

Department of Educational Studies
Faculty of Education, Jamia Millia Islamia
New Delhi-110025

Introduction

The Department of Educational Studies, since its inception, in the winter of December 1980 has been offering Post-Graduate degree programmes of study in the field of education. It began offering doctoral programmes in (Education and Master of Education (M.Ed). Jamia Millia Islamia is particularly proud that it has always stood up to the inclusive character of the Constitution of India, and welcomed students from a wide variety of backgrounds, particularly focusing on the disadvantaged communities in terms of education. Now the Department has the programmes such as M Ed, MA (Early Childhood Development), MA (Educational Planning and Administration), PG Diploma in Educational Management, and Ph D.

Academic sessions

The department follows credit and semester system: odd and even semesters. The odd semester operates from July to December and the even semester operates from January- May of each calendar year. The semester-wise schedule indicated by the university calendar. The department runs PGDEM programme in annual mode.

Department of Educational Studies
Faculty of Education, Jamia Millia Islamia
New Delhi-110025

Programme: M.A. (Educational Planning and Administration)

INTRODUCTION TO THE PROGRAMME

The M.A. in Educational Planning and Administration (EPA) is a two-year, four-semester postgraduate programme that offers a comprehensive, interdisciplinary understanding of the theory and practice of education systems, governance, and leadership. Rooted in both classical foundations and contemporary developments in the field, the programme is designed to foster critical insights into educational theory, policy formulation, institutional management, and the socio-political and economic contexts of education.

The curriculum is meticulously structured to balance theoretical paradigms with practical applications, thereby bridging the gap between scholarship and field realities. Each course is thematically and pedagogically aligned to promote a coherent learning trajectory that spans from foundational concepts to advanced analytical frameworks. The programme embraces a multi-disciplinary perspective, drawing from disciplines such as public administration, sociology, psychology, economics, and management studies, to equip students with the intellectual agility and professional competencies necessary for leadership roles in educational institutions, government bodies, NGOs, and international organizations.

The programme further delves into the dynamics of institutional culture, leadership models, organizational behaviour, and change management. Moreover, the curriculum emphasizes critical engagement with national and international policy frameworks, quality assurance mechanisms, innovations in pedagogy, and technology integration in administration and teaching. Students are encouraged to explore the intersections of educational planning with inclusive development, social justice, and sustainable practices.

Field-based learning, case study analysis, policy reviews, and a mandatory research dissertation enable learners to contextualize and apply their knowledge to real-world settings,

ensuring that graduates are not only theoretically grounded but also professionally prepared to address complex challenges in education systems.

Mission

The Master of Arts in Educational Planning and Administration (M.A. EPA) programme, established in 1988, is grounded in a commitment to developing visionary educational planners, administrators, and leaders capable of navigating and shaping the evolving landscape of education. The programme is dedicated to equipping students with the skills, values, and professional orientation necessary for informed leadership and responsible citizenship in a dynamic and rapidly changing global context.

Since its inception, the Department has upheld a strong tradition of preparing educational managers—planners and administrators—who are equipped to address the multifaceted challenges of school education and institutional development. Emphasizing the critical role of educational leadership in national progress, the programme fosters competencies in planning, governance, and systemic transformation of educational institutions. While firmly rooted in these foundational commitments, the Department continuously strives to expand its vision by incorporating contemporary policy perspectives, emerging educational paradigms, and globally relevant leadership practices. The programme thus aims not only to uphold the legacy of excellence in educational management but also to respond proactively to the complexities and demands of modern educational systems.

The curriculum of MA (EPA) focuses on the nature and capabilities of human and other resources, as well as ways in which the manager plans, organizes, staffs, and evaluates those resources in an organization and its environment. By introducing legal and constitutional aspects of education into the curriculum the aim is to keep students aware of how the legislative, executive and judicial organs of the government are involved in policy formulation and implementation. Also how judicial activism has entered our educational system and why it is important for educational leaders and architects to be oriented towards the same. By introducing some of the cases historic to the field of education the focus was to inspire and help students know some of the interesting, exciting and vibrant work of some of case leaders (judgements) in this field.

In order to help students, develop the skill and knowledge necessary to work in real life situations, Field Apprenticeship opportunity is available which provides them with an understanding of the actual experiences of field and the ideal experiences they would like to have. This component in the programme opens up a unique opportunity to allow interns-students to engage in the process of self-learning and development – not only in educational outcomes but in the process of holistic development- where individual students can prepare for the world of work. Students earn credit for participation in an internship with educational institutions located at international/national/ local level, jointly evaluated by the responsible organization administrator and committee of faculty members. Students come not only from Delhi but also from across the nation and around the world.

The department seeks students who bring a range of backgrounds, abilities, and interests: it designs its programmes to reflect this commitment to diversity. The curriculum provides a rigorous general education core and a choice of optional electives.

The aim of this programme is to create a pool of talent who can be sensitive to the debates and discussions going on around educational issues both nationally and at the global level. Also think critically, be articulate and gain practical work experience in today's challenging diverse work environments. The emphasis is designed for individuals whose career goals are to work with educational institutions or educational firms and businesses.

Material in the form of essential readings and suggested readings have been chosen to reflect our unique national/international perspectives and experiences. The focus is to allow students to engage with how such theories or knowledge is manifested in everyday work environment, classrooms situations and changing nature of work.

It encompasses course work in the following areas:

1. Theory
2. Field Apprenticeship
3. Understanding Organizations through visits
4. Dissertation

Graduate Attributes- M.A. (Educational Planning & Administration)

The following graduate attributes were identified as special to the programme MA (EPA)

- 1- **Academic and Disciplinary Excellence:** Graduates will demonstrate deep and critical understanding of educational foundations—philosophical, sociological, psychological, legal, and constitutional—and apply this knowledge to educational planning and administration contexts.
- 2- **Leadership and Policy Competence:** Equipped with theoretical and practical insights into organizational behaviour, policy analysis, planning frameworks, and governance, graduates will be capable of leading change in educational institutions and systems.
- 3- **Strategic Planning and Management Skills:** Graduates will be proficient in designing and implementing strategic plans, managing educational finances, and handling human resources in education systems at various levels.
- 4- **Research Literacy and Scientific Inquiry:** With exposure to research methodology, educational statistics, and field-based internship, graduates will demonstrate the ability to design, conduct, and interpret educational research relevant to national and global priorities.
- 5- **Technological Competence in Education:** Through optional modules such as instructional design and educational technology, graduates will be prepared to leverage digital tools and ICT for planning, managing, and innovating teaching-learning systems.
- 6- **Problem-Solving and Critical Thinking:** The program fosters analytical reasoning, logical argumentation, and evidence-based decision-making in addressing contemporary issues and challenges in educational administration.
- 7- **Communication and Collaboration:** Graduates will develop professional communication skills for collaborative work with diverse stakeholders, including policymakers, administrators, educators, and communities.
- 8- **Ethical and Constitutional Commitment:** Informed by courses on legal and constitutional aspects of education, graduates will uphold values of justice, equity, inclusiveness, and ethical governance in all professional engagements.

- 9- **Entrepreneurial Mindset and Innovation:** Graduates opting for areas like curriculum leadership or educational entrepreneurship will cultivate innovative thinking and entrepreneurial attitudes in educational settings.
- 10- **Global and National Perspective:** The curriculum promotes understanding of local, national, and global education systems, enabling graduates to respond to global education trends while contextualizing them to Indian realities.
- 11- **Professionalism and Lifelong Learning:** Graduates will be equipped with skills for continuous professional development, adaptability to future trends, and lifelong learning as envisioned by NEP 2020.
- 12- **Inclusive and Sustainable Development Orientation:** In alignment with the SDGs and NEP 2020, graduates will be sensitized to issues of inclusion, social justice, and sustainable educational development.

Programme Outcomes-M.A. (Educational Planning & Administration)

Upon successful completion of the MA (EPA) programme, graduates will be able to:

1. **PO1: Demonstrate Foundational Knowledge:** Apply advanced knowledge of educational theories, planning frameworks, and administrative principles in diverse educational settings.
2. **PO2: Exhibit Leadership and Management Skills:** Lead and manage educational institutions and systems with strategic vision, ethical integrity, and evidence-based decision-making (NEP 2020; 21st-century leadership skills).
3. **PO3: Promote Equity, Access, and Inclusion:** Formulate and implement inclusive educational policies and practices that address issues of diversity, equity, and social justice.
4. **PO4: Engage in Policy Analysis and Reform:** Analyze, critique, and contribute to educational policies and institutional reforms in national and international contexts.
5. **PO5: Apply Research and Analytical Skills:** Design and conduct educational research using quantitative and qualitative methodologies to address contemporary issues in educational management and planning.]

6. **PO6: Foster Lifelong Learning and Innovation:** Embrace technology, entrepreneurship, and innovation in education, supporting a culture of continuous professional development.
7. **PO7: Collaborate Effectively:** Work in multidisciplinary and multicultural teams to improve educational planning, administration, and community engagement.
8. **PO8: Uphold Constitutional Values and Ethics:** Advocate democratic values, constitutional mandates, legal provisions, and ethical standards in educational institutions.

Programme Specific Outcomes (PSOs)-M.A. (Educational Planning & Administration)

Graduates of the MA (EPA) programme will specifically be able to:

1. **PSO1: Develop Strategic Educational Plans:** Formulate long-term and short-term educational plans aligned with national goals and regional needs through systematic planning and forecasting.
2. **PSO2: Manage Institutional Resources Effectively:** Utilize budgeting, finance management, and human resource strategies to optimize institutional performance and sustainability.
3. **PSO3: Conduct Policy-Oriented Research:** Investigate the impact of educational policies and reforms on institutional practices using appropriate research tools and statistical techniques.
4. **PSO4: Address Administrative Challenges in Indian Education:** Critically engage with administrative issues in Indian education and offer contextually relevant solutions.
5. **PSO5: Apply Legal and Constitutional Understanding:** Interpret and apply educational laws, constitutional provisions, and human rights frameworks to administrative practices and institutional governance.
6. **PSO6: Integrate ICT and Innovation in Management:** Use instructional design, ICT tools, and educational technology to enhance instructional management and institutional effectiveness.
7. **PSO7: Promote Human Capital Development:** Design and implement HRD strategies that enhance the competencies, motivation, and productivity of educational personnel.

8. **PSO8: Lead Organizational Change:** Use theories of organizational behavior and change management to lead institutions through innovation, crisis, or reform.

M.A. (Educational Planning and Administration) Programme
(STRUCTURE OF THE PROGRAMME)

(A) CREDITS DISTRIBUTION IN MA (EPA)

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	TOTAL CREDITS
16	20	20	24	84

Sem I	Sem II	Sem III	Sem IV	Dissertation- in Sem-IV	Field Apprenticeship- in Sem-III	Total Credits
16	20	16	16	8	4	84

SEMESTER WISE CREDIT DISTRIBUTION IN M.A. (EPA)

(B) Semester I (July to December)

Sl. No.	Course Code	Title of the Course	Credits
1	I	Philosophical Foundation of Education	4
2	II	Psychology of Instructional Management	4
3	III	Fundamentals of Educational Planning	4
4	IV	Educational Administration in India	4
		Total credits	16

(C) Semester II (January to May)

Sl. No.	Course	Title of the Course	Credits
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	Code		
1	V	Sociological Foundations of Education	4
2	VI	Organizational Behaviour	4
3	VII	Policy and Planning in Education in India	4
4	VII	Issues in Educational Administration	4
5	IX	Optional papers (any one of the following) (a) Curriculum Leadership (b) Educational Entrepreneurship (c) Instructional Design (d) Technology in Educational Management	4
		Total credits	20

(D) Field Apprenticeship-During Summer Break

Field Apprenticeship (Inter-semester break)	Evaluation of Field Apprenticeship (2 phases)	Credits
15 working days during summer vacation	(i) By the organization in which the student is working	2
	(ii) By a committee of faculty members	2
Total Credits		4

(E) Semester III (July to December)

Sl. No.	Course Code	Title of the Course	Credits
1	X	Research Methods in Education	4
2	XI	Educational Finance	4
3	XII	Human Resource Planning and Management	4
4	XIII	Constitutional Aspects of Education	4

5		Dissertation (Research synopsis etc.)
		Total Credits	16

(F) Semester IV (January to May)

Sl. No.	Course Code	Title of the Course	Credits
1	XIV	Educational Statistics	4
2	XV	Management of educational Finance	4
3	XVI	Education and Human Resource Development	4
4	XVII	Legal Aspects of Education	4
5		Dissertation	8
6		Comprehensive Viva Voce	4
		Total Credits	28

COURSE STRUCTURE (CREDITS/MARKS)

I Semester

(i)	Philosophical Foundation of Education	04 Credits (100 Marks)
(ii)	Psychology of Instructional Management	04 Credits (100 Marks)
(iii)	Fundamentals of Educational Planning	04 Credits (100 Marks)
(iv)	Educational Administration in India	04 Credits (100 Marks)

Total: 16 Credits (400 Marks)

II Semester

(v)	Sociological Foundations of Education	04 Credits (100 Marks)
(vi)	Organisational Behaviour	04 Credits (100 Marks)
(vii)	Policy and Planning in Education in India	04 Credits (100 Marks)
(viii)	Issues in Educational Administration	04 Credits (100 Marks)
(ix)	Optional Papers (Any one of the following)	04 Credits (100 Marks)
	(a) Curriculum Leadership	
	(b) Educational Entrepreneurship	
	(c) Instructional Design	
	(d) Technology in Educational Management	

Total: 20 Credits (500 Marks)

III Semester

Field Apprenticeship	04 Credits (100 Marks)
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(15 working days during summer vacation)

[Evaluation of Field Apprenticeship would be done in 2 Phases: (i) By the organization in which student is working (50 Marks); and (ii) By a committee of faculty members (50 Marks)].

