

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



PROGRAMME STRUCTURE

**MASTER OF MANAGEMENT STUDIES (EDUCATION)
2023-24**

Syllabus of Courses

 The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration									
Year	I	EEA2148: Philosophical Foundation in Educational Management	Credits / Hours per week					03	
Semester	I	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100	
Mode of Transaction		Lectures and Tutorials							
Course Outcome (CO) EEA2101 CO1 Understanding the nature and functions of philosophy of education. CO2 Logical analysis interpretation and synthesis of various concepts, proposition and Philosophical assumptions about educational phenomenon. CO3 Understanding and use of philosophical methods in studying educational data. CO4 Critical appraisal of contributions made to education by prominent educational thinkers Indian and Western.									
Unit - I	Meaning and nature of Philosophy of Education 1. Meaning and its nature;		08	10	1	CO1	PSO1		
	a) Directive Doctrine b) A Liberal Discipline and c) An activity. 2. It's Functions – Speculative, Normative, and Analytical.								

UNIT - II	Branches of Philosophy and implications to Educational Management a) Metaphysics: Meaning and implications b) Epistemology: Meaning and Implications. c) Axiology and Education: Meaning and Implications	25	13	1	CO2	PSO1
UNIT - III	Educational Thoughts of Great Thinkers and Implications to Educational Management Educational thoughts of Plato, Kant, Dewey, M.K. Gandhi, Vivekananda, Tagore, Shri Aurobindo and J. Krishnamurthy	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8

PRACTICUM

Students will write their analysis on any branch of philosophy and submit a paper of 1000 words for evaluation.

Reference Books

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

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration	Academic Year					2018-20			
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2150: Sociological Foundation in Educational Management	Credits / Hours per week					03		
Semester	I	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100		
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2102 CO1 To enable the students to understand the importance of Sociology, social institutions and the processes of social organizations. CO2 To enable the students to understand relationship between culture, society and Education. CO3 To enable the students to know issues of equality and equity in Education										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)
Unit - I	Concept and Nature of Sociology of Education Meaning and nature of Sociology of Education Social organizations; social groups; social stratification; Factors influencing social stratification;		08	10	1	CO1	PSO1			

	Social organizations, characteristics of social organizations and their roles in education. Education as a social system, Education as a socialization process.								
UNIT - II	Culture and Education a) Culture – meaning and nature of Culture, Role of education in cultural context b) Education and Cultural Change. c) Education in a multi-cultural society.	2 5	13	1	CO2	PSO1			
UNIT - III	Equality of Educational Opportunities 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.	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

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

Reference Books

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*. Frankfurt 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

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year		2018-20					
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2151: Psychological Foundation in Educational Management	Credits / Hours per week				03			
Semester	I	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2103 CO1 To enable the students to understand concepts and principles of Educational Psychology as an applied subject CO2 To enable the learners to understand the implications of psychological theories to Education and Educational Management CO3 To acquaint the learners with the process of human development.										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)
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		08	10	1	CO1	PSO1			

UNIT - II	Human Development and Implications to Educational 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	2 5	13	1	CO2	PSO1			
UNIT - III	Learning Theories and its Applications to Manage 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	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

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

Reference Books

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.

 सत्यं शिवं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2152: ORGANIZATION AND ADMINISTRATION OF EDUCATION IN INDIA	Credits / Hours per week	03
Semester	I	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
Course Outcome (CO) EEA2101 CO1 To understand the historical perspectives of Indian Education CO2 To understand the aims and objectives of education and its relevance to Educational management. CO3				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
Unit - I	Historical foundations of Education a) System of education during ancient, modern and medieval period. b) Analysis of different committees and Commissions' reports in Indian education	08	10	1	CO1	PSO1			
UNIT - II	Administration of Education in India a) Types of Educational organizations at different levels of education; Primary, Secondary and Higher education in India b) Federal Structure of Indian Administration; Role of Centre, State, and Local Govt. in managing education.	25	13	1	CO2	PSO1			
UNIT - III	Decentralized Administration a) Concept and meaning of decentralization. b) Delegation of authority. c) The art of delegation. d) Factor determining the decentralization of administration. e) Advantages & disadvantages of decentralization of administration	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

On the basis of informal interviews with some educational administrators, prepare a write up about their roles in their own organization.

