

# M.A. in Education

## Semester -1

### PAPER-I

## PHILOSOPHY OF EDUCATION

#### COURSE CONTENTS :

Unit I : Philosophy of Education

- Meaning, Nature and Scope of philosophy and education.
- Relationship between philosophy and education.
- Nature and functions of philosophy of education.

Unit II : Metaphysical Problem and Education

- Concept of reality regarding man, nature and society : their educational implications.
- western Schools of Philosophy : Idealism. Naturalism. Pragmatism. Realism and values, and their educational implications for aims, curriculum. methods of teaching and discipline.
- Modern Concepts of Philosophy : Analysis - Logical Analysis, Logical Empiricism and Positive Relativism (Moriss L. Prigge)

Unit III : Epistemology and Education

- Know ledge - methods of acquiring valid knowledge with special reference to analysm philosophy. Dialectic Approach, Scientific enquiry

Unit IV : Axlogy and Education

Critical appreciation of the contributions made by Sankhya, Vedanta. Duddhism.

Jainism and Islamic traditions with special reference to their concepts of reallty know edge and values. and their educational implications for aims curriculum. methods of teaching and discipline

Unit V : Indian Thinkers

Indian Thinkers and their philoscpical contribution in the filed of education gandhi Tagore and Maulana Mazharul Heque, Maulana Azad, Zakil Husain, Dr. K.G. Saiyidcum, Sir Syeid Ahma Kha,

Suggested Readings

Bramel. D Patterns of Educational Policy, New York. Hold Renehart & Winstom 1971

2. Brown. L.M. Aims Of Education. New york. Teachers College Press. 1970
3. Brubacher R.S. Modern Philosophies of Education, Chicago, University Press 1955
4. Cohen B Means and Ends In Education, London George Allen & Unwin. 1983
5. Corren Randall (Edited) A Companion to philososophy of education, New York Blackwell Publishing 2003
6. Cortis. S.J. Introduction to Philosophy of Education, London, London University Tutorial Press 1968
7. Deway J. Democracy and Education and Inrtoduction into Philosophy of Education New York, The Free Press 1966
8. Fitzgibbon, R.E. Making Educational Decision : An Introduction to Philosophy of Education, New York, Harcourt Brace jovanovich, 1981
9. Heyting Frieda (Edited) Methods in Philosophy of education, London, Routledge, 2001



10. Kneller, G.F. Introduction to philosophy of Education, New York, John Wiley & Sons 1971
11. Lawton D. Class Culture and Curriculum, London Routledge & Regan Paul, 1975
12. Luther. M.N. Values and Ethics in School Education, New Delhi, Tata Meraw Hili 2001.
13. Mechellan J.E. Philosophy of Education, New Jersey, Prentice Hall Ince, 1976
14. Moon. Bob (Edited) International Companion to Education London, Routledge, 2000.
15. Morries. V. Existentialism In Education, New York, Harper & Row, 1966
16. Mukherjee, R.K. Ancient Indian Education, Delhi Motilal Banarasidas, 1974
17. Noorateth. M.P. Education Goals, Aims and Objectives, New Delhi, Vikash 1984
18. O'Connor J. An Introduction to the Philosophy of Education, Agra Vinod Pustak Mandir 1995
19. Pandey R.S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996

## PAPER-II

### Sociology of Education

#### Courses Objectives

- To enable them to understand the relationship, between culture, society and education
- To enable them to analyze the relationship between education and social change social stratification social mobility and modernization.
- To make them aware of the constitutional provisions towards the protection of educational rights with special reference to the deprived sections of the society like scheduled tribes women and minorities.
- To make them realize the importance of constitutional values and their implications in Education.

#### Courses Contents

##### Unit I: Concept and Approaches

- Meaning, Scope and uses of Sociology of Education
- Difference between Sociology of Education and Educational Sociology
- Difference between sociology of Education and Educational Sociology
- Sociological Approaches to Education and their Limitations
- Bandura Theory of Social Learning

##### Unit II: Education and Socialization

- Culture -Concept. Culture and Personality
- Agencies of Socialization-family, peer group, community, institutions of formal education, and mass media o Concept of Self, Development of Self and Theories of Self-Esteem (Cooley, Mead, Erickson and Rogers)