III Semester (Theory Papers)

(x)	Research Methods in Education	04 Credits (100 Marks)
(xi)	Educational Finance	04 Credits (100 Marks)
(xii)	Human Resource Planning and Management	04 Credits (100 Marks)

(xiii) Constitutional Aspects of Education 04 Credits (100 Marks)

Total: 16 Credits (400 Marks)

IV Semester

(xiv) Educational Statistics 04 Credits (100 Marks)

(xv) Management of Educational Finance 04 Credits (100 Marks)

(xvi) Educational and Human Resources Development 04 Credits (100 Marks)

(xvii) Legal aspects of Education 04 Credits (100 Marks)

Total: 16 Credits (400 Marks)

Dissertation 08 Credits (200 Marks)

(Dissertation would be compulsory and be taken up in III and IV semester)

Comprehensive Viva Voice 04 Credits (100 Marks)

Total: 84 Credits (2100 Marks)

* The break-up of continuous assessment and end-term examination shall be 40:60 with effect from the batch 2025-27, wherein, 40 marks shall be for continuous assessment and 60 marks shall be for end-term examination. The duration of the end-term exam shall be 2 hours. However, for the previous batches it will remain in the ratio of 25:75 with an end term examination of 3 hours duration.

Dissertation

The Dissertation constitutes a mandatory and integral part of the M.A. (Educational Planning & Administration) programme and may be undertaken by students in lieu of an optional course. This academic exercise is designed to provide students with the opportunity to critically explore, investigate, and reflect upon a theme of relevance within the broad domain of Educational Planning and Administration, typically aligned with one or more core or elective courses pursued during the programme.

The dissertation process is structured across two semesters (III and IV) and involves a progressive engagement with research. During the third semester, students are required to conceptualize and develop a research proposal, including the formulation of research questions, review of relevant literature, and development of appropriate data collection tools. The proposal must be presented in a Faculty Seminar by the end of the semester for critical feedback and approval. Failure to complete and present the proposal will result in the withholding of the III semester results. In the fourth semester, students are expected to conduct fieldwork or data collection, perform data analysis and interpretation, and complete report writing based on rigorous academic standards. The final dissertation must be submitted at the conclusion of the IV semester for evaluation.

The dissertation will be assessed on a total of 200 marks, with 100 marks awarded by the internal supervisor and 100 marks by an external examiner, in accordance with the evaluation criteria prescribed by the Department and the University.

Viva voce:

A comprehensive viva based on entire course and thesis will be held at the end of the IV semester. Viva Voce would be of 100 marks.

Distribution of Marks

				MM	Total
I	Theory Component	a.	Semester I	400	
		b.	Semester II	500	
		c.	Semester III	400	
		d.	Semester IV	400	
			Total		1700
II	Dissertation*	a.	Supervisor	100	
		b.	External Examiner	100	
			Total		200
III	Field Apprenticeship (Inter semester break)	a.	By the organization in which candidate is placed	50	
		b.	By a committee of Faculty Members	50	
			Total	100	100
III	Viva Voce			100	100
Grand Total				2100	2100

* The break-up of continuous assessment and end-term examination shall be 40:60 with effect from the batch 2025-27, wherein, 40 marks shall be for continuous assessment and 60 marks shall be for end-term examination. The duration of the end-term exam shall be 2 hours. However, for the previous batches it will remain in the ratio of 25:75 with an end term examination of 3 hours duration.

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MA (Educational Planning and Administration) Syllabus



M.A Educational Planning and Administration

Semester-I

PAPER I

PHILOSOPHICAL FOUNDATION OF EDUCATION

Credits: 04

Marks: 60+40 = 100

Course Description: Education and philosophy is often interlinked as education like philosophy enables one to think about life, its purpose, meaning and aim to create social justice in the society we live in. Philosophies of great thinkers' influence an individual's thinking and in turn one's practice. Both Indian and western philosophers have contributed immensely to educational practices and planning. Students will understand religion and values as a force in human experience, including the intellectual, moral, social and emotional domains. The course aims to prepare students to enable their intellectual development to understand the theoretical rationalization of various philosophical perspectives and how to relate and apply the ideals in everyday decision-making and understanding.

Course Outcomes (COs):

1. Define and describe the key concepts of philosophy and education, and explain their interrelationship in the context of educational administration.
2. Summarize the major functions of philosophy—speculative, normative, and analytical—and relate them to the processes of educational planning and administration.
3. Illustrate the historical development of educational thought in ancient, medieval, and modern India with a focus on institutional philosophy.
4. Apply the core tenets of philosophical schools—Idealism, Realism, Pragmatism, and Materialism—to understand current issues in educational administration and planning.
5. Utilize insights from analytical philosophy to analyze educational concepts and policies using philosophical and linguistic tools.
6. Compare classical, neo-classical, and modern schools of management and evaluate their contributions to educational administration.

7. Critically examine the management theories of Weber, Taylor, Marx, Fiedler, and Drucker and assess their relevance to modern educational institutions.
8. Evaluate the concept of human values and justify their significance in the current Indian educational context.
9. Assess how national values from the Indian Constitution are integrated in educational policies and curriculum frameworks.
10. Design a framework for moral and value-oriented education in schools, drawing from NCERT recommendations and constitutional values.
11. Propose democratic educational practices that align with the values of equality, equity, and freedom in educational planning and administration.
12. Integrate philosophical, constitutional, and democratic perspectives to develop a critical understanding of the aims and practices of education in a pluralistic society.

CONTENTS

Unit I: Philosophy of Education

- Concept of Education and Philosophy
- Relationship between Philosophy and Education (with special focus on management planning and administration)
- Functions of Philosophy of Education : Speculative, Normative, Analytical
- Institutional Philosophy
 - Ancient Indian
 - Medieval Indian
 - Modern Indian

Unit II: Major Schools of Philosophy

- Idealism, Realism, Pragmatism, Materialism (Dialectical and Historical)
- Analytical School- Philosophical and linguistic Analysis.

Unit III: Thoughts and Thinkers of Management

- Classical school, Neo-classical school, Modern Management
- Logical Positivism, Postmodernism
- Management thinkers- Max Weber, Taylor, Karl Marx, Fred E. Fiedler, Peter F. Drucker

Unit IV: Human Values and Education

- Meaning of values
- National Values as enshrined in the Indian Constitution and their Educational Implications.
- Religious instructions, Moral Education & Value Oriented Education.

- NCERT curriculum Framework and teaching of values.

Unit V: Democracy and Education

- Concept of Democracy
- Basic tenets of democracy (equality , freedom) and their implications for the goal and process of education
- Democracy and Education
- Equality and Equity in Education

Transaction Mode:

Lecture -cum – Discussion

Seminar readings on selected themes and discussions by students

Seminar presentations on selected themes followed by discussion

Guided study

Assignments etc.

ESSENTIAL READINGS

- Ahmad Manzoor (1990): Islamic Education, Delhi: Qazi Publishers
- Archimbault, Reginald, Philosophical Analysis and Education, New Delhi Oxford Press House, 1974.
- Awasthi, J.P and Sharma, M. (1988): Classical Indian Philosophies and their Practice in Education, Agra: Modern Printers.
- Brubacher, J. S. (1971): Modern Philosophies of Education. New Delhi: Tata Mc. Graw Hill pvt, Ltd.
- Butler, Donald. (1916). Four Philosophies and their implications in Education and Religion. New York: Mc Millan.
- Cooney, William, et.al. (1993): From Plato to Piaget. Lanham: New York. ISBN:0-8191-9010.
- Das Gupta S. (1975): A History of Indian Philosophy. Vol-1. Delhi: Motilal BanarasiDass.
- H. Ozman and S. Craver.(2007): Philosophical Foundations of Education (8th ed.). USA. Prentice Hall.
- Hiriyan, M. (1969): The Essentials of Indian Philosophy. London: George Allen & Unwin Ltd.
- Jacobsen, David Andrew. (1999). Philosophy in Classroom Teaching: Bridging the Gap. Prentice Hall Inc. USA.
- Mani,R. (1967): Educational Ideas and Ideas of Eminent Indians. New Delhi. Birah Society of India.
- Rusk, Robert R. (1962). Philosophical Bases Of Education. Warwich Square: University of London.

SUGGESTED READINGS

- Karim, Maulana Fazrul.(1986): IhyaUlumuddin, Vol-I-IV. Delhi: Taj Company.
- Kneller George. (1964): Introduction to Philosophy of Education. New York: John Wiley.
- KunhanRaja(1974): Some Fundamental Problems in Indian Philosophy. Motilal Banarsi Das. Delhi: Indological Publishers.

- Leaman, Oliver (1998): Islamic Philosophy, in E Garg (Ed.) Encyclopedia of Philosophy. London. Routledge.
- O'Connor, D.J. (1961): Introduction to the Philosophy of Education. London. Methuen and Co.
- Park, Joe. (1975). Philosophy of Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Rafiabadi, Hameed Naseem. (1991): Some Aspects of Islamic Thought. Kashmir. Syem Publications.
- Robin Barrow. Moral Philosophy for Education.
- Sharma, C. (1976): A Critical Survey of Indian Philosophy. Delhi: Motilal Banarsidass.
- Smar, A.R. (1984): The Structure Of Indian Thought. Oxford. Oxford University Press.
- Stepaniants, M.T. (1989): Islamic Philosophy and Social Thought in XIX-XIX centuries. London: People's Publishing House.
- The Blackwell Guide to the Philosophy of Education. Ed. By Nigel Blake, Paul Smeyers, Richard Smith and Paul Standish, Paperback Edition, 2003.
- Wingo, G. Marx. (1975). Philosophical Bases of Education- An Introduction. New Delhi: Sterling Publishers. Pvt. Ltd.

M.A Educational Planning and Administration

Semester-I

PAPER II

PSYCHOLOGY OF INSTRUCTIONAL MANAGEMENT

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

Educational planners and administrators have to carry out various leadership tasks as a part of their profession. The varied duties, functions and problems for which the educational leader is responsible require her/him to enact a number of psychological roles. She/he needs to be an artist in human relations, group builder, catalyst agent and mental hygiene worker. The chief concern of the educational leader, however, is that of promoting, simulating and guiding learning. The effectiveness of an educational leader these days depends on her/his self understanding as well as an understanding of the staff, students and public.

The present course has been designed to help the educational leader in understanding the psychological bases of her/his varied professional roles. The course, however, is especially biased towards the psychology of instruction. Thus an attempt has been made to offer the prospective planners and administrators to study the psychology of learner, learning process and learning environments as they relate to learner's growth.

Throughout the course, they will be introduced to the accumulated knowledge, wisdom and fundamental theories of instructional psychology that will help them to intelligently solve the daily problems of their institutions.

Course Outcomes (COs)

1. Define the basic concepts of educational psychology, including its nature, purpose, and areas of focus.
2. List and describe major research methods used in educational psychology, such as observation and experimentation.
3. Summarize the significance of educational psychology in improving classroom teaching practices.
4. Explain stages and domains of human development and factors influencing developmental change.
5. Illustrate major developmental theories of Piaget, Vygotsky, Erikson, and Kohlberg with classroom applications.
6. Compare behavioral, cognitive, and constructivist theories of learning with examples.

7. Analyze the role of transfer of learning and other facilitating factors in educational settings.
8. Differentiate psychological attributes of learners and discuss methods for their assessment.
9. Evaluate theories of intelligence, including Gardner's and Sternberg's, in the context of individual learning needs.
10. Identify characteristics and learning needs of gifted learners and those with intellectual disabilities.
11. Propose classroom strategies to manage problem behavior and support emotional well-being.
12. Design an inclusive classroom plan that addresses varied learner needs through appropriate psychological principles.

CONTENTS

Unit I: Educational Psychology and Teaching

- Educational Psychology: Definition, Nature, Purpose and Focal Areas.
- Methods of Research in Educational Psychology: Observation, Experimentation, Correlation Research, Descriptive Research, Case Study and Action Research.
- Importance of Educational Psychology for Improving the Theory and Practice of Teaching.

Unit II: Understanding the Learner

- Development: Meaning, Domains, Overview of Developmental Stages, Issues of Development, Factors Influencing Development
- Major Theories of Human Development: Theory of Cognitive Development (Jean Piaget's and L.Vygotsky); Theory of Personal and Social Development (Erik Erikson); Stages of Moral Reasoning (Lawrence Kohlberg).

Unit III: The Process of Learning

- Learning: Concept, Nature, Paradigms of Learning, Transfer of Learning, Factors Facilitating Learning.
- Behavioral Theories of Learning: Important Principles, Classroom Implications and Criticism.
- Cognitive and Constructivist Theories of Learning: Important Principles, Classroom Implications and Criticism.

Unit IV: Individual Differences in Learning

- Psychological Attributes of Learners: Types and Assessment
- Intelligence: Concept and Theories (Multiple Intelligences and Triarchic Theory of Intelligence); Individual differences in intelligences.

- Learners with Mental Retardation and Giftedness: Characteristics, Learning Needs and Strategies for meeting their needs.

Unit V: Classroom Management

- Maintaining Appropriate Behaviors in Classroom
- Managing Problem Behavior in Classroom
- Dealing with Emotional Problems.

Transaction Mode

Lecture -cum – Discussion

Seminar readings on selected themes and discussions by students

Seminar presentations on selected themes followed by discussion

Guided study, Assignments etc.

ESSENTIAL READINGS

- Baron, R.A. (2011). *Psychology*. (5th ed.). New Delhi: Pearson.
- Berk, Laura, E.(2006). *Child Development*. (7th ed.). New Delhi: Pearson Education, Inc.
- Eggen, P. & Kauchar, D. (1999). *Educational Psychology*. USA: Prentice Hall.
- Emmer, Evertson, Clements & Worshman (1997). *Classroom Management for Secondary Teachers*. Boston: Allyn & Bacon.
- Feldman, R.S. (2011). *Essentials of Understanding Psychology*. (9th ed.). New York: Mc Graw Hill.
- Osmon, M.H. & Hergenhahn, B.R. (2009). *An Introduction to Theories of Learning*. (8th ed.). New Delhi: Prentice Hall.
- Rice, P.F. (1998). *Human Development*. (3rd ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Salvin, Robert, E. (2011). *Educational Psychology: Theory and Practice*. (10th ed.). USA: Pearson.
- Woolfolk, Anita. (2004). *Educational Psychology*. (9th ed.). New Delhi: Pearson Education, Inc.

