

FACULTY OF EDUCATION

SYLLABUS

FOR

**M.A. EDUCATION (EDUCATIONAL MANAGEMENT AND
LEADERSHIP) (CBEGS)**

(Semester: I–II)

EXAMINATIONS: 2019–20



GURU NANAK DEV UNIVERSITY
AMRITSAR

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M.A. Education (Educational Management and Leadership) (CBEGS) (Semester System)

This course is designed for In-service teachers aspiring for academic administration

The basic eligibility for admission will be as below:-

- A graduate in any discipline/stream with 50% marks from recognized University.
- 5 Years teaching Experience at any stage of education viz Primary, Elementary, Secondary, Higher Education.
- Rest all Rules will remain as that of Master's Degree in Education (M.A. Education).

The detailed Syllabus is attached for approval.

SEMESTER-I**All Papers are compulsory**

COURSE CODE	COURSE TITLE	CREDITS
EML-400	Philosophical and Sociological Concerns in Education	4
EML-401	Educational technology and ICT	4
EML-402	Introduction to Research and Statistics-I	4
EML-403	Educational management and Administration	4
EMP-404	Practicals (Integration of ICT in administration)	2

Aggregate of Semester-I**Credits = 18****SEMESTER-II****All Papers are compulsory**

COURSE CODE	COURSE TITLE	CREDITS
EML-425	Learning and Development	4
EML-426	Policies and Contemporary Issues of Education in global context	4
EML-427	Educational Research & Statistics-II	2
EML-428	Educational Planning and Finance	4
EMP-429	Practicals	2
EMD-430	Dissertation Proposal	2

Note:- It is compulsory for all the students to submit dissertation proposal in Semester-II**INTERDISCIPLINARY PAPER****4 Credits**

The students will have to opt any interdisciplinary paper from other departments

Aggregate of Semester – II**22 Credits****Total Credits: Semester – I + Semester – II = 18 +22 = 40**

NOTE:- PSL-053 ID Course Human Rights & Constitutional Duties (Compulsory Paper). Students can opt. this paper in any semester except the 1st Semester. This ID Paper is one of the total ID Papers of this course.

SEMESTER-I**EML-400: PHILOSOPHICAL AND SOCIOLOGICAL CONCERNS IN EDUCATION****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

On completion of this course, the students will be able to:

- Understand the nature and function of Philosophy of Education.
- Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena.
- Understand the use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western.
- Understand concepts and processes of social organization, social stratification and institution.
- Understand the relationship between culture, society and education.
- Understand uses of quality excellence and inequalities in education.

SECTION-A

Meaning, Nature and Functions of Philosophy: Meaning, nature and functions of Philosophy, speculative, normative and analytical. Relationship between philosophy and education. Teachers' need for a Philosophical framework, Methods of studying Philosophy.

SECTION-B

Various Schools of Philosophy: Western Schools: Idealism, Realism, Naturalism and Pragmatism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. Indian Schools: Vedic, Jainistic, Buddhistic and Islamic Traditions with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.

SECTION-C

Existentialism and Marxism: Philosophic analysis of Existentialism and Marxism with special reference to their concepts of reality, knowledge and values and their educational implications to aims, content and methods of education. Educational thoughts of the following thinkers:

- i) Mahatma Gandhi
- ii) Swami Vivekanand
- iii) John Dewey
- iv) Rousseau

SECTION-D

Meaning and Functions of Sociology and Sociology of Education Society: Structure, social stratification, Social mobility, concept of culture; cultural and social change, equality of educational opportunities and social equity; Social change in India; Factors affecting social change: Caste, ethnicity, class, language, religion and regional imbalances.

SEMESTER-I**SESSIONAL WORK:**

1. Identifying the educational problems of socially deprived students and preparing and implementing a compensatory programme for them.
2. Reflective writing, in about 1000 words, on educational thoughts of any one educationist not included in curriculum

