Unit-I: ICT in Educational Management. (10 hrs)

1. Meaning and concept of ICT
2. Need and importance of ICT in Educational Management
3. Different forms of ICT in Educational Management.
4. Advantages and limitations of ICT use in Educational Management.

Unit-II: Use of Micro soft word in Administration of Education. (12 hrs)

1. File creating, editing,
2. Mail merge
3. Formatting
4. Table creating
5. Calculation

Unit- III : Office Automation in Educational Organizations. (10 hrs)

1. Use of ICT in office automation.
2. Data base creating and managing; Admission, Examination, Record keeping.

Unit-IV: Use of Internet in Educational Management: (13 hrs)

1. Internet use
2. E- mail use
3. Tele-conferencing

Assignments

1. Visit any educational institution and on list the software and hardware technology which are being used by the teachers, principal, and office staff in their tasks. Conduct an interview with the principal, to find out the difficulties in using these technology and any step taken by the administrator regard in this.
2. Practice the use of Microsoft word and data base in managing education.

Reference:

1. Mehdi K.P. Challenges of Information Technology Management in the 21st Century, IRMA International Conference, 2000.
2. Leilly, R.T. The Handbook of Office Automation, iuniverse, USA, 2006
3. Campbell,John D. and James V. R. Uptime: Strategies for Excellence in Maintenance Management Productivity Press. 2006
4. Joey F. George, et al., Object-Oriented System Analysis and Design, Prentice Hall, USA, 2004

EEA-4202-Preparation of conceptual paper and presentation

Objectives

1. Students will be able to critically review the literature in educational management
2. Enable students to develop a concept in educational management
3. Students will develop a paper on the new concept and present the same

Course outline

Unit-I: Locating and review of literature (15 hrs)

1. Selecting a topic

2. Identifying primary and secondary resource related to the topic
3. Critically review the literature
4. Drawing implications and conclusions

Unit-II: Writing of Conceptual paper

(15 hrs)

Steps of writing a paper; Introduction, objectives, thesis and antithesis, main body, conclusions

Care to be taken in writing a paper; target group, language, references, styles

Editing the final paper

Unit-III: Presentation skills

(15 hrs)

1. Preparation for presentation
2. Modes of Presentation
3. Characteristics of effective presentation
4. Review of presentation

Assignment:

Students shall carry out the following assignment/s for further understanding

1. Select a topic of their interest on educational management and make presentation
2. Prepare a review note on any ten articles on a selected topic by reviewing different resources.

References

Best J.W. and James V. Hahn (2008) 10th Edt. Prentice Hall of India., Pvt. Ltd., New Delhi-11001

Koul I. (1988) Methodology of Educational Research, Vikas Publishing House, Pvt. Ltd., New Delhi

Rao V.K. (1999) Trends in Education (vols. II and III) rajat publication, New Delhi

Sharma R.A. (1988) Fundamentals of Educational Research, International Publishing House, Meerut, India

EEA-4203. COMMUNICATION AND DECISION MAKING IN MANAGEMENT OF EDUCATION

Course Objectives:

1. To develop an understanding and appreciation of the significant role of communication in educational administration and management with special reference to Decision-making.
2. To develop an understanding of the kinds of communication, relevant to administration and management of education at various structural levels.
3. To critically appraise the existing systems of communication and decision-making in Indian Education Systems at micro / macro level.
4. To provide a basic understanding and to develop an appreciation for the complexities and issues involved in decision making process in educational management, with specific reference to Indian education system.

Course Outline:

UNIT-I : Significance of communication and decision making in educational management . (7hrs)

- Meaning and definition
- Importance of communication and decision making in management process.
- Role of communication and decision making in educational management process.
- Issues involved and strategies adopted to over come them.

UNIT-II: Nature of Communication in the Management of Education. (8 hrs)

Forms of communication

1. Verbal and non-verbal
2. Upward and downward
3. Formal and informal;
4. Inter-person and intrapersonal

Purposes of Communication

1. Informational
2. Functional
3. Directive
4. Clarificatory / Questioning
5. Suggestive

Communication Blocks

1. Individual differences
2. Situations
3. IQ
4. Defense mechanism
5. Attitudes

Channels of communication within educational structures at different levels.

UNIT-III: A. Nature of Decision making in Educational Management Process. (15 hrs)

A. Types of Decisions:

1. Short term and long term,
2. Personal and Institutional
3. Routine and Unique Policy Decision
4. Executive Decisions, Operational / Functional Decisions.

