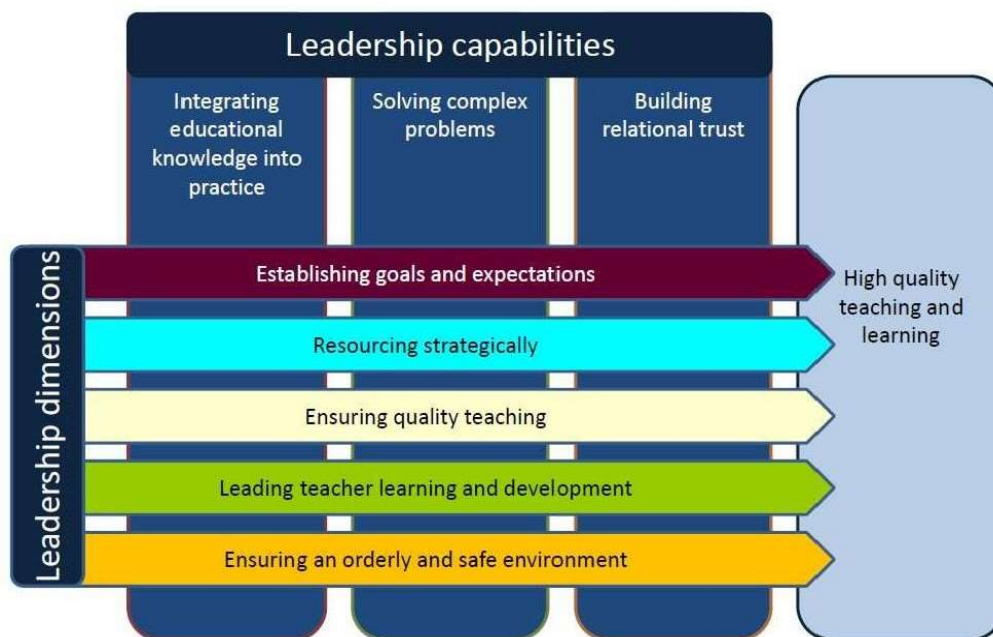**DEPARTMENT OF EDUCATIONAL ADMINISTRATION**
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA

BROCHURE
2019-20

SYLLABUS

MASTER OF MANAGEMENT STUDIES (EDUCATION)

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA**

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DETAILS OF THE PAPERS

The following are the papers offered at MMS (Education) course

Paper

Sr. No.	A- Foundation Courses	Credit
1.	EEA 2101: Philosophical Foundation in Educational Management	3
2.	EEA 2102: Sociological Foundation in Educational Management	3
3.	EEA 2103: Psychological Foundation in Educational Management	3
4.	EEA 2104: Organization and Administration in Education in India	3
5.	EEA 2105: Research Methods in Education Paper-I	3
6.	EEA 2201: Research Methods in Education Paper-II	3
	B - Core Papers	
1.	EEA 2202: Educational Leadership	3
2.	EEA 2203: Education for Sustainable Development	3
3.	EEA 2204: Curriculum management	3
4.	EEA 2205: Practical work of Data Processing with Computer	2
5.	EEA 2206: Practical work on Literature Review on a given topic	2
6.	EEA 2301: Preparation and Presentation of Research Proposal	2
7.	EEA 2302: Comparative Perspectives of Educational Management	3
8.	EEA 2303: Management of Stress in Educational Organizations	3
9.	EEA 2304: Motivation theories and their applications	3
10.	EEA 2305: Policy Making in Educational management	3
11.	EEA 2306: Practical work on Data collection and analysis	2
12.	EEA2401: Preparation and presentation of a conceptual paper	2
13.	EEA 2402: Emerging areas of Research in Educational Management	3
14.	EEA 2403: Writing and Reporting Dissertation	6

15.	EEA 2404: Communication and Decision Making	**3**
16.	EEA 2405: Practical work on Writing of Research paper	**2**
	C. Optional Papers (Students can select one optional paper in each semester that total four optional papers from the following list or equivalent papers from other faculties in the M.S.University/any other Institutions within India or Abroad with prior approval of the Department.)	
1.	EEA 2001: Supervision, Development and Appraisal of Educational Personnel and programs	3
2.	EEA 2002: Management of Examination System	3
3.	EEA 2003: Special Education Provisions: Policy, Management and Finance.	3
4.	EEA 2004: Organizational Development	3
5.	EEA 2005: Management of Information Systems	3
6.	EEA 2006: Women in Educational management	3
7.	EEA 2007: Management of Teacher Education in India	3
8.	EEA 2008: Law and Education	3
9.	EEA 2009: Human Resource Management	3
10.	EEA 2010: Time Management	3
	A. Viva-voce Internal (3 internal i.e., one in each first three Semesters)= 3 credits each **B. Viva-Voce External (one at the Final Semester)= 2 credits**	**3** **2**
	Total	**80**

SEMESTER –WISE COURSE DISTRIBUTION

SEMESTER-I (MMS (Education))

Course No.	Course Name	Marks	Credits
EEA 2101	Philosophical Foundation of Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2102	Sociological Foundation of Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2103	Psychological Foundation of Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2104	Organization and Administration of Education in India	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2105	Research Methods in Education-I	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2001-10	Optional Papers (Candidate should select **ONE paper** from the list of optional papers)	30 Internal + 70 Comprehensive = 100 Marks	3
EEA- 2106	Viva-voce (First semester) Internal	**25 marks**	1
		Total Marks =625	
		Total Credits= 19	

SEMESTER-II MMS (Education))

Course No.	Course Name	Marks	Credits
EEA 2201	Research Methods in Education (Paper-II)	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2202	Educational Leadership	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2203	Education for Sustainable Development	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2204	Curriculum Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2205	Practical work on Data Processing with Computer	100% internal=50 marks	**2**
EEA 2206	Practical work on literature review on a given topic	100% internal=50 marks	**2**
EEA 2001-16	Optional paper (candidate should select **One paper** from the list of optional papers)	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2207	Viva-Voce : Internal	**25 marks**	1

	Total Marks =625
	Total Credits= 20

SEMESTER-III (MMS (Education))

Course No.	Course Name	Marks	Credits
EEA 2301	Preparation and Presentation of Research Proposal	100% Internal = 50 Marks	2
EEA 2302	Comparative Perspectives on Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2303	Management of Stress in Educational Organizations	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2304	Motivation theories and their applications	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2305	Policy Making in Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2306	Practical work on data collection and Analysis	100% internal= 50 marks	2
EEA 2001-16	Optional paper (candidate should select ONE **paper** from the list of optional papers	30 Internal + 70 Comprehensive 100 Marks	3

EEA 2307	Viva-Voce : Internal	100% internal=25 marks	1
		Total Marks =625	
		Total Credits= 20	

SEMESTER-IV MMS (Education)

Course No.	Course Name	Marks	Credits
EEA 2401	Preparation and presentation of a conceptual paper	100% Internal =50 Marks	2
EEA 2402	Emerging areas of research in Educational Management	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2403	Writing and Reporting Dissertation	100 % External = 200 Marks	6
EEA 2404	Communication and decision making	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2405	Practical work on Writing of Research Paper	100% internal= 50 marks	2
EEA 2001-16	Optional paper (candidate should select **ONE paper** from the list of optional papers)	30 Internal + 70 Comprehensive = 100 Marks	3
EEA 2406	Viva-Voce : External	**100% External=50**	2

marks

Total Marks =650

Total Credits= 21

SUMMARY OF SEMESTERWISE PAPERS, MARKS AND CREDITS

MMS (Education)	Marks	Total Papers	Credits
First Semester	625	07	19
Second Semester	625	08	20
Third Semester	625	08	20
Fourth Semester	650	07	21
TOTAL	2525	30	80

RULES AND REGULATIONS FOR THE COURSE:

MMS (Education) 1. ADMISSION

A candidate seeking admission to the course leading to the Masters of Management Studies (Education) must satisfy the following conditions:

S/he shall be a Graduate or Post-Graduate in any subject with 50% minimum marks or equivalent grade point.

MMS (Education). Syllabus **2019**

MMS (Education) 2: DURATION OF THE COURSE

A candidate admitted to this course shall undergo a regular course of study for two academic years (4 semesters).