Reference Books

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

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration	Academic Year	2018-20						
M.M.S (Education)									
Year	I	Core / Elective / Foundation EEA2148: Research Methods in Education - I	Credits / Hours per week	03					
Semester	I	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100					
Mode of Transaction		Lectures and Tutorials							
Course Outcome (CO) EEA2105 CO1 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 CO2 Students will understand the different types of researches conducted in Educational management CO3 They will be able to understand and apply the knowledge of different research designs in the field of Educational management									
Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)
Unit - I	Meaning of Educational research a) Meaning of Research b) Types of Research; Basic, Applied, and Action	08	10	1	CO1	PSO1			

	Research, Descriptive, Historical, Developmental and Experimental Research								
UNIT - II	Research Problem and hypothesis - Identification of research problem, review of related literature - Variables; Meaning and types - Stating Objectives, Hypothesis, and Research Questions	25	13	1	CO2	PSO1			
UNIT - III	Sample and tools of research - Meaning of Population and sample - Types of sampling; Probability and Non-probability - Tools and techniques of research; Different tools of Research Characteristics of a good tool of research	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

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

Reference Books

- Best, J.W. and Kahn, J.V. (2008) Research in Education, Prentice Hall of India, New Delhi
- Kerlinger, F.N. (1978) Foundations of Behavioural Research, srjeet Publications, 7-K Kolhapur Road, new Delhi-7
- Bryman A (1988) *Quantity and Quality in Social Research* London: Routledge
- Campbell D and Fiske DW (1959) Convergent and discriminate validation by the multitrait-multimethod matrix *Psychological Bulletin* 54, 297-312.
- Denzin NK (1970) *The Research Act in Sociology* London: Butterworth
- Denzin NK (1978) *The Research Act: A theoretical introduction to sociological methods* New York: McGraw-Hill
- 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/>]

	EEA. 2106: Viva-voce- Internal: It will include all the papers studied during the semester		

		The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration			Academic Year			2018-20			
M.M.S (Education)											
Year	I	Core / Elective / Foundation EEA2257: RESEARCH METHODS IN EDUCATION-II			Credits / Hours per week			03			
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade			100			
Mode of Transaction		Lectures and Tutorials									
Course Outcome (CO) EEA2101 CO1 Students will be able to understand the nature of educational data CO2 They will be able to choose the appropriate statistical technique and analyse the data CO3 They will be able interpret the data.											
Unit No.	Topic/Unit			Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Profession al Ethics

									(PE)
Unit - I	Nature of educational data Meaning and its nature; a) Quantitative and Qualitative. b) Quantitative data : Scales of measurement : nominal, ordinal, interval, ratio. c) Qualitative data	08	10	1	CO1	PSO1			
UNIT - II	Organization and representation of Quantitative data 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	25	13	1	CO2	PSO1			
UNIT - III	Qualitative data analysis a) Recording and Retrieving Qualitative data b) Content Analysis; Coding and Categorization c) Triangulation d) Interpretation of data	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

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

Reference Books

- Garrett H.E., and Woodworth, R.S. (1979) *Statistics in Education and Psychology*, Vakils feffer and Simons Ltd. Ballard Estate, Bombay
- Miles MB and Huberman AM (1984) *Qualitative Data Analysis: A sourcebook of new methods*
Beverly Hills: Sage
- 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 Tashakkori A and C Teddlie C (2003a) *Handbook of Mixed Methods in Social and Behavioural Research* Thousand Oaks, CA: Sage.