SUGGESTED READINGS

- Fincham, R. & Rhodes, P. (2005). *Principles of Organizational Behavior*. (4th ed.). New Delhi: Oxford University Press.
- Gleitman, H. (1996). *Basic Psychology*. (4th ed.). New York: W.W. Norton & Company, Inc.
- Hall, C.S., Gardner Lindzey, & John B. Campbell. (1998). *Theories of Personality*. (4th ed.). New Delhi: Wiley India (P) Ltd.

- Leahy, T.H & Harris R.J. (1997). *Learning and Cognition*. Upper Saddle River, New Jersey: Prentice Hall.
- Lieberman, D.A. (1990). *Learning, Behavior and Cognition*. Belmont, California: Wadsworth Publishing Company.
- Matthews, G., Deary, Ian J. & Whiteman, Martha, C. (2009): *Personality Traits*. UK: Cambridge University Press.
- Mouly, G.J. (1968). *Psychology for Effective Teaching*. London: Holt, Rinehart & Winston Inc.
- NCERT (2005). *Natioanl Curriculum Framework (2005)*. New Delhi: NCERT.
- NCERT (2006). *Psychology: Textbook for Class XI*. New Delhi: NCERT.
- NCERT (2006). *Psychology: Textbook for XII*. New Delhi: NCERT.
- Papalia, D.E., Sally Wendkos Olds, & Ruth Duskin Feldman. (1998). *Human Development*. (7th ed.). Boston: Mc Graw Hill.
- Pintrich, P.H & Schunk, D.H. (1996). *Motivation in Education: Theory, Research and Application*. New Jersey: Prentice Hall, Englewood Cliffs.

M.A Educational Planning and Administration

Semester-I

PAPER III

FUNDAMENTALS OF EDUCATIONAL PLANNING

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

The effectiveness of an educational leader these days depends on her/his awareness to various essentials to planning and how various types of educational planning have implications for staff, students and public.

The present course has been designed to help the educational leader in understanding the approaches to educational planning and their implications for plan formulation. Thus an attempt has been made to offer the prospective planners and administrators to study the process of planning: need of planning in a welfare state like India, relation to education and economic growth and need for robust planning in education.

Course Outcomes (COs)

1. Define key concepts and characteristics of planning and explain its different types.
2. Describe the process and application of planning in various sectors including education.
3. Explain the concept, objectives, and importance of educational planning in the national context.
4. Discuss the evolution and process of educational planning in India, especially within different Five-Year Plans.
5. Identify and compare major approaches to educational planning: social demand, manpower, and rate of return.
6. Illustrate the features and steps involved in institutional planning with examples.
7. Examine the advantages and practical aspects of implementing institutional plans in educational settings.
8. Analyze delegation of responsibilities, resource mobilization, and mid-term reviews in the context of institutional planning.

9. Discuss the interrelationship between education and economic growth, focusing on natural, capital, and human resources.
10. Evaluate the role of education in enhancing national productivity and economic development.
11. Interpret how different educational planning approaches influence policy decisions and long-term national goals.
12. Propose a context-specific institutional plan that integrates resource management and review mechanisms for effective implementation.

CONTENTS

Unit I: Introduction of Planning

- Concept, nature and characteristics of planning
- Process and types of planning
- Application of planning

Unit II: Educational Planning

- Concept, objectives, scope and nature of Educational Planning
- Need; Types and importance of Educational Planning
- Process of educational planning in India
- Educational planning in various 5 year plans

Unit III: Approaches to Educational Planning

- Social demand approach
- Manpower approach
- Rate of return approach

Unit IV: Institutional planning

- Concept ,features and Steps in preparing a plan
- Advantages of institutional plan
- Implementation Strategy for the Institutional plan; Delegation o/responsibilities, Mobilization 0/ Additional Resources and Mid-Term Review

Unit V: Education and Economic Growth

- Main features of economic growth:-
 - Natural resource,
 - Capital resource
 - Human resource.
- Education and productivity

Transaction Mode: The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

Course Evaluation:

The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

ESSENTIAL READINGS

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- Mukhopadhyay, Marmarand Tyagi, R.S (2005). *Governance of School Education in India*, New Delhi, NIEP A.
- Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
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- Shukla PD. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
- Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*; Discussion Paper, Education for AU Summit of Nine High Populated

Countries, New Delhi.

- Pareek, Udai. Institution Building: the Framework for Decision-making, in Ravi Mathai, Udi Pareek and T. V. Rao (eds.). *Institution Building in Education and Research: From Stagnation to Self-Renewal*, AU India Management Association, New Delhi.
- Shukla P.D (1983). *Administration of Education in India*, New Delhi: Vikas Publishing House.
- UNESCO, *Fundamentals of Educational Planning* No.1, what is Educational Planning? (Philip H. Coombs)

No.2, *The relation of Educational Plans to Economic and Social Planning*

No.3, *Educational Planning and Human Resources Development* (F.Harbison).

No.4, *Demographic Aspects of Educational Planning* (Ta Ngoc Chau).

No.5. *The Analysis of Educational Costs and Expenditure* (L Hallack).

No.6, *Cost - benefit Analysis in Educational Planning* (Maureen Woodhall).

SUGGESTED READINGS

- Azad IL, *Education financing in India*, New Delhi: Sterling Publishers, 1973.
- Blaug, M, *Economics of Education II Middlesex*, England: Penguin Books Ltd., 1968.
- Curle, Adam, *Educational Strategy for Developing Societies*, London Tavistock, 1962.
- Coombs, Philip H., *the World Education Crisis*, New York: Oxford University Press, 1972.
- Comb Philip h. and Hallak, Jacques, *Managing Educational Costs*, New York: Oxford University Press, 1972.
- Goel, S. L. and Goel, Aruna, *Education Policy and Administration*, Delhi : Deep & Deep Publications, 1994 ..
- Government of India, *Report of Education Commission* (1964-66).
- Myrdal, Gunnar, *Asian Drama (Vol.III)*, London: Allen lane, The Penguin Press" 1968.
- Padmanabham, C.B., *Educational Financing and Structural Adjustment Policies in India*, Delhi: Common Wealth, 1998.
- Vaizey, Johan, *The Economics of Educational Financing and Structural Adjustment Policies India*, Delhi: common wealth, 1998.

M.A. Educational Planning and Administration

Semester-I

PAPER IV EDUCATIONAL ADMINISTRATION IN INDIA

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

This course intends to develop an in-depth understanding of students on the societal context of educational development in India. The course traces concept of educational administration, Management Theories, history of Indian educational development during the pre-independence era, particularly in the colonial period, and also offers an in-depth insight into issues, challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for education.

Course Outcomes (COs)

1. Define the meaning and types of administration and differentiate it from educational management.
2. Describe the evolution and significance of educational administration as a distinct academic field.
3. Explain the concept, nature, and functions of educational administration.
4. Identify the scope and principles that guide educational administrative practices.
5. Illustrate the stages and key elements of the administrative process in educational institutions.
6. Summarize the historical development of educational administration in India before and after independence.
7. Discuss the conceptual shifts that have occurred in educational administration since 1947.
8. Describe the role and relevance of administrative and management theories in the context of education.
9. Compare traditional, transitional, and modern theories of administration with reference to their educational implications.
10. Analyze the applicability of selected management theories to educational administration.
11. Explain the organizational structure and functions of educational administration at national and state levels.

12. Evaluate the administrative machinery across different tiers—national to village—for effective governance in education.

CONTENTS

Unit I: Introduction of Administration

- Meaning and types of administration
- Relation between Administration and management
- Educational Administration: an independent study

Unit II: Features of Educational Administration

- Concept, Nature and function of Educational Administration.
- Scope and principles of Educational Administration.
- Administrative process.

Unit III: Educational Administration in India: Historical Prospective

- Educational Administration before independence (1813 -1947)
- Educational Administration after independence (1947)
- Conceptual Changes in Educational Administration

Unit IV: Theory in Educational Administration

- Use of theory in Educational Administration
- Traditional Administrative Theory
- Transitional Administrative Theory
- Management Theories and their applicability to Educational Administration

Unit V: Organizational Structure and functions of educational administration at centre and state levels:

- Organizational structure at centre and state level for different sectors of education
Administrative machinery at national, state, regional, district, block, village and institutional levels

Transaction Mode: The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

Course Evaluation:

The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

ESSENTIAL READINGS:

- George R. Terry (1983): Principles of Management, Illionis, Richard D. Irwin Inc. (Indian edition), Bombay, D. B. Taraporevala Sons & Co. Pvt. Ltd.
- Hoffman, Allan M. and Summers Randal W (eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*. Westport, Bergin, and Avery.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New, Delhi, The European Commission.
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- Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
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- Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
- Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

SUGGESTED READINGS

- Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. *Journal of Educational Planning and Administration*, VII (2), April, pp. 197-214.
- Basu, Aparna (1972). *History of Indian Education*. New Delhi: Concept.
- Bray, Mark, (2000). *Double Shift' Schooling: Design and Operation for Cost-effectiveness* (2nd ed), Paris: UNESCO, IIEP.
- Fullan, Michael (2005). *Fundamental Change: International Handbook of Educational Change*, Springer, The Netherlands.
- Gronn, Peter (2003). *New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*, London: Paul Chapman.
- Hoffman, Allan M. and Summers Randal W (eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*, Westport: Bergin, and Avery.
- Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi: The European Commission.
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- Naik, J.P.(1982). *The Education Commission and After*, New Delhi: Allied Publication.
- National Institute of Educational Planning and Administration. *Survey Reports of Educational Administration* in different States and UTs 1991-2001, New Delhi.
- Owings, William A and Kaplan, Leslie S (2003~ *Best Practices, Best Thinkinb and' Emerging Issues in School Leadership*. California: Sage.
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- Trowler, Paul R., (ed.) (19--) *Higher Education Policy and institutional (hange*, Buckingham:U.K.

M.A Educational Planning and Administration

Semester-II

PAPER V

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course intends to develop an in-depth understanding of students on how education is a reflection of the social, cultural and political conditions prevailing in society. The course offers an in-sight into how the role of public institutions and individual and collective experiences affects education and its outcomes is the societal context of educational development in India. Students will be able to develop knowledge and skills and make themselves aware about the changes taking place in public spheres especially in schools in the advent of globalization and the challenges it encounters in the process. Students will be able to appreciate the importance of school reform measures in the context of diversity and need for acceptance and plurality in a heterogenous world.

COURSE OUTCOMES (COs)

- Define the scope and development of the sociology of education and distinguish it from educational sociology.
- Explain the interrelationship between sociology, education, and educational management.
- Describe the concepts of culture, socialization, and different forms of education (formal, informal, and non-formal).
- Interpret education as a social system and its connection with democratic and secular values.
- Examine the influence of caste, class, religion, and gender on educational access and experiences.
- Discuss the concept and importance of equality of educational opportunity in diverse societies.
- Analyze the role of education in facilitating social change and mobility.
- Identify and explain various factors—economic, social, and political—that influence educational transformation.
- Evaluate the impact of globalization on the structure and purpose of education in contemporary society.

- Describe major social problems such as poverty, illiteracy, child labour, and drug abuse that affect educational development.
- Assess the role of government policies and programmes in addressing educational inequalities and social issues.
- Critically reflect on the role of education in reducing general discrimination and promoting social justice.

CONTENTS

UNIT I: Sociology of Education

- Development and Scope, Difference between educational sociology and sociology of education, Relationship between Sociology and Management

UNIT II: Sociological Perspective of Education

- Conceptualizing education: Culture, Socialization and Education
- Education: Formal, Informal and Non-formal
- Education as a Social System
- Democracy and Secularism and their relationship with education

UNIT III: Social Structure and Education

- Caste, Class, religion and Gender dimensions
- Equality of educational opportunity

UNIT IV: Education and Social Change

- Meaning and Definitions
- Factors: Economic, Social and Political
- Social mobility
- Globalization and education

UNIT V: Government's Policies And Programmes To Overcome Social Problems:

- Poverty
- Illiteracy
- Child Labour
- Drug Abuse
- General Discrimination

Transaction Mode

Lecture-cum discussion

Student seminars followed by discussion

Student reading seminars and discussion

Presentations, Assignments etc.

ESSENTIAL READINGS

- Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.) London: Batsford.
- Blackledge, D and Hunt, B. 1985. *Sociological Interpretations of Education*. London: Crom Helm.
- Baudrillard, Jean 1976, *Symbolic Exchange and Death*. London: Sage
- 'Ballantine, J.H. 1993. *The Sociology of Education: A Systematic Analysis*. New Jersey: Prentice Hall
- Burgess, R.G.1986. *Sociology, Education and Schools*. London: Batsford
- Channa, Karuna: *Interrogating Women's Education*, Jaipur and New Delhi, Rawat Publications, 2001.
- Chitins (eds), *Papers on Sociology of Education in India*. New Delhi: NCERT
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SUGGESTED READINGS

- Davis, Kingsley. 1959. The Myth of Functional Analysis as a Special Method in Sociology and anthropology. *American Sociological Review*, 24: 757-72.
- Derrida, Jaques 1978, *Writing and Difference*. Chicago, University of Chicago Press
- Desai, A.R.: *Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits*, Bombay Popular Prakashan, 1990.
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- Gore, M.S. et.all (ed.): *Papers on Sociology of Education in India*, New Delhi, NCERT, 1975.
- Jerome Karabel and H.Halsey. *Power and Ideology in Education*. 1977. Oxford University Press.
- Kabeer, Nambissan&Subrahmaniam (eds.). 2003. *Child Labour and Right to Education in South Asia*. Sage Publication, New Delhi.
- Kirti S. Parikh: *India Development Report*, 1997.,
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- Sen and Dreze: India: Economic Development and Social Opportunity, New Delhi: OUP, 1996. .
- Sen and Dreze: India: Development Selected Regional Perspectives, New Delhi: OUP, 1997.

