

**Master of Education
Semester-III**

L-4 T-0P-0-C-4

M.A. Edu301: School Administration and Management

Course Objectives

- To familiarize students on basic concepts of school administration and management & its Nature
- To understand the conceptual aspects involved in school administration and management
- To Apply the knowledge of administration and management of school issues, strategies and practices
- To Analyze the concept of educational management related to various levels of education
- To Evaluate skills to understand the management of human and non-human resources relevant to school education

Course Outcomes (COs)

1. Understand the basic concepts of school administration and management & its nature
2. Apply knowledge of the conceptual aspects involved in school administration and management
3. Analyze the basic concepts of educational management related to various levels of education
4. Evaluate techniques to understand the management of human and non-human resources relevant to school education
5. Create chart of school resources for effective school administration and management

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	3	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	3	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: School Administration and Management

12 Hours

1. Meaning and Nature of School Administration and Management
2. Need and Importance of School Administration and Management
3. Scope of School Administration and School Management
4. Types of Management as an Organization
5. Aims and Functions of School Management

UNIT II: Basic Concepts of School Management

12 Hours

1. Basic Management Function: Planning, Organizing activities and Decision Making
2. Leading, Motivating and Controlling activities
3. Role of Management Functions for Effective School Management
4. Using Management Functions for an Effective Classroom
5. Management in Schools: Experimental Designs of Management

UNIT III: Educational Administration and Management at Different Levels **12 Hours**

1. Educational Administration and Management at Central Levels
2. Educational Administration and Management at State Levels
3. Educational Administration and Management at Local Levels
4. Role and Functions of NCTE, CIBE, NCERT, CBSE, KVS, NVS, NIOS
5. Role and Functions of SCERT, DIETs etc.

UNIT IV: Quality Management Approach for Schools **12 Hours**

1. Quality Management: Meaning and Scope
2. Quality Management: Role and Importance
3. Approaches and Functions of Total Quality Management
4. TQM and its Application in School Management

UNIT V: Resource Management **12 Hours**

1. Resource: Meaning, Nature and Classification
2. Human Resources: Creation, Sharing and Management
3. Non-Human Resources: Creation, Sharing and Management
4. Leadership and Decision Making
5. Funding Arrangements and its Utilization

Total: 60 Hours

Practical Based Assignment-

1. Write report on Exemplary Practices of School Management
2. Visits to School with Records of Best Practices
3. Developing Case Profiles of Effective Classrooms / Schools

Reference(s)

1. Bhatia, K.K & Singh, Jaswant , (1995), Principles and Practice of School Management, Tandan Publications Books Market , Ludhiana
2. Bhatnagar, R.P. & Agarwal , Vidya, (2009), Education Administration, Supervision, Planning and Financing, Surya Publication, Meerut
3. Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai
4. Thakur D and Thakur, D.N. (1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**

**M.A. Education
Semester-III**

L-4 T-0 P-0 C-4

MAEdu-302: History and Contemporary issues in Education

Course Objectives

1. To understand the historical perspectives of education in Pre-Independence and Post-Independence India.
2. To analyze the nature of education as an area of study with multidisciplinary and trans disciplinary knowledge base.
3. To know the concept, scope, significance, approaches and strategies of quality education.
4. To understand the concept and implications of liberalization, privatization and globalization in the perspective of education.
5. 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 Outcomes (COs)

1. Understand the historical perspectives of education in Pre-Independence and Post-Independence India.
2. Apply various policies and recommendations with multidisciplinary and trans disciplinary knowledge base in education system.
3. Analyze the concept, significance, approaches and strategies of quality Education regarding current scenario.
4. Evaluate the concept and implications of liberalization, privatization and globalization in the perspective of higher Education.
5. Create educational opportunities of different class, caste, religion, gender, minorities and Divyangjan.