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year				2018-20			
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2252: EDUCATIONAL LEADERSHIP	Credits / Hours per week				03			
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2101 CO1 Understand the concept of leadership in educational management. CO2 Understand the Styles and Theories of leadership and their implications in educational management. CO3 Understand the importance of the leadership behavior in educational management.										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values

							(SD)	needs	(HV)and Professio nal Ethics (PE)
Unit - I	Meaning and Concept of Leadership in education a) Meaning and Definition of leadership. b) Leadership qualities or attributes c) Leading vs. Managing: Some Crucial distinctions	08	10	1	CO1	PSO1			
UNIT - II	Theories of Leadership 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.	25	13	1	CO2	PSO1			
UNIT - III	Related Concepts of Leadership in Educational Management 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	12	14	2, 3, 4	CO3	PSO1 PSO2 PSO4 PSO7 PSO8			

PRACTICUM

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.

 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं गितं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year		2018-20					
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2253: Education for Sustainable Development	Credits / Hours per week				03			
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2203 CO1 To understand the meaning of sustainable development in a general context as well as in education CO2 To identify and evaluate trends in education for sustainable education research. CO3 To understand and assess the impacts of sustainable development on schools. CO4 To critically understand various approaches in national and international policies.										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
Unit - I	Concept and Meaning of Sustainable Development a) Concept or meaning of sustainable development									

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year					2018-20		
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2254: CURRICULUM DEVELOPMENT IN EDUCATIONAL MANAGEMENT	Credits / Hours per week					03		
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100		
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2204 CO1 CO2 CO3 CO4										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)
Unit - I	Meaning and Importance of Curriculum and Instruction a) Concept and meaning of curriculum and instruction. b) Importance of curriculum and instruction in Education.									

UNIT - II	Bases of Determinants of Curriculum - Philosophical considerations - Psychological considerations - Sociological considerations - Discipline-oriented considerations.								
UNIT - III	Curriculum Design and Development - Theories of Curriculum Development - Process of Curriculum Development - Curriculum Implementation Strategies - Curriculum Evaluation and change								

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 Instruction, Chicago, Chicago University Press, USA
13. Roe, W.H. (1961). School Business Management, McGraw-Hill Book Co. Inc, New York

		The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)					
Year	I	Core / Elective / Foundation EEA2255: Practical work on Data Processing with Computer	Credits / Hours per week		03
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade		100
Mode of Transaction		Lectures and Tutorials			
Course Outcome (CO) EEA2204					
CO1 The students will develop the skills of processing statistical data by using different software packages.					
CO2 They will submit a report after carrying out their data analysis practical works.					

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2256: Practical work on Literature Review	Credits / Hours per week	03
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
Course Outcome (CO) EEA2206 CO1 The students will develop the skills of review related literature on a given topic by the teacher from different sources and submit a report. CO2 They will submit a report after carrying out their review work.				

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2258: VIVA VOCE - INTERNAL	Credits / Hours per week	03
Semester	II	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
It will include all papers studied during semester				

	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration			Academic Year			2018-20				
M.M.S (Education)											
Year	I	Core / Elective / Foundation EEA2322: Preparation and Presentation of Research Proposal			Credits / Hours per week			03			
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade			100			
Mode of Transaction		Lectures and Tutorials									
Course Outcome (CO) EEA2301 CO1 Students will be able to develop a research proposal CO2 Students will develop the skills of presenting their research proposal											
Unit No.	Topic/Unit			Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
	Consultation and proposal development										
	Presentation and participation The allotted guide will discuss with the students about proposal development and presentation										