M.A Educational Planning and Administration

Semester-II

PAPER VI ORGANIZATIONAL BEHAVIOUR

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

The course begins with an overview of organizational behavior and the historical foundations of the field and the interdisciplinary nature of its various concepts. The course will allow students to engage with how such theories or knowledge is manifested in the international environment and help students to understand organization behavior in today's work environment. The focus is on how general principles of human behavior and classical as well as most recent approaches of organizational behavior can inform students to understand and create a nurturing work environment in educational settings.

COURSE OUTCOMES (COs)

1. Describe the historical development and scope of psychology in organizational and academic contexts.
2. Explain the human relations and humanistic approaches in understanding organizational behaviour.
3. Interpret the relevance of psychological principles in the management of educational institutions.
4. Compare and contrast content and process theories of motivation in educational settings.
5. Analyze the motivational factors affecting leaders, students, and employees in educational organizations.
6. Define the concept of communication and identify various managerial approaches to effective communication.
7. Examine common problems in organizational communication and suggest strategies for improvement.
8. Explore the dynamics of group interaction and the factors influencing group behaviour.
9. Discuss the major theories of leadership, including trait and behavioural perspectives.
10. Analyze the nature, types, and sources of conflict within educational organizations.
11. Distinguish between functional and dysfunctional conflicts in organizational settings.

12. Apply appropriate techniques for managing and resolving conflicts in educational institutions.

CONTENTS

Unit-I: Introduction

- Historical foundations of the field, Psychology in Organisation, scope, human relation approach, humanistic approach etc. organizational behaviour and management of education, psychology in academic settings etc.

Unit-II: Human Needs & Motivation

- (Contents & Process Theories)' view points; Motivation of leaders, students and employees of Educational sectors.

Unit-III: Communication Effectiveness in Organisation

- Concept of communication; managerial approaches to communication; and problems of Organizational communication; various methods by which organizational communication can be improved.

Unit-IV: Group Dynamics and Leadership

- Interaction in group, Factors influencing group dynamics, trait and behavior theories of leadership.

Unit-V: Conflict and its Management

- Nature and sources of conflict, functional and dysfunctional aspects of conflict, techniques for managing conflict

Transaction Mode

Lecture cum discussion, Seminar readings followed by discussion, Seminar presentations followed by discussion, assignments etc.

ESSENTIAL READINGS

- LBESS, J.L. College and University Organisation: Insight from the Behavioural Science. New York University Press - 1984.
- Cestello. T.W. & Zalkind AS. 'Psychology in the Administration: Text, with Integrated Readings. Prentice Hall Inc. Englewood Cliff, N.J., U.S.A, 1963.
- Costley D.L. & Todd. Human Relations in Organisation. West Publishing Company, York -1983.
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- Prasad, L.M. (2006): Organisational Behaviour, New Delhi, Sultan Chand and Sons Publications.

SUGGESTED READINGS

- Davis K. Human behaviour at work: Human relations and organizational behaviour. TAT

- A, Mc. Graw Hill Company Ltd. -1975.
- Fieldman D.G. & Arnold H.J., Managing individual and group behaviour in organization. Me. Graw Hill Book Company-1983.
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M.A Educational Planning and Administration

Semester-II

PAPER VII

POLICY AND PLANNING IN EDUCATION IN INDIA

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

The present course has been designed to help the educational leader in understanding the approaches to educational planning and their implications for plan formulation. This course intends to develop an in-depth understanding of students on the societal context of educational development in India. The course traces concept of educational administration, Management Theories, history of Indian educational development during the pre-independence era, particularly in the colonial period, and also offers an in-depth insight into issues, challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for school, college and university education.

COURSE OUTCOMES (COs)

- 1- Trace the historical evolution of educational policy in India through major constitutional and policy milestones.
- 2- Discuss the constitutional provisions related to education, including the concurrent list and the Right to Education.
- 3- Analyze the recommendations and implications of the National Policy on Education (NPE) 1968, 1986, and 2019.
- 4- Evaluate the contributions of review committees such as the Acharya Ramamurti Committee and Janardan Reddy Committee.
- 5- Explain the significance and components of the Modified Programme of Action (1992) in educational reform.
- 6- Summarize the key recommendations of major education commissions: University Education Commission (1949), Secondary Education Commission (1953), and Education Commission (1966).
- 7- Compare the aims and outcomes of different commissions and their impact on Indian education.

- 8- Examine the nature and scope of educational planning before and after independence.
- 9- Identify planning initiatives targeted at disadvantaged groups, including women, minorities, and persons with disabilities.
- 10- Describe the structure and functioning of the educational planning machinery at the national level.
- 11- Illustrate the roles of planning bodies at the state and district levels in implementing educational plans.
- 12- Assess the interlinkages between educational policy, planning processes, and socio-political goals.

CONTENTS

Unit I: Evolution of educational policy in India – major landmarks etc.

- Constitutional provisions regarding education – education in concurrent list, right to education, etc.

Unit II: Policies and their recommendations:

- National policy of education 1968.
- National Policy of Education-1986.
- National Policy of Education-2019.
- Acharya Ram Murthi review committee report 1990.
- Janardan Reddy committee report 1992.
- Modified program of action 1992.

Unit III: Various Education Commissions and their recommendations

- University Education Commission -1949
- Secondary Education Commission (Mudaliar Commission) -1953
- Education Commission (Kothari Commission) -1966

Unit IV: Educational planning in India: Historical Perspective:

- Educational planning before independences, Educational planning after independences,
- Planning for the disadvantaged (women minorities and disabled).

Unit V: Education planning machinery and process

- Planning machinery at national level,
- planning machinery at state level,
- Planning machinery at district level.

Transaction Mode: The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

Course Evaluation: The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

ESSENTIAL READINGS

- Azad J.L., Educational Financing in India, New Delhi: Sterling Publishers, 1973.
- Blaug, M. Economics of Education II, Middlesex, England: Penguin Books Ltd., 1968.
- Curle, Adam., Educational Strategy for Developing Societies, London Tavistock, 1962.
- Coombs, Philip H., The World Educational Crisis, New York: Oxford University Press, 1972.
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- Hunter, Guy., Higher Education and Development in South East Asia, Paris.
 - Lauwerys, Joseph A. (Ed.) The World Year Book of Education – Educational Planning, London: Evans Brothers Ltd., 1967.

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- Misra, Atmanand, Educational Finance in India, Bombay: Asia Publishing House, 1963.
- Myrdal, Gunnar, Asian Drama (Vol.III), London: Allen Lane, The Penguin Press, 1968.
- Nanjundapa, D.M., Inter-Governmental Financial Relations in India, New Delhi: Sterling Publishers Private Ltd., 1974.
- Padmanabham, C.B., Educational Financing and Structural Adjustment Policies in India, Delhi: Common Wealth, 1998.
- Patrinos, H. A., Eduardo, V., & Catherine, Y. W. (2013). Framework for the Reform of Education Systems and Planning for Quality. Working Paper. World Bank.
- Schultz, Theodore W., The Economic Value of Education, New York: Columbia University Press, 1967.
- UNESCO, Manpower Aspects of Educational Planning, Paris: I.E.E.P., 1967.
- UNESCO, Fundamentals of Educational Planning

No. 1, What is Educational Planning? (Philip H. Coombs)

No. 2, The Relation of Educational Plans to Economic and Social Planning

No. 3, Educational Planning and Human Resource Development (F. Harbison)

- No. 4, Demographic Aspects of Educational Planning (Ta Ngoc Chau)
- No. 5, The Analysis of Educational Costs and Expenditure (J. Hallak)
- No. 6, Cost – benefit Analysis in Educational Planning (MaureenbWoodhhali)
- Vaizey, Johan, The Economics of Educational Financing and Structural Adjustment Police India, Delhi: Common Wealth, 1998.

M.A. Educational Planning and Administration

Semester-II

PAPER VIII

Issues in Educational Administration

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

This course has been specially designed for administrator to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide understanding of Role of Centre and state government in education and will also enable the learners to conceptualize the role of Public Private Partnership in education, responsibilities of the central and state governments for drafting policy guidelines. It gives emphasis on understanding the emerging issues and comparative educational administration like India, US and China, it also provide not only a theory based approach but also practical aspect of administration by focused internship at related organizations / institutions.

COURSE OUTCOMES (COs)

1. Define the fundamental concepts of politics in the context of education.
2. Examine the influence of political ideologies and institutions on educational policies and practices.
3. Analyze the implications of the politics-education relationship for school administration and decision-making.
4. Identify key issues and challenges in educational administration such as centralization and decentralization.
5. Evaluate the roles of bureaucrats and politicians in shaping educational governance.
6. Discuss the advantages and disadvantages of different administrative models in education.
7. Explain the process and principles of human resource management in the education sector.
8. Illustrate the procedures and challenges involved in recruitment and deployment in educational institutions.
9. Examine the strategies and significance of mobilizing financial and material resources for education.
10. Define the concept of Public-Private Partnership (PPP) and assess its objectives in the educational domain.

11. Evaluate the principles, scope, benefits, and drawbacks of PPP in education systems.
12. Compare and contrast the structure and functioning of educational administration in India, the US, and China, focusing on the roles of central and state governments.

CONTENTS

Unit I: The Politics of Education

- Basic concepts of politics
- The political context of education
- Implication of education politics relationship to school administration

Unit II: Issues and Problems in Educational Administration

- Centralization vs. decentralization; Advantages and disadvantages
- Bureaucracy and politics; Role of a bureaucrat and a politician, Advantages and disadvantages

Unit III: Mobilization of Resources

- Human Resource Management
- Process of Recruitment
- Financial Resource

Unit IV: Public Private Partnership

- Concept and objective of Public Private Partnership
- Principles, nature and scope of Public Private Partnership
- Role of Public Private Partnership in education
- Advantage and disadvantage of Public Private Partnership

Unit V: Educational Administration in India

- Centre and state relations in education
- Role of Centre and state government in education
- Comparatives educational administration ; India, US and China

Transaction Mode: The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

Course Evaluation:

The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

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M.A Educational Planning and Administration

Semester-II

PAPER IX(a) CURRICULUM LEADERSHIP

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

Curriculum is, perhaps, best thought of as ‘that set of planned activities which are designed to implement a particular set of educational aims in terms of the content of what is to be taught and the knowledge, skills and attitude which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, material and evaluation’.

Curriculum work is an essential function of leadership in educational institutions because it is through the curriculum development process that educational planners and administrators identify purpose, define activity, and rationalize decision making.

In an educational institution, principals, assistant principals, department heads, teaching team leaders, and even classroom teachers are often asked to perform and lead various curriculum related tasks. Often, a person may be assigned such a leadership role without any formal preparation or real understanding.

This course has been primarily designed to equip the prospective educational planners and administrators with essential knowledge and skills of curriculum related tasks which will help them in giving effective leadership to an educational setting.

This course will help the educational leader maintain and keep current all existing programs in educational institutions (*static* or managerial curriculum leadership) as well as focus on constructing new programs to meet the changing needs of educational institutions and society (*dynamic* or leading curriculum leadership).

COURSE OUTCOMES (COs)

1. Explain various curriculum approaches including behavioral, managerial, systems, academic, and humanistic.
2. Interpret multiple definitions and perspectives of curriculum (as a plan, set of experiences, subject matter, and field of study).
3. Distinguish among different aspects of curriculum such as planned, received, overt, and hidden curriculum.
4. Analyze the sociological foundations of curriculum in the context of changing society, knowledge, and schools.

5. Examine philosophical foundations of curriculum with reference to major schools of thought and Indian thinkers like Tagore, Gandhi, and Aurobindo.
6. Discuss psychological bases of curriculum in light of major learning theories.
7. Describe the processes and levels of curriculum planning from national to individual teacher level.
8. Identify components and types of curriculum design including subject-centered, learner-centered, and problem-centered designs.
9. Evaluate models of curriculum development including Tyler, Taba, Glatthorn, and Weinstein & Fantini.
10. Define curriculum leadership and differentiate between static and dynamic leadership styles.
11. Examine the role of leadership in curriculum implementation and strategies to address resistance to change.
12. Apply curriculum implementation models such as Overcoming Resistance to Change and Educational Change Models.
13. Critically analyze the need for a national curriculum and the characteristics of a democratic national curriculum.
14. Review historical national initiatives in curriculum development in India including 1937 Basic Education, 1964–66 Education Commission, 1986 NPE, and various National Curriculum Frameworks.
15. Explore and reflect on innovative local-level curriculum practices such as the Hosangabad Science Teaching Programme and Nali Kali.

CONTENTS

Unit-I: Conceptualizing curriculum

- Curriculum Approaches: Behavioral, Managerial, Systems, Academic and Humanistic.
- Curriculum Definitions: curriculum as a plan, curriculum as a set of experiences, curriculum as a subject matter, and curriculum as a field of study.
- Various aspects of curriculum: planned curriculum, received curriculum, overt curriculum, and hidden curriculum.

Unit-II: Foundations of curriculum

- Sociological bases of curriculum: changes of society, schools, and knowledge and their implementations for curriculum; social concerns and their implications for curriculum.

- Philosophical bases of curriculum: Major schools of philosophy and their implications for curriculum; Indian educators' (Tagore, Gandhi, and Aurobindo) views of curriculum.
- Psychological bases of curriculum: Major learning theories and their implications for curriculum.

Unit-III: Basic curriculum Tasks

- Curriculum planning: concepts, levels (National, States, District, Institution, Teacher-team, and Individual teacher).
- Curriculum designing: Components, Basic curriculum Designs (Subject-Centered, Learner-centered, and problem-Centered).
- Curriculum development: Key components, Basic scientific (Tyler and Taba's Models) and Glatthorn, and Weinstein & Fantini's Models) Models.