MMS (Education) 3: COURSES OFFERED AND CREDIT SYSTEM

A candidate admitted to this course shall undergo a regular course of study for two academic years (4 semesters). The following is the details of Foundation papers, Core papers and Optional Papers with its credit to be offered by each student.

Papers	Credits
A. Foundation papers (6)	18
B. Core Papers (15)	45
C. Optional Papers (04)	12
D. Viva-Voce (Internal)	03
E. Viva-Voce (External)	02
Total=	**80**

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

MMS (Education) 4: ATTENDANCE

MMS (Education). Syllabus **2019**

The candidate is required to have 80% attendance in each of the courses mentioned above during all 4 semesters.

MMS (Education) 5: SCHEME OF EVALUATION

a. The student's performance in each of the courses will be assessed on the basis of periodical test/Assignment during the semester having a weightage of 30% and one comprehensive test at the end of the semester, having a weightage of 70%.

b. Two assignments may be given or one periodical test and one assignment may be given during the semester.

EVALUATION SYSTEM FOR MMS (EDUCATION)

For the evaluation of students, following grading system and its equivalent weightage in percentages be followed.

Grade Point	Description	% of Marks	Division of Grade	Range
10	Outstanding	90.10%-100.00 %	First/O	9.01-10.00
9	Excellent	80.10%-100.00 %	First/A	8.01-9.00
8	Very good	70.10%-100.00 %	First/B	7.01-8.00
7	Good	60.10%-100.00 %	First/C	6.01-7.00
6	Fair	50.10%-100.00 %	Second/D	5.01-6.00
5	Average	40.10%-100.00 %	Pass/E	4.01-5.00
4	Dropped/Fail	Up to 39.99 %	F	Up to 3.99

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

A Sample of Course wise credit and obtained Grades calculated to show the total Grade point obtained by a student

Papers	Credit	Grade Obtained	Grade point	Equivalent Grade Points
EEA 2101	3	B	8	3X8=24
EEA 2102	3	O	10	3X10=30
EEA 2103	3	O	10	3X10=30
EEA 2104	3	E	5	3X5=15
EEA 2105	3	B	8	3X8=24
EEA 2106	1	A	9	2X9=18
EEA 2001	3	C	7	3X7=21
EEA 2201	3	D	6	3X6=18
EEA 2202	3	C	7	3X7=21
EEA 2203	3	C	7	3X7=21
EEA 2204	3	B	8	3X8=24
EEA 2205	2	O	10	2X10=20
EEA 2002	3	O	10	3X10=30
EEA 2206	2	B	8	2X8=16
EEA 2207	1	E	5	1X5=05
EEA 2301	2	A	9	2X9=18
EEA 2302	3	C	7	3X7=21
EEA 2303	3	D	6	3X6=18
EEA 2304	3	C	7	3X7=21
EEA 2305	3	C	7	3X7=21
EEA 2306	2	B	8	2X8=16
EEA 2307	1	O	10	1X10=10
EEA 2003	3	B	8	3X8=24
EEA 2401	2	E	5	2X5=10

EEA 2402	3	B	8	3X8=24
EEA 2403	6	B	8	6X8=48
EEA 2404	3	B	8	3X8=24
EEA 2405	2	C	7	2X7=14
EEA 2004	3	B	8	3X8=24
EEA 2406	2	B	8	2X8=16
	TOTAL	GRADE	POINTS	626

Average Grade Point=626/80=7.825

Overall Grade Point=B (Passes with First class= Very Good)

MMS (Education) 6: STANDARD OF PASSING

To qualify for the Masters of Management Studies (Education) , a candidate must obtain at least "**E"** grade in each of the courses offered as well as in the aggregate. If a student *fails, dropped or absent* in any course in any semester, she/he can appear for the same *within three years* time from the date of that examination and can qualify to get the degree.

DETAILS OF COURSE OUTLINE

SEMESTER- I

Semester-I	EEA. 2101: PHILOSOPHICAL FOUNDATION OF EDUCATIONAL MANAGEMENT	CREDIT	3
		HOURS	45
OBJECTIVES:	a) Understanding the nature and functions of philosophy of education. b) Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumptions about educational phenomenon. c) Understanding and use of philosophical methods in studying educational data. d) Critical appraisal of contributions made to education by prominent educational thinkers Indian and Western.		

	COURSE CONTENT	
UNIT-I	**Meaning and nature of Philosophy of Education**	8 hrs.
	Meaning and its nature ; a) Directive Doctrine b) A Liberal Discipline and c) An activity. It's Functions – Speculative, Normative, and Analytical.	
UNIT-II	**Branches of Philosophy and implications to Educational Management**	25 hrs.
	a) Metaphysics: Meaning and Implications b) Epistemology: Meaning and Implications. c) Axiology and Education: Meaning and Implications	
UNIT-III	**Educational Thoughts of Great Thinkers and Implications to Educational Management**	12 hrs.
	Educational Thoughts of Plato, Kant, Dewey, M.K. Gandhi, Vivekanand, Tagore, Sri Aurobindo, and J.Krishnamurthy	
MODE OF TRANSACTION Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
PRACTICUM Students will write their analysis on any branch of philosophy and submit a paper of 1000 words for evaluation.		

REFERENCES

1. Archer, R.L., (1912). Russeau on Education, Longman Green and Co., New York.

2. Chandra, S.S. and Sharma, R.K. (2004). Atlantic Publishers, B-2 Vishal Enclave, Opp. Rajouri Graden, New Delhi-27

3. Dewey J.W., (1916). Democracy and Education : an Introduction to Philosophy of Education, Mac Millan and Co., New York

Semester-I	**EEA. 2102: SOCIOLOGICAL FOUNDATION OF EDUCATIONAL MANAGEMENT**	CREDIT	3
		HOURS	45

OBJECTIVES:	a) To enable the students to understand the importance of Sociology, social institutions and the processes of social organizations.
	ℓ) To enable the students to understand relationship between culture, society and Education.
	ϲ) To enable the students to know issues of equality and equity in Education

COURSE CONTENT		
UNIT-I	**Concept and Nature of Sociology of Education** a) Meaning and nature of Sociology of Education. b) Social organizations; social groups; social stratification; factors influencing social stratification. c) Social organizations, characteristics of social organizations and their roles in education. **d)** Education as a social system, Education as a socialization process	15 hrs.
UNIT-II	**Culture and Education** a) Culture – meaning and nature of Culture, Role of education in cultural context;	25 hrs.

	b) Education and cultural change.	
	c) Education in a multi-cultural society.	
UNIT-III	**Equality of Educational Opportunities**	12 hrs.
	a) Issues of equality of educational opportunity and excellence in education.	
	b) Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, needed measures to address them.	
	c) Education and Democracy, Constitutional provisions for Education; Nationalism and Education; Education for national integration and International understanding.	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will select a topic of social relevance in education and review at least 10 articles and submit a paper of 1000 words.

REFERENCES

1. Broughton, J. (1986). "The Genesis of Moral Domination". In S. Modgil & C. Modgil (Eds.) *Lawrence Kohlberg – Consensus and Controversy* (pp. 363-390). East Sussex: The Falmer Press.

2. Butler, J. (2000). *Antigones Claim*. New York: Columbia University Press.

3. Butts, R. (1986). *Kant and the Double Government Methodology* . Dordrecht: Reidel Publishing Company.

4. Dröber, R. & Nunner-Winkler, G. (1986). "Wertwandel und Moral". In H. Bertram (Ed.) *Gesellschaftlicher Zwang und moralische Autonomie* . Franfurt am Main: Suhrkamp.

5. Gore, M.S., Desai, I.P., and Chitnis, Suma, (1967). The Sociology of Education in India, NCERT, New Delhi.

6. Williams, R. (1997). *Hegel's Ethics of Recognition*. Berkeley: University of California

Press.