##### Unit III: Social Groups and their Educational Implications

- Social groups —Nature and Types (Primary, Secondary and Tertiary, formal and informal: in-groups and out-groups); their Educational Relevance
- Group dynamics- Cohesion and Conflict; Conflict Resolution.
- Interpersonal relationships in classrooms: Classroom Climate: Organizational Climate type; dimensions and educational effects
- Sociometry and Guest Who Technique

##### Unit IV: Education as Social System o Education as a factor of Social stratification and Social Mobility.



- c Concept of Community, School-Community Relationships and their Educational: Importance
  - Social Change: Factors and Theories of Social Change c Process of Social Change • Structural Processes: Industrialization, Urbanization, Modernization.
  - Cultural Processes: Sanskritization and Westernization c Role of Education in Modernization and Social Change
- Unit V: Education and Social Inclusion c Issues of equality of educational opportunities and excellence in education. Equality on equity in education, Inequalities in Indian Social System with special reference to social disadvantages, gender and habitations, need measures to address them o Education and democracy, constitutional provisions for education; National, and Education: Education for National Integration and international Understanding

## PAPER- III

### PSYCHOLOGY OF EDUCATION

#### Course Content:

#### Unit I: Educational Psychology & Human Development

- Concept and Principles of Development. Sequential Stages of Human Development with their General Characteristics and the related problems, Factors influencing development and their relative role.
- Major concepts and stages of the theories of Piaget and Bruner and their implications in education.

#### Unit II: - Learning & Individual Difference

- Concept, kinds and levels of Learning- Gagne's hierarchy.
- Theories of Learning with their Educational implications : Thorndike's Connectionism. Pavlov's Classical and Skinner's Operant Conditioning; Hull's Reinforcement Theory Learning by Insight; Lewin's Field Theory and Tolman's Sign Theory; Factors influencing learning.
- Transfer of Learning and Its Theories.
- Motivation: Concept, Theories of Motivation & their Implications in Education.
- Individual Differences- concept of intra and inter differences; Determinants; role of heredity and environment; Implications of Individual Differences for organizing Educational Programmes.

#### UNIT-III: Intelligence and Creativity

- Intelligence Nature and Theories of Intelligence, Guilford's Structure of Intellect Model. Measurement of Intelligence, Identification and fostering of Intelligence.
- Creativity Concept and Nature. Main Aspects of Creativity, The Creative Process. Creativity and Intelligence, Assessment of Creativity, Identification, fostering and guiding creative children.
- Children with special needs: Gifted and Backward children: Characteristics. Identification and Education of Gifted, Mentally Retarded and Slow learners

#### UNIT-IV: Personality & Its Assessment

- Concept and Definitions of personality.
- Theories of Personality- Trait Theories of Allport & Eysenck; Psychoanalytic approach of Freud. Adler. Jung and Erickson; Behaviouristic approach of Miller, Dollard and Bandura; Humanistic approach of Roger and Maslow.



- Indian Theories- Vedic, Buddhist, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamurthi and Sri Aurobindo.

- Determinants of Personality : Genetic, Social and Cultural determinants.

- Assessment of Personality: Personality Inventories, Rating scales, Projective Techniques- Rorschach Ink Blot Test, Thematic Apperception Test.

#### **UNIT-V : Adjustment, Mental Health & Group Dynamics**

- Concept of adjustment and Maladjustment. Conflicts and mechanisms of defense.

- Introduction to common forms of neuroses, psychosis and somatic disorders • Mental Health and Mental Hygiene: Characteristics of a Mentally Healthy Person; Principles of mental hygiene- preventive, constructive, curative measures.

- Group Dynamics- Understanding group process, Interpersonal relations, Socio-metric grouping. Socio-emotional climate of the classroom and influence of teacher characteristics, helping the Isolates and Rejectees.

### **PAPER-IV**

## **EDUCATION IN MODERN INDIA**

#### **Course Content:**

#### **Section-A**

**Unit- I : Education during Ancient & Medieval Period :** Vedic Education c Buddhist Education o Jainism and Education Muslim Education

**Unit- II: Education during British Period**

- Macaulay's minutes, Wood's dispatch- 1854 Lord Curzon's educational policy Growth of National consciousness, National Education Movement c Indian Education Commission (1882)

**Unit- III: Education Commissions in Independent India**

- Radhakrishnan Commission- 1948 : Secondary Education Committee Report (1952-53) c Indian Education Commission (1964-66) National Policy of Education (1986) Ram Murti Commission (1992) c. Common School System Commission of Bihar- 2006-07