B. Approaches and Techniques of Decision Making Process:

Approaches of decision making:

Rationalistic, Humanistic, Integrative

Techniques of decision making:

- i. Participative-Brainstorming,
- ii. Delphi technique,
- iii. Nominal group techniques,
- iv. Staff/Professional discussions.

UNIT-IV: Some Issues involved in Decision Making & Strategies adopted to over come from areas of distortion in Communication & Decision-making. (15 hrs)

1. Clash of interests, intentions, and styles.
2. Combating field realities, resources and administrative constraints in decision making .
3. Participative decision making
4. Achieving effectiveness in communication and decision making in the conflicting situational demands.

Assignments and Practical

UNIT-I:

Visit any educational institution and review the notices and letters written by the head of that institution to the students and teachers. Write down the purposes of those letters and notices one can include parents also.

UNIT-II

1. The managers communicate both in written and an oral form. Observe a manager in any educational institution and find out as to why the manager chooses to communicate in a particular mode.

2. Identify the different channels of communication, used by an educational manager. Prepare a report on the same.

UNIT-III:

1. Visit any educational institution and observe the different types of decisions taken by the educational manager at the micro level and criteria kept in mind.

2. Identify some of the routine and creative decisions taken by the administrator in his/her day to day functioning and critically review the decisions taken by him/her.

3. Examine the different decision making techniques used by an administrator of an educational institution.

UNIT-IV: Write a detailed report on any two of the critical issues of communication and decision making faced by educational administrator at any level.

Recommended Reading

1. Crockhite, Gary: Communication and Awareness. Cummings Publishing Co., Mass., 1976.
2. Burgoon, Michael & Michael Ruffner : Human Communication . Holt, Rinehart & Winston, New York ,1978.
3. Worrall, Norman: People and Decisions. Longman, Longman, London, 1980.
4. Goel, S.D.: Modern Management Techniques. Deep & Deep Publications, New Delhi, 1987.
5. Tortoriello, Thomas R.et. al: Communication in the Organizarion.
6. Luthans, Fred: Organizational Behaviour. McGraw-Hill International Book Co., Tokyo, 1981.
7. Baird, John E.: The Dynamics of Organizational Communication, Harper & Row, New York, 1977.
8. Handy, William V. :Communication and Organisational Behaviour. Richard D. Irwing Inc., Illinois, 1967.
9. Weugrucg & Koontz H., Essentials of Management (5th Edition), Mc. Graw Hill INC, New York, 1990.
10. Roger Smith, Successful School Management, 1995.
11. Chandan J.S., Fundamental of Modern Management, New Delhi, 1986.

EEA- 4204-Action Research- B

Objectives

1. Students will be able to carry out an action research project scientifically
2. Students will be able to prepare tools for data collection analyze and interpret the data collected in action research as per objectives and hypotheses
3. Students will be able to prepare a report of the action research work carried out by them during the academic year.

Course out line

Unit-I: Action Plan Implementation (10 hrs)

1. Care to be taken during implementation
2. Monitoring strategies for action plan
3. Ethics in action research

Unit- II: Tools and Techniques of Action Research (5 hrs)

1. Observation; Participant and non-participant
2. Interview: Structured and Un-structured
3. Achievement test and Psychological tests
4. Validity and reliability of tools

Unit-IV: Data Collection and Analysis (10 hrs)

1. Care to be taken during data collection
2. Consent of participant and institution
3. Collection and storing
4. Analysis techniques

Unit-V: Preparation of a Report (20 hrs)

Preparing the report and documenting and submission under the guidance of a teacher

Suggested Readings:

1. Bravette, G. (2001). "Transforming Lives: Towards bicultural competence." *Handbook of Action Research: Participative Inquiry and Practice*. P. Reason and H. Bradbury. London, Sage Publications
2. Gustavsen, B. (2003). "New Forms of Knowledge Production and the Role of Action Research." *Action Research 1* (2): 153-164.
3. Heron, J. (1996). *Co-operative Inquiry: Research into the human condition*. London, Sage Publications.
4. Kemmis, S. (2001). "Exploring the Relevance of Critical Theory for Action Research: Emancipatory research in the steps of Jurgen Habermas." *Handbook of Action Research: participative inquiry and practice* . P. Reason and H. Bradbury. London, Sage.
5. Kvale, S. (1995). "The Social Construction of Validity." *Qualitative Inquiry* **1**(1): 19-40.
6. Ladkin, D. (2005). "The enigma of subjectivity': How might phenomenology help action researchers negotiate the relationship between 'self', 'other' and 'truth'?" *Action Research* 3(1): 109-127.
7. Lather, P. (2001). "Validity as an Incitement to Discourse: Qualitative research and the crisis of legitimation." *Handbook of Research on Teaching, 4th Edition*. V. Richardson. Washington DC, American Education Research Association. Fourth Edition: 241-250.
8. Ludema, J. D., D. L. Cooperrider, et al. (2001). "Appreciative Inquiry: The power of the unconditional positive question." *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 189-199.
9. Maguire, P. (2001). "Uneven Ground: Feminism and Action Research." *Handbook of Action Research*. P. Reason and H. Bradbury. London, Sage.
10. Marshall, J. (2001). "Self-Reflective Inquiry Practices." *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 433-439.
11. Marshall, J. (2004). "Living Systemic Thinking: Exploring quality in first person research." *Action Research 2* (3): 309-329.
12. Marshall, J. and P. Reason (2007). "Quality processes in 'taking an attitude of inquiry'." *Management Research News* 30 (5).
13. Wadsworth, Y. (2001). "The Mirror, the Magnifying Glass, the Compass and the Map: Facilitating participatory action research." *Handbook of Action Research: Participative inquiry and practice*. P. Reason and H. Bradbury. London, Sage Publications: 420-432.
14. Watzlawick, P., J. Weakland, et al. (1974). *Change. Principles of Problem Formulation and Problem Resolution*. New York, London, W.W. Norton

OPTIONAL PAPERS

EEA4001 : Education for Development: National and Global Perspectives (3 Credits)

Objectives:

1. To understand the concept of Development, change, empowerment and Transformation
2. To study how education helps for development
3. To review the national and global policies and programs on Education for Development

Units:

Unit I. The Concept of Development 10 **hours**

- Meaning and Nature of the concept development, change, empowerment and transformation

Unit II. Education and Development 15 hours

- Education at all levels: purposes and processes
- Alternative Models of Education for Development
- Human Development Index

Unit III National and Global Policies and Programs on Education for Development

20 hours

- Development of Five Year Plans in India
- Millennium Development Goals
- Developmental Challenges: National and Global

Assignment:

1. Review the latest five year plan of Government of India with specific focus on Education and Development.
2. Develop a comparative statement on the Human Development Index (HDI) of SAARC and reflect.
3. Report the status of MDG in India with empirical evidence.

References:

Schultz, T. Paul, 2003. "Human capital, schooling and health," *Economics & Human Biology*, Elsevier, vol. 1(2), pages 207-221, June.

Gary S. Becker, 1962. "Investment in Human Capital: A Theoretical Analysis," *Journal of Political Economy*, University of Chicago Press, vol. 70, pages 9.

Govt. of India, 2011, Eleventh and Twelfth Five Year Plans, Planning commission, New Delhi

UNO 2011, The Millennium Development Goals Report 2011, UN, New York.

EEA4002: Management of Finance in Education

Course Objectives:

This course has been designed to enable the students to:

- a. To create awareness of financial aspects in educational system
- b. To make students understand about the concept of quality educational institutions
- c. To make students knowledgeable about different systems of financial accounting

Course Outline

Unit-1: Budgeting in School organizations 10 hrs

1. Need and Types of Budget
2. Precaution in school budgeting
3. Role of managers in school budget

Unit-2: Financial accounting 10 hrs

- a. Meaning and scope of financial accounting
- b. Importance of accounting concept and conventions,
- c. Balance sheet and related concepts (related to educational system)

Unit-3 Sources for Income 6 hrs

- a. Internal
- b. External

Unit-4 Sources of Expenditure 5 hrs

- a. Revenue
- b. Capital

Unit: 5- Analysis of budget 14 hrs

1. National budget
2. State budget
3. Institutional budget

Assignment & Practical work in B-312 Course

1. Visit any educational institution and prepare a report on different sources of income and expenditure

2. Gather information about various systems of accounting which educational institutions follow.

References:

- 1) Financial Management: Eugene F. Brigham and Philip R. Davas, 9th edition
- 2) Fundamental of Financial Management: James C. Van Horne, John Martin Wachiwicz. John M. achowicz. 2004, Prentice Hall
- 3) Cases in Financial Management, 1st Edition. Eugene F. Brigham and Chris Financial
- 4) Financial Accounting: ICFAI Notes, Hyderabad, Banjara Hills, 1999
- 5) An Introduction to Accounting: Maheshwari S. N. & Maheshwari S.K., Vikas Publication House Pvt. Ltd.
- 6) Brinckerhoff, P. C. (1996). Financial empowerment, an essential financial guide for not-for-profit organizations. Alpine Guild.
- 7) Johnson, R. W., & Lee, R. D. (1998). Public budgeting systems (6th ed.). Aspen Publishers,

EEA4003: Education for Sustainable Development

Course Objectives:

This course has been designed to enable the students to:

- a. To develop students' understanding of the concept of sustainability
- b. To develop students' understanding of the relationship between sustainable development, environmental education and citizenship
- c. To develop students' ability to plan for sustainability across the curriculum
- d. To develop the knowledge, skills and attitudes which will enable students to take action for change in their personal and professional lives

Course Outline

Unit-I: Sustainable Development

10 hrs

- Meaning and definition of sustainable Development
- Importance of ESD
- Global sustainability and challenges

Unit-II: Essential components for sustainable development

17 hrs

- Physical Environment
- Social Environment

- Psychological Environment
- Leadership commitment for creating sustainable environment

Unit-III: Role of education in Sustainable Development

18 hrs

- National policies and International bodies
- NGO roles
- Role of school principals/Heads

Assignment & Practical work in C-313 Course

Unit 1

- Prepare a report on appropriate teaching and learning strategies for the development of education for sustainability in the primary/secondary curriculum
- Visit an educational Institution and create plan/ activity to make schools and/or communities more sustainable.

Unit-2

- Visit a school and find the role of school principals, teachers and the parents play for the achievement of sustainable environment in schools
- Visit an educational institution and find out what applications are used in that institute to deliver environmental and sustainable development curriculum.

Unit-3

- Prepare “ agenda for Sustainable Development” for a school, as a key tool for education and effective scrutinisation of environmental and sustainable development issues in school
- Visit an educational institution and find out the process followed in that school in organizing activities for creating sustainable environment and the process used for its evaluation.
- Prepare a report on the role of National and International bodies in creating a sustainable environment.

Recommended Reading:

- a. Ashley M (Ed)(1999) *Improving Teaching And Learning In The Humanities* Falmer Chapt.10
- b. Beeley, Colwell & Stevens(2006) *Planet Earth: the future- what the experts say* London: BBC
- c. Chambers B (1995) *Awareness into Action - Environmental Education in the Primary Curriculum* GA
- d. Fisher C and Binns T (2000) *Issues in Geography Teaching* London Routledge
- e. Hicks D and Holden C (1995) *Visions of the Future- why we need to teach for tomorrow* Stoke; Trentham
- f. Huckle J and Sterling S(ed) 1996 *Education for Sustainability* London Earthscan
- g. Palmer J (1998) *Environmental Education in the 21st century: theory, practice, progress and promise* London; Routledge
- h. Shalcross et al (2006) *Creating Sustainable Environments In Our Schools* Stoke on Trent; Trentham

EEA4004: Quality Assurance in Education

Course Objectives:

This course has been designed to enable the students to:

- a. To understand the importance and significance of quality in education
- b. To understand the significance of quality assurance and accreditation, particularly, in the context of recent developments in education and globalization of education
- c. To define the concepts of quality assurance and accreditation in education
- d. To describe the approach and methodology of quality assurance and accreditation as pursued by the educational institutions and apex bodies in India

Unit-1: Quality in education

15 hrs

- a) Meaning of quality
- b) Concept, definition and importance of quality institutions
- c) Quality indicators

Unit-II: Quality Assurance

15jhrs

- a) Meaning of quality assurance

- b) Need of quality assurance in education
- c) Principles of quality assurance

Unit-III: Quality Assurance Mechanism in Education

15 hrs

- a) Self assessment
- b) School supervision and inspection
- c) Accreditation

Assignment & Practical work in B-313 Course

Unit-1

- a Write a report on the recent changes that have propelled the move for Quality Assurance and Accreditation in education.
- b Visit an educational institute and discuss with the head the procedure for approval of courses adopted by their institute and reflect and state how it effects quality of that institute.