Semester-I	**EEA. 2103: PSYCHOLOGICAL FOUNDATION OF** **EDUCATIONAL** **MANAGEMENT**	CREDIT	3
		HOURS	45
OBJECTIVES:	a) To enable the students to understand concepts and principles of Educational Psychology as an applied subject b) To enable the learners to understand the implications of psychological theories to Education and Educational Management c) To acquaint the learners with the process of human development.		
COURSE CONTENT			
UNIT-I	**Meaning and Scope of Educational Psychology** a) Concept, concerns and scope of educational psychology, b) Contribution of psychology to education c) Implications to Educational Management	10 hrs.	
UNIT-II	**Human Development and Implications to Educational Management** a) Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage b) Theories of Piaget and Bruner – major concepts, stages and implications for education c) Intelligence and cognitive abilities, identification and nurturing d) Creativity – Nature, Process, Identification, nurturing creative abilities e) Personality; Concepts and theories	20 hrs.	
UNIT-III	**Learning Theories and its Applications to Manage**	15 hrs.	

	Educational Organizations	
	a) Concept, kinds, levels of learning, various view points on learning;	
	b) Behavioristic, Cognitive and Humanistic theories, Educational implications of the view points on learning.	
	c) Group dynamics; interpersonal relations, sociometric grouping, social emotional climate of the classroom and influence of teacher characteristics	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will submit an assignment on reviewing Personality theories or Learning theories or on Cognitive development theory.

REFERENCES

1. Allen, B. P. (2006). Personality Theories: Development, Growth, and Diversity (5th ed.). Needham Heights, MA:

2. Allyn and Bacon. 2. Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.

3. Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.

4. Benjamin B. Lahey (2002): Essentials Of Psychology, International Edition, Mc Graw Hill

5. Berk L. E. (2010): Child Development , Eighth Edition, PHI Learning Private Limited, New Delhi

6. Bobbi DePorter (2000): Learning Styles: A guide for Teachers and Parents, Learning Forum Publications

7. Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing

8. Carver, C. S., & Scheier, M. F. (2008). Perspectives on Personality (6th ed.). Needham Heights, MA: Allyn and Bacon.

9. Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall

10. Crowne, D. P. (2010). Personality Theory (2nd ed.). New York: Oxford University Press

11. Dash Muralidhar (2009) : Educational Psychology, Reprinted Deep & Deep Publications Pvt Ltd

12. Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (1998) Metacognition in Educational Theory and Practice, Lawrence Erlbaum Associates. Mahwah, New Jersey.

| Semester-I | **EEA. 2104: ORGANIZATION AND ADMINISTRATION OF EDUCATION IN INDIA** | CREDIT | 3 |
| | | HOURS | 45 |

OBJECTIVES:	a) To understand the historical perspectives of Indian Education
	b) To understand the aims and objectives of education and its relevance to Educational management.
	c) To Know and understand the types of educational organizations and the procedure of their administration in India

COURSE CONTENT		
UNIT-I	**Historical foundations of Education**	
	a) System of education during ancient, modern and medieval period.	15 hrs.
	b)　　　Analysis of different committees and Commissions' reports in Indian education	
UNIT-II	**Administration of Education in India**	
	a) Types of Educational organizations at different levels of education; Primary, Secondary and Higher education in India	15 hrs.
	b) Federal Structure of Indian Administration; Role of Centre, State, and Local Govt. in managing education	
UNIT-III	**Decentralized Administration**	
	a) Concept and meaning of decentralization.	
	b)　Delegation of authority.	
	c) The art of delegation.	15 hrs.
	d) Factor determining the decentralization of administration.	
	e) Advantages & disadvantages of decentralization of administration.	
MODE OF TRANSACTION		
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
PRACTICUM		
On the basis of informal interviews with some educational administrators, prepare a write up about their roles in		

their own organization.

REFERENCES

1. Banghart, Frant W. : Educational Systems Analysis, Macmillan Co., London 1969.

2. Bailey, A.J. : Support for school Management, Croom Helm, London 1987.

3. Bhagia, N.M. : Educational Administration in India and other developing countries, Commonwealth Publishers. New Delhi. 1990.

4. McGrath, J.H. : Planning Systems for School Executives, Intex Educational Publishers, S. Francisco, 1972.

5. Mathur, S.S. : Educational Administration – Principles & Practices, Krishna Press – Jullunder, 1989.

6. Naik, J.P. : Educational Planning in India, Allied Publications, Bombay, 1965.

7. Tyler, William : School Organisation : A Sociological Perspective – Crown Helm, London, 1988.

8. Heuriegel, Don and John W. Slocum : Organisational Behaviour : Contingency view. West Publishing Co. New York, 1976.

9. Cohen, Allan R., et al : Effective Behaviour in Organisations. Richard D., Irwin Inc., Illinois, 1976.

10. Milton, Charles R. : Human Behaviour in Organisations. Prentice-Hall Inc., New Jersey, 1981.

11. Mabry, Edward A. and Richard E. Barnes : The Dynamics of Small Group Communication, Prentice-Hall Inc., New Jersey, 1980.

12. Grasha, Anthany F. and Daniel S. Kirshenbaum : Psychology of Adjustment & Competence, Winthrop, Mass., 1980.

Semester-I	**EEA. 2105: Research Methods in Education -I**	CREDIT	3
		HOURS	45
OBJECTIVES:	a) Students will understand the meaning and concepts of educational research. They will be able to identify different types of variables and the scaling techniques to measure them b) Students will understand the different types of researches conducted in Educational management **c)** They will be able to understand and apply the knowledge of different research designs in the field of Educational management		

COURSE CONTENT		
UNIT-I	**Meaning of Educational research** a) Meaning of Research **b)** Types of Research; Basic, Applied, and Action Research Descriptive, Historical, Developmental and Experimental Research	15 hrs.
UNIT-II	**Research Problem and hypothesis** a) Identification of research problem, review of related literature b) Variables; Meaning and types c) Stating Objectives, Hypothesis, and Research Questions	15 hrs.

UNIT-III	**Sample and tools of research**
	
	a) Meaning of Population and sample
	
	b) Types of sampling; Probability and Non-probability
	
	c) Tools and techniques of research;
	
	    I. Different tools of Research
	
	    II. Characteristics of a good tool of research
		15 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will be asked to select any dissertation and analyse it critically and submit their write up.

REFERENCES

1. Best, J.W. and Kahn, J.V. (2008) Research in Education, Prentice Hall of India, New Delhi

2. Kerlinger, F.N. (1978)Foundations of Behavioural Research, srjeet Publications, 7-K Kolhapur Road, new Delhi-7

3. Bryman A (1988) *Quantity and Quality in Social Research* London: Routledge

4. Campbell D and Fiske DW (1959) Convergent and discriminate validation by the multitrait-multimethod matrix *Psychological Bulletin* 54, 297-312.

5. Denzin NK (1970) *The Research Act in Sociology* London: Butterworth

6. Denzin NK (1978) *The Research Act: A theoretical introduction to sociological methods* New York: McGraw-Hill

7. Emmel N & Clark A (2009) *The Methods Used in Connected Lives: Investigating networks, neighbourhoods and communities.* NCRM Working Paper. National Centre for Research Methods [http://eprints.ncrm.ac.uk/800/

Semester-I	**EEA. 2106: Viva-voce- Internal:** It will include all the papers studied during the semester	CREDIT	1

SEMESTER II			
Semester-II	**EEA 2201: RESEARCH METHODS IN EDUCATION-II**	CREDIT	3
		HOURS	45
OBJECTIVES:	a. Students will be able to understand the nature of educational data b. They will be able to choose the appropriate statistical technique and analyse the data c. They will be able interpret the data.		
COURSE CONTENT			
UNIT-I	**Nature of educational data**		10 hrs.
	a) Quantitative and Qualitative. b) Quantitative data : Scales of measurement : nominal, ordinal, interval, ratio. c) Qualitative data		
UNIT-II	**Organization and representation of Quantitative data**		20 hrs.
	a) Graphical representation of data; Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve. b) Descriptive Statistics**;** Measures of central tendency, Measures of variability. c) Inferential statistical methods; d) Normal Probability Curve e) Standard errors, confidence limits f) Hypothesis testing Difference between means, correlations g) Chi-square test h) Analysis of Variance and Analysis of Co-variance		
UNIT-III	**Qualitative data analysis**		15 hrs.
	a) Recording and Retrieving Qualitative data		

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b) Content Analysis; Coding and Categorization	
c) Triangulation	
d) Interpretation of data	

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
Collection of data on education and analysis of data as per objective/s. Submit a report to the teacher.