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](http://www.tamtu.edu/~cferguson/PubBias.pdf)". *Psychological Methods* **17** (1): 120–128. doi:[10.1037/a0024445](https://doi.org/10.1037/a0024445).
<http://www.tamtu.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](https://doi.org/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](http://www.sagepub.com)
7. Hunter, Schmidt, & Jackson, John E. (1982). *Meta-analysis: Cumulating research findings across studies*. Beverly Hills, California: Sage.
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	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year					2018-20		
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2323: Comparative Perspectives in Educational Management	Credits / Hours per week					03		
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100		
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2302 CO1 Students will develop critical understanding of the system of education at different levels in different countries. CO2 Students will develop an understanding of the administrative structures of Indian Education from international perspectives.										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
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								
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 c) Current education policy trends worldwide.								
UNIT III	Research in Comparative Education from Management perspective a) Research Trends in International Comparative Education b) Large-scale international assessment databases c) Issues and Problems of Educational Management from international perspectives								

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.

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	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year		2018-20					
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2324: Management of Stress in Educational Organizations	Credits / Hours per week			03				
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade			100				
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2302 CO1 To enable the students to understand the concept of stress CO2 To enable the students to understand the causes of stress. CO3 To enable the students to understand the consequences of stress CO4 To enable the students to understand the strategies to manage the stress										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employa	Relevance to Local	Relation to Gender

							bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	(L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	(G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
UNIT I	Concept of Stress a) Meaning and Nature of Stress b) A model of Organizational Stress (Stressor Stress, Reaction)								
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 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)								
PRACTICUM: - 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. - Visit any Educational Manager and the Teachers prepare a report on various Causes of Stress.									

REFERENCES:

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	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year					2018-20		
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2325: Motivation Theories and Applications in Management	Credits / Hours per week					03		
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100		
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2304										
CO1 To enable the students to know the genesis the basic concepts and theories of Motivation.										
CO2 To enable the students to understand the significance and role of motivation as a determinant as well as component of personality.										
CO3 To enable the students to know and apply motivational inputs in instructional – setting										
CO4 To enable the students to understand the role of motivation in development of government in country										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
Unit - I	Concept of Motivation 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.								
UNIT - II	Theories of Motivation a) The Content Theories of Work Motivation (Maslow's Hierarchy of Needs, Herzberg's two factor theory of Motivation, Alderfer's ERG theory) 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 Human: Individual factors and Group factors b) Group characteristics and Motivation: Cohesion, Trust & Adjustment c) Motive generating techniques								

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.

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	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year				2018-20			
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2326: POLICY MAKING IN EDUCATIONAL MANAGEMENT	Credits / Hours per week				03			
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lectures and Tutorials								
Course Outcome (CO) EEA2305 CO1 To study various government policies from perspectives of Educational Management. CO2 To study process of policy making in Education CO3 To study importance of policies in Education. CO4 To critically analyze policies										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE)
Unit - I	Policy in Education a) Need and Importance of Policy b) Policy making in Education									
UNIT -	Review of National Policy on Education-1986 and POA 1992									

 सत्यं शिवं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2327: Practical work on Data Collection and Analysis	Credits / Hours per week	03
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
Course Outcome (CO) EEA2204				
CO1 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.				
CO2 They will submit a report after carrying out data collection and analysis work.				

 सत्यं शिवं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2328: VIVA VOCE - INTERNAL	Credits / Hours per week	03
Semester	III	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
It will include all papers studied during semester				

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M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2418: Preparation and Presentation of a Conceptual paper	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
Course Outcome (CO) EEA2206 CO1 To prepare and present any one concept related to educational management. CO2 To develop the skills of scientific writing with proper references CO3 To present their paper and develop the skills of presentation by using modern gadgets. CO4 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			
	Presentation and participation			
REFERENCES				

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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)
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		The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration			Academic Year			2018-20			
M.M.S (Education)											
Year	I	Core / Elective / Foundation EEA2419: EMERGING AREAS OF RESEARCH IN EDUCATIONAL MANAGEMENT			Credits / Hours per week			03			
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade			100			
Mode of Transaction		Lectures and Tutorials									
Course Outcome (CO) EEA2402											
CO1 Students will be able to recognize and conceptualize the emerging areas											
CO2 They will be able to cognize the research already conducted in the areas of educational management in India and abroad											
Unit No.	Topic/Unit			Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrep	Relevance to Local (L)/ National (N)/	Relation to Gender (G), Environment and