REFERENCES:-

1. Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.
2. Brubacher, J. S. (1962). Eclectic Philosophy of Education. Prentice Hall, New Jersey: Engelwood Cliffs.
3. Brubacher, J. S. (1962). Modern Philosophies of Education. New York: McGraw-Hill Book Company Inc.
4. Dhavan, M. L (2005). Philosophy of Education. Delhi: Isha Books.
5. Kilpatrick, W.H .Source Book in the Philosophy of Education.New York: McMillan and Company.
6. Kneller, G.F. (1963). Foundations of Education. London and New York: John Wiley and Sons, Inc.
7. Pandey, R.S. (1997).East West Thoughts on Education. Allahabad: Horizon Publishers.
8. Park, J. (1961).The Philosophy of Education. New York: Macmillan Company.
9. Phenix, P.H. (1960). Philosophy of Education. New York: Holt, Rinehart and Winston.
10. Sharma, A.P. (1997). An Approach to Philosophy of Education. Delhi: Indian Publications.
11. Sodhi, T.S. &Suri, A. (2003). Philosophical and Sociological Foundation of Education.Patiala: Bawa Publications.
12. Weber, C.O. (1960). Basic Philosophies of Education. New York: Holt, Rinehart and Winston.
13. Weerasinghe S.G.M. (1993).The Sankhya Philosophy: A Critical Evaluation of its origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

SEMESTER-I**EML-401: EDUCATIONAL TECHNOLOGY AND ICT****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES**On completion of this course, the students will be able to:**

- Identify applications and issues associated with the components critical to the effective implementation and support of technology-rich learning environments in order to promote ICT (information and communication technologies) literacy.
- Implement curriculum plans that apply technology to maximize student learning to diverse students in multicultural settings, promoting global awareness.
- Plan and design effective learning environments that enhance teacher productivity, administration/management practices, advance student learning outcomes through thinking and problem-solving, and support safety and security considerations.
- Describe social, ethical, legal, and human issues related to the use of technology in education, emphasizing responsible civic literacy.

SECTION-A

Educational Technology: Educational Technology: Meaning, Nature, Scope, Origin and Approaches, Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Instructional Design Technology, Technology for teaching and learning, technology and active learning, teaching with technology: using technology to find and evaluate content

SECTION-B

Models of Teaching: Technology and instructions, Models of Teaching: Meaning, characteristics, Types (Information Processing Model, Social Interaction Model, Personal Development Model, Behaviour Modification Model), Concept Attainment Model, Advance Organiser Model

SECTION-C

Taxonomy and Programmed Instruction: Bloom's taxonomy of educational objectives and hierarchy of objectives in the cognitive, psychomotor and affective domains, Programmed Instruction: Concept and Types: Linear or Extrinsic Programming, Branching or Intrinsic Programming, Development of Programmed Instructional Material: Linear and Branching Model

SECTION-D

Information and Communication Technology (ICT): Meaning, nature, features, scope fir pedagogy, components of ICT, Role of managers in promoting ICT Literacy & resources for effective usage in the institution. Computer Assisted Instruction (drill and practice, tutorial, simulation and games), Computer Based Instruction

SEMESTER-I**SESSIONAL WORK:**

Development of frames on any of style of programmed learning.
Make two lesson plans by using any model of teaching

References:-

1. Aggarwal, R.N. and Bipin Asthana (1983). Educational Measurement & Evaluation. Agra: Vinod Pustak Mandir.
2. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
3. Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
4. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
5. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
6. Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
7. Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
8. Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
9. Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
10. Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.

SEMESTER-I**EML-402: INTRODUCTION TO RESEARCH AND STATISTICS-I****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES**The students will be able to:**

- Acquire knowledge of core concepts and basic principles of the methodology of psychological research and the way these are interrelated.
- Acquire knowledge about and skills of working with descriptive statistics.
- Acquire the necessary skills in working with the SPSS statistical package for descriptive statistics.
- Identify the components of a literature review process
- Gain knowledge on various kinds of research questions and research designs
- Gain basic knowledge on qualitative, quantitative and mixed methods research, as well as relevant ethical and philosophical considerations
- Formulate research questions and develop a sufficiently coherent research design
- Assess the appropriateness of different kinds of research designs and methodology, for instance in terms of their appropriateness, transparency and quality.
- Develop independent thinking for critically analyzing research reports.
- Understand parametric and nonparametric assumptions and tests
- Gain knowledge how to select an appropriate statistical test

SECTION-A

Foundations: Introduction to Research, characteristics of research, types of research (fundamental, applied & action research), problem identification, formulation of research problem and the Research Process, Literature Review: Sources & Uses. Research Ethics and Integrity, Critical appraisal, Study design, sampling and confounding

SECTION-B

Quantitative Research: Introduction to Quantitative Research, Study Designs and Methods, Analysis and Interpretation of Quantitative Data, Critical Appraisal of Quantitative Research, Graphical displays of data and results, Summarising numeric and categorical data, Numeric and categorical differences between groups, Hypothesis testing, Types of data, Confidence intervals and p-values, Parametric statistical tests