Unit-IV: Curriculum Leadership

- Curriculum Leadership: Concepts, Type (Static & Dynamic), and functions.
- Leadership in curriculum Implementation: Role of communication in curriculum Implementation, Understanding People's Resistance to change, Improving Receptivity to curriculum change, implementing curriculum change.
- Basic curriculum Implementation Models: Overcoming Resistance to change Model and Educational change Model.

Unit-V: Curriculum Development and change in India.

- National Curriculum: Need and problem; Key Features of a Democratic National Curriculum.
- National Initiatives for Curriculum Development: Basic Education (1937); Educational Commission (1964-66); National Policy on Education (1986); National Curriculum Frameworks (1975, 1988, 2000, 2005).
- Local Level Innovations in school Curriculum: Hosangabad Science Teaching Programme (HSTP), and Nali Kali (Karnataka).

Transaction Mode

Lecture cum discussion

Seminar readings by students followed by discussion

Student seminar papers followed by discussion, assignments, group work etc.

ESSENTIAL READINGS

- Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- Dewal, O.S. (2004). 'National Curriculum', in J.S. Rajput (Ed.). Encyclopaedia of Education. New Delhi: NCERT.
- Doll, R.C. (1992). Curriculum Improvement: Decision Making and Process. Boston: Allyn & Bacon.
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- Kelly, A.V. (2004). *The curriculum Theory and Practices*. (Fifth Edition). London: SAGE Publications Limited.
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- Wiles, J.W., and Joseph, B. (2006). Curriculum Development: A Guide to practice. USA: Pearson Publication.

M.A Educational Planning and Administration

Semester-II

PAPER IX(b) **Educational Entrepreneurship** **Credits: 04** **Marks: 60+40 = 100**

COURSE DESCRIPTION

This course will provide students an opportunity to understand the significance of educational entrepreneurship and its relevance in a country like India in the are of education. It will familiarize students to the role of various agencies which regulate entrepreneurship process and to its structure and content, the various challenges and opportunities that exist in this area of engagement.

COURSE OUTCOMES (COs)

- 1- **Explain** the concepts of business and social entrepreneurship and the entrepreneurial process in the context of education.
- 2- **Identify** key entrepreneurial qualities and assess associated risks and rewards in educational ventures.
- 3- **Generate** creative and viable business ideas, especially in the field of educational entrepreneurship.
- 4- **Classify** and interpret the taxonomy of educational business opportunities and formulate related projects.
- 5- **Design** an educational business plan and **evaluate** its feasibility and viability.
- 6- **Understand** the regulatory procedures and formalities involved in setting up educational ventures in India.
- 7- **Describe** the functions of major regulatory bodies such as AICTE, NCTE, and NCHER in the educational sector.
- 8- **Assess** and **develop** entrepreneurial competencies specific to the education domain.
- 9- **Analyze** the role of institutional support systems like MSME, EDI, NIESBUD, NSIC, and NEN in promoting educational entrepreneurship.

CONTENTS

Unit-I: Introduction to Entrepreneurship

- Business entrepreneurship, Social entrepreneurship.
- Entrepreneur and Entrepreneurial Process.
- Entrepreneurial Qualities and Skills.
- Risk and Rewards in entrepreneurship.

Unit-II: Identification of Opportunities

- Creativity and Generating Business Ideas.
- Educational entrepreneurship opportunities.
- Taxonomy of the Business of Education.

Unit-III: Assessment and Evaluation of Entrepreneurial opportunities in Education.

- Formulating educational business project.
- The business plan:
- Assessment of viability of the business.

Unit-IV: procedures and Formalities in setting up educational Venture.

- Regulatory Framework of Educational Ventures.
- Regulatory Bodies in Educational Sector; i.e.
- All India Council for Technical Education (AICTE).
- National Council for Teacher Education (NCTE).
- National Commission of Higher Education and Research (NCHER).

Unit-V: Entrepreneurship support system in India.

- Assessment and Development of Entrepreneurial Competencies.
- Institutional Support for Entrepreneurship Development in India.
- Role of Ministry of Micro, Small and Medium Enterprises (MSME)
- Entrepreneurship Development Institution of India (EDI).
- National Institution for Entrepreneurship & Small Business Development (NIESBUD).
- National Small Industries Corporation (NSIC), National Entrepreneurship Network (NEN), etc.

Transaction Mode

Lecture cum discussion, student seminar readings followed by discussion, student group work, assignment etc.

ESSENTIAL READINGS

- Bhide, A. (1996). The questions every entrepreneur must answer. Harvard Business Review 74,(6), 120
- Bhide, A.V. (2003) The origin and Evolution of New Business. Oxford University Press.

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- Rich, S.R., and Gumpert, D.E. (1985). How to write a winning business plan, , HBR, May-June, 1985 (Reprint No. 85314)

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2. Commerce Bank, HBR case # 603080.
3. Hausser Food Products Co., HBR Case # 402055.
4. E Ink in 2005, HBR Case # 705506.
5. Whole Food Market, Inc., HBR Case # 705476.
6. Disciplined Entrepreneurship, HBR Case # SMR156.

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Semester-II

PAPER IX(c) INSTRUCTIONAL DESIGN

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course will enable students to understand instructional design and its relevance to the area of education. Students will be able to explore the various theories of instructional design and utilize them in designing effective plans for effective instruction. They will appreciate the importance of instructional media and how to relate them to lessons and apply concepts in day-to-day planning and management.

COURSE OUTCOMES (COs)

- 1- **Explain** the background, meaning, foundations, and significance of instructional design, including its critiques.
- 2- **Describe** the instructional design process and recognize key professional organizations in the field.
- 3- **Conduct** instructional, learner, and context analysis for designing effective learning experiences.
- 4- **Formulate** learning goals and outcomes using appropriate information-processing analysis techniques.
- 5- **Design** instructional strategies suited for different learning domains such as declarative knowledge, concepts, principles, procedures, problem-solving, psychomotor skills, and attitudes.
- 6- **Integrate** various media types and instructional strategies into a cohesive instructional framework.
- 7- **Develop** interactive instructional materials and **manage** their implementation effectively.
- 8- **Apply** principles of media utilization for instructional purposes in diverse learning environments.
- 9- **Differentiate** between formative and summative evaluation practices in instructional design.
- 10- **Evaluate** instructional products, learner performance, and learning experiences using systematic methods.

11- CONTENTS

Unit I: Introduction to Instructional Design

- Background of instructional design
- Foundations of Instructional Design
- Meaning and need of Instructional Design
- Limitations/Critiques of ID
- Introduction to the Instructional Design Process
- Professional Organizations in the field of Instructional Design

Unit II: Analysis and Assessment

- Instructional Analysis
- Analysis of Context
- Analysis of Learners
- Analysis of a Learning Task:
- Learning Goals
- Learning Outcomes
- Information-Processing Analysis

Unit III: Instructional Strategies

- A Framework for Instructional Strategy Design
- Strategies for Declarative Knowledge Instruction
- Strategies for Instruction Leading to Concept Learning
- Strategies for Instruction Leading to Learning Procedures
- Strategies for Instruction Leading to Principle Learning
- Strategies for Problem-Solving Instruction
- Strategies for Cognitive Strategy Instruction
- Strategies for Attitude Learning
- Strategies for Psychomotor Skill Learning
- Marco Strategies: Integration of Types of Learning
- Integration of variety of instructing media

Unit IV: Implementation of Instruction

- Design of interactive media
- Media Utilization
- Developing Instructional Materials
- Management of Instruction

Unit V: Evaluation

- Introduction to Evaluation Practices
 - Formative Evaluation
 - Summative Evaluation
- Evaluating products, experiences, learners, projects, etc.

Transaction Mode

Lecture cum discussion, students seminar presentations, seminar readings, group work etc.

ESSENTAIL READINGS

- Bransford, J.D., Brown, A.L., & Cocking, R.R. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Dick, W., Carey, L., & Carey, J.O. (2005). The systematic design of instruction (6th ed.). Boston: Pearson ISBN: 0205412742
- Gagne, R.M., Wager, W.W., Golas, K.C., & Keller, J.M. (2005). Principles of instructional design (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.
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Semester-II

PAPER IX (d)

TECHNOLOGY IN EDUCATIONAL MANAGEMENT

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

The present course has been designed to help the educational leader in understanding the use of technology, Digital communication, hardware, software, computer networking and management information systems in decision-making process and their implementation to manage Institutions. Thus an attempt has been made to offer the prospective planners and administrators to study application of Governance in welfare state like India. The course builds on belief that technology is tool/techniques that enhances the educational environment; and strives to promote the use of current and emergent technologies for administration and management in a dynamic global society. The motive is to prepare educational technologists who are learners, planners, managers and administrators, serving in institutions of higher education, public or private school settings, state or local educational agencies, community organizations, and the private sector.

COURSE OUTCOMES (COs)

1. **Explain** the concept, need, and scope of technology in education, including the evolution of hardware and software tools.
2. **Identify and use** pre-computer and digital technologies such as computers, scanners, projectors, and educational software like MS Word, Excel, and PowerPoint.
3. **Demonstrate** the educational applications of tutorials, simulations, instructional games, and multimedia.
4. **Utilize** digital communication tools such as email, chat, video conferencing, and mailing lists for educational purposes.
5. **Navigate and apply** internet tools, including the World Wide Web, search engines, and platforms for distance learning.
6. **Develop** and use interactive audio-visual and multimedia materials for instructional purposes.
7. **Use** technology for storing, retrieving, and accessing information relevant to teaching and learning.
8. **Enhance** professional skills through virtual education, online training, and technology-enabled knowledge networks.

9. **Describe** the concept, nature, and characteristics of Management Information Systems (MIS) and evaluate the quality and timeliness of educational information.
10. **Discuss** the principles and functioning of e-governance, and **analyze** the infrastructural requirements for its effective implementation in the Indian context.

CONTENTS

Unit-I: Introduction of Technology

- Concept of technology
- Need and scope of technology
- Development of technology in present scenario
- Hardware and Software Technology
- Pre-computers technologies, Computer, Scanners, Cameras and Projectors, Electronic Whiteboards.
- MS words, MS excel, Power point, Tutorial, Simulation, Instructional Games, Application of technology in education

Unit-II: Digital Communications and Internet

- E-Mail, Chat, Mailing lists and Video conferencing
- Internet, www, search engines and distance learning.
- Audio and video materials,
- Interactive multimedia

Unit -III: Technology for professional development

- Technology as a means of an information storage and retrieval; Technology as gate way to information, Computer and internet
- Professional development through virtual education and training

Unit -IV: MIS framework

- Concept, Nature and characteristics of MIS
- Timeliness, accuracy, regularity and reliability of information.
- Quality and value of information, formal and informal information systems support for decision-making.

Unit –V: e-Governance

- Concept and principles of e- governance.
- Functioning of e governance
- Infrastructure needed – physical, technical, economical and managerial.
- Application of e-governance in Indian context

Transaction Mode:The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

Course Evaluation:

The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

ESSENTIAL READINGS

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Semester-III

PAPER X RESEARCH METHODS IN EDUCATION

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course will enable students to understand how scientific methods and knowledge can inform choices and actions. After studying this course students will have an integrated understanding of scientific ways of knowing and applying scientific methods and theories, understand the role and nature of scientific inquiry and scientific perspectives. The course aims to enable students to use systematic empirical approaches and concepts to solve problems in everyday life.

COURSE OUTCOMES (COs)

- 1- Define the terms *scientific method, educational research, sampling, sociometry*, and related concepts.
- 2- Identify different kinds of educational research and their characteristics.
- 3- List sources and types of related literature used in educational research.
- 4- Recall principles for constructing questionnaires and interview schedules.
- 5- State the purpose of reviewing literature at different stages of research.
- 6- Describe the meaning and importance of educational research.
- 7- Explain research paradigms and their philosophical underpinnings.
- 8- Describe the structure, content, and techniques of writing a review of literature.
- 9- Illustrate how to take notes and prepare reference cards effectively.
- 10- Explain characteristics of a good research instrument (validity, reliability, objectivity, etc.).
- 11- Discuss various types of sampling techniques, including probability and non-probability sampling.
- 12- Apply the scientific method in formulating a research problem.
- 13- Use appropriate techniques to develop a questionnaire or interview schedule.

- 14- Apply sampling techniques to select a representative and adequate sample.
- 15- Use correct formats for writing bibliographies, footnotes, and appendices in research reports.
- 16- Demonstrate the steps in writing a structured and coherent literature review.
- 17- Select an appropriate research method for a given educational problem.
- 18- Apply general formatting and academic writing principles in research report writing.

CONTENTS

Unit I: Scientific method and educational research

- Scientific method
- Educational research, meaning and importance
- Kinds of educational research and their characteristics
- Scientific method and educational research
- Research paradigms in education

Unit II: Reviewing and understanding related literature

- Purpose and need at different stages of research
- Sources and type of related literature, note taking, reference cards
- Writing the review of literature; content, structure and technique

Unit III: Research methods

- Historical
- Survey
- Experimental (simple experimental design)
- Developmental research
- Causal comparative
- Action research

Unit IV: Instruments of research

- Questionnaire: principles of construction
- Interview schedule: types, characteristics, guidelines for conducting interviews
- Tests, inventories and scales: types, construction and selecting tool
- Sociometry
- Characteristics of a good instrument: validity, reliability, objectivity, simplicity of administration, scoring and interpretation

Unit V: Sampling in research

- Concept of population, sample, sampling frame
- Meaning and selection of a representative and adequate sample, concept of sampling error

- Sampling techniques: probability and non probability sampling

Unit VI : Writing a research report

- Considerations in writing a research report, format in general and chapterization
- Writing of footnotes, bibliography, quotation tables, figures, appendices (new trends)

Transaction mode

Lecture –cum –discussion, Seminar presentations guided study, Assignments etc.