REFERENCES

1. Garrett H.E., and Woodworth , R.S. (1979) Statistics in Education and Psychology, Vakils feffer and Simons Ltd. Ballard Estate, Bombay

2. Miles MB and Huberman AM (1984) *Qualitative Data Analysis: A sourcebook of new methods* Beverly Hills: Sage

3. Morse JM (2003) 'Principles of mixed methods and multi-method research design' in (eds) A Tashakorri A and C Teddlie C (2003a) *Handbook of mixed methods in social and behavioural research* Thousand Oaks, CA: Sage

4. Munro WG (2010) *The Actuarial Subject: Legitimacy and Social Control in Late Modernity.* Unpublished Doctoral Thesis, University of Stirling, Department of Applied Social Science

5. Richardson L and St Pierre EA (2005) Writing: a method of inquiry in (eds) NK Denzin and YS Lincoln *The Sage Handbook of Qualitative Research* , third edition, Thousand Oaks CA: Sage

6. Sandelowski M (2003) 'Tables or tableaux: The challenges of writing and reading mixed methods studies' in (eds) A Tashakorri A and C Teddlie C (2003a) *Handbook of Mixed Methods in Social and Behavioural Research* Thousand Oaks, CA: Sage.

Semester-II	EEA 2202: EDUCATIONAL LEADERSHIP	CREDIT	3+1
		HOURS	45
OBJECTIVES:	a) Understand the concept of leadership in educational management. b) Understand the Styles and Theories of leadership and their implications in educational management. c) Understand the importance of the leadership behavior in educational management.		

		d) Understand and appreciate the related concepts of leadership in education.	
	COURSE CONTENT		
UNIT-I	**Meaning and Concept of Leadership in education**		15 hrs.
	a) Meaning and Definition of leadership.		
	b) Leadership qualities or attributes		
	c) Leading vs. Managing : Some Crucial distinctions		
UNIT-II	**Theories of Leadership**		15 hrs.
	a) Trait theories of Leadership		
	b) Situational theories of Leadership		
	c) (Fiedler's Contingency model of Leadership, Research support and its' Critical Analysis)		
	d) Path – Goal Leadership theory		
	e) A Social Learning Approach to Leadership		
	f) Neo-Charismatic Theories; Charismatic, Transactional, and Transformational theories.		
UNIT-III	**Related Concepts of Leadership in Educational Management**		15 hrs.
	a) Leadership and Organizational Climate		
	b) Leadership and Staff Morale		
	c) Leadership and Organizational Development		
	d) Leadership and Faculty Development		
	e) Power and Authority		
	f) Research Trends in Educational Leadership		
	MODE OF TRANSACTION		
	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
	PRACTICUM		
	1. Visit any Educational Institution and Study the Leadership Style of an Educational Manager over there and prepare a report on it.		

REFERENCES

1. Craigs, M.W. : Dynamics of Leadership, Jaico Publishing House, Bombay, 1995.

2. Luthans, Fred : Organizational behavior, McGraw-Hill International Book Co. Tokyo, 1981.

3. Herbert, Theodora T. : Dimensions of Organizational Behavior, McMillian Publishing Co., New York, 1976.

Semester-II	EEA 2303: Education for Sustainable Development	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) To understand the meaning of sustainable development in a general context as well as in education
	b) To identify and evaluate trends in Education for sustainable development research
	c) To understand and assess the impacts of sustainable development on schools.
	d) To critically understand various approaches in national and international policies

COURSE CONTENT		
UNIT-I	**Concept and Meaning of Sustainable Development**	
	a) Concept or meaning of sustainable development	15 rs.
	b) Principles of sustainable development	
	c) Different Dimensions and Research Priorities in Education for Sustainable Development	
UNIT-II	**Issues in Sustainable Development**	
	a) Integrating economic, social, environmental dimensions of decision making across society	20 hrs.
	b) Incorporating sustainable development into educational and cultural practice	
	c) Evolving complex systems of multilevel governance (with cross connections among institutions at national and international and global scales.	

UNIT-III	**Researches on Education for Sustainable Development**	10 hrs.
	a) Research Trends and Priorities	
	b) Implications for Educational organizations	

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
Prepare a report on how do you uunderstand the impact of environment policies on local context and study the current practices of sustainable development in schools

REFERENCES

1. Krueger, R., & Gibbs, D. (2007). *The Sustainable Development* Knowledge and skills, Sustainability ethics and Collective responsibility

2. Blewitt, J. (2008). *Understanding Sustainable Development*. London:EarthScan. (pp. 41-50 and pp. 173-198).

3. Huckle, J., & Sterling, S. (1996). *Education for Sustainability*. London: Earthscan Publications Ltd. (pp.1-50).

4. Wakernagel, M., & Rees, W. (1996**).** *Our Ecological Footprint: Reducing Human Impact on the Earth.* Ontario: New Society Publishers. (pp. 9-12).

Semester-II	**EEA2204: CURRICULUM DEVELOPMENT IN EDUCATIONAL MANAGEMENT**	CREDIT	3+1
		HOURS	45
UNIT-I	**Meaning and Importance of Curriculum and Instruction**		10 hrs.
	a) Concept and meaning of curriculum and instruction.		
	b) Importance of curriculum and instruction in Education.		
UNIT-II	**Bases of Determinants of Curriculum**		15 hrs.

	a) Philosophical considerations	
	b) Psychological considerations	
	c) Sociological considerations	
	d) Discipline-oriented considerations.	
UNIT-III	**Curriculum Design and Development**	20 hrs.
	a) Theories of Curriculum Development	
	b) Process of Curriculum Development	
	c) Curriculum Implementation Strategies	
	d) Curriculum Evaluation and change	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

1. Prepare a report on a procedure followed for evaluation of curriculum in any one of the educational institutions.

2. Prepare a report on the tools and steps of curriculum implementation, followed in any one educational institution

3. Visit an educational institution of your choice. Observe and list the functions of curriculum team

4. List the aspects you would consider for evaluating a curricular material.

REFERENCES

1. Brookes, J.E et al (1976). School Time-tabling Unit-9. The Open University press, Londons

2. Dept. of Education (1953). Reort of Secondary Education Commission, Govt. of India, New Delhi

3. Dept. of Education (1966). Education for National Development, Govt. of India, New Delhi

4. Galen, S. & William A. H. (1974). Planning Curriculum for Schools, New York, Rinehart & Winston Inc.

5. Hilda and Taba (1962). Curriculum Development: Theory and Practice, New York, Harcourt Bra, Jovanoovich Inc.

6. Iswarbhai Patel Commission (1977). Govt. of India, New Delhi

7. MHRD (1987). Programme of Action, Govt. of India, New Delhi

8. MHRD (1992). Revised National Policy on Education, Govt. of India, New Delhi

9. N.C.T.E, 1996 (Discussion Document). New Delhi

10. NCERT (1978 & 1988). National Curriculum Framework 2005, New Delhi

11. Preedy Margaret (1989). Approaches to Curriculum Management Open University Press, London.

12. Ralph W. T. (1947). Basic Principles of Curriculum and Instraction, Chicago, Chiecago University Press, USA

13. Roe, W.H. (1961). School Business Management, Mo-Graw-Hill Book Co. Inc , New York

Semester-II	**EEA2205: Practical work on Data Processing with Computer**	CREDIT	2
		HOURS	30
The students will develop the skills of processing statistical data by using different software packages. They will submit a report after carrying out their data analysis practical works.			

Semester-II	**EEA2206: Practical work on Literature Review**	CREDIT	2
		HOURS	30
The students will develop the skills of review related literature on a given topic by the teacher from different sources and submit a report. They will submit a report after carrying out their review work.			

Semester-II	**EEA. 2207: Viva-voce- Internal:** It will include all the papers studied during the semester	CREDIT	1

SEMESTER- III

Semester-III	**EEA 2301: Preparation and**	CREDIT	2

Presentation of Research Proposal	HOURS	30

OBJECTIVES:	a) Students will be able to develop a research proposal b) Students will develop the skills of presenting their research proposal

COURSE CONTENT

Consultation and proposal development	10 hrs.
Presentation and participation **The allotted guide will discuss with the students about proposal development and presentation**	20 hrs.

MODE OF TRANSACTION

Discussion and Personal guidance, Reference Study

PRACTICUM

Students will develop a proposal and present and participate in the same.

