

SEMESTER III

YEAR	II	MAEdu-301 SCHOOL ADMINISTRATION AND MANAGEMENT	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<p>After completion of the course the students will be able</p> <p>CO1: To understand the concept, nature, scope, aims and role of school administration and management.</p> <p>CO2: To comprehend the conceptual aspects involved in school administration and management also to be expert using its functions for an effective classroom management.</p> <p>CO3: To appreciate the perspectives of administration and management of school issues, strategies and practices.</p> <p>CO4: To understand critical process of educational management related to various levels of education system such as; Local, National and Global perspective.</p> <p>CO5: To acquire necessary skills to understand the total quality management and its approaches relevant to school education system.</p> <p>CO6: To develop cognitive and non-cognitive skills, aligned with the goals of Education management for Sustainable Development and Global Citizenship.</p> <p>CO7: To analysis the role of various National and local agencies like; CIBE, NCERT, NIOS, SCERT and DIET's etc.</p>		
COURSE CONTENT / SYLLABUS				
UNIT-I	School Administration and Management			10 Hrs
	<ul style="list-style-type: none"> • Meaning, nature and scope of school administration • School administration and school management, their role • Management as an organization, aims and functions of school management 			
UNIT-II	Conceptual Basis of School Management			12 Hrs
	<ul style="list-style-type: none"> • Basic management function: Planning, organizing, leading, motivating and controlling and their implications for effective school management. • Using management functions for an effective classroom management in schools. 			
UNIT-III	Educational Administration and Management at Different Levels			15 Hrs
	<ul style="list-style-type: none"> • Educational administration and management at central, state and local levels • Role and functions of CIBE, NCERT, CBSE, KVS, NVS, NIOS • Role and functions of SCERT, DIETs etc. 			
UNIT-IV	Quality Management Approach for Schools			13 Hrs
	<ul style="list-style-type: none"> • Quality management: meaning, scope and role • Approaches and functions of total quality management • TQM and its application in school management 			
UNIT-V	Resource Management			10 Hrs
	<ul style="list-style-type: none"> • Resource: meaning, nature and classification • Human and non-human resources: creation, sharing and management • Leadership and decision making • Funding arrangements and its utilization 			
PRACTICUM				

- Case based study of exemplary practices in school management
- Visits to school with records of best practices.
- Developing case profiles of effective classrooms / schools

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To explain the concept and the role of school administration and management.

CO2: To analysis the conceptual aspects involved in school administration and management to be expert using its functions for an effective classroom management.

CO3: To appreciate the perspectives of administration and management of school issues, strategies and practices.

CO4: To describe the critical process of educational management related to various levels of education system.

CO5: To explain the necessary skills to understand the total quality management and its approaches relevant to school education system.

CO6: To define the cognitive and non-cognitive skills, aligned with the goals of Education management for Sustainable Development and Global Citizenship.

CO7: To analysis the role of various National and local agencies like; CABE, NCERT, NIOS, SCERT and DIET's etc.

REFERENCES

- Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai
- ThakurD and Thakur, D.N. (1997): Educational Planning an dAdministration, Deep and Deep Publication, New Delhi.
- Bhatia, K.K & Singh, Jaswant : Principles and practice of school management, Tandaon publications books Market , Ludhiana
- Bhatnagar, R.P &
- Agarwal , Vidya : Education administration, Supervision , Planning and financing, Surya Publication, Meerut
- Koortz, Harold &
- Weihrich, Heinz : Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi.
- Sindhu, Kulbir Singh : School organisation and administration, sterling, publishing, private Limited,New Delhi
- Varshrey, G.K : Organisation and Management, S Chand and Company LTD, New Delhi.

YEAR	II	MAEdu-302 HISTORY AND CONTEMPORARY ISSUES IN EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To understand the historical perspectives of education in Pre-Independence and Post- Independence India. CO2: To analyze the nature of education as an area of study with multidisciplinary and transdisciplinary knowledge base. CO3: To know the concept, scope, significance, approaches and strategies of quality Education. CO4: To understand the concept and implications of liberalization, privatization and globalization in the perspective of Education. CO5: To comprehend the equalization of Educational opportunities of different class, caste, religion, gender, minorities and Divyangjan as well as to acquire knowledge about the value and environmental Education.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Historical Perspectives on Education			12 Hrs
	<ul style="list-style-type: none"> • Education: history and its evolution • Education in Pre-Independent India –recommendations of commissions and committees • Education in Post-Independent India –recommendations of Commissions and Committees 			
UNIT-II	Education in Contemporary India			12 Hrs
	<ul style="list-style-type: none"> • Contemporary Indian Education and its salient features • National Policy on Education – 1986, 1992 • Universalization of Elementary Education – Sarva Shiksha Abhiyan • RTE ACT 2009, RMSA 			
UNIT-III	Assured Quality Education			10 Hrs
	<ul style="list-style-type: none"> • Concept and scope of quality education • Need and significance of quality education • Approaches and strategies of quality education 			
UNIT-IV	Liberalization, Privatization and Globalization			14 Hrs
	<ul style="list-style-type: none"> • Concept and implications of liberalization in education • Concept and implications of privatization • Concept and implications of globalization 			
UNIT-V	Contemporary Issues in Education			12 Hrs
	<ul style="list-style-type: none"> • Equalization of Educational Opportunities • Education of SC/ ST, OBC, differently-abled, women and minorities • Value Education • Environmental Education 			
PRACTICUM				