**Unit- IV: Problems & Issues in Indian Education c Elementary Education o Secondary Education c Higher Education : Women Education : Vocational Education o Education for Disadvantaged Groups**

- Minority Education

**Unit- V: Educational Management c Meaning & concept of Management in Education- Implications for educational initiatives o Managing Resources- Human and Material Management of q**

- Curriculum, Co-curriculum, School discipline, Classroom and Time-table Developing performance profiles of institutions

### **SEMESTER II**

### **PAPER-V**

## **TEACHER EDUCATION**



## **COURSE OBJECTIVES**

- To enable the students to understand the meaning scope, objective of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
- To acquaint the students with the various aspects of student - teaching programmes, prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understanding about the important research findings in teacher education.

## **COURSE CONTENTS**

### **UNIT-I Introduction of Teacher Education**

- Meaning and scope of teacher education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.
- Teaching as a profession.

### **UNIT-II Different Teacher Training Programmes**

- Preparation of Teachers for Pre -- Primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators.
- Preparation of teacher for teaching of a particular subjects (Language, Mathematics, Science, Social Science).
- Pre. Service & In - service Training Programmes, Training of guidance personnel, evaluators, lesson writers.
- Post graduate courses in education, research and innovations in teacher education.

### **UNIT-III Training Techniques**

- Student teaching programmes.
- Pattern of student teaching (internship, block teaching, teaching practice, off campus teaching practice)
- Techniques of teacher training core teaching, micro teaching, interaction analysis.
- Evaluation of student teaching.
- Taxonomy of teacher behaviour.

### **UNIT-IV Trends in teacher education & Educational Bodies.**

- Innovations in teacher education.
- Integrated teacher education programme.
- Comprehensive college of education.
- NCERT, RIE, SCERT, DIET
- National Council for Teacher Education.
- Current Problems.
- Practicing Schools in Teacher Education.
- Teacher Education and communication.
- Teacher Education and other institutions.
- Implementation of curricula of Teacher Education.
- Teacher Education through distance mode.

### **UNIT V Research in Teacher Education**

- Research activities in the field of teacher education and their implications with respect to.
- Teaching effectiveness.
- Criteria of admission.
- Approaches to teaching



# PAPER-VI

## EDUCATIONAL TECHNOLOGY

### COURSE OBJECTIVES

- To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
- To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- To enable the students teacher to understand about the importance of programmed instructions and researches in E.T.
- To acquaint students teachers with emerging trends in ET along with the resource centres of ET.

### COURSE CONTENTS

#### UNIT-I Concept, Meaning & Scope of Educational Technology

- Concept of Educational Technology.
- Meaning. Nature. Scope and significance of ET.
- Components of ET: System Approach, Software, hardware.
- Educational Technology, InstruhAional Technology, Teaching Technology, Behaviour Technology.

#### UNIT-II Instructional System & Instructional strategies

- Concept. Nature. Process. Components, "Types & Theories of Classroom Communication, Ma,s media approach in Educational Technology.
- Instruction and Instructional System.
- Formulation of instructional objectives.
- Designing of instructional strategies such as lecture, Demonstration, Team Teaching, Discussion, Seminar and Tutorials, Panel Discussion.

#### UNIT-III Models Of Teaching

- Modification of Teaching Behaviour.
- Micro teaching, Flanders's Interaction Analysis, Simulation.
- Models of Teaching.

#### UNIT-IV Self Instructional System

- Programmed instruction (linear/branching model) Origin and types --- linear and branch in
- Development of the programmed instruction material.
- leachinv, machines.
- Computer Assisted Instruction.

#### UNIT-V Emerging trends in Educational Technology

- Educational Technology in formal, non formal and Informal Education, Distance Education. Open Learning Systems and EduCational Technology.
- Emerging trends in Educational Technology, Videtape Radio Vision, Tele conferencing, CCTV, CAI, INSAT, Problems of New Technologies.

- Resource Centres for Educational Technology, CIFF, UGC, IGNOU NOS. State EI 11: (ells. etc. their activity for the improvement of teaching learning.