ESSENTIAL READINGS

- Best, J.W. (1999) Research In Education, New Delhi: Prentice Hall Of India Pvt Ltd
- Cohen, L. And Manion, L. Research Methods In Education, Croom Helm London 1980
- Clive Opie (2004), Doing Educational Research- A Guide For The First Time Researchers, New Delhi: Vistue Publications

SUGGESTED READINGS

- Kerlinger, F.N. (1986), Foundations Of Behavioural Research, Fort Worth, Tx: HariourtBmca Jovanovich
- Tashakkori, A. and Teddlie, C. (1998). Mixed Methodology, Thousand Oaks, Sage publications, California
- Travers, Robert, M.W. (1978). An Introduction To Educational Research, London: Mc Millan
- Van Dalen, Debonald, B. And Meyer, Wiliam, J. (1979), Understanding Educational Research: An Introduction. New York: Mc Graw

M.A Educational Planning and Administration

Semester-III

PAPER XI EDUCATIONAL FINANCE

Credits: 04

Marks: 60+40 = 100

COURSE OUTLINE:

This course introduces and discusses some of the central issues facing India's financing in education system. The course also highlights the immense challenge of funding the massive school system in ways that can provide quality and access, regulations and quality assurances, financial resources etc.

This course will enable students to learn and understand the manner in which financing of education system relates to the economy, society and polity of the country at national, state and local level. It will also deepen an understanding among students of the challenges faced by different agencies of educational finance in India.

COURSE OUTCOMES (COs)

1. **Define** the concept of educational finance and explain its **significance as a field of study**.
2. **Describe** how education functions as a **social good** and analyze its implications for educational finance.
3. **Compare** international models of educational finance and identify key **differences** with the Indian context.
4. **Trace** the history of educational finance in **medieval and British India** and interpret its impact on present policies.
5. **Explain** the evolution of **educational financing in post-independence India**, including the role of the Union and States.
6. **Examine** the **role of Finance Commissions** and their recommendations regarding educational allocations.
7. **Analyze** the **allocation trends for education in Five-Year Plans** and other national planning initiatives.

8. **Identify and classify** various **sources of educational finance**, such as grants-in-aid, fees, donations, endowments, and land grants.
9. **Differentiate** among types of grants (maintenance, salary, development) and **explain** procedures for their calculation.
10. **Evaluate** the challenges and **problems of educational finance in developing countries**, especially in terms of equity, equality, and quality.
11. **Assess** alternative approaches to educational finance, especially **sustainable and inclusive funding models**.
12. **Design** a context-specific financing proposal or policy suggestion that addresses funding issues in **developing country contexts**.

CONTENTS

Unit-I: Educational Finance

- Its concept and significance. Educational finance as a field of studies.
- Education as a Social goods and its impact on educational finance. Some international comparison of educational finance.

Unit-II: Educational Finance in India

- Financing of education during medieval India, financing of education during British period.

Unit-III: Educational Finance

- Post independence union states in education, role of finance commission, allocation for education during plans.

Unit-IV: Sources of Educational Finance

- Grants in aid- maintenance grants, salary grants, development grants, methods and procedure of calculating grants, donations, endowments and land grants, fee from students.

Unit-V: Problems of Educational Finance in developing countries

- Alternatives to educational finance in the context of equity, equality and quality of education.

Transaction Mode

Seminar readings followed by classroom discussion

Seminar presentations of students on related topics

Lecture – cum-demonstration

Assignments etc.

ESSENTIAL READINGS

- Agarwal, R.B. (1993), Financing of Higher Education in India, Ganga Kaveri Publishing House, Varansi.
- Azad, J.L. (1988), Higher Education in India: The Deepening Financial Crisis, Radiant Publishers, New Delhi.
- Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and Administration, New Delhi.
- Chalam, K.S. (1986), Finances, Costs and Productivity of Higher Education, Inter-India Publications, New Delhi.
- Debi, S.S. (1988), Economics of Higher Education, Thalan Anu Books, New Delhi.
- D. K. Ghosh(2002).Financing Education: Resource Generation in Education: Finance Management and Planning in Education. Cosmo Publications, New Delhi, India
- Heggade, O.D. (1998), Finances and Cost of Higher Education in India, Mohit Publications, New Delhi.
- Michael B. Paulsen and John C. Smart(2008).The Finance of Higher Education: Theory, Research, Policy and Practice., Agathon Press
- P. Geetha Rani. (2010). Economic Reforms and Financing Higher Education in India. New Delhi: National Institute of Educational Planning and Administration.
- Suresh Babu G. S. (2011). Privatization of Higher Education in India: Challenges of Social Equality.NUEPA.

SUGGESTED READINGS

- Azad, J.L. (1975), Financing of Higher Education in India, Sterling Publishers, New Delhi.
- Blaug, M. (1970), An Introduction to the Economics of Education, Penguin Books Ltd. Harmondsworth, Middlesex, England.
- Natrajan S. (1990), Economics of Education, Sterling Publication. New Delhi,
- Santosh Mehrotra (2005).The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs, Sage India Publication
- Blaug, Mark (1968) ed. *Economics of Education* I & II. Penguin.
- Blaug, Mark 1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.

- Bowman M.J., et al: eds. *Readings in Economics of Education*. UNESCO, 1962
- Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon
- Cohn E. and T Geske: *Economics of Education*. Pergamon Press. 3rd edition
- Coombs P.H., & J Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
- Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971]
- Johnes, G and Johnes, J., eds. *International Handbook on the Economics of Education*
- Jones, P.W. *World Bank Financing of Education: Lending, Learning*. Routledge.
- Kothari, V.N. (1966a) [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association
- Leven, Henry (1983) *Introduction to Cost Analysis and Cost Effectiveness Analysis*. Sage.
- McMahon, W.W. and T.G. Geske, *Financing Education: Overcoming Inefficiency and Inequity*. Univ of Illinois Press.
- Panchamukhi P.R. (1989) *Economics of Educational Finance*, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya

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Semester-III

PAPER XII HUMAN RESOURCE PLANNING AND MANAGEMENT

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course will enable students to gain an insight into the powerful role of human resource management in managing one of the world's most important resources: human beings.

Perception's about an organization's goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organization. This course will develop in students the sensitivity and orientation to work and manage a diverse community of learners and people at work environments and school community. The course will address the need and requirements for an educated manpower for a developing country like India and in the global arena for peaceful and harmonious coexistence for the growth and development of a nation.

COURSE OUTCOMES (COs)

- 1- Explain the historical development, definitions, and scope of Human Resource Management (HRM) in educational settings.
- 2- Describe the objectives, functions, personnel policies, and principles of HRM and relate them to educational institutions.
- 3- Analyze internal and external environmental factors affecting HRM, especially in light of the Right to Education Act, 2009.
- 4- Identify and distinguish among types of organizational structures such as line and staff organizations in the context of educational institutions.
- 5- Evaluate the importance of maintaining personnel records, including Human Resource Information Systems (HRIS), and propose ethical practices in handling personnel data.
- 6- Interpret the concept and process of manpower planning and examine the role of various agencies in HR planning for the education sector.
- 7- Compare and assess different methods of recruitment and selection for teaching and non-teaching personnel, including UGC's selection norms.

- 8- Apply relevant motivational theories such as expectancy theory to improve performance and satisfaction among educational personnel.
- 9- Critically assess remuneration structures, incentives, and welfare facilities for educational employees and suggest improvements to enhance quality of work life.
- 10- Explain the legal and institutional frameworks of manpower-management relations, including trade unions and collective bargaining.
- 11- Analyze and evaluate grievance redressal and disciplinary procedures in educational institutions with reference to government codes.
- 12- Design a model HR policy for an educational institution that integrates planning, motivation, recruitment, and employee welfare.

CONTENTS

Unit-I: Introduction to HRM

- Historical Development, definition, concept and scope of HRM, objectives and functions of HRM, personnel policies and principles.
- Environmental factors affecting HRM-external and internal factors in the light of Right to Education Act, 2009.

Unit-II: Organisational Structure & Role

- Meaning process and concept, line organization, staff organization, organization a personnel department in an educational institution.
- Personnel records-human resource information system, privacy and personnel records in administration.

Unit-III: Human Resource Planning

- Meaning definition, organizational objectives and manpower planning, planning process, manpower forecasting, agencies involved in planning in education.
- **Recruitment and selection:** Teaching and non-teaching personnel, external and internal recruitment, methods of recruitment, recruitment and reservation policy in education.
- **Selection Policy:** Selection procedure, preliminary screening, selection, testing-performance tests, aptitude tests, interest tests, personality tests, UGC's tests for Teacher selection, employment interview.

Unit-IV: Motivation, Compensation and Security

- Motivation – its importance in educational administration, approaches to motivation, expectancy model, performance – satisfaction model, motivational techniques of administrators.
- Remuneration, salary, incentives and rewards; pay structure, Reward and expectancy theory, quality of work life, specific issues in educational administration regarding quality of work life, types of employee benefits and services in educational institutions and administration of benefits, services and welfare facilities.

Unit-V: Manpower-Management Relations

- Union Legislation, Trade Unions, Teachers' Unions/associations,
- Settlement of disputes-Collective Bargaining: structure, process and strategies; participative management – Total Quality Management.
- Grievances and discipline procedures – code of discipline of Ministry of labour and employment, role of government and role of HRM.

Transaction Mode

Lecture cum demonstration

Student seminar presentations

Seminar readings by students followed by discussion etc

ESSENTIAL READINGS

- Bhasin, M.L., Human Resource Management (The Case Study), New Delhi, Anand Publications, 1992.
- Delenzo, D.A. & Robbins, S.P. (3rd Edition), Personal/Human Resource Management, Practice-Hall, India, New Delhi, 1988.
- Murthy Narasimha G. and Rao Hanumantha N. and Other, Human Resource Management: Strategic Challenges, New Delhi, New Century Publications, 2008.
- Semion L. Dolaw and Jingham, Toay, Fundamentals of International Organizational Behaviour, New Delhi, Sara Books Pvt. Ltd., 2008.

SUGGESTED READINGS

- Costley D.L. & Todd.: Human Relations in Organisations. West Publishing Company, York-1983.
- Davis K., Human Behaviour at work: Human Relations and Organizational Behaviour. Tata McGraw Hill Company Ltd., 1975.
- Dessler, G., Applied Human Relations. Restor Publishing Company Inc. A Price Ice-Company Virginia, 1983.
- Fieldman D.G. & Arnold H.J., Managing Individual and Group Behaviour in Organization, McGraw Hill Book Company, 1983.
- Fisher H.B., Readings in Behavioural Organization. Addition Wesley Publisher Company, 1983.
- Giri, R., Organizational Behaviour, New Delhi, Adhayan Publishers & Distributors, 2007.
- Kudehedhar, Aspects of Personnel Management and Industrial Relation, New Delhi. Tata McGraw Hill, 1983.
- Laird, D., "Approaches to Training and Development" (Rev. 2 and Ed.) Reading MA: Addison Wesley Publishing Co.
- Northcraft, G.B. & Neale, M.A., "Organisational Behaviour" A Management Challenge.
- Penny H., Success in Management: Personnel, London: Johnny Musty Publishers Ltd., 1985.
- Prasad, L.M., Organizational Behaviour, New Delhi, Sultan Chand & Sons Publications, 2006.

- Venkata Ratana, C.S. and Srivastava, B.K., Personnel Management & Human Resources, New Delhi: Tata McGraw Hill Publication Co., 1991.

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Semester-III

PAPER XIII CONSTITUTIONAL ASPECTS OF EDUCATION

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course had been designed for students to provide them an opportunity to understand how the Constitution of India places emphasis on the inclusive nature of the country's ethos and character.

The course will attempt to throw light on the Constitutional provisions of education and make students aware of the legislations and amendments in the Constitution which serve to address the needs of education and its people. The course will also provide an insight into how the various salient features of the Constitution promote democratic governance and enables students (potential educational planners and administrators) a critical reflection of India's pluralism and hence need for an equitable system of education.

COURSE OUTCOMES

1. Define and explain the concept of 'State' under Article 12 and its relevance to educational institutions.
2. Interpret the meaning and scope of 'Law' under Article 13 and examine its implications on education-related legislations.
3. Analyze landmark judicial cases related to Articles 12 and 13 to understand the evolving interpretation of constitutional provisions in education.
4. Explain the principles of the Right to Equality under Article 14 and evaluate their application in the educational context.
5. Examine the constitutional provisions related to protective discrimination under Articles 15 and 16, particularly in relation to reservations in education.
6. Describe the scope of the Right to Freedom under Article 19 and analyze its influence on academic freedom and expression in educational settings.

7. Explain the constitutional guarantee of the Right to Education under Article 21A and discuss its implementation through the Right to Education Act.
8. Assess the significance of Articles 23 and 24 in safeguarding children from exploitation and examine their relevance to child rights in education.
9. Analyze the provisions of Articles 29 and 30 concerning cultural and educational rights of minorities and their implications for educational institutions.
10. Discuss the Directive Principles of State Policy and evaluate their role in shaping educational policies and programs.
11. Explain the Fundamental Duties enshrined in the Constitution and reflect on their importance in promoting civic values through education.
12. Develop a critical understanding of the relationship between constitutional rights, state obligations, and educational justice in India.

CONTENTS

Unit-I: State and Law

- The concept of 'State' under Art. 12
- The concept of 'Law' under Art. 13
- (Cases)

Unit-II: Equality and Reservation

- Right to Equality (Art. 14)
- Protective Discrimination (Art. 15, Art. 16)

Unit-III: Right to Education under the Constitution

- Right to Freedom (Art. 19)
- RTE (Art. 21 (a))

Unit-IV: Safeguards against Exploitation and Educational Rights

- Right against Exploitation (Art. 23 and Art. 24)
- Cultural and Educational Rights (Art. 29, Art. 30)

Unit-V: Directive Principals and Fundamentals Duties

- Directive Principles of State Policy (36-51)
- Fundamental Duties

Transaction Mode

Lecture cum discussion, group work, assignments, students seminar readings , students participation in various related seminars followed by presentations and discussions retrospectively etc.