3. They will develop a conceptual framework for carrying out research in a new area

REFERENCES

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7. Flick, U. (2006). An Introduction to Qualitative Research, Sage Publications, London
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M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2420: WRITING AND REPORTING OF DISSERTATION	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		

Course Outcome (CO) EEA2403 CO1 Students will be able to acquire the knowledge of Scientific writing CO2 They will know the general format for writing a research report			
	COURSE CONTENT There is no specific course outline. Students will write their research report/dissertation under the guidance of a research guide and submit a copy for its evaluation.		
REFERENCES - Best, J.W. and Kahn, J.V. (2006). 10th Edt. Research in Education, Prentice Hall of India, New Delhi. - Clough, P. and Nutbrown C., (2007). A Student's Guide to Methodology: Justifying enquiry, Sage Publication, London - Flick, U. (2006). An Introduction to Qualitative Research, Sage Publications, London - Williams, Joseph M. (1988). <i>Style: Ten Lessons in Clarity and Grace</i>. Scott, Foresman, & Co.			

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M.M.S (Education)											
Year	I	Core / Elective / Foundation EEA2421: COMMUNICATION AND DECISION MAKING			Credits / Hours per week			03			
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade			100			
Mode of Transaction		Lectures and Tutorials									
Course Outcome (CO) EEA2404 CO1 Students will be able to understand the needs and problems of communication in educational organizations CO2 They will know the different channels of communication CO3 They will be able to make use of modern gadgets for communication CO4 They will be able to know the complicacies of decision making in educational organizations											
Unit No.	Topic/Unit			Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)
Unit - I	MEANING AND NEEDS OF COMMUNICATION a) Meaning, Needs and importance of communication										

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

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M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2422: Practical Work on Writing a Research paper	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
Course Outcome (CO) EEA2206 CO1 To prepare and present any one research study related to educational management. CO2 To develop the skills of scientific writing with proper references CO3 To present their paper and develop the skills of presentation by using modern gadgets. CO4 To develop the skills of steering a session by chairing some sessions.				
		The students will select a topic and write a research paper under the guidance of a teacher. They will submit the paper for evaluation.		

 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं जितं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2424: VIVA VOCE - INTERNAL	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lectures and Tutorials		
It will include all papers studied during semester				

		The Maharaja Sayajirao University of Baroda Faculty of Education and Psychology Department of Educational Administration		Academic Year		2018-20					
M.M.S (Education)											
Year	I	Core / Elective / Foundation EEA2017: Supervision, Development and Appraisal of Educational Personnel and programs		Credits / Hours per week		03					
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015		Maximum Marks / Grade		100					
Mode of Transaction		Lectures and Tutorials									
Course Outcome (CO) EEA2001 CO1 To understand and know the concept of Supervision in Educational CO2 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 CO3 To inculcate in students, a better appreciation of the role of the supervisor as a developmental personnel CO4 To examine and understand the most important aspect of development of Educational Personnel. CO5 To know and understand the concept of appraisal CO6 To know and understand the ways of appraisal of educational personnel											
Unit No.	Topic/Unit			Contact Hours	Weightage (%)	BT Level	CO	PSO	Element s of Employa bility (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ National (N)/ Regional (R)/Glob al (G) develop mental needs	Relation to Gender (G), Environ ment and Sustaina bility (ES), Human Values (HV)and

[illegible]

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, Arie 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.
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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration		Academic Year					2018-20		
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2018: Management of Examination system	Credits / Hours per week					03		
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade					100		
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show								
Course Outcome (CO) EEA2001 CO1 To understand the process of examinations CO2 To plan an examination in school/college										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
Unit -	Present System of Examination		15		5	CO1	POS1	Emp	R	HV