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	1	1	2	-	1	2	-	-	1	2	3	2
CO2	2	1	2	3	1	1	1	-	-	-	1	3	1	2
CO3	2	-	-	2	1	1	-	3	1	-	2	1	2	3
CO4	1	1	2	1	2	-	1	1	1	1	3	2	-	1
CO5	1	1	1	2	1	-	3	1	2	1	2	1	1	-

High-3 Medium-2 Low-1

UNIT I – Historical Perspectives on Education

12 Hours

1. Education: history and its evolution
2. Education in Pre-Independent India –recommendations of commissions and committees
3. Education in Post-Independent India –recommendations of Commissions and Committees
4. Mudaliyar Aayog- recommendations of Commissions

UNIT II- Education in Contemporary India

12 Hours

1. Contemporary Indian Education and its salient features
2. National Policy on Education – 1986, 1992
3. Universalization of Elementary Education – Sarva Shiksha Abhiyan RTE ACT 2009, RMSA
4. NEP 2020- Recommendations

UNIT III- Assured Quality Education and E-learning **12 Hours**

1. Concept and scope of quality education
2. Need and significance of quality education
3. Approaches and Strategies of quality education
4. Need and significance of E-learning

UNIT IV- Liberalization, Privatization and Globalization **12 Hours**

1. Concept and implications of liberalization
2. Concept and implications of privatization
3. Public Private Partnership PPP Model of Education
4. Concept and implications of globalization

UNIT V Contemporary Issues in Education **12 Hours**

1. Equalization of Educational Opportunities
2. Education of SC/ ST, OBC, differently-abled, women and minorities
3. Value Education
4. Environmental Education

Total: 60 Hours

Reference(s)

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

List of e-Learning Resources:

1. https://swayam.gov.in/nd2_cec19_ed03/preview
2. <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.ijamsr.com/issues>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**

M.A. (Education)
Semester-III
M.A. EDU 303- Personality Development

L-4 T-0P-0-C-4

Course Objectives

- To comprehend the concept, characteristics, nature and types of Personality
- To know the structure of Integration of Personality, traits theories of Personality with its educational implications
- To become aware of the significance of Personality development and the practical approach of various types of Personality
- 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
- To understand the Personality assessment through different techniques and methods such as observation, interview and scale
- To appreciate different Psychological theories in the perspective of creativity and Intelligence
- To understand the concept of group dynamics, self confidence, attitude and social responsibility

Course Outcomes (COs)

1. Understand the Nature and Theories of Personalities
2. Apply Knowledge of Personality theories for the Personality Development
3. Analyze the different Personality Disorder and Stress
4. Analyze the different Personality assessment techniques and tools
5. Evaluate the indicators of successful Personality

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	-	1	-	2	-	1	2	2	-	1	2	2	1
CO2	-	2	-	2	-	2	-	1	2	2	-	2	-	2	1
CO3	-	1	-	-	-	2	-	1	2	3	-	2	-	2	-
CO4	1	3	-	2	-	2	-	-	2	2	-	2	1	1	-
CO5	1	2	-	3	-	2	-	2	2	3	-	2	1	2	2

High-3 Medium-2 Low-1

Unit I: Meaning, Nature and Theories of Personality

12 Hours

1. Meaning and Definition of Personality
2. Nature, Characteristics and Determinants of Personality
3. Structure of Integration of Personality
4. Type and Trait theories of Personality with Educational Implications

Unit II: Personality Development

12 Hours

1. Importance of Personality Development
2. Tips of Personality Development
3. Personality Traits
4. Different Type of Personality: A Practical Approach

Unit III: Personality Disorders & Stress **12Hours**
1. Personality Disorders
2. Dressing and Personality Development
3. Communication Skill and Personality Development
4. Role of Personality Development in Reducing Stress

Unit IV: Personality Assessment **12 Hours**
1. Subjective - Introspection & Interview
2. Objective- Personality Inventories & Scale
3. Projective Techniques
4. Paper and Pencil Taste

Unit V: Indicators of Successful Person **12 Hours**
1. Creativity, Multiple and Emotional Intelligence
2. Group Dynamics and Interpersonal Relationship
3. Self Confidence, Attitude, temperament & Life Style
4. Social Responsibility & Community Work