## **Paper - VII**

### **Paedagogy / Science / Maths / Social sc. / English and Indian Languages**

#### **TEACHING OF SCIENCE**

- Nature of Science
- Objective of Science teaching : Instructional and Behavioral
- Place of Science in School Curriculum
- Principles of curriculum construction in Science
- Approaches/Methods of Teaching Science:
- Lecture, Demonstration, Laboratory, Heuristic
- Teacher Centred vs Learner Centred
- Individual Centred vs Group Centre
- Teaching Skills
- Micro teaching
- Core teaching skill
- Planning for Teaching Science
- Evaluation in Science

#### **TEACHING OF PHYSICS**

- Unit and Dimensions
- Motion and Force
- Light-Image Formation by mirrors and Lenses
- Heat and Thermodynamics
- Electricity and its Effects
- Sound and its propagation
- universe and space Exploration
- Magnetism

#### **TEACHING OF CHEMISTRY**

- Elements and Compounds: Nature and Symbols
- Periodic Tables
- Structure of Matter
- Chemical Reactions
- Metals and Non-metals
- Carbon and its Compounds

#### **TEACHING OF LIFE SCIENCES**

- Organization in the Living World
- Food Production and Management
- Nutrition and Health
- Man and Environment

#### **TEACHING OF MATHEMATICS**

##### **Nature, Objectives and Approaches of Teaching of Mathematics**

- Nature, Need and Place of Mathematics in the School Curriculum
- Objectives of Teaching Mathematics: Instructional and Behavioural



- Approaches and Techniques of Teaching Mathematics
- Teacher centred vs Learner Centred
- Individual vs Group
- Planning for Effective Instruction of Mathematics
- Principles of Curriculum Construction
- Evaluation in Mathematics Teaching Arithmetic and Commercial Mathematics
- Number Systems, Exponents and Logarithms
- Elementary Number Theory
- Per cent (I) Applications to Everyday Activities
- Per cent (II) Commercial Mathematics
- Statistics: Averages, Graphic Representation and Classification of Data

#### **Teaching Algebra and Computing**

- Polynomials, Basic Concepts and Factoring
- Linear Equations and Inequalities: Graphs and Quadratic Equation
- Sets, Relations, Functions and Graphs
- Sequencing, Flow Charting and Computing

#### **Teaching Geometry and Trigonometry**

- Basic Concepts, Parallel Lines and Parallelogram
- Congruence and Construction of Triangles
- Mensuration: Area and Volume
- Triangles and its Applications to Trigonometry

#### **TEACHING OF SOCIAL SCIENCE**

- Pedagogy of Teaching Social Sciences
- Nature, Objectives and Approaches of Teaching Social Sciences
- Instructional Inputs in social Sciences
- Instructional Process in Social Sciences
- Evaluation in Social Sciences

#### **Teaching of History**

- Indus Valley Civilization
- Beginning of the Modern Age
- Cultural Heritage of India
- Indian Awakening

#### **Teaching of Geography**

- Tools of Geography
- Natural Environment
- Human Interaction with Environment
- India's Physical Features

#### **Teaching of Economics and Civics**

- Natural Resources and their utilization
- Infrastructure of Indian Economy
- An Overview of Indian Economy

#### **TEACHING OF ENGLISH**

##### **Instructional Planning in the Teaching of English**

- Nature, Need and Objectives



- Who are the Learner of Language?
- Approaches, methods and Techniques in English Language Teaching (ELI)
- Daily Lesson Plans: Strategies for Classroom Transaction.

#### **Listening Comprehension and Speaking**

- Teaching Listening-I
- Teaching Listening-II
- Developing Speaking/Oral Skills
- Speaking Activities
- Testing Listening Ability and Listening Comprehension
- Testing Speaking Skills

#### **Reading Comprehension**

- The Reading Process
- Developing Reading Skills
- Reading Comprehension-I
- Reading Comprehension-II
- Teaching Vocabulary

#### **Teaching, Writing and Grammar**

- The Writing Process
- Different Types of Writing
- Teaching Study Skills
- Teaching Grammar : New Type Activities and Games
- Improving and Assessing Writing Ability
- Testing Grammar and Usage

हिंदी एवं अन्य भारतीय भाषा

हिंदी एवं अन्य भारतीय भाषा शिक्षण:

- भाषा की प्रकृति एवं कार्य
- विद्यालयी स्तर पर भाषा
- हिंदी एवं अन्य भारतीय भाषा शिक्षण की व्यवस्था एवं सामग्री