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M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2019: Special Education: Policies, Management and Finance	Credits / Hours per week				03			
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show								
Course Outcome (CO) EEA2001 CO1 To study various government policies related to special Education. CO2 To get knowledge about management structure for special education at central and state level. CO3 To understand about various finance (Provisions of central and state level) CO4 To explain the concept of Special Education and Inclusive Education CO5 To Appreciate its importance in Educational Organizations CO6 To analyze the different policies related to Special Education in India CO7 To know and understand the ways of appraisal of educational personnel										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional

									onal Ethics (PE)
Unit - I	Concept of Special education and its importance a) Meaning and concept of special education b) Need of special education c) Concept of inclusive education d) Efforts to make education inclusive	15		2	CO3	PSO1	SD Emp Ent	G N	G HV PE
UNIT - II	Policies on Special Education 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	15		5	CO1	PSO3			
UNIT - III	Finance of Special Education a) Financial Provisions about Special Education from government at Central and State level. b) Issues in Finance Management on of Special Education	15		5	CO3	-			

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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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration		Academic Year		2018-20					
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2020: Organizational Development	Credits / Hours per week			03				
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade			100				
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show								
Course Outcome (CO) EEA2001										
CO1 To critically analyze different challenges faced by an authority with reference to Organisational development										
CO2 To explain the concept of Organizational Development										
CO3 To appreciate its importance in Educational Organizations										
CO4 To analyze the different techniques for organizational development										
Unit No.	Topic Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and

									d Professi onal Ethics (PE)
Unit - I	Introduction a) Concept, meaning and definition of organizational development. b) Steps taken by an organization for organizational development.	10		3	CO2	PSO1	SD Emp Ent	G N	ES HV PE
UNIT - II	Management of Organizational Development c) Management Structure for organizational development d) Issues related to management of organizational development	10		2	CO1	PSO3			
UNIT - III	Institutional Audit and Critical Analysis e) Current reality and vision f) Strategies of Organizational Development	10		5	CO1	PSO1			
UNIT - IV	The system Effect on Change g) The Changes to be brought in Leadership, Supervision Goals, Traditions, Incentives' planning process and clients need. h) The stages of change process: Awareness, Interest, Conviction/shaping Evaluation Trial, Acceptance and Adoption (Rogers, Hyen and Gross). i) Association, Involvement, Relationship, Commitment and Action j) Change Process: Early Majority, Late Majority, Early Adopters, Late Adopters and Laggards	10		5	CO1	PSO3			
UNIT -V	Types of Conflict Inter-Personal (within the individual), Intra-personal between individuals and between groups a) Transition in conflict thought b) Conflict philosophy: theory vs. Practice	5		4	CO1	PSO1			
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.

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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2021: Management of Information System	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show		

Course Outcome (CO) EEA2001

CO1 To enable the students to understand the fundamentals of MIS

CO2 To enable the students to understand the concept of MIS

CO3 To enable the students to understand the Computer Based Information System

CO4 To enable the students to understand the Planning and Control of the MIS Function

CO5 To enable the students to understand the Introduction to DBMS and Data Base Administration

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
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 its place in the Organization	10		4	CO1	PSO1	Emp	N G	ES
UNIT - II	MIS in Education a) DISE b) Social Impact of information System c) Emerging application of Information System.	20		5	CO2	PSO1	Ent		
UNIT - III	International Trends in MIS in Education a) World Bank	15		5	CO1 CO2	PSO3			

	b) UNESCO c) Research perspectives on MIS in Education				CO4				
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.									
REFERENCES 5. BLOOM, BENJAMIN S. ; MADAUS, GEORGE F.; and HASTINGS, J. THOMAS. 1981. <i>Evaluation to Improve Learning</i> . New York: McGraw-Hill. 6. BROOKHART, SUSAN M. 1991. "Grading Practices and Validity." <i>Educational</i> 7. BROOKHART, SUSAN M. 1994. "Teachers' Grading: Practice and Theory. <i>Applied Measurement in Education</i> 7 (4):279–301. 8. CANGELOSI, JAMES S. 1990. "Grading and Reporting Student Achievement." In <i>Designing Tests for Evaluating Student Achievement</i> . New York: Longman.									