ESSENTIAL READINGS

- Jain & Jain. Constitutional History of India, Eastern Book Company, New Delhi, 2010.
- Kulshreshtha, Landmarks in Indian Legal and Constitutional History. Eastern Book Company, (Sixth edition), 1989.
- Kumar, H.L. Digest of Labour Cases, 1990 to February 2010. Universal Law Publishing Co., New Delhi. (Seventh edition), 2010.
- Shukla, V.N. Constitution of India. Eastern Book Company, New Delhi (11th edition), 2010.

SUGGESTED READINGS

- Agarwal, H.O. Human Rights. Central Law Publications, Allahabad, 12th edition, 2010.
- Agarwal, N. Introduction to Legal Theory and Comparative Law. Central Law Agency, Allahabad (Third Edition), 1990.
- Ahuja, R. Indian Social System. Rawat Publications, New Delhi, 1993.
- Arora, D. Singh, J. & Bakshi, P.M. The Constitution of India, Volumes 1, 2, 3, 4 edited O.P. Arora, Madras Journal Office, Madras.
- Basu, D.D. Introduction to the Constitution of India (19th edition), Reprint 2002.
- Bare Act-Constitution of India: latest cases.
- Fenwick, H. & Davis, H. Civil Liberties and Human Rights. Cavendish Publishing (third edition), 2004.
- Jain, M.P. Outlines of Indian Legal and Constitutional History. Lexis Nexis, Haryana, 2010.
- Manohar, S.V.T.K. Tope's Constitutional Law of India. Eastern Book Company. (Third edition), 2010.
- Mathew, K.K. Three lectures. Eastern Book Company, Lucknow, 1983.
- Pathak, B. Social Justice and Development of Weaker Sections, Inter-India Publications, New Delhi, 1997.
- Seerbai, M.M. Constitution of India, Eastern Book Company, 2008.
- Sharma, B.K. Introduction to the Constitution of India. Eastern Economy Edition, Prentice Hall of India, New Delhi, 2002.
- Singh, M.P. Outlines of Indian Legal and Constitutional History. Universal Law Publishing Company, Delhi, (Eight edition), 2006.
- Takwani, C.K. Lectures on Administrative Law. Eastern Book Company. (Fourth Edition), reprinted 2010.
- Tripathi, S.C. & Arora, V. Law Relating to Women and Children. Central Law Publications, Allahabad, (Second edition), 2006.

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Semester-IV

PAPER XIV EDUCATIONAL STATISTICS

Credits: 04

Marks: 60+40 = 100

Course description

This course will help students to develop an understanding of the methodology of carrying out a research. Students will be able to analyze problems in a mathematical context, perform basic mathematical manipulations, interpret data intelligently and apply mathematical concepts to everyday life. The use of various statistical techniques will enable students to reason quantitatively and recognize the value of such reasoning for other disciplines. Moreover, the concepts addressed in this course will empower students to understand mathematical operations for problem solving in their personal and working lives.

COURSE OUTCOMES (COs)

- 1- Explain the concepts of variables and parameters, and classify data using appropriate scales of measurement such as nominal, interval, and ratio.
- 2- Construct and interpret data using suitable tabular and graphical methods for effective statistical representation in educational contexts.
- 3- Calculate and compare measures of central tendency—mean, median, and mode—to summarize educational datasets.
- 4- Analyze and interpret measures of dispersion such as range, mean deviation, quartile deviation, and standard deviation to assess variability in data.
- 5- Evaluate the role of the normal probability distribution in educational measurement and interpret its properties for decision-making.
- 6- Compute and interpret the product moment correlation coefficient to assess the relationship between educational variables.
- 7- Develop simple regression equations involving up to two independent variables to predict educational outcomes from existing data.
- 8- Examine the concept of statistical inference and critically evaluate its role in generalizing findings from sample to population in educational research.

- 9- Differentiate between types of hypotheses (directional and null) and justify their selection in empirical educational studies.
- 10- Apply statistical tests such as the significance of difference between means and the Chi-square test to test research hypotheses and draw conclusions.
- 11- Interpret sampling distributions and standard errors to estimate population parameters and assess the reliability of educational research findings.
- 12- Design a small-scale empirical study involving data collection, analysis using central tendency, dispersion, and hypothesis testing, and interpret results to inform educational practice or policy

CONTENTS

Unit I: Nature of Statistical Data and Presentation of Data

- The concepts of variables and parameters
- Scales of measurement: nominal, interval and ratio scales
- Ways of presentation of data: Tabular and Graphical Methods

Unit II: Measures of Central Tendency

- Mean
- Median
- Mode

Unit III: Measures of Dispersion

- Range
- Mean Deviation
- Standard Deviation
- Quartile Deviation

Unit IV: Normal Probability Distribution

- Meaning and Definition
- Properties and uses

Unit V: Correlation and Regressions

- Product moment correlation coefficient
- Simple regression equation involving up to two independent variables

Unit VI: Statistical Inference and Hypothesis Testing

- Meaning of statistical inference
- Sampling distribution and standard error
- Types of Hypothesis: directional and null hypothesis

- Significance of difference between means, Chi-square test

Transaction Mode

lecture cum demonstration: understanding of practical research procedures used in educational statistics, Students assignments, working sample sheets etc.

ESSENTIAL READINGS

- Boot and Cox, Statistical analysis for Managerial Decisions. McGraw Hill Book Co. 1970.
- Cohen, L. and Manion, L, Research Methods in Education Croom Helm, London, 1980
- Croxton, Cowden and Klein, Applied General Statistics, Prentice Hall, India Pvt. Ltd. 1982
- Garret H.E., statistics in Psychology and Education, Vikas, Mumbai.
- Goon, Gupta and Dasgupta, Fundamentals of Statistics, World Press-1968
- Yeomans, Introducing Statistics-Statistics for the Social Scientist: handbook of Graphic Presentation, Ronald Press Company-1954.

SUGGESTED READINGS

- Hebden, J., Statistics for Economists, Heritage Publisher-1982
- Johnstone James, Indicators of Educational system, Kegan Paul, London-1981
- Levin, R.I., Statistics for Management, Prentice Hall-1984
- Mandal, Statistics for Geographers and Social Scientists, Concept Publishing Co.-1982
- Mustafi, C.K., Statistical Methods in Managerial Decisions Mcmillan-1981
- Shavelson, R.S., Statistical Reasoning for Behavioral sciences, Alyu Beacon-1981
- Simpson and Kafka, Basic Statistics, Oxford Publishing co., Calcutta
- Travers, R.M.W. An Introduction to Educational Research, Macmillan Publishing Co.-1978

M.A Educational Planning and Administration

Semester-IV

PAPER XV

MANAGEMENT OF EDUCATIONAL FINANCE

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION

This course will enable students to appreciate and understand the significance of finance as the cornerstone of all educational activities. Students will gain an insight into the cost benefit analysis in education and relate to the investment potential of education and its relation to economic returns. The course will provide students an opportunity to familiarize with strategies of financial management and control in educational institutions.

COURSE OUTCOMES (COs)

1. Demonstrate a clear understanding of educational cost analysis by articulating its core concepts and practical applications in the education sector.
2. Distinguish between different forms of educational costs—such as private, institutional, opportunity, and unit costs—and reflect on their impact on educational decision-making.
3. Investigate how cost structures influence educational accessibility, equity, and quality at various institutional levels.
4. Examine the principles of cost-benefit analysis and apply them to assess the long-term returns of investing in education for individuals and society.
5. Compute private and social rates of return, and interpret their significance in shaping educational policies and investment strategies.
6. Justify the use of cost-effectiveness as a tool for evaluating alternative educational interventions and prioritizing resource allocation.
7. Apply techniques for estimating educational expenditure using real financial data from institutional budgets and governmental reports.
8. Interpret patterns in educational financing across levels and types of institutions to support data-informed financial planning.
9. Explore different budgeting models in education and critique their suitability in diverse institutional contexts.

10. Construct a realistic and responsive budget plan for an educational institution, aligning financial planning with institutional goals.
11. Examine audit processes—financial, internal, and management—and evaluate their role in ensuring transparency and accountability in education.
12. Propose a comprehensive financial governance strategy that integrates costing, budgeting, and audit systems to enhance institutional efficiency and sustainability.

CONTENTS

Unit I: Cost Analysis in Education Meaning and Concept

- Uses of cost analysis in education.
- Taxonomy of Education Cost: private cost, institutional cost, opportunity cost and unit cost analysis.

Unit II: Cost Benefit Analysis in Education

- Cost and Benefits of Education, marginal and average rate return, private and social rate of returns. analysis of rate of returns, cost effectiveness.

Unit III : Methods of Educational Costing

- Estimating expenditure on the basis of information derived from the source of finance- total expenditure by type- level and nature: Estimating expenditure from the accounts of educational establishment.

Unit IV: Budgeting and Educational Planning

- Budget in education, concept and need of budgeting, types of budgeting, guidance for budgeting in educational institutions.

Unit V: Financial Control and Management

- Control over revenues and expenditures, financial audit, management audit, internal audit.

Transaction Mode

Assignments, student seminars, presentations, lecture cum discussion etc.

ESSENTIAL READINGS

- Agarwal, R.B. (1993), Financing of Higher Education in India, Ganga Kaveri Publishing House, Varansi.
- Azad, J.L. (1988), Higher Education in India: The Deepening Financial Crisis, Radiant Publishers, New Delhi.
- Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and

Administration, New Delhi.

- Chalam, K.S. (1986), Finances, Costs and Productivity of Higher Education, Inter-India Publications, New Delhi.
- Debi, S.S. (1988), Economics of Higher Education, Thalan Anu Books, New Delhi.
- D. K. Ghosh(2002).Financing Education: Resource Generation in Education: Finance Management and Planning in Education. Cosmo Publications, New Delhi, India
- Heggade, O.D. (1998), Finances and Cost of Higher Education in India, Mohit Publications, New Delhi.
- Michael B. Paulsen and John C. Smart(2008).The Finance of Higher Education: Theory, Research, Policy and Practice., Agathon Press
- P. Geetha Rani. (2010). Economic Reforms and Financing Higher Education in India. New Delhi: National Institute of Educational Planning and Administration.
- Suresh Babu G. S. (2011). Privatization of Higher Education in India: Challenges of Social Equality.NUEPA.

SUGGESTED READINGS

- Azad, J.L. (1975), Financing of Higher Education in India, Sterling Publishers, New Delhi.
- Blaug, M. (1970), An Introduction to the Economics of Education, Penguin Books
○ Ltd. Harmondsworth, Middlesex, England.
- Natrajan S. (1990), Economics of Education, Sterling Publication. New Delhi,
- Santosh Mehrotra (2005).The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs,Sage India Publication
- Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
- Blaug, Mark 1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
- Bowman M.J., et al: eds. *Readings in Economics of Education*. UNESCO, 1962
- Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon
- Cohn E. and T Geske: Economics of Education. Pergamon Press. 3rd edition
- Coombs P.H., & J Hallak (1988): Cost Analysis in Education. John Hopkins University Press.
- Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971]

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- Panchamukhi P.R. (1989) *Economics of Educational Finance*, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya

M.A Educational Planning and Administration

Semester-IV

PAPER XVI

EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

In a developing country like India and similar related developing countries like ours, education has come into being as a major instrument of economic and social transformation. Any developmental effort directed on particular groups of employees would be inadequate and their impact in the national growth and development will be marginal unless the developmental efforts are directed to cover all sections of employees.

Human resource development (HRD) of an organization plays a very important role in ensuring the competency, motivation and development of its employees. The HRD climate can be created using appropriate HRD systems and leadership styles of top management: national, state and local level. A major challenge to HRD and national economy is the heterogeneous composition of work force in so far as their education exposure and work attitudes are concerned. The 'population mix' of worker's category comprise workmen from socially disadvantaged groups, women and other category like people with disabilities and representation from diverse community groups.

This makes use of education and HRD much more imperative as each group has its own assumptions about the other and biases and prejudices based on consideration of caste, sex, language and religion calls for much more integrated effort to create cohesion in the work force. Moreover, organizations must find ways to involve the whole person in the job so that work and life are related more meaningfully. This course will orient students to realise the potential of people and help them to realise the various resources they have at their command- resources of personnel and individual strength as well as resources in the environment.

COURSE OUTCOMES (COs)

1. Trace the historical evolution and conceptual foundations of Human Resource Development (HRD), articulating its growing relevance in educational administration.
2. Explain the principles, functions, and policies of HRD systems, and examine their influence on administrative practices within educational institutions.
3. Critically evaluate the role of organizational and HRD climate in shaping professional growth and leadership culture in education.
4. Analyze the interrelation between Indian socio-cultural values and HRD practices, especially in shaping education-focused administrative strategies.

5. Explore the historical trajectory of education in India and assess how HRD aligned with national movements, vocational training, and workers' education initiatives.
6. Investigate the structure and functioning of key administrative bodies and institutions involved in national educational development and policy implementation.
7. Design comprehensive training and development plans for educators and administrators, incorporating relevant methods, orientations, and outcome assessments.
8. Appraise the significance of teacher training programs and evaluate their role in institutional capacity-building and policy responsiveness.
9. Develop strategies for evaluating training effectiveness and addressing systemic drawbacks in current educational HRD practices.
10. Interpret various performance appraisal tools and methods and assess their implications for accountability and quality assurance in educational institutions.
11. Construct job analysis frameworks—including job descriptions, specifications, and evaluations—to inform staffing, policy, and strategic planning.
12. Reflect on emerging trends and challenges in HRD and propose innovations to enhance human capital development within educational systems.

CONTENTS

Unit I: An Introduction

- Historical Evolution, concept and need of HRD, objectives and functions of HRD, characteristics of HRD.
- HRD system – principles, policies, factors relating to educational administration, HRD practices in educational administration.