References

1. Cochran, W.G. and Carroll S.P. (1953). A Sampling Investigation of the Efficiency of Weighting Inversely as the Estimated Variance. Biometrics
2. Cochran, W.G. (1937). Problems Arising in the Analysis of a Series of Similar Experiments. Journal of the Royal Statistical Society, 4:102-118
3. Ferguson, C., & Brannick, M. (2012). "Publication bias in psychological science: Prevalence, methods for identifying and controlling, and implications for the use of meta-analyses". *Psychological Methods* **17** (1): 120–128. doi:10.1037/a0024445. http://www.tamiu.edu/~cferguson/PubBias.pdf
4. Glass G. V (1976). "Primary, secondary, and meta-analysis of research". *Educational Researcher* **5** (10): 3–8. doi:10.3102/0013189X005010003.
5. Glass, McGaw, & Smith (1981). *Meta-analysis in social research*. Beverly Hills, CA: Sage.
6. Hunter, John E; Schmidt, Frank L (1990). *Methods of Meta-Analysis: Correcting Error and Bias in Research Findings*. Newbury Park, California; London; New Delhi: SAGE Publications
7. Hunter, Schmidt, & Jackson, John E. (1982). *Meta-analysis: Cumulating research findings across studies*. Beverly Hills, California: Sage.
8. Ioannidis, J., & Trikalinos, T. (2007). "The appropriateness of asymmetry tests for publication bias in

meta-analyses: a large survey". *Canadian Medical Association Journal* **176** (8): 638–641. doi:10.1503/cmaj.060410. http://www.cmaj.ca/content/176/8/1091.full

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10. Light & Pillemer (1984). *Summing up: The science of reviewing research*. Cambridge, CA: Harvard University Pree.

11. Rosenthal, Robert (1979). "The "File Drawer Problem" and the Tolerance for Null Results". *Psychological Bulletin* **86** (3): 638–641. doi:10.1037/0033-2909.86.3.638

12. Slavin, R. E. (1986). "Best-Evidence Synthesis: An Alternative to Meta-Analytic and Traditional Reviews". *Educational Researcher* **15** (9): 5–9. doi:10.3102/0013189X015009005.

Semester-III	EEA 2302: Comparative Perspectivesin Educational Management	CREDIT	3
		HOURS	45

OBJECTIVES:	a) Students will develop critical understanding of the system of education at different levels in different countries. b) Students will develop an understanding of the administrative structures of Indian Education from international perspectives.

COURSE CONTENT		
UNIT-I	**Introduction to Comparative Education** a) Historical Back ground of Comparative International Education b) Basic literature and methodology of comparative education c) Learners in a globalized classroom	10 hrs.
UNIT-II	**Ethnicity, National Identity, and Education** a) Comparing policies of India with developed and developing economy b) Role of International Organizations in promoting Education	20 hrs.

	c) Current education policy trends worldwide.	
UNIT-III	**Research in Comparative Education from Management perspective**	15 hrs.
	a) Research Trends in International Comparative Education. b) Large-scale international assessment databases c) Issues and Problems of Educational Management from International perspective	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

1. Choose an educational issue theme or topic that holds your interest, has some comparative aspect to it and cuts across national boundaries (i.e. international in character) and prepare a research paper or poster presentation.

2. Choose an educational issue with a local concern and explore in more international context and critically analyze the issue from political, social, cultural and economic perspectives. You must refer the reading and other literature in the field.

REFERENCES

1. Altbach, K. (1978). Education and Colonialism. New York, NY: Longman.

2. Apple, M. W. (1982). Cultural and Economic Reproduction in Education: Essays on Class,Ideology and the State. London, UK: Routledge.

3. Bray, M. (ed.). (2003). Comparative Education: Continued Traditions, New Challenges, and New Paradigms. Dordrecht, The Netherlands: Kluwer.

4. Ball, Larson (1989). Struggle for Democratic Education, Equality & Participation in Sweden.New York, NY: Falmer Press.

5. Bereday, Z.F. (1964). Comparative Method in Education. New York: Holt, Rinehart and Winston

6. Danzinger, J. N. (2005). Understanding the Political World: A Comparative Introduction to Political Science [Seventh Edition]. New York, NY: Pearson Education.

7. Lee, W. O. & Fouts, J. (eds.) (2005). Education for Social Citizenship: Perceptions of Teachers in the USA, Australia, England, Russia and China. Hong Kong: Hong Kong University Press.

| Semester-III | EEA 2303: Management of Stress in Educational Organizations | CREDIT | 3 |
| | | HOURS | 45 |

OBJECTIVES:	a) To enable the students to understand the concept of stress b) To enable the students to understand the causes of stress c) To enable the students to understand the consequences of stress d) To enable the students to understand the strategies to manage the stress.

COURSE CONTENT		
UNIT-I	**Concept of Stress** a) Meaning and Nature of Stress b) A Model of organizational Stress (Stressor Stress, Reactions)	10 hrs.
UNIT-II	**Causes of Stress in Organization** a) Environmental Cause: (Economic Uncertainties, Political uncertainties & New innovations) b) Personal Cause: (Type A Personality, Changes in one's life, Locus	15 hrs.

	of controls, cognitive appraisal)	
UNIT-III	**Stress Management Strategies** a) Physical Checkup, Physical Exercise, Time Management, Relaxation Training Social Support, outside Interests, Self-awareness Activity, Flight or Fight.) b) Organizational Strategies c) Selection and Placement, Skills training Goal Setting job Redesign , Participative Decision Making, Counselling Programmes, Prepare Employees for Stress)	20 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

1. Visit any Educational Institution and with an informal interview with the Educational manager prepare a report on how he/she Manage Individual and Organizational stress.

2. Visit any Educational Manager and the Teachers prepare a report on various Causes of Stress.

REFERENCES

1. Bower, J. E. & Segerstrom, S.C. (2004). "Stress management, finding benefit, and immune function: positive mechanisms for intervention effects on physiology". Journal of Psychosomatic Research **56** (1): 9–11. doi:10.1016/S0022-3999(03)00120-X. PMID 14987958.

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5. Lehrer, Paul M.; David H. (FRW) Barlow, Robert L. Woolfolk, Wesley E. Sime (2007). Principles and Practice of Stress Management, Third Edition. pp. 46–47. ISBN 1-59385-000-X.

6. Mills, R.C. (1995). Realizing Mental Health: Toward a new Psychology of Resiliency. Sulberger & Graham Publishing, Ltd. ISBN 0-945819-78-1

7. Paul Susic MA Licensed Psychologist Ph.D Candidate. "Stress Management: What can you do?". St. Louis Psychologists and Counseling Information and Referral. Retrieved February 5,2013.

8. Robertson, D (2012). Build your Resilience. London: Hodder. ISBN 978-1444168716.

9. Sedgeman, J.A. (2005). Health Realization/Innate Health: Can a quiet mind and a positive feeling state be accessible over the lifespan without stress-relief techniques? Med. Sci. Monitor 11(12)HY47-52. [1]

10. Selye, H (1950). "Stress and the general adaptation syndrome". Br. Med. J. **1** (4667): 1383–92. doi:10.1136/bmj.1.4667.1383. PMC 2038162. PMID 15426759.

11. Somaz, Wenk Heidi & Tulgan, Bruce (2003). Performance Under Pressure: Managing Stress in the Workplace.Canada. HRD Press Inc.p 7-8. ISBN 0-87425-741-7

Semester-III	EEA 2304: Motivation Theories and Applications in Management	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) To enable the students to know the genesis the basic concepts and theories of Motivation. b) To enable the students to understand the significance and role of motivation as a determinant as well as component of personality. c) To enable the students to know and apply motivational inputs in instructional – setting d) To enable the students to understand the role of motivation in Development of government in the country.

COURSE CONTENT		
	Concept of Motivation	
UNIT-I	a) Meaning and Definition of Motivation b) Certain related concepts: Drive, Need, Incentive, Motives, Urges, Emotions, Instincts etc. c) Motivation as a process and Product.	10 hrs.
	Theories of Motivation	
UNIT-II	a) The Content Theories of Work Motivation (Maslow's Higherachie of Needs, Herzberg's two factor theory of Motivation, Alderfer's ERG theory)	20 hrs.
		33

	b) MC Clelland's : Achievement Motivation, Affiliation Motivation and Power Motivation. c) The Process Theories of Work Motivation (Vroom's expectancy theory of motivation, Equity theory of work motivation Attribution theory and Locus of control, Behaviouristics implications for work motivation)		
UNIT-III	**Understanding Motivation at work place** a) Physical b) Human: Individual factors and Group factors b) Group characteristics and Motivation: Cohesion, Trust & Adjustment c) Motive generating techniques	15 hrs.	