	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration		Academic Year	2018-20
M.M.S (Education)				
Year	I	Core / Elective / Foundation EEA2022: Women in Educational Management	Credits / Hours per week	03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade	100
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show		
Course Outcome (CO) EEA2001				
CO1 To enable the students to understand Education and women’s equality from policy perspective.				
CO2 To enable the students to understand the significance of Women in Education general and in Educational Management particular.				
CO3 To enable the students to understand and appreciate the contributions of Women in Educational Management.				

Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
Unit - I	Empowering Women's Education- Policy Perspectives a) Recommendations of Policies on Women's Education b) CAGE 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.	15		4	CO1	PSO1	Emp SD Ent	N	G
UNIT - II	Human Development Index with specific reference to Female a) Education, Health and Employment b) Social Strata; Scheduled Caste and Scheduled Tribes	10		3	CO1	PSO1			
UNIT - III	Women in Educational Management 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,	20		6	CO2	PSO2			

	Qualities Educational Management f) Women as Transformation Leader: The Need of the hour								
PRACTICUM Visit any Educational Institution and do the case Study of a Women Manager over there and submit a report on it. REFERENCES 1. Pradhan, N. (2006). Women in Educational management, Samarth Publications, New Delhi 2. Santwani A.A. (1986). A Study of the Perception of Professional Women with regard to Professionalism and Professional Problems with special focus on Women Teacher in Higher Education, An Unpublished Ph.D Thesis The M.S. University of Baroda, Baroda 3. Talesra H (1983). Higher Education Among Women an Analysis of the situation of Higher Education at a District Level. An Unpublished Ph.D. thesis, The M.S. University of Baroda, Baroda 4. Joshi, S. & Pushpanadham K. (2001). Empowering Women for Educational Management, University News, Vol-39, No. 4									

	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration			Academic Year	2018-20
M.M.S (Education)					
Year	I	Core / Elective / Foundation EEA2023: Management of Teacher Education in India	Credits / Hours per week		03
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade		100
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show			
Course Outcome (CO) EEA2007 CO1 Students will be able to understand the nature of teacher education programmes in India					

CO2	Students will be able to study the management of teacher education programmes at all levels								
CO3	Students will be able to critically appraise the quality issues in teacher education in India and abroad								
Unit No.	Topic/Unit	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
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		2	CO1	PSO1	SD Ent	N	PE
UNIT - II	Management of Teacher Education Programs in India 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		5	CO2	PSO3			
UNIT - III	Research in Teacher Education a) Quality Assurance in Teacher Education b) Research Trends and Concerns in Teacher Education	15		5	CO3	PSO3			
PRACTICUM Visit any teacher education institution and develop a comprehensive report on how it is managed									
REFERENCES									

1. Bose, K. and Srivastava, R.C. (1973) Theory and Practice: Teacher Education in India, Allahabad, Chug Publication
2. Chaurasia, H.R. (1977) Challenges and Innovations in Teacher Education, New Delhi: Sterling Publications Pvt. Ltd.
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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration				Academic Year				2018-20			
M.M.S (Education)												
Year	I	Core / Elective / Foundation EEA2024: Law and Education			Credits / Hours per week				03			
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade				100			
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show										
Course Outcome (CO) EEA2001 CO1 The students will be able to know the laws related to education at different levels. CO2 The students will be able to understand the underpinnings of laws of education. CO3 The students will be able to find out the process of application of laws at institutional and social levels												
Unit No.	Topic/Unit				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of	Relevance to	Relation to

							Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)	Local (L)/ National (N)/ Regional (R)/ Global (G) developmental needs	Gender (G), Environment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
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		2	CO1	PSO1	Emp Ent	N	G ES HV PE
UNIT - II	Statutory Provisions a) Statutory Provisions for education b) The State and Central Enactments; Right to Education (RTE) c) Right to Information (RTI ACT)	15		5	CO2	PSO3			
UNIT - III	Protection of Rights a) Grievance redressal Cell b) Women sexual abuse and harassment c) Need for Advocacy	15		5	CO3	PSO3			
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 1. Krishnamurthy, C. (2008). Legal Education and Legal Profession in India, <i>International Journal of Legal Information</i> : Vol. 36:Iss. 2, Article									

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2. Michael A. Olivas, (1997). *The Law and Higher Education: Cases and Materials on Colleges in Court*.

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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration			Academic Year			2018-20			
M.M.S (Education)										
Year	I	Core / Elective / Foundation EEA2025: Human Resource Management	Credits / Hours per week				03			
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015	Maximum Marks / Grade				100			
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show								
Course Outcome (CO) EEA2001										
CO1 Understand how educational managers can be effective and efficient in their role in HRM.										
CO2 Understand the basic principles and added value of HR policies and HR functions.										
CO3 Understand how HRM is related to the organizational context.										
CO4 Develop a vision on the future of HRM										
Unit No.	Topic/Unit		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G)	Relation to Gender (G), Environment and Sustainability

							Develop ment (SD)	develop mental needs	(ES), Human Values (HV)an d Professi onal Ethics (PE)
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.	20		4	CO1	PSO1	Emp	G	ES PE
UNIT - II	Human Resource Development a) Identification of Training Needs b) Professional Development Through Training c) Performance Appraisal System d) Compensation and Collective Bargaining e) Employment Transitions f) Job satisfaction and employee wellbeing.	20		4	CO3	PSO1			
UNIT - III	Emerging Trends and Critical Issues of HRM in Education a) National and International Trends b) Research perspective	10		5	CO3	PSO3			

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.

REFERENCES

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- Jeffrey A. Mello. **Strategic Human Resource Management 2nd edition**. Published 2006 by South-Western a division of Thomson. ISBN -10:324-29043-8.
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	The Maharaja Sayajirao University of Baroda Faculty Education and Psychology Department of Educational Administration			Academic Year			2018-20					
M.M.S (Education)												
Year	I	Core / Elective / Foundation EEA2026: Time Management			Credits / Hours per week			03				
Semester	IV	Year of Introduction: 2001 Year of Syllabus Revision: 2015			Maximum Marks / Grade			100				
Mode of Transaction		Lecture, Discussion, Case Study, Experiment Problem solving, Film Show										
Course Outcome (CO) EEA2001												
CO1 To enable the students to understand the administrative and Managerial dimensions of time as a resources.												
CO2 To enable the students to understand the importance of Time Management for effective organizational management.												
CO3 To enable the students to understand the Time Wasters and Salient Features in Time Management.												
Unit No.	Topic/Unit				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill	Relevance to Local (L)/ National (N)/ Regional (R)/ Global (G)	Relation to Gender (G), Environment and Sustainability

							Develop ment (SD)	develop mental needs	(ES), Human Values (HV) and Professi onal Ethics (PE)
Unit - I	Concept of Time Management a) Need and importance of time Management b) Features of Time Management In an Educational Organization	15		2	CO2	PSO1	SD Emp Ent	N L	ES HV PE
UNIT - II	Administrative Dimensions a) Yearly calendar of events b) Daily time-table	15		4	CO3	PSO1			
UNIT - III	Managerial Dimensions a) Time Saving Devices b) Forward planning c) Time Management Matrix	15		5	CO1	PSO1			

PRACTICUM

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

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