भाषिक योग्यताओं का विकास

- हिन्दी एवं अन्य भारतीय भाषाओं के भाषिक तत्व-1
- हिन्दी एवं अन्य भारतीय भाषाओं के भाषिक तत्व-2
- श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास
- पठन योग्यता
- लिखित अभिव्यक्ति के कौशल का विकास

साहित्यिक विधाओं का शिक्षण एवं व्याकरण शिक्षण

- कविता-शिक्षण
- निबंध शिक्षण
- मध्य की अन्य विधाओं का शिक्षण
- व्याकरण शिक्षण

मूल्यांकन, क्रियात्मक शोध तथा सम्मनयन कार्य

- भाषा सुप्राप्ति कूल्यांकन
- निदानात्मक एवं उपचारात्मक कार्य
- क्रियात्मक शोध
- सम्मनयन कार्य



## Paper-VIII Planning & practice teaching of two method subjects in a sec/sr sec school

Each student will prepare twenty lessons in each method subject in the supervision of a teacher's in a secondary/senior secondary school. The institution may develop own mechanism for preparation of teaching skills, lesson planning and practice

## SEMESTER III Paper- IX Special Education Course Contents

### UNIT-I Historical Perspectives of Special Education

- Historical development in India and Abroad
- Evolutionary process in attitude change towards persons with special needs
- Philosophical approaches to special education
- Psychological perspectives of special education
- Sociological perspectives of special education

### UNIT-II Overview of the Children with Special Needs

- Concept, nature & characteristics of Visual Impairment, etiology and prevention. Educational Programmes for Visually Impaired Children.
- Concept, nature and characteristics of Hearing, Speech and Language impairments. etiology and prevention. Educational Programmes for such Children.
- Concept, nature, characteristics, etiology and prevention of Locomotor and Neurological disability. Educational Programmes for such Children.
- Concept, nature, characteristics, etiology and prevention and correction of...earning disabilities: (a) Dyslexia, (b) Dystrophia, (c) Dyscalculia, (d) Dysphasia (i) Dystrophia (ii) Behavioral and Emotional disorders (iii) Mental Retardation (iv) Autism (v) Cerebral Palsy (vi) Attention Deficit Disorder
- Concept, nature, characteristics, etiology, prevention and (...:i-recti()); Disabilities and Educational Programmes for such Children.
- Concept, nature and characteristics of Gifted and Creative Children and Enrichment Programme for their education.
- Juvenile Delinquency and Educational Programmes for their Rehabilitation.

### UNIT-III Policies and Legislations for Special Education

- International legislations for special education: UN-ESCAP (a) Salamanca statement-1994, (b) Dakar conference-, and © Biwako Millennium Framework
- National legislations for special education: (a) RCI Act, 1992; (b) PWD Act, 1995 & (c) National Trust Act, 1999, Right to Education Act, 2009
- National Policies on Special Education: IED Scheme 1974, NPE 1986. Programme of Action 1992, National Policy for Disabled Person 1993, SSA (2000) & IECYD-2005
- Government schemes and provisions, Employment agencies and services and NGO Funding schemes
- National Institutes for the Welfare of Disabled; National Handicapped Finance & Development



Corporation (NHFDC).

#### **UNIT-IV Current Issues in Special Education**

- Identification and Labeling
- Cultural Diversity
- Accountability
- Advocacy
- Attitudes and Awareness

#### **UNIT-V Recent Trends and Future Prospects of Special Education**

- Education: Normalization, Mainstreaming, Integration (Integrated Education) and Inclusion (Inclusive Education)
- Rehabilitation: Deinstitutionalization, Community Based Rehabilitation (CBR)
- Parent and Community Involvement
- Open Distance Learning System; Non Formal Education: Individualized Educational Plan (IEP)
- Role of Information and Communication Technology (ICT) in educating the disabled Children

## **Paper - X**

### **COURSE CONTENTS**

#### **UNIT-1 Introduction**

- Concept, Importance and Scope.
- Aims and Objectives.
- Guiding Principles and foundations.
- Relationship between man and Environment.

#### **UNIT-II Concept of environment and ecosystem**

- Natural system earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.
- Human system — Human being as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system — industrial growth, scientific and technological inventions and their impact on the environmental system.
- Environment and Sustainable Development.

#### **UNIT-III Environmental Hazards**

- Environmental pollution; physical, air, Water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion, global warming.
- Need and efforts for conservation, preservation and protection of rich environmental heritage.