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
Students will visit any educational institution and prepare a report by observing the way different employees work. They will assess the motivation level of employees.

REFERENCES
1. Cohen, F. S.(1982). Cohen's Handbook of Federal Indian Law. Charlottesville: Michie: Bobbs-Merrill   2. Kagzi , M.C. (2001). The Constitution of India Vol.1 & 2.-New Delhi: India Law House, New Delhi   3. Mathew, P.D. (1996). Fundamental Rights in Action -New Delhi: Indian Social Institute, New Delhi   4. Pylee , M.V. (2003). Constitutional Amendments in India -Delhi : Universal Law, New Delhi

Semester-III	**EEA 2305 : POLICY MAKING IN EDUCATIONAL**	CREDIT	3+1
	MANAGEMENT	HOURS	45
OBJECTIVES:	a) To study various government policies from perspectives of		

	Educational Management.
	b) To study process of policy making in Education
	c) To study importance of policies in Education.
	d) To critically analyze policies

	COURSE CONTENT	
UNIT-I	**Policy in Education**	10 hrs.
	a) Need and Importance of Policy	
	b) Policy making in Education	
UNIT-II	**Review of National Policy on Education-1986 and POA 1992**	20 hrs.
	a) Recommendations for School Education	
	b) Recommendations for Higher Education	
UNIT-III	**National Knowledge Commission 2009**	15 hrs.
	a) Perspectives and priorities	
	b) Strategies and Challenges	
	c) Review of the report	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

(1) Students will refer different educational policies and note recommendations related to educational management.

(2) Students will select any one national policy and note various steps taken by government to apply recommendations given by that policy.

(3) Students will write in their own words, critical remarks on any policy recommendation related to

Educational Management.			

REFERENCES

1. Ham, Christopher and Michael Hill (1993). *The policy process in the modern capitalist state* . 2nd edition. New York: Harvester Wheatshea

2. Kirkhart, K.E. (2000). Reconceptualising evaluation use: An integrated theory of influence. In Valerie J. Caracelli and Hallie Preskill (Eds.) The expanding scope of evaluation use, *New Directions for Evaluation*, 88:5-23. San Francisco: Jossey-Bass.

3. Lindstrm, Lars, Leif Ulriksson and Catharina Elsner (1999). *Utvrdering av skolan avseende lroplanernas ml (US98). Portfljutvrdering av elevers skapande i bild.* [Evaluation of the school concerning the goals in the national curriculum (US 98). Port-folio evaluation of the pupil's creative processes in art. In Swedish.] Stockholm: Skolverket.

4. National Agency for Higher Education (2001). *From quality audit to quality assessment.* Hgskoleverkets rapportserie 2001:9R. Stockholm: National Agency for Higher Education.

Semester-III	**EEA2306: Practical work on Data Collection and analysis**	CREDIT	2
		HOURS	30

Objectives:

a) The students will develop the skills of using a tool for data collection on some topic of Educational Management and use the data to analyze as per the objective of that research topic.

b) They will submit a report after carrying out data collection and analysis work.

Semester-III	**EEA. 2307: Viva-voce- Internal:** It will include all the papers studied during the semester	CREDIT	1

SEMESTER- IV

Semester-IV	**EEA 2401: Preparation and Presentation of a Conceptual paper**	CREDIT	2
		HOURS	30

OBJECTIVES:	a) To prepare and present any one concept related to educational management b) To develop the skills of scientific writing with proper references c) To present their paper and develop the skills of presentation by using modern gadgets. d) To develop the skills of steering a session by chairing some sessions.	
COURSE CONTENT		
There is no specific course outline. The concerned teacher/s shall be in charge to help the students to refer different reading materials and develop one's own concept on educational management. The paper shall be approved by the teacher before it is presented.		
Conceptual paper development and consultation with guide		10 hrs.
Presentation and participation		20 hrs.
REFERENCES		

1. Funds for NGOs (Editor) (2010): <u>How to write a concept note.</u> URL [Accessed: 28.04.2010].
2. Philip, R.. et al. (2008). Local Government and Integrated Water Resources Management (IWRM) Part III: Engaging in IWRM – Practical Steps and Tools for Local Governments. Freiburg: ICLEI European Secretariat GmbH. URL (Accessed: 17.04.2012)
3. Repoa (Editor) (2007). Guidelines for Preparing Concept Notes and Proposals for Research on Pro-Poor Growth and Poverty in Tanzania. Special Paper 07.23. Dar Es Salaam: Repoa – Research on Poverty Alleviation
4. UB – AMERICAN UNIVERSITY OF BEIRUT (Editor); OFFICE FOR GRANT (Editor); CONTRACTS (Editor) (2010): <u>Proposal and Budget Preparation.</u> URL [Accessed: 28.04.2010].

Semester-IV	**EEA 2402 : EMERGING AREAS**	CREDIT	3

	OF RESEARCH IN EDUCATIONAL MANAGEMENT	HOURS	45
OBJECTIVES:	a) Students will be able to recognize and conceptualize the emerging areas of research in Educational Management. b) They will be able to cognize the research already conducted in the areas of educational management in India and abroad		
COURSE CONTENT			
UNIT-I	HISTORICAL PERSPECTIVES OF EDUCATIONAL MANAGEMENT RESEARCH a) Policy and Programs in education b) Research in educational supervision c) Institutional development d) Organizational Behaviour e) Quality Assurance Practices and TQM f) Curriculum Management		10 hrs.
UNIT-II	HUMAN RESOURCE MANAGEMENT AS AN AREA OF RESEARCH a) What research says about HRM in Schools and Colleges b) Recruitment Practices and Staff development Practices c) Human Relations in School Organizations		20 hrs.
UNIT-III	IDENTIFICATION OF AREAS OF RESEARCH IN EDUCATIONAL MANAGEMENT a) Criteria to identify a problem b) Conceptualize a problem c) Developing a conceptual framework to study a new problem		15 hrs.
MODE OF TRANSACTION			
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show			

PRACTICUM
1. Students will refer different sources of research literature and review them
2. They will identify different areas of research in educational management
3. They will develop a conceptual framework for carrying out research in a new area

REFERENCES

1. Buch, M.B. (1974). A survey of Research in Education, CASE, The M.S.University of Baroda, Baroda

2. Buch, M. B. (1979). Second Survey of Educational Research, Society for Educational Research and Development, Baroda

3. Buch, M. B., (1981) Third Survey of Educational Research, NCERT, New Delhi

4. Buch, M. B. (1988). Fourth Survey of Educational Research, NCERT, New Delhi

5. Caro-bruce, C. et al. (2007). Creating Equitable classrooms through Action Research, sage Publication, London

6. Clough, P. and Nutbrown C., (2007). A Student's Guide to Methodology: Justifying enquiry, Sage Publication, London

7. Flick, U. (2006). An Introduction to Qualitative Research, Sage Publications, London

8. Jeffrey S. B., Anthony H. N. (2019). International Journal of Educational Management, Volume: 29 Issue: 7, 2019

9. Thomas, R.M. and Brubaker D.L. (2008). Thesis and Dissertations: a Guide to Research and writing, Sage Publications, London

Semester-IV	**EEA 2403: Writing and Reporting of Dissertation**	CREDIT	6
		HOURS	90

OBJECTIVES:	a) Students will be able to acquire the knowledge of Scientific writing
	b) They will know the general format for writing a research report

39

COURSE CONTENT		
There is no prescribed course outline for the paper Students will write their research report/dissertation under the guidance of a research guide and submit a copy for its evaluation.		

REFERENCES		
1. Best, J.W. and Kahn, J.V. (2006). 10th Edt. Research in Education, Prentice Hall of India, New Delhi. 2. Clough, P. and Nutbrown C., (2007). A Student's Guide to Methodology: Justifying enquiry, Sage Publication, London 3. Flick, U. (2006). An Introduction to Qualitative Research, Sage Publications, London 4. Williams, Joseph M. (1988). *Style: Ten Lessons in Clarity and Grace.* Scott, Foresman, & Co.		