SEMESTER-I**SECTION-C**

Qualitative Research: Introduction to Qualitative Research, Study Designs and Methods, Analysis and Interpretation of Qualitative Data, Critical Appraisal of Qualitative Research, Non-parametric tests

SECTION-D

Mixed Methods Research: Introduction to Mixed Methods Research, Study Designs and Methods, Analysis and Interpretation of Mixed Methods Data, Critical Appraisal of Mixed Methods Research

SESSIONAL WORK:

Prepare a 3-5-page design specification for your research project.

References:-

1. Creswell, J. W. *Research design: Qualitative, quantitative and mixed methods approaches*. 5th Ed. Thousand Oaks, CA: Sage, 2018. ISBN: 978-1-5063-8670-6
2. Aggarwal, Y.P. (1989): *Statistical Methods*. New Delhi: Sterling.
3. Best, J.W. (1981): *Research in Education*. New Delhi: Prentice Hall.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Dalen, Van D.B. (1962): *Understanding Educational Research*. New York: McGraw Hill.
6. Ferguson, G.E. (1981): *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.
7. Garret, H.E. (1978): *Statistics - In Education and Psychology*. Bombay: Vakils, FefferandSimons.
8. Gay, L.R. (1992): *Educational Research Competencies for Analysis and Applications*. Macmillan.
9. Good, C.V. (1966): *Essentials of Educational Research: Methodology and Design*. New York: Appleton-Century Crafts.
10. Guilford, J.P. (1989): *Fundamental Statistics - In Psychology and Education* (6th Edition). New York: McGraw Hill.
11. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
12. Kamber, D. (2000): *Action learning and Action Research*. London: Kogan Page Ltd.
13. Kaul, L. (2000): *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt. Ltd.
14. Siegel, S. & Castellan, N.J. (1988): *Nonparametric Statistics for the Behavioural Sciences*. McGraw Hill.
15. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
16. Whitney, F.L. (1962): *Elements of Research*. Englewood Cliffs: Prentice Hall

SEMESTER-I**EML-403: EDUCATIONAL MANAGEMENT AND ADMINISTRATION****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:**This course has been designed to enable the student.**

- To develop an understanding of the concepts, techniques and practice of management as applicable to their work.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of educational management.

SECTION-A**Educational Administration and Management: Concept and Scope**

Educational Management; Concept, Nature and Scope, Characteristics of Educational Management, Stages in the Management Process, Theories of Management (Classical, Neo-Classical and Modern and their implications for Education, effective decision making, models of organizational effectiveness)

SECTION-B**Education Management and Supervision**

Leadership and Management Issues; Educational Leadership: A Bridge to improved practices for improving Student Achievement, Staff motivation. Education Management & its application in Academic areas, Educational Supervision, School Inspection. Knowledge management; Process charting; Bench marking and Strategy

SECTION-C**Educational Administration and Trends**

Development of the concept of Educational Administration from 1900 to present day, Taylorism, Administration as a process, Administration as a bureaucracy, Human Relations Approach to Administration, Meeting the Psychological needs of employees, Systems approach and specific trends in Educational Administration such as (a) decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration

SECTION-D**Quality Management**

Total Quality Management, Time Management, Quality Improvement in School Education., Cost Benefits and cost efficiency analysis in education