#### **UNIT-IV Features of curriculum for environmental education**

- Special nature of curriculum on environmental education.
- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Methods — Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys. Projects and Exhibition.
- Role of Media, Print, Films and TV.
- Programme of environmental education for primary, secondary and higher education institutions.



### **UNIT-V Environmental Movements in India & Abroad**

- Global / Conferences on Environmental issues.
- National and International Policy/ resolution on Environment.
- Environment as New Social movement.

## **Paper - XI**

### **WOMEN EDUCATION & GENDER SENSITIZATION**

#### **COURSE CONTENTS**

#### **UNIT-I Meaning, nature and scope of Women's Education**

- Meaning, nature and scope of Women's Education from ancient to modern age
- Importance of Women's Education and its features/ objectives.

#### **UNIT-II Legal Provision Related with Women's Education**

- Women's Education and different organizations related to women.
- Women's Rights Act and its implementation
- Different plan & strategy of Women's Education in India.

#### **UNIT-III Women's Education & Social Development**

- Society development and women education
- Role of women in educational administration and management.
- Women's Education in Rural and urban area Problem and achievement.

#### **UNIT-IV Women's Education and its development**

- Comparative study of Women's Education with developed nations i.e., U.S.A., U.K. Japan, China and Canada.
- Thoughts of great persons on Women's Education such as Mahatma Gandhi. Pd. Jawahar Lal Nehru, Rabindra Nath Tagore, Sarojini Naidu.

#### **UNIT-V**

- Women's Education Vs Primary and Higher level education system.
- Role and status of women education in education system.
- Government education plan for girl education during five year Plan.

## **Paper-XII**

### **EDUCATIONAL MANAGEMENT**

#### **COURSE OBJECTIVES**

#### **UNIT-I Nature and Scope of Educational Management**

- Meaning, nature, scope and Functions of Educational Administration and Management
- Historical Perspective of Educational Management in India
- Principles of Educational Management
- Theories and Approaches of Management and their Implications for Education
- Total quality Management in Education: Concept and Approaches
- Academic & Professional Competencies and Functions of educational managers.
- Leadership in Educational Management: Meaning and Nature of Leadership. Theories of



Leadership, Styles of Leadership, Measurements of Leadership.

- Specific Trends in Educational Administration and Management such as Decision Making, Organizational Compliance, Organizational Development & PERT

#### **UNIT-II Educational Planning and Supervision**

- Meaning, Nature and Principles of Educational Planning, Approaches to Educational Planning
- Perspective Planning: Concept, Nature, Scope and Use of Perspective Planning in Education
- Institutional Planning: Concept, Nature, Scope and Importance of Institutional Planning in Education, Principles & Processes of Institutional Planning.
- Manpower Planning: Concept, Need and Importance of Manpower Planning for Human Resource Development
- Meaning, Need and Nature of Educational Supervision: Supervision as a Service Activity, Supervision as a Process, Supervision as functions, Supervision as Educational Leadership, Inspection Vs. Supervision, Academic Supervision vs. Administrative Supervision, Modern Supervision, Functions of Supervision.
- Planning, Organizing and Implementing Supervisory Programmes, Evaluation of Supervisory Effectiveness, Limitations of Present Supervisory Procedures.

#### **UNIT-III Resources Management in Educational Institution**

- Resources and their Types: Human and Material Resources
- Management of Time: Time Schedules for various Activities, Preparation of Daily, Weekly, Monthly and Yearly Plans for the School
- Management of Physical Resources: School Building, Library, Laboratory, Hostels and Playgrounds
- Management of Human Resources: Inter-Personal, Inter-Group Relationship, teacher Taught Relations, Head-Teacher Relationship, Relationship with Management and Administrator, Management of Conflicts and Stress.
- Organizational Climate: Team Building
- Meetings: Types and Group Dynamics
- Staff Selection & Personnel Development: Recruitment, Training, Coordinating and Controlling: Budgeting, Recording & Reporting
- Meeting the Psychological Needs of Employees, Systems Approach
- Performance Appraisal Systems: Concept, Need and Purposes of Performance Appraisal. Approaches to Performance Appraisal, Essential Criteria of good Appraisal Systems, Performance Appraisal Methods and Techniques, Motivation and Job Satisfaction, Limitations of Performance Appraisal.