Practical Based Assignment-

1. Report Preparation on Various Types of Personality & Its Characteristics
2. Analysis of Various Theories of Personalities and its Types

Total: 60 Hours

Reference(s)

1. Aggarwal, G.C. (1996). Essential of Educational Psychology. Vikas Publishing House, New Delhi.
2. De Bono, Edward. (2000). Six Thinking Hats. 2nd Edition. Penguin Books.
3. Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
4. Gardner, Howard. (1993). Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.
5. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self– Actualization. 6th ed. Boston: Allyn and Bacon.
6. Mangal, S.K. & Mangal, S. (20005). Development of Learner & Teaching Learning Process, Loyal Book Depot, Meerut.
7. Minippally, Methukutty. M. (2001). Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.
8. Pease, Allan. (1998). Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.
9. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
10. 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.
11. Sherfield, R. M.; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**

**Master of Education
Semester-III**

L-4 T-0 P-0-C-4

MAEdu-304: Educational Measurement and Evaluation

Course Objectives

- To explain the concept, nature, types, purpose, differences and areas of educational measurement, assessment and evaluation
- To develop an understanding of the new trends and challenges in evaluation, grading and semester system in Indian Higher Education
- To understand the concept domains of various Taxonomies in the term of Education to determine its aims and objectives
- To know the concepts, types, ethics, significance and outcomes of learning experiences and evaluation
- To facilitate the students about the concept, nature, types, construction and standardization of various tools of evaluation

Course Outcomes (COs)

1. Understand the concept and areas of educational measurement, assessment and evaluation
2. Apply the new trends and challenges in evaluation, grading and semester system in Indian Education System
3. Analyze the concept domains of various Taxonomies in the term of Education
4. Evaluate the significances of learning experiences and outcome
5. Create the basic techniques of evaluation tools in education

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	2	-	-	1	-	1	-	1	-	1	-	1
CO2	-	2	-	1	-	2	-	-	1	-	-	-	1	-	-
CO3	2	-	1	-	-	-	3	-	-	1	2	-	1	-	-
CO4	-	-	2	-	-	-	-	-	-	1	2	-	1	-	-
CO5	1	2	-	1	2	-	-	2	1	2	-	-	1	-	-

High-3 Medium-2 Low-1

UNIT I: Concept of Educational Measurement and Evaluation

12 Hours

1. Meaning, Nature, Purpose of Educational Measurement, Assessment and Evaluation
2. Correlation between Measurement and Evaluation
3. Types of Evaluation – Formative and Summative – Meaning, Characteristics, areas differences
4. Types of Measurement- Direct, Indirect and Relative Measurement

UNIT II: Assessment and Examinations

12 Hours

1. Continuous and comprehensive assessment: meaning, significance, areas, merits, challenges
2. New trends in evaluation grading and semester system
3. External examinations in higher education: meaning, need, significance
4. Challenges related to planning and conduct of external examinations

UNIT III: Educational Objectives **12 Hours**

1. Concept of educational aims and objectives, relationship between aims and Objectives, Classification of Educational Objectives
2. Revised Bloom's Taxonomy of the Cognitive Domain
3. Krathwohl and Masia's Taxonomy of the Affective Domain
4. Dave's Taxonomy of the Psychomotor Domain and Writing objective in behavioral terms

UNIT IV: Learning Experiences and Outcomes **12 Hours**

1. Learning Experiences: Meaning, Types, Significance of Value Based Learning
2. Experiences Learning Outcomes: meaning, need, significance
3. The Relationship between Objectives, Specifications, Learning Experiences and Evaluation
4. Taxonomy of Educational Objectives: Bloom's Taxonomy and Revised Bloom's Taxonomy

UNIT V: Tools of Evaluation **12 Hours**

1. Concept of Tools of Evaluation (Meaning, Characteristics)
2. Performance Tests – Oral and Practical – Merits, Limitations, Suggestions for Improvement
3. Written Tests – Essay type and objective type (in general only) questions – Merits, Limitations, Suggestions for Improvement
4. Norm Referenced Testing, Criterion Referenced Testing, Online Tests – Features, Merits and Limitations, Challenges

Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on performance test and its impact on academic achievement
2. Making study project on Revised Objectives of Taxonomy of the Blooms

Reference(s)

- 1 Aggarwal, J.C. (1995). Essentials of Educational Measurement. 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

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**

**Master of Education
Semester-III**

L-4 T-0 P-0-C-4

M.A. Edu 305: Teacher Education

Course Objectives

- To comprehend the concept, aims and scope of teacher education in India with historical perspectives
- To analyze the recommendations of various Commissions and Committees on Teachers Education in India
- To visualize the structure and frame work of Indian Teacher Education at different levels
- 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.
- To enable the students to understand the current trends in teacher education and agencies to develop and implement the concerned policies in India

Course Outcomes (COs)

1. Understand the fundamental concepts, Aims and Scope of Teacher Education
2. Apply the basic structure of teacher education provided by different commissions
3. Analyze the various UG and PG programs of Teacher Education with its need
4. Evaluate Various Strategies and Practices of Teacher Effectiveness
5. Create Classification of Teachers Professional Development Matrixes

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	2	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	3	2	1	2	1	-	-	-	2	1	-	1	-	-	-
CO4	3	2	-	-	-	2	-	1	1	2	-	1	-	2	-
CO5	-	2	1	2	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Fundamentals of Teacher Education

12 Hours

1. Concept, Aims and Scope of Teacher Education
2. Historical Background of Teacher Education in India with Special Reference to the recommendation of various Commissions on Teachers Education
3. Kothari Commission, National Policy of Education 1986 and 2020, Revised POA (1992)
4. Historical development of Teacher Education in India
5. Aims and objectives of teacher education at different level: Elementary Level, Secondary Level and College level

UNIT II: Structure of Teacher Education

12 Hours

1. Objectives of Teacher Education at Different Levels
2. Recommendations of NCERT (NCF, 2005) and NCFTE (2009)
3. Problems of Teacher Education in India and Remedial Measures
4. Pre-Service and In-service Teacher Training programme
5. Agencies of In-service programme: NCERT, NCTE, RIE, SIE, SCERT, IASE, CTE, DIET, Academic Staff College (ASC) and Extension Department
6. Teacher Education through open and Distance learning

- UNIT III: Teacher Programs** **12 Hours**
1. Taxonomy of Teacher Behavior
 2. Post Graduate Courses in Education, Research and Innovations in Teacher Education
 3. Techniques of Teacher Training, Core Teaching, Micro-Teaching, Interaction Analysis
 4. Evaluation of Student Teaching
 5. Implementation of Curricula of Teacher Education and Research

- UNIT IV: Teacher Effectiveness** **12 Hours**
1. Concept, Determinants, Identification and Characteristics of Teacher Effectiveness
 2. Effective Practice Teaching Internship- its Organization and Problems
 3. Supervision of Practice Lessons: Observation, Assessment and Feedback to Student Teacher
 4. Recent Trends and Research Activities in Teacher Education

- UNIT V: Professional Development** **12 Hours**
1. Teaching as a Profession
 2. Professional Organizations for Various Levels of Teachers and their role
 3. Performance Appraisal of Teachers
 4. Faculty Improvement Program for Teacher Education
 5. Orientation and Refresher Courses
 6. Current Problems: Teacher Education and Practicing Schools

Total: 60 Hours

Practical Based Assignment-

1. Preparation of facilitative resource materials in school education (on any teaching unit)
2. A work study project related to teacher education, problems and improvement possibilities
3. Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used

Reference(s)

- 1 Lampert, M. (2001) Teaching problems and the problems of teaching, New Haven: Yale University Press
- 2 Mohammad Miyan (2004) Professionalization of Teacher Education, Mittal Publications, New Delhi
- 3 MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi
- 4 Mangala, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi
- 5 NCERT (1987) In Service Training Package for Secondary Teachers MHRD, New Delhi
- 6 Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundation of Education, Patiala, Bawa Publication
- 7 Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**