- Study the impact of Right to Education Act 2009 on schools
- Critical Analysis of Different Committees and Commissions on Education
- Study of Educational Process in Private Schools
- Planning awareness among SC/ST students about various schemes and scholarships available to them

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To describe the historical perspectives of education in Pre-Independence and Post-Independence India.

CO2: To analyze the nature of education as an area of study with multidisciplinary and transdisciplinary knowledge base.

CO3: To explain the concept, significance, approaches and strategies of quality Education.

CO4: To describe the concept and implications of liberalization, privatization and globalization in the perspective of higher Education.

CO5: To analysis the equalization of Educational opportunities of different class, caste, religion, gender, minorities and Divyangjan.

REFERENCES

- Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
- Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi
- Dhankar, N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
- Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
- Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
- Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.

YEAR	II	MAEDU-303 PERSONALITY DEVELOPMENT	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		<p>After completion of the course the students will be able</p> <p>CO1: To comprehend the concept, characteristics, nature and types of personality and to know the structure of Integration of Personality, traits theories of personality with its educational implications.</p> <p>CO2: To become aware of the significance of personality development and the practical approach of various types of personality.</p> <p>CO3: To familiarize themselves with different types of personality disorders and to know about the role of personality development in the resolution of conflict and stress.</p> <p>CO4: To understand the personality assessment through different techniques and methods such as observation, interview and scale.</p> <p>CO5: To appreciate different Psychological theories in the perspective of creativity and Intelligence.</p> <p>CO6: To understand the concept of group dynamics, self confidence, attitude and social responsibility.</p>		
COURSE CONTENT / SYLLABUS				
UNIT-I	Meaning, Nature and Theories of Personality			12 Hrs
	<ul style="list-style-type: none"> • Meaning and definition of personality • Nature, characteristics and determinants of personality • Structure of Integration of Personality • Type and Trait theories of personality with educational Implications 			
UNIT-II	Personality Development			14 Hrs
	<ul style="list-style-type: none"> • Importance of personality Development • Tips of Personality Development • Personality Traits • Different Type of Personality-A practical Approach 			
UNIT-III	Personality Disorders & Stress			10 Hrs
	<ul style="list-style-type: none"> • Personality Disorders • Dressing and Personality Development • Communication skill and Personality Development • Role of personality development in reducing stress 			
Personality Assessment				

UNIT-IV	<ul style="list-style-type: none"> • Subjective-Introspection & Interview • Objective-Personality Inventories & Scale • Projective Techniques 	12 Hrs
UNIT-V	Indicators of Successful Person	12 Hrs
	<ul style="list-style-type: none"> • Creativity, Multiple and Emotional Intelligence 	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Group Dynamics and Interpersonal Relationship • Self Confidence, Attitude, temperament & Life Style • Social Responsibility & Community Work | |
|--|--|--|

PRACTICUM

Note: Unit IV & V shall be based on practicum

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To describe the concept and types of personality and to explain the structure of Integration of Personality, traits theories of personality.

CO2: To give insight into the significance of personality development and the practical approach of various types of personality.

CO3: To analysis themselves with different types of personality disorders and to identify the role of personality development in the resolution of conflict.

CO4: To explain the personality assessment through different techniques and methods.

CO5: To describe the different Psychological theories in the perspective of creativity and Intelligence.

CO6: To explain the concept of group dynamics, self confidence, attitude and social responsibility.