#### **UNIT-IV Management of Financial Resources**

- Nature and Scope of Educational Finance
- Sources, Procurement, Budgeting and Allocation of Funds and Maintenance of Accounts
- Sharing and Distribution of Financial Responsibilities
- Preparation of Budget
- Role of Central and State Governments
- Mobilization of local resources: Contribution of Local Authorities, NGOs and Parents' Organizations
- Private and Self Financing of Educational Institutions.



### **UNIT-V Recent Trends in Educational Management in India**

- Globalization & Internationalization and their Impact on Educational Policies. Planning, Financing and Management.
- Decentralized Planning and Management: Problems and Issues
- Quality Assurance in Educational Management: Monitoring and Evaluation System
- Institutional Autonomy and Accountability
- Research Relating to Educational Management
- Problem and its sources; Selection and Definition of problem, Review of Related Literature
- Objectives - primary, secondary and concomitant
- Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.
- Sampling: Unit of sampling, population; techniques (a) probability sampling techniques & (b) non-probability sampling techniques; Characteristics of a good sample; Sampling errors and how to reduce them; Tables of Random Numbers.

### **UNIT IV Tools and Techniques of Data Collection**

- Observation; Interview; Sociometric techniques.
- Questionnaire. Rating scales; Interview schedules, Attitude scales etc.
- Reliability and validity of various tools and techniques.
- Evaluation of Research: Criteria
- Validity and Limitations of findings; factors influencing validity research; internal vs. external validity; how to increase validity of research findings.

### **UNIT V Methods of Data Analysis and Writing Research Reports**

- Organization and representation of Data: Frequency distribution Histogram, Ogive, Smoothed Frequency Curve.
- Concept, calculation and uses of Measures of central tendencies,
  - a) Measures of variability.
  - b) Percentiles and Percentile Ranks
  - c) Correlations, Regression equations
- Properties and uses of normal distribution
- Inferential statistical methods
  - a) Standard errors, confidence limits
  - b) Hypothesis testing Difference between means, correlations
  - c) Cross breaks (Chi-square)
- Writing Qualitative and Quantitative Research Reports Frequency Polygon,

## **Semester IV Paper - XIII**

### **COURSE CONTENTS**

#### **UNIT I Nature of Research, Knowledge and Inquiry**

- Scientific inquiry, scientific method, nature and sources of knowledge.
- Paradigm, theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.
- Nature of educational data: Quantitative and Qualitative; Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data. and observation based



data. Quantitative data; Scales of measurement- nominal, ordinal, interval, Ratio.

- Philosophical, psychological and sociological and historical orientation in educational research.
- Interdisciplinarity in educational research and its implications.

#### UNIT II Methods of Educational Research

- Fundamental & Applied Research.
- Experimental;
- Survey; Historical. Case Study; Developmental; Ethnographic. Documentary-analysis; Ex-post facto.
- Evaluative Research and Actor. Research.

#### UNIT III Developing a Research Proposal

- Problem and its sources; Selection and Definition of problem, Review of Related Literature
- Objectives - primary, secondary and concomitant
- Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.
- Sampling: Unit of sampling, population; techniques (a) probability sampling techniques & (b) non-probability sampling techniques; Characteristics of a good sample; Sampling errors and how to reduce them; Tables of Random Numbers.

#### UNIT IV Tools and Techniques of Data Collection

- Observation; Interview; Sociometric techniques.
- Questionnaire. Rating scales; Interview schedules, Attitude scales etc.
- Reliability and validity of various tools and techniques.
- Evaluation of Research: Criteria
- Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

#### UNIT V Methods of Data Analysis and Writing Research Reports

- Organization and representation of Data: Frequency distribution. Frequency Polygon, Histogram, Ogive, Smoothed Frequency Curve.
- Concept, calculation and uses of Measures of central tendencies. a) Measures of variability. b) Percentiles and Percentile Ranks c) Correlations, Regression equations
- Properties and uses of normal distribution
- Inferential statistical methods a) Standard errors, confidence limits b) Hypothesis testing Difference between means, correlations c) Cross breaks (Chi-square)
- Writing Qualitative and Quantitative Research Reports



### **Paper XIV**

#### **Dissertation**

Students will write a dissertation on a problem as specified in regulation.

### **Paper XV**

#### **Internships**

Students will perform internship in B.Ed or in B.A. Programmers or equivalent programs of any institution as specified in regulation.

### **Paper XVI**

Viva voce on whole course will be conducted as specified in regulation.

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