Unit-2

- a Visit a school and analyze certain aspects related to different internal and external quality assurance systems in that school.
- b Prepare a report on the need of quality assurance in educational institutions in the present days and narrate the challenges faced by these institutions in this process.

Unit-3

- a Visit an educational institution and discuss with the head the criteria for institutional assessment adopted, highlighting its positive as well as negative fall-outs on institution.
- b Prepare a report on the role of Accreditation as mechanism of quality assurance in schools.

Recommended Reading:

1. Antony, Stella (2001), 'Impact of Assessment and Accreditation on Institutions of Higher Education'; University News, Vol. 39.
2. Ansari, M.M. (2003), 'Quality Assurance and Accreditation of Open and Distance Learning (ODL) Institutions in India: Some Perspectives' Paper presented in ICDL Conference, Hong Kong.
3. Elaine El-Khawas (1998), 'Quality Assurance in Higher Education: Recent Progress:Challenges Ahead', The World Bank.
4. Godfrey, A. B., "Juan's Quality Handbook", 1999.
5. Peter Ewell, Robert P. Lisensky (1988) Assessing institutional effectiveness: redirecting the self-study process, Consortium for the Advancement of Private Higher Education.
6. Quality Assurance of Transnational Higher Education – The Experiences of Australia and India, Ed. Anthony Stella and Sudhanshu Bhushan Ist Ed. Australian Universities

7. Quality Agency and the National University of Educational Planning and Administration, 2011
8. Quality of Professional Education in the Present Era, Edited by Dr. Jyotsna Saxena and Dr. Geeta Rai 1st ed. Anamika Publishers & Distributors (P) Ltd, 2011
9. Innovations in Indian Education System, Edited by Prof. Kalika Yadav, Dr. H. K. Khandai and Anshu Mathur 1st ed. Shipra Publications, 2011
10. Quality Assurance In Higher Education, Rutledge, 14-Jan-2004

EEA4005 : Professional Development of Educational Personnel (3 Credits)

Objectives:

1. To understand the concept of Professional Development and Quality Education
2. To study existing Professional Development Programs for Teachers and Head teaches
3. To review the national policies and programs on Professional Development of Teachers

Units:

Unit I. The Concept of Professional Development 10 hours

- Meaning and Importance of Professional development
- The types of Educational Personnel: School, District and National Levels

Unit II. Development of Professional Development Programs 15 hours

- Identification of Training Needs
- Selection of Training Methodology
- Impact Evaluation

Unit III National and Global Policies and Programs on Professional Development of Teachers and School Principals 20 hours

- Professional Standards of Teachers: National and Global Perspectives
- Professional Assessment and Performance Appraisal
- Emerging Issues and Challenges

Assignment:

1. Visit any school and prepare a detailed report on the types of professional development opportunities available for the Educational personnel in that school and elaborate the training

needs, methodology and opinions of the personnel regarding the professional development programme.

2. Develop a comparative report on the professional standards and professional development programs for teachers in Asia Pacific countries.

3. Review the National Curriculum Framework for Teacher Education 2010: Towards preparing a professional and Humane Teacher.

References:

- Fullan, M. (2001). The new meaning of Educational Change. London: The Fulmer Press.
- Gusky, T.R. (1995). Professional development in education: In search of the optimal mix. In T.R. Gusky & M. Huberman (Eds), Professional development education: New Paradigms and practices (pp.114-131). New York: Teachers College Press.
- Guskey, T.R & Hiberan, M. (1997). Professional development in education: New paradigms & practices, New York: Teachers College Press, Columbia University
- Guskey, T.R & Hiberan, M. (1997). Professional development in education: In search of the optimal mix. In T.R. Guskey and M. Huberman (Eds), Professional Development in Education: New Paradigms and Practices New York: Teachers College Press, Columbia University

EEA-4108 & EEA 4205- Course: Viva-Voce Test (Internal and External);

In the end of Semester I, the students will appear before the viva-voce committee to be constituted by the Dean of the faculty and Head of the Dept. In the end of Semester –II, students will appear before the External Viva-voce committee. The weightage will be 2 credits each.

EEA4206: Internship: At the end of Semester-II, students are required to submit a report about their internship Programme. The students shall be attached to an administrator and they will work in collaboration with the administrator. The report shall be about their learning experiences. It shall carry a weightage of 2 credit.