REFERENCES

- Aggarwal, G.C. (1996). Essential of Educational Psychology. Vikas Publishing House, New Delhi. 14
- De Bono, Edward. (2000). Six Thinking Hats. 2nd Edition. Penguin Books.
- Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
- Gardner, Howard. (1993). Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
- Mangal, S.K. & Mangal, S. (2005). Development of Learner & Teaching Learning Process, Loyal Book Depot, Meerut.
- Minippally, Methukutty. M. (2001). Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
- Pease, Allan. (1998). Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.
- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
- Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
- Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadsworth.
- Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
- Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

YEAR	II	MAEdu-304 (iii) EDUCATIONAL MEASUREMENT AND EVALUATION		4
SEMESTER	III		HOURS	60
			Marks	100(60+40)

OBJECTIVES:	<p>After completion of the course the students will be able</p> <p>CO1: To comprehend the concept, nature, types, purpose, differences and areas of educational measurement, assessment and evaluation.</p> <p>CO2: To develop an understanding of the new trends and challenges in evaluation, grading and semester system in Indian higher Education.</p> <p>CO3: To understand the concept of domains of various Taxonomies in the term of Education to determine its aims and objectives.</p> <p>CO4: To know the concept, types, ethics, significances and outcomes of learning experiences and evaluation.</p> <p>CO5: To facilitate the students about the concept, nature, types, construction and standardization of various tools of evaluation.</p> <p>CO6: To understand the basic concepts and techniques of online tests and their challenges regarding measurement and evaluation in education.</p>
--------------------	--

COURSE CONTENT / SYLLABUS

UNIT-I	CONCEPT OF EDUCATIONAL MEASUREMENT AND EVALUATION	10 Hrs
	<ul style="list-style-type: none"> • Meaning, nature, purpose of educational measurement, assessment and evaluation. • Relation between measurement and evaluation • Types of evaluation – formative and summative – meaning, characteristics, areas, differences. 	
UNIT-II	ASSESSMENT AND EXAMINATIONS	12 Hrs
	<ul style="list-style-type: none"> • Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges • New trends in evaluation grading and semester system • External examinations in higher education: meaning, need, significance. • Challenges related to planning and conduct of external examinations 	
UNIT-III	EDUCATIONAL OBJECTIVES	15 Hrs
	<ul style="list-style-type: none"> • Concept of educational aims and objectives, relationship between aims and objectives, classification of educational objectives • Revised Bloom’s Taxonomy of the Cognitive Domain, • Krathwohl and Masia’s Taxonomy of the Affective Domain • Dave’s Taxonomy of the Psychomotor Domain • Writing objective in behavioural terms 	
UNIT-IV	LEARNING EXPERIENCES AND OUTCOMES	11 Hrs

	<ul style="list-style-type: none"> • Learning Experiences: meaning, types, significance of value based learning experiences • Learning Outcomes: meaning, need, significance. • The Relationship between Objectives, Specifications, Learning Experiences and Evaluation 	
UNIT-V	TOOLS OF EVALUATION	12 Hrs
	<ul style="list-style-type: none"> • Concept of tools of evaluation (meaning, characteristics) • Performance tests – Oral and Practical – merits, limitations, suggestions for improvement • Written Tests – Essay type and objective type (in general only) questions – merits, limitations, suggestions for improvement; • Norm Referenced Testing, Criterion Referenced Testing • Online Tests – features, merits and limitations, challenges 	
PRACTICUM		
<ul style="list-style-type: none"> ❖ Each student should construct two questionnaires (minimum 10 questions) to assess the opinions of ten students and ten teachers, analyse the data and submit a report on any one of the following: ❖ The challenges in Continuous and Comprehensive Evaluation Programme, faced by students and teachers (upto class XII) ❖ The challenges in the Credit based Semester and Grading System, faced by students and teachers in colleges/institutions.. 		
COURSE OUTCOMES:		
After completion of the course the students will be able		
CO1: To explain the concept and areas of educational measurement, assessment and evaluation.		
CO2: To give the insight into the new trends and challenges in evaluation, grading and semester system in Indian Education system.		
CO3: To explain the concept of domains of various Taxonomies in the term of Education		
CO4: To recognize the concept, types, ethics and significances of learning experiences.		
CO5: To describe the concept, nature, types, construction and standardization of various tools of evaluation.		
CO6: To analysis the basic techniques of online tests and their challenges regarding measurement and evaluation in Indian education system.		
SEMINAR		
<ul style="list-style-type: none"> ✓ Each Student-teacher has to present a Seminar on a topic relevant to Education. Assessment will be done for the written work and for the presentation. 		