Semester-IV	**EEA 2404 : COMMUNICATION AND DECISION MAKING**	CREDIT	3
		HOURS	45

OBJECTIVES:	a) Students will be able to understand the needs and problems of communication in educational organizations b) They will know the different channels of communication c) They will be able to make use of modern gadgets for communication d) They will be able to know the complicacies of decision making in educational organizations

COURSE CONTENT		
UNIT-I	MEANING AND NEEDS OF COMMUNICATION a) Meaning, Needs and importance of communication b) Types of Communication c) Barriers of communication	10 hrs.

	USE OF ICT IN COMMUNICATION	
UNIT-II	a) Use of Computers and Mobile Phones in Communication for e-mail, What apps, Face book, Twitter b) Innovation in Communication	15 hrs.
UNIT-III	**DECISION MAKING IN EDUCATIONAL ORGANIZATIONS**	
	a) Perspectives and priorities b) Process of Decision making and types of Decisions c) Challenges in decision making d) Research perspectives in decision making	20 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will carry out a project of reviewing the communication techniques followed in

an organization

REFERENCES

1. Baird, J. E. (1977). The Dynamics of Organizational Communication, Harper & Row, New York
2. Burgoon, M. & Michael R. (1978). Human Communication . Holt, Rinehart & Winston, New York
3. Chandan, J.S. (1986). Fundamental of Modern Management, New Delhi
4. Crockhite, G. (1976). Communication and Awareness. Cummings Publishing Co., Mass
5. Goel, S.D. (1987). Modern Management Techniques. Deep & Deep Publications, New Delhi
6. Handy, W. V. (1967). Communication and Organisational Behaviour. Richard D. Irwing Inc., Illinois
7. Luthans, F. (1981). Organizational Behaviour. McGraw-Hill International Book Co., Tokyo
8. Roger, S. (1995). Successful School Management, Sage publishers, London

Semester-IV	**EEA2405: Practical work on Writing a Research Paper**	CREDIT	2
		HOURS	30

The students will select a topic and write a research paper under the guidance of a teacher.

They will submit the paper for evaluation.

Semester-IV	EEA. 2406: External Viva-voce: It includes all the papers and especially the dissertation carried out by the students during the two years i.e., four semester of study.	CREDIT	3

OPTIONAL PAPERS

42

(4 papers =16 credits)

Students shall have to select optional papers from the following list as per semester requirements as follows;

1. **Semester-I: One paper**

2. **Semester-II: One papers**

3. **Semester-III: One papers**

4. **Semester-IV: One paper**

	EEA 2001: Supervision, Development and Appraisal of Educational Personnel and programs	CREDIT	3+1
		HOURS	45
OBJECTIVES:	a) To understand and know the concept of Supervision in Educational Management. b) To improve the Supervisor's effectiveness; a. In the managerial area – interpersonal competence, motivation, innovative practices and attitudinal change.		

	b. In motivational area – developing motivation in others, framing realistic and challenging educational goals.	
	c) To inculcate in students, a better appreciation of the role of the supervisor as a developmental personnel.	
	d) To examine and understand the most important aspect of development of Educational Personnel.	
	e) To know and understand the concept of appraisal.	
	f) To know and understand the ways of appraisal of educational personnel.	

<div align="center">COURSE CONTENT</div>

UNIT-I	**Concept of Supervision**	15 hrs.
	a) What is Supervision? – meaning of supervision.	
	b) Supervision and Principal	

	c) Supervision and Educational Management d) The emerging concept of Democratic Supervision.	
UNIT-II	**Development of educational personnel** a) Concept of Personnel development, b) Need of development for Educational Personnel, c) Designing Developmental programs for Educational Personnel.	15 hrs.
UNIT-III	**Appraisal of Educational Personnel** a) Need of Appraisal of educational personnel in Educational Management. b) Types of implementation and appraisal (effort and process evaluation) c) Judgmental Techniques for Performance Appraisal. d) Behaviorally anchored rating scales (BARS)	15 hrs.
UNIT-IV	**Need and process of Evaluating educational programmes** a) Need-based educational programmes b) Deciding the objectives and targets of educational programmes c) Process of Evaluating educational programmes	

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
1. On the basis of informal interview with at least three educational administrator of the School/University, prepare Write up about the various in-service programs, they are conducting in their educational organizations. 2. On the basis of an informal interview with at least three educational administrators of the School/University, prepare a write up about the various techniques of Performance Appraisal, they are using in appraising their

Educational Personnel.

REFERENCES

1. Luthans, Fred : Organisational behaviour, McGraw-Hill International Book Co., Tokyo, 1981.

2. Dale Yoder, et al., Handbook of personnel management and labour relations McGraw Hill Book Company, Inc., New York, 1958.

3. LB-2806 A2 L3 E9, Lewy, Arieh Evaluation roles in education.

4. LB-2806 L3 B3, Bermman, Lousie M., Supervision, Staff development and leadership, 1971.

5. LB – 2806 M5M8M6, Mukhopadhayay, B. Motivation in educational management issues and strategies, 1994.

6. LB 2806 P5C4E2, Chalam K., Educational policy for HRD, 1993.

7. LB 2822 B2, Bau ghman, M., Dale. Administration and Supervision of the moern secondary school.

8. LB 2822, G2S8, Gadgil, A.V., Supervision in education, 1982.

9. LB 2822 R6 P3, The role of the Head, 1976.

10. LB 2831, R3 S2, Reader, Ward, G., School boards and superintendent a manual on their powers and duties rev. ed. 1954.

	EEA 2002: Management of Examination system	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) Students will be able to understand the process of examinations b) Students will be able to plan an examination in school/college

COURSE CONTENT

	Present System of Examination	
UNIT-I	a) CCE system; Objectives and process	15 hrs.

	b) Benefits and problems of CCE System	
	c) Operational experiences	
	d) Open Book Examination	
	e) Paper pencil test	
	f) Online examinations	
UNIT-II	**Planning for Examination**	15 hrs.
	a) Process of Planning- subject teacher	
	b) Process of Planning-School level	
	c) Process of Planning- Board level	
	d) Care while examining	
UNIT-III	**Management of Examination Reforms**	15 hrs.
	a) Quality assurance	
	b) Role of Teachers and Supportive staff	
	c) Problems and challenges of Examination System	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will observe as to how the examination program in a school is conducted. How secrecy and confidentiality are maintained. A report shall be submitted about it.

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	EEA 2003: Special Education: Policies, Management and Finance	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) Students will study various government policies related to special Education. b) Students will get knowledge about management structure for special education at central and state level. c) Students will understand about various finance (Provisions of central and state level)

COURSE CONTENT		
UNIT-I	**Concept of Special education and its importance**	15 hrs.
	a) Meaning and concept of special education b) Need of special education c) Concept of inclusive education d) Efforts to make education inclusive	
UNIT-II	**Policies on Special Education**	15 hrs.
	a) Different Government Policies and their recommendations on Special Education b) Critical analysis of recommendations in various policies on Special Education. c) Management structure of Special Education at central and state level d) Critical Analysis of Management structure at central and state level.	

	Finance of Special Education	
UNIT-III	a) Financial Provisions about Special Education from government at Central and State level. b) Issues in Finance Management on of Special Education	15 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

(1) Students will visit any institution Providing Special Education and report about their challenges related to financial management.