SEMESTER-I**SESSIONAL WORK**

Administrative Structure of Education at different levels

References:-

1. Agarwal, P. D., Kiran, R., & Verma, A. K. (2012). Key Features of Research Portal for Stimulating Research in Institutions of Higher Technical Education. *Eurasian Journal Of Educational Research (EJER)*, (48), 155-174.
2. Anne Gold and Jennifer Evans (1998). *Reflecting on School Management*. London: Falmer Press.
3. Arnhart, L. (2006). Theories of Liberal Education. *Academic Questions*, 19(4), 6-18.
4. Sallis, Edward. (2002). *Total Quality Management in Education* London: Kogan Page Ltd.
5. Ayyar, R.V. Vaidyanatha (1993). *Educational Planning and Administration in India*:
6. Retrospect and Prospect. *Journal of Educational Planning and Administration*.VII (2). April.
7. Bell & Bell (2006). *Education Policy and Social Class*.RoutledgeFalmer.
8. Mathur S.S. (1990). *Educational Administration and Management*.The Indian Publications. India.
9. Naik J.P. (1982). *The education Commission and After*. Allied Publishers.
10. Tilak, J.B.G. (1988). *Cost of Education In India*: *International Journal of Educational Development*
11. Tilak, J.B.G. (1992). *Educational Planning at Grassroots*.Ashish Publications. New Delhi.
12. Tilak, J.B.G. (1993). *External and Internal Resourse Mobilization for Education for All*; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
13. Varghese N.V. (1987). *Set of Modules on District Planning in Education*. New Delhi. NUEPA
14. Blanchard, K., & Hodges, P. (2003). *The servant leader: Transforming your heart, head, hands & habits*. Dallas: Thomas Nelson. ISBN 9780849996597
15. Smith, S.C. & Piele, P.K. (2006). *School leadership: Handbook for excellence in student learning*. (4th ed.). Thousand Oaks, CA: Corwin Press. ISBN 9781412936545

SEMESTER-I**EMD-404: INTEGRATION OF ICT IN ADMINISTRATION
(Practical)****Credits: 2****Course Objectives:****This course has been designed to enable the student.**

- Describe the role of ICT in school record keeping and its maintenance
- Use various technologies for record keeping and scheduling
- Use technology effectively for communicating with parents
- Explain the role and functions of school management systems
- List the different types of assistive technology
- Explain the role of assistive technology in inclusive education
- Explore the application of UDL approach in class room
- Use variety of digital assistive technologies in the class room
- Explain how to plan, manage and implement appropriate ICT infrastructure
- Develop a technology plan for a school

SECTION-A

Record keeping: importance of school records, important school records, potential of ICT in record keeping, Scheduling, software for scheduling: Google Calendar, FET

SECTION-B

Application of Google derive for effective administration, Educational Apps for teaching, evaluation and administration, use of websites or blogs, online survey, social networking tools, use of learning management system (LMS), Use of Assistive Technology for inclusive environment

SEMESTER-II**EML-425: LEARNING AND DEVELOPMENT****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES**On completion of this course, the students will be able to:**

- Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adapt appropriate approach
- Understand the learner in terms of diversities and its implications on learning
- Learn the factors affecting learner's environment and assessment
- Conceptualize the needs of the learners and the process of learning

SECTION-A**Understanding the Process of Learning**

- a) Learning – Meaning and Types of Cognition in Learning: Cognitive processes: sensation, perception, attention, Memory, development of concepts, logical reasoning, critical thinking, and problem solving.
- b) Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger),

SECTION-B**Theories of Cognition**

- a) Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- b) Critical appraisal of the views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.

SECTION-C**Learner Engagement in the Process of Knowledge Construction**

- a) Forms of learner's engagement: modeling, observation, demonstration, exploration, discovering, analysing, contextualisation, collaboration, multiple interpretations, critical reflection (based on action, observation, selected reading, discussion etc.).
- b) Restructuring classrooms to facilitate/maximise learning: Individualized/ self-learning; Group learning: cooperative learning, collaborative learning; learning strategies-theoretical explanation for their relative use

SEMESTER-II**SECTION-D****Role of Motivation in Learning**

- a) Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Self Actualization theory of Bandura
- b) Achievement motivation; Strategies for motivating learner - Intrinsic and extrinsic motivation

SESSIONAL WORK

- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Analysis of a case of adolescent learner with giftedness and backwardness.
- Preparation of Portfolio and Reflective Journal.

Suggested Readings:-

1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi.
2. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
3. Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.II London: Academic Press.
4. Ambron, S.R. (1981). Child development, Holt, Rinehart and Winston, New York.
5. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
6. Anderson, J.R. (1983). The Architecture of Cognition. Cambridge, MA. Harvard University Press
7. Anita, Woolfolk (2004). Educational Psychology, Pearson Education, New Delhi.
8. Bichard, M.H. (19992). Scaffolding and Self-scaffolding: Central Aspects of Development. In L.T. Winegar, J. Valsiner (edn.) Children's Development withing Social Contexts: Research and Methodology. Erlbaum.
9. Bickard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benamins.
10. Bickhard, M.H. (1978). The Nature of Developmental Stages, Human Development 21, pp. 217-233.
11. Bickhard, M.H., Campbell, R.L. (1996) Topologies of Learning and Development. New Ideas in Psychology. 14(2), 111-156.
12. Bodner, G.M. (1986). Constructivism: A Theory of Knowledge. Journal of Chemical Education.
13. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
14. Bruner, J.S. (1990). Acts of meaning. Cambridge, M.A.: Harvard University Press.
15. Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin. 19
16. Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
17. Dandapani, S. (2001). Advanced educational psychology, (2nd edition), New Delhi, Anmol publications Pvt. Ltd.
18. Daniels, Harry (Ed.) (2007). Cambridge Companion to Vygotsky – Edition by Daniels and others, New Delhi Cambridge Univ. Press
19. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
20. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
21. Gardner, H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books.