Unit II: HRD Climate and Culture

- Concept, HRD climate and organizational climate, factors affecting HRD climate in educational administration.
- Indian culture and HRD – special provisions relating to education and educational administration, development dimensions.

Unit III: Education and HRD in India

- Concept, Historical perspective, expansion of education and National movement, education after independence, aims and objects of Worker's Education, scheme of Worker's Education, Three-Tier Training Programme, Vocational development as a function of education, implications in the field of educational administration.

- Administrative machinery-MHRD Autonomous bodies, institutions, agencies involved at National Level, State Level etc. (CABE, UGC, AICTE, NCERT, CSIR, etc.)

Unit IV: Training and Development

- Employee training and development, need, importance, orientation, types of training, teacher training programs, key principles, features.
- Training and development methods in educational administration, evaluating training effectiveness, drawbacks and critical issues in educational administration.

Unit V: Appraisal and Job Analysis

- Performance appraisal, process, methods, techniques, tools, challenges and legal issues, accountability in educational institutions and assessing performance appraisal (API) etc.
- Job Analysis – job description, job specification, job evaluation, techniques, use of job analysis in educational administration, impact of recent developments on job analysis.

Transaction Mode

Lecture cum discussion

Seminar readings by students followed by discussion

Student seminar presentations, assignments, group work etc,

ESSENTIAL READINGS

All India Management Association (AIMA). 2003. *Report of the High-level Strategic Group- India's New opportunity* (2020). New Delhi. All India Management Association (AIMA)

Deb, Tapomoy. (2006). *Human Resource Development: Theory and Practice*, Ann Books India, New Delhi

Gupta, S. & Gupta, S., *Human Resource Development*, Deep and Deep Publications, New Delhi, 2008.

Michael Armstrong, *A handbook of Personnel Management Practices*, Third Edition, Kogan Page London, 1988.

Prasad, L.M., *Organizational Behaviour*, New Delhi, Sultan Chand & Sons Publications, 2006.

Safaya&Shaida, *Modern School Administration and Organization*, Dhanpat Rai Publishing Company, Reprint, 2008

SUGGESTED READINGS

Aggarwal, J.C., *Educational Administration School Administration and Supervision*, Arya Book Depot, New Delhi, 2000.

Chaudhary, I.S., Basic School Organisation, Mohindra Capital Publishers, Chandigarh, 1990

Gibson, R.O. and Hunt, The School Personnel Administrator, Boston, Houghton-Mifflin.

Giri, R., Organizational Behaviour, New Delhi, Adhayan Publishers & Distributors (2006).

Kudehedar, Aspects of Personnel Management and Industrial Relation, New Delh. Tata McGraw Hill.

Laird, D. "Approach to Training and Development (Rev. 2nd Ed.)" Reading MA: Addison Wesley Publishing Co.

Murthy Narasimha G. and Rao Hanumantha N. and other, Human Resources Management: Strategic Challenges, New Delhi, New Century Publications, 2008.

Penny H., Success in Management: Personnel, London: John Musty Publishers Ltd., 1985.

Robert L. Mathais and John H. Jackson, Personnel-Contemporary Perspectives and Applications, Third Edition, West Publishing, New York, 1982

Verma, M.K., Management Training and Development (IIPM), Vol. 19(4), August, 1967.

M.A Educational Planning and Administration

Semester-IV

PAPER XVII LEGAL ASPECTS OF EDUCATION

Credits: 04

Marks: 60+40 = 100

COURSE DESCRIPTION:

This course will provide students an opportunity to be familiar with case laws, judgements provided in cases pertaining to the educational landscape of the country and such provisions will enable students to make inferences from it. Students will also be able to appreciate the history of legal interventions in the sphere of education as reflected through the course of judicial involvement (judiciary) which will build knowledge and skills in students to trace, analyze and understand legal aspects of education within the context developed.

COURSE OUTCOMES

- 1- Define and accurately use essential legal terminologies such as PIL, clause, article, affidavit, judicial review, and charge-sheet in the context of educational and administrative processes.
- 2- Differentiate between constitutional, statutory, and administrative legal concepts relevant to educational governance.
- 3- Interpret the role of Public Interest Litigation (PIL) and other judicial processes in ensuring accountability in education.
- 4- Analyze Articles 32, 226, and 227 to understand the legal mechanisms for enforcing rights and accessing constitutional remedies.
- 5- Explain the significance of Articles 309 and 310 in relation to recruitment and service conditions in educational and administrative institutions.
- 6- Examine the procedure and impact of constitutional amendments, with special focus on the 42nd, 73rd, 74th, 86th, and 93rd Amendments and their influence on education and governance.
- 7- Evaluate how the 86th Amendment positioned education as a Fundamental Right and its implications for educational policy and access.

- 8- Discuss the roles and key provisions of major education-related Acts such as the Delhi School Education Act, UGC Act, and the Right to Information Act.
- 9- Assess the objectives and operational features of legislation like the Persons with Disability (PWD) Act and the Indian Society Registration Act, especially in relation to inclusive education.
- 10- Appraise the significance of national bodies like the National Council for Protection of Child Rights in safeguarding legal entitlements in education.
- 11- Describe the features of delegated legislation and apply the principles of natural justice in understanding educational administrative actions.
- 12- Critically analyze disciplinary procedures in educational institutions and propose legally sound, just, and transparent approaches to address administrative grievances.

CONTENTS

Unit I: Understanding Legal Terminology

- Public Interest Litigation (PIL), Bill, Act, Ascent, Clause, Section, Article, Constitutional Amendment, Federalism, Statute, Ordinance, Parliamentary Laws, President's Rule in State, Constitutional, Legal, Laws, Equity, Supreme Court, Power of Judicial Review, Advisory Jurisdiction, Suit, Complaint, Plaintiff, Appellant, Respondent, Defendant, Affidavit, Deponent, Will, Testament, Disciplinary Action, Show Cause, Memo, Punishment, Suspension, Retirement, Enquiry, Charge-sheet, Maxims etc.

Unit II: Enforcement of Rights

- Art. 32 – Right to Constitutional Remedy
- Art. 226, Art. 227 – Jurisdiction of High Courts
- Art. 309, Art. 310 – Recruitment and conditions of service of persons serving under the union or state subject.

Unit III: Amendments in the Constitution

- Art. 368 – Procedure of the amendment of the Indian Constitution.
- 42nd Amendment – Education transferred as a concurrent subject
- 73rd Amendment – Integrated governance and rural development organization of Panchayati Raj Institutions (PRI's): its constitution, essential features like reservation of women, SC's and ST's, preparation of plans for development and implementation of development schemes etc.
- 74th Amendment
- 86th Amendment – Recent developments leading to education as a Fundamental Right.
- 93rd Amendment – Special provisions for socially and educationally backward citizens / SC's & ST's.

Unit IV: Salient Features

- Delhi School Education Act, UGC Act
- Right to Information Act (RTI)
- Persons with Disability Act (PWD)
- Indian Society Registration Act 1860
- National Council for Protection of Child Rights

Unit V: Administrative Law

- Delegated Legislature - Features
- Principles of Natural Justice: Historical Development, Essential Element, Applicability of Natural Justice

Transaction Mode

Models of documented case laws are discussed and analyzed in class followed by discussion

Seminar readings, discussion on reports published in university news etc., newspapers pertaining to aspects of education both at school and university level

Lectures by external resource experts

Attending various lectures, seminars organized at intra-university and inter-university departments/ centres/ faculties etc.

Assignments etc.

ESSENTIAL READINGS

- Agarwal, H.O. Human Rights, Central Law Publications, Allahabad, 12th Edition, 2010
- Agarwal, N. Introduction to Legal Theory And Comparative Law, Central Law Agency, Allahabad (Third Edition), 1990
- Basu, D.D. Introduction To The Constitution Of India (19th Edition), Reprint 2002
- Bare Act- Constitution of India, Latest Cases.
- Fenwick, H & Davis H. Civil Liberties And Human Rights, Cavendish Publishing (Third Edition), 2004
- Jain, M. P. Outlines Of Indian Legal And Constitutional History, Lexis Nexis, Haryana, 2010

SUGGESTED READINGS

- Ahuja, R. Indian Social System, Rawat Publication, New Delhi, 1993
- Arora, D. Singh, J. And Bakshi, P. M. The Constitution Of India, Volumes 1,2,3,4 Edited O. P. Arora, Madras Journal Office, Madras
- Jain & Jain, Constitutional History Of India, Eastern Book Company, New Delhi, 2010

- Kulshrestha, Landmarks In Indian Legal And Constitutional History, Eastern Book Company (Sixth Edition), 1989
- Kumar, H.L. Digest Of Labour Cases, 1990 To February 2010, Universal Law Publishing Co., New Delhi (Seventh Edition), 2010
- Manohar, S.V.T.K. Tope's Constitutional Law Of India, Eastern Book Company (Third Edition), 2010
- Mathew, K.K. Three Lectures, Eastern Book Company, Lucknow, 1983
- Pathak, B. Social Justice And Development Of Weaker Sections, Inter India Publications, New Delhi, 1997
- Seerbai, M.M. Constitution Of India, Eastern Book Company, 2008
- Sharma, B.K. Introduction To The Constitution Of India, Eastern Economy Edition, Prentice Hall Of India, New Delhi, 2002
- Shukla, V.N. Constitution Of India, Eastern Book Company, New Delhi (Eleventh Edition), 2010
- Singh, M.P. Outlines Of Indian Legal and Constitutional History, Universal Law Publishing Company, Delhi (Eighth Edition), 2006
- Takwani, C.K. Lectures On Administrative Law, Eastern Book Company (Fourth Edition) Reprinted 2010
- Tripathi, S.C. 7 Arora, V. Law Relating To Women and Children, Central Law Publications, Allahabad (Second Edition). 2006
- Writ petition no 19 of 2004 brought before Supreme Court through Public Interest Litigation etc.

STUDENT SERVICES AND CAMPUS LIFE

The faculty and office staff work together to create a campus climate that supports and challenges students to develop as whole persons: to help students to discover who they are, what they aspire to be and ways in which they can fulfil their potential.

New Student Orientation and Transition Programs

New student orientation and transition programmes at Department of Educational studies provide students entering in master degree programmes opportunities to connect in meaningful ways with campus life and fellow students. Orientation programmes are designed to help students become acquainted with university life, campus resources and to complete course registration.

The transition programmes, usually intended for international students offers an extended orientation programme designed to help them get settled in a new country, become acclimated to the university, the city of Delhi, and Indian traditions and customs, as well as to register for classes, move into residence halls, look out for off-campus living, and meet new friends through peer mentor programmes. This is usually done within the first week of student enrolment.

Campus life

Campus life policies exist to enhance the safety and comfort of all students in the campus as per the university rules. Failure to adhere to these policies may result in disciplinary action. Please visit the university website (www.jmi.ac.in) for a complete list of policies and procedures related to student conduct , code and regulations.

Smoke –free campus

The University is a smoke- free campus. All areas of the department and the university are designated as smoke-free. Anyone found violating this smoke-free policy will attract a penalty.

Student Activities

The Office of the Post-Graduate Educational Association (PGEA) located in the Department, helps students become involved in campus organizations and events and seeks to increase interaction and understanding among many diverse groups within the campus' multicultural community. The PGEA holds an inaugural function at the beginning of each semester year (August) to welcome freshmen and a valedictory programme at the end of each concluding semester year (April). The Association aims to promote students to grow as individuals and as citizens through participation in out-of-classroom, co-curricular activities. The cultural and social activities along with participation in sports and educational fairs (*melas*) provides an opportunity to students to enhance their intellectual ability, social maturity, leadership and membership skills and appreciation of cultural diversity.

The members to this office are elected and chosen from the student body of the various master degree programmes. The PGEA is headed by the Head of the Department and the PGEA advisor is the co-ordinator of several student programmes run by this office.

For more student related activities and programmes students may contact the Office of the Dean of Student's Welfare (DSW) located at Ansari Auditorium (Gate 13), Jamia Millia Islamia.

Library resources

The Department has an in-house library located in the Faculty of Education campus (Gate 22). The library houses a rich collection of books, periodicals, journals etc, for easy reach of students. This library is well connected to the main library via the library network system. The library has two sections: a reading room where students can consult books etc, by taking it from the reading section of the library and an issue section where books are issued to students on production of library cards. All regular students are issued library cards after completion of admission formalities.

In addition to the Faculty library students of the Department are free to visit the main library, the Zakir Hussain Central Library, located at (Gate no 7) to access a wide variety of library resources. The Central library services also offer library counselling services and educational programmes to familiarize students regarding access to various library services and e-resources on a periodic basis.

Health Services

The Ansari Health centre, located at Faculty of Dentistry campus operates with an emphasis on health education and prompt attention to treatment of illnesses. All regular students whether campus or off-campus may avail facilities of the Ansari Health centre and the Dental care centre.

Computer lab resources

The Department has an in-house computer lab centre where state of –the-art- infrastructure is equipped, specifically to aid students in gaining skills and hands-on expertise in the use of computers.

Psychology lab

The Psychology lab at the Department offers a variety of educational tools, intended to meet the research needs of the student population especially, where research / dissertation is a compulsory component in the various academic programmes run by the Department.

University Guidance and counselling services

Student guidance and counselling services are offered to promote the emotional, mental, and physical well-being of students aimed at upholding standards of academic integrity and behaviour maturity. All students are encouraged to utilize the career Development Centre throughout their university years to help them prepare for a world of career in their after university life.

Class Attendance

Regular attendance in classes is expected of all students as is advance preparation and prompt performance of assignments. In case of illness or other emergencies or when the student is representing the University in an organized activity, leave of absence will be justified. Shortage of attendance in any course will lead to the student being debarred from appearing in semester end examination,

Evaluation system

Final grades are given at the end of each semester. Internal assignments in the form of tests, seminar presentations etc. is a part of the evaluation system. Students have to satisfactorily clear all such evaluative work for final achievement of their grades / marks.