REFERENCES

1. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J.C. (2003). Essentials of Examination System Evaluation, Tests and Measurement. New Delhi: Vikas Publication House.
3. Best, John.W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India Ltd.
5. Chauhan, S.S. (1988). Advanced Educational Psychology. New Delhi: Vikas Publication House. Mangal, S.K.(1999). Educational Psychology.
6. Garret, H.E. (1971). Statistics in Psychology and Education. Bombay: Vakils Feller, Simons Pvt. Ltd.
7. Lal, J.P. (2005). Educational Measurement and Evaluation. New Delhi: Anmol Publishing Pvt. Ltd.
8. Nagaraju M.T.V. and Mahammad Ali.S. (2009). Educational Evaluation. Hyderabad:

Jayam Publications

9. Padua, R.N., & Santos, R.G. (1997). Educational Evaluation and Measurement-Theory, Practice and Application. Quezon City: Kantha Publishing Co. Inc.
10. Sharma, R.A. (2004). Essentials of Measurement in Education and Psychology (4th Ed.). Surya Publication.
11. Sidhu, K.S. (2007). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishing Pvt. Ltd.
12. Srivastava. H.S. and Shourie.J.P. (1989). Instructional objectives of school subjects. NewDelhi: NCERT

YEAR	II	MAEDU-305 TEACHER EDUCATION	CREDIT	4
SEMESTER	III		HOURS	60
			Marks	100(60+40)
OBJECTIVES:		After completion of the course the students will be able CO1: To comprehend the concept, aims and scope of teacher education in India with historical perspectives. CO2: To analysis the recommendations of various Commissions and Committees on Teachers Education in India. CO3: To visualize the structure and frame work of Indian teacher education at different levels. CO4: To understand the Concept of Pre-service and In-service Teacher Training Programmes running in various agencies such as; NCERT, NCTE, RIE, SCERT, DIET and ASC etc. CO5: To enable the students to understand the current trends in teacher education and agencies to develop and implement the concerned policies in India. CO6: To develop the research attitude in the students an understanding about the important research areas in teacher education. CO5: To understand the teaching as a profession, faculty development programme and refresher courses of various levels of Teachers Education.		
COURSE CONTENT / SYLLABUS				
UNIT-I	Fundamentals of Teacher Education			12 Hrs
	<ul style="list-style-type: none"> • Concept, Aims and Scope of Teacher Education. • Historical Background of Teacher Education in India with Special Reference to the recommendation of various Commissions on Teachers Education. • Kothari Commission, National Policy of Education 1986 and 2020, Revised POA (1992). • Historical development of Teacher Education in India • Aims and objectives of teacher education at different level: Elementary Level, Secondary Level and College level. 			
UNIT-II	Structure of Teacher Education			12 Hrs
	<ul style="list-style-type: none"> • Objectives of Teacher Education at Different Levels 			

	<ul style="list-style-type: none"> • Recommendations of NCERT (NCF, 2005) and NCFTE (2009). • Problems of Teacher Education in India and Remedial Measures • Pre-Service and In-service Teacher Training programme • Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department. • Teacher Education through open and Distance learning 	
UNIT-III	Teacher programs	12 Hrs
	<ul style="list-style-type: none"> • Taxonomy of teacher behavior • Post graduate courses in education, research and innovations in teacher education • Techniques of teacher training, core teaching, micro-teaching, interaction analysis. • Evaluation of student teaching. • Implementation of curricula of teacher education and Research 	
UNIT-IV	Teacher Effectiveness	12 Hrs
	<ul style="list-style-type: none"> • Concept, Determinants, Identification and Characteristics of teacher Effectiveness. • Effective Practice Teaching Internship- its Organization and Problems. • Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher • Recent trends and Research Activities in Teacher Education 	
UNIT-V	Professional Development	10 Hrs
	<ul style="list-style-type: none"> • Teaching as a Profession: • Professional organizations for various levels of teachers and their role; performance appraisal of teachers. • Faculty improvement program for Teacher Education. • Orientation and Refresher courses • Current Problems: • Teacher Education and Practicing Schools 	

PRACTICUM

- A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
- Preparation of facilitative resource materials in school education (on any teaching unit).
- A work study project related to teacher education, problems and improvement possibilities.
- Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used.
- Preparing a " Peer Group Observation Performa", administer it and evaluate teaching materials and skills. Give feedback and suggestions for improvement.

COURSE OUTCOMES:

After completion of the course the students will be able

CO1: To explain the historical perspectives of teacher education in India.

CO2: To analysis the recommendations of various Commissions and Committees on Teachers Education

in India.

CO3: To describe the structure and frame work of Indian teacher education at different levels.

CO4: To explain the Concept of Pre-service and In-service Teacher Training Programmes running in various government agencies.

CO5: To understand the current trends in teacher education and and implement the concerned policies in India.

CO6: To identify the research attitude in the students about the important research areas of teacher education.

CO7: To analysis the teaching as a profession, faculty development programme and refresher courses of various levels of Teachers Education.

REFERENCES

- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Rutledge: New York.
- Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
- Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- National Policy of Education 1986/1992.
- Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
- NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- Oberoi, M.K. (1955) Professional competencies in Higher

Education, UGC Publication, New Delhi.