SEMESTER-II

22. Gisanti, M.L. and Howard, E. Gruber (1999) (eds.). Creativity in the Moral Domain. Encyclopedia of Creativity, Vol. I London: Academic Press.
23. Grammage, P. (1990). Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
24. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
25. Hergenhahn, B.R. & Mathew, H. Olson (2007). Theories of Learning: An Introduction (7th edition). Prentice Hall of India.
26. Labov, W. (1969). The logic of non-standard English. Reprinted in 1972: Language in Education: A source Book, London and Boston: Routledge and Kegan Paul/Open University Press.
27. Laura, E. Berk (2005). Child Development, Sixth Edition, Pearson Prentice Hall, New Delhi
28. Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi.
29. NCERT (2005). National Curriculum Framework for School Education, New Delhi.
30. Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
31. Papalia, D. E.; Olds, S.W. & Feldmen, R.D. (2004). Human Development, Ninth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
32. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour, Third Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
33. Piaget, J. (1999). Judgment and reasoning in the child. London: Routledge.
34. Pintrich, P.R. and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill.
35. Santrock, John. W. (2006). Educational Psychology, Tata McGraw Hill Publishing Company Limited, New Delhi.
36. Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi
37. Segal, J.W. Chipman, S.F. & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.
38. Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone Developing Soft Skills, Fourth Edition, Pearson Education
39. Slater, M.A., & Quinn, P.C. (Eds.) (2012). Developmental Psychology-Revisiting the Classic Studies, Sage Publications Pvt. Limited, New Delhi
40. Smith, Peter K.; Cowie, Helen, & Blades, Mark (1998). Understanding Children's Development, III Edition, Blackwell Publication Ltd. 10 UK.
41. Srivastava, G.N.P. (2002). *ShikshaManovighyanNavinVichardharaein*. Concept Publishing Company, New Delhi.
42. Synder, C.R. & Shane, J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
43. Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi
44. Vygotsky, L. (1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
45. Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi.

SEMESTER-II**EML-426: POLICIES AND CONTEMPORARY ISSUES OF EDUCATION IN GLOBAL CONTEXT****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:

On completing of this course the student will be able to:

- Understand the need and importance of educational policy
- Understand and analyse some determinants of education for present education system
- To familiarize with various educational policies
- To bring an awareness among the student about policy implementation and policy research
- To sensitize towards global society's inequality and marginalisation

SECTION-A**Introduction to Education Policy**

- a) Development of education policy at national and international level
- b) Relationships between policy contexts, processes and outcomes
- c) Universalisation of Education, Research on policy and connection between education policy and school practice.

SECTION-B**Concept and Aims Education**

- (a) Meaning and definitions of Education-Formal, non-formal and informal education, Various levels of Education
- (b) Objectives-pre-primary, primary, secondary and higher secondary education and objectives of various statutory boards of education
- (c) Aims of Education in Contemporary society at global level, Determinants of Aims of Education.

SECTION-C**Education, Social Change and Social Transformation**

- a) The concepts of social change –Technology Factors of social change -Role of education in the process of social change - Agencies of Socialization
- b) Factors influencing the Learner –
 - Socio Cultural factors: Family, School environment, Community
 - Peer group -Political: policies, provisions
 - Socio-Economic: Poverty, Gender, Religion, Caste and Class
 - Psycho-Social: Parents. Teachers. Classroom Climate, School, Ethnicity

SECTION-D**Innovative Trends**

- a) Introduction- objectives of community schools; Distance Education: need, objectives and features of distance education; Open –learning; common barriers to learning, open school system and open university
- b) Phenomena of globalization and Liberalization , Factors responsible for globalization and Liberalization , Role of Education for present day challenges due to globalization and Liberalization