(2) Students will visit any institution providing Special Education and report about different managerial problems which they are during

REFERENCES

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	EEA 2004: Organizational Development	CREDIT	3+1
		HOURS	45
OBJECTIVES:	a) Students will understand concept of Organizational Development. b) Students will know about various issues related to Organisational Development. c) Students will be able to critically analyse different challenges faced		

	by an authority with reference to Otrganisational development	
COURSE CONTENT		
UNIT-I	**Introduction** **a)** Concept, meaning and definition of organizational development **b)** Steps taken by an organization for organizational development	10 hrs.
UNIT-II	**Management of Organizational Development** **a)** Management Structure for organizational development **b)** Issues related to management of organizational development	10 hrs.
UNIT-III	**Institutional Audit and Critical Analysis** **a)** Current reality and vision **b)** Strategies of Organizational Development	10 hrs.
UNIT-IV	**The system Effect on Change** a) The Changes to be brought in Leadership, Supervision Goals, Traditions, Incentives' planning process and clients need. b) The stages of change process: Awareness, Interest, Conviction/shaping Evaluation Trial, Acceptance and Adoption (Rogers, Hyen and Gross). c) Association, Involvement, Relationship, Commitment and Action d) Change Process: Early Majority, Late Majority, Early e) Adopters, Late Adopters and Laggards	10 hrs
UNIT-V	**Types of Conflict**	5 hrs

| | a) Inter-Personal (within the individual), Intra-personal between individuals and between groups.

b) Transition in conflict thought

c) Conflict philosophy: theory vs. Practice | |

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

1. Students will visit any educational institution and study present practices for organization development adopted by that organization
2. Student will critically analyze and prepare their report on present practices adopted by that organization
3. Students will visit any institution and study different managerial challenges faced by an authority with references to organizational development.

REFERENCES

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	EEA 2005: Management of Information System	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) To enable the students to understand the fundamentals of MIS b) To enable the students to understand the concept of MIS c) To enable the students to understand the Computer Based Information System d) To enable the students to understand the Planning and Control of the MIS Function e) To enable the students to understand the Introduction to DBMS and Data Base Administration.	

COURSE CONTENT		
UNIT-I	**Fundamentals of Management Information System** a) Information and data, The Meaning of Information, Information distinguished from data, The Attributes of Information, Information processing b) MIS: The Manager's view (The Genesis, Anatomy of MIS, Levels of Management, Planning System) c) Characteristics of MIS and it's place in the Organization	10 hrs.
UNIT-II	**MIS in Education** a) DISE. b) Social impact of Information System c) Emerging application of Information System.	20 hrs.
UNIT-III	**International Trends in MIS in Education**	15 hrs.

	a) World Bank	
	b) UNESCO	
	c) Research perspectives on MIS in Education	

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Critically analyze the DISE data and present the trends and challenges of education at all levels.

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	EEA 2006: Women in Educational Management	CREDIT	3+1
		HOURS	45
OBJECTIVES:	a) To enable the students to understand Education and women's equality from policy perspective.		
	b) To enable the students to understand the significance of Women in		

	Education general and in Educational Management particular. c) To enable the students to understand and appreciate the contributions of Women in Educational Management.	
COURSE CONTENT		
UNIT-I	**Empowering Women's Education- Policy Perspectives**	15 hrs.
	a) Recommendations of Policies on Women's Education b) CABE working group on Education for Women and other disadvantaged group-1991. c) Workshop on the need of Women's Education in the Teacher Education Curriculum-1992.	
UNIT-II	**Human Development Index with specific reference to Female**	10 hrs.
	a) Education, Health and Employment b) Social Strata; Scheduled Caste and Scheduled Tribes	
UNIT-III	**Women in Educational Management**	20 hrs.
	a) Indian Women – Stereotyping and Modernity b) Need for Employment oriented and leadership oriented education for Women c) Constraints in the Process of Educational Management for women d) Women in Educational Decision Making e) Women and Leadership styles, Qualities Educational Management f) Women as Transformation Leader: The Need of the hour	
MODE OF TRANSACTION		
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
PRACTICUM		

1. Visit any Educational Institution and do the case Study of a Women Manager over there and submit a report on it.

REFERENCES

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	EEA 2007: Management of Teacher Education in India	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) Students will be able to understand the nature of teacher education programmes in India b) Students will be able to study the management of teacher education programmes at all levels c) Students will be able to critically appraise the quality issues in teacher education in India and abroad	
COURSE CONTENT		
UNIT-I	**Teacher Education in India** a) Nature and Components of Teacher Education b) Teacher Education programmes at all levels c) In-service and Pre-service programmes	15 hrs.

	Management of Teacher Education Programs in India	
UNIT-II	a) Planning and Management at Micro and Macro levels: Recognition and Monitoring b) Role of NAAC, NCTE. NCERT, IASE, CTE, DIET, SCERT c) Academic Staff Colleges	15 hrs.
UNIT-III	**Research in Teacher Education**	
	a) Quality Assurance in Teacher Education b) Research Trends and Concerns in Teacher Education	15 hrs.

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
Visit any teacher education institution and develop a comprehensive report on how it is managed.

REFERENCES
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	EEA 2008: Law and Education	CREDIT	3+1

		HOURS	45
OBJECTIVES:	a) The students will be able to know the laws related to education at different levels. b) The students will be able to understand the underpinnings of laws of education. c) The students will be able to find out the process of application of laws at institutional and social levels.		

COURSE CONTENT		
UNIT-I	**Constitutional Provisions for education in India** a) Constitutional Provisions for the education of; Minorities, disadvantaged group, Children below 14 years age, Inclusive education, Non- formal education, Open education, b) Establishment of Institutions (General and Special) c) Education as fundamental right	15 hrs.
UNIT-II	**Statutory Provisions** a) Statutory Provisions for education 15 hours b) The State and Central Enactments; Right to Education (RTE) c) Right to Infor nation (RTI ACT)	15 hrs.
UNIT-III	**Protection of Rights** a) Grievance redressal Cell b) Women sexual abuse and harassment c) Need for Advocacy	15 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

Students will develop a tool and collect data from students/teachers/administrators about their awareness and responsibilities about laws/rules/rights in education. A written report be submitted to the teacher concerned.

REFERENCES

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	EEA 2009: Human Resource Management	CREDIT	3+1
		HOURS	45

OBJECTIVES:	a) Understand how educational managers can be effective and efficient in their role in HRM. b) Understand the basic principles and added value of HR policies and HR functions. c) Understand how HRM is related to the organizational context. d) Develop a vision on the future of HRM	
COURSE CONTENT		
UNIT-I	**An Introduction to Human Resource Management in Education** a) Meaning and Importance of HRM in Education b) Strategic Human Resource Management Human Resource Planning, Job Analysis: Concepts, Procedures, and Choices (c) HRM processes - Recruitment, Selection, development, appraisal	15 hrs.
UNIT-II	**Human Resource Development** a) Identification of Training Needs b) Professional Development Through Training c) Performance Appraisal System	20 hrs.

	d) Compensation and Collective Bargaining	
	e) Employment Transitions	
	f) Job satisfaction and employee wellbeing.	
UNIT-III	**Emerging Trends and Critical Issues of HRM in Education** a) National and International Trends b) Research perspective	15 hrs.

MODE OF TRANSACTION

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM

You have a choice to select one of the below assignments and submit to the course in-charge as per the scheduled date. Your assignment will be evaluated and the feedback will be provided to all the students individually for the improvement.

1. Compare the performance appraisal systems in Private and Public schools in Baroda.

2. Study the existing professional development programs for teachers and school principals, Critically analyze and prepare a detailed report.

3. Examine the critical issues and Challenges of HRM in Private Schools for administrative.

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8. Lathans, Fred, Organizational Behaviour, Mc-Graw-Hill Book Company, New York, 1981.

EEA 2010: TIME MANAGEMENT	CREDIT	3+1
	HOURS	45

OBJECTIVES:	a) To enable the students to understand the administrative and Managerial dimensions of time as a resources.

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	b) To enable the students to understand the importance of Time Management for effective organizational management. c) To enable the students to understand the Time Wasters and Salient Features in Time Management.	

	COURSE CONTENT	
UNIT-I	**Concept of Time Management** a) Need and importance of time Management b) Features of Time Management In an Educational Organization	15 hrs.
UNIT-II	**Administrative Dimensions** a) Yearly calendar of events b) Daily time-table	15 hrs.
UNIT-III	**Managerial Dimensions** a) Time Saving Devices b) Forward planning c) Time Management Matrix	15 hrs.

MODE OF TRANSACTION
Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show

PRACTICUM
1. Visit any Educational Institution and after an informal interview with the Educational Manager prepare a report on how he/she does Time-Analysis in their organization or prepare a report on Time-Wasters.

REFERENCES
1. Covey, S. R., Merrill, A. R., & Merrill, R.R. (1994). *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Simon & Schuster.   2. Davis, M., Eshelman, E., & McKay, M. (1982). *The Relaxation and Stress Reduction Workbook*.

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THANKS