SEMESTER-II**SESSIONAL WORK**

Reflection on the education policies with respect to school education, Higher education, inclusive education and ICT

References:-

1. Bhatnagar, B. (1-983). 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.
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21. Freeman, A.M., III (1993): The Measurement of Environmental and Resource Values: Theory and Methods. Washington, D.C.
22. Mitchell, R.C., and R.T. Carson (1989): Using Surveys to Value Public Goods: The Contingent Valuation Method. Washington, D.C.
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SEMESTER-II**EML-427: EDUCATIONAL RESEARCH & STATISTICS-II****Credits: 2****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES**On completion of this course the students will be able to:**

- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.
- Understand the different research methodologies.
- Use different statistical techniques for analysis of data.

SECTION-A**Descriptive Research and Historical Research**

- a) Descriptive Research: survey studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross- sectional, and longitudinal studies
- b) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

SECTION-B**Experimental Research and Qualitative Research**

- a) Nature of experimental research, Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi experimental design: non- equivalent comparison group design, time series design, Internal and external validity of results in experimental research
- b) Qualitative research: Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry

SECTION-C**Data Gathering Tool and Sampling**

- a) Collection of data, tools and techniques of collecting data -observation, interview, questionnaire, scale, inventory, checklist, content analysis
- b) Concept of Sampling, Sampling techniques: Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling. Non-Random sampling techniques: Convenience sampling, purposive sampling, quota sampling, snowball sampling.

SEMESTER-II**SECTION-D****Inferential Statistics**

- (a) Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way)
- (b) Non-Parametric Statistics- Analysis of frequencies using chi-square in Equal probability cases, Normal distribution cases, Small cell, Contingency table (2X2)

SESSIONAL WORK

- Critical assessment of statistical technique used in a research report
- Analysis of data using a statistical package SPSS

References:-

1. Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2. Best, J.W. & Kahan J.V. (1995) : Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
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SEMESTER-II**EML-428: EDUCATIONAL PLANNING AND FINANCE****Credits: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives**On completion of the course the students will be able to:**

- Understand conceptual aspects involved in planning and management of education in general and school stage in particular
- Appreciate the perspective of School education, issues, strategies and normative policy aspect related to state effort in enhancing the human resource development as vital subsystem to economic development through provision of schooling
- Understand critical process of micro –planning and management technique relevant to school education acquire necessary skills to undertake educational planning exercise in the form of action research at micro-level relevant to pressing issues in school education

SECTION-A**Educational and institutional planning**

- a) Educational planning: Meaning, nature, scope, needs, objectives, Historical background, and approaches: Manpower Requirement Approach, Social Demand Approach, Rate of Return Approach
- b) Institutional Planning: Concept, Scope and practices related to planning(process, procedure, techniques, strategic planning, operational planning in educational organizations)

SECTION-B**Financing of Education**

- a) Financing of education in India: Centre- State relationship, mobilization of resources, Criteria of resource mobilization and resource utilization
- b) Economic development of education in India and Cost analysis of Education in India, Sources of Educational Financing, Principles of Educational Financing; Problems of Educational Financing: Internal & External, Education (as Investment &as Consumption)

SECTION-C**Techniques and Methods of Planning**

- a) Techniques of planning: Micro planning and Macro planning (steps, appraisal),
- b) Methods of planning: School mapping and child mapping

SECTION-D**Resource Management**

- a) Management of Physical resources, Human Resource management (the concept of human relation in educational organization: group dynamics, motivating people, communication)
- b) Plan and non-plan schemes: implementation, Monitoring performance, utilization of funds, Accounting and editing Professional development policies, programmes and practices, faculty welfare schemes

SEMESTER-II**SESSIONAL WORK:**

Visit any educational institution and prepare a report on different sources of income and Expenditure

References:-

1. Ayyar, R.V. Vaidyanatha (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration.VII (2). April.
2. Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
3. Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.
4. Naik J.P. (1982). The education Commission and After. Allied Publishers.
5. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
6. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
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8. Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.

SEMESTER-II

EMP-429: Practicals

Credits: 2

Psychology of Learning and Development

Administration and Interpretation of the following Experiments/ Tests:

1. Self- Actualization
2. Leadership Style
3. Locus of Control
4. Managerial Creativity
5. Emotional Intelligence

SEMESTER-II

EMD-430: Dissertation Proposal

Credits: 2

The student will have to submit the dissertation proposal on a research problem related to educational leadership and management latest by 15th September.