

PROGRAMME PROJECT REPORT (PPR)

Name of the Programme: **MASTER OF ARTS IN EDUCATION
(M.A. in Education)**

Duration: Minimum 2 years
 Maximum 4 years

Recognition: This Programme was recognized by the DEC-IGNOU and now by the UGC-DEB

A. PROGRAMME'S MISSION & VISION

Mission:

The MA Education Programme aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. M.A Education Programme aims to providing opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in selected areas, and also develop research capacities, leading to specialization in either elementary education or secondary and Higher secondary education and Higher education.

Vision:

- To empower the students to become global teachers and in-turn to create competent, creative students for nation building.
- To prepare the students to become holistic persons with diverse learning experiences and productive thinking in a global society.
- Transforming the hidden potentialities of the students into realities.

B. RELEVANCE OF THE PROGRAM WITH HEI'S MISSION AND GOALS

Kuvempu University is an affiliating State University in Karnataka. Established in 1987, it is the University with a distinctive academic profile, blending in itself commitment to rural ethos and a modern spirit. It has 37 Post-Graduate departments of studies in the faculties of Arts, Science, Commerce, Education and Law. It also has 4 constituent colleges at Shankaraghatta and Shimoga, and two outlying regional Post-Graduate Centres at Kadur and Chikkamagalur.

The Vision and Mission of the University are:

Vision: Kuvempu University shall strive to become an international centre of excellence in teaching and research to provide high quality value based education to all through various modes to meet the global challenges.

Mission:

- Foster creativity in teaching, learning and research to build a knowledge base and promote quality initiative.
- Provide access to education to all.
- Develop human resources to meet the societal needs.

The Distance Education Programmes are a part of the University's outreach programmes for the rural masses and also to foster University-Society relationship with the motto of "**Education for All**", to provide quality education at the doorsteps of desirous individuals who want to take up higher education, for the discontinued who could not take up formal education, housewives and employees who want to improve and enhance their knowledge. The University firmly believes that education and seeking knowledge is a **Lifelong Learning** concept.

Offering higher education through Distance Mode is an important step taken by Kuvempu University so as to help the student community in their zeal to pursue higher education at both UG and PG Level. The University felt the necessity of this when a large number of students, who wanted seats for PG. Studies, could not be accommodated in our regular P.G. Programmes. The University believes that Distance Education Mode is an equally good avenue to be made available to interested students. With these views, Kuvempu University started offering courses through distance mode since 2002-2003. At present it is offering 31 Programmes (earlier called Courses) in various faculties at the U.G., P.G. and PG Diploma levels. These courses were approved by the erstwhile DEC-IGNOU, and now by the UGC-DEB.

Goals & Objectives of Distance Mode Programmes

- Reach out to larger sections of the society who are willing to seeking non-formal education.
- Capacity Building by using the non-formal mode platform.
- Concentrate on planning & constant upgradation of facilities to meet new challenges in education through Distance Mode.
- Provide counseling & consultancy to students.
- Offer area/ region wise educational requirements.
- Skill Development and Enhancement.
- To impart quality training through interactive learning module.
- Interactive Pedagogy of teaching-learning and flexible learning environment.
- Provide supportive academic environment and effective teaching.

C. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

The Master of Arts in Education Programme, generally known as M.A in Education is intended for the target group of upper primary or middle level (Classes VI to VIII), secondary level (Classes IX- X) and senior secondary level Classes (XI- XII) Teachers who look for knowledge enhancement and carrier development. Primarily intended for upgrading the professional competence of working teachers in the upper primary,

secondary schools and senior secondary level who have entered the profession without formal secondary teacher training. It is also intended for

- Qualified graduates in any stream from any recognized University who wish to improve their career development in teaching.
- Persons who love to spend their quality time with students and want to enrich skills.
- Persons who are not able to pay higher fees in regular mode (Affordable Fee structure). Home makers who want to enhance their career.
- Young entrepreneurs who wish to acquire managerial skills through teaching.

D. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

M.A in Education Programme helps to develop in prospective teacher educators, educational administrators, and Heads of Schools and college's skills related to independent study of literature, research, academic writing, professional communication and team work it should also Endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Further, the Programme develops ability to apply acquired knowledge and solve problems in new or unfamiliar surroundings within broader (or multi-disciplinary) contexts related to the area of study. The Programme will expose students to the diversity and variety of educational practices, policies, settings, and contexts in India. The Programme aims to build among our graduates capabilities for ongoing self motivated professional development. The Programme will strive to develop capabilities to plan independent educational interventions in various roles such as those of curriculum developers, textbook/material developers, teacher educators, and researchers. The programme would provide learners a wider and more comprehensive understanding of education as field of knowledge and would accommodate a wide variety of learning needs of learners.

E. INSTRUCTIONAL DESIGN:

(i) Programme Formulation:

Proposal from the concerned PG Department to commence the Programme was placed before Monitoring Committee of the DDE/Syndicate. Then it will be referred to the BOS concerned for formulation and approval of the syllabus scheme pattern, time allotment for each paper, marks allotment, scheme of examination etc., then it was placed in the Faculty meeting and then Academic Council (the highest body) of the University for its approval. After approval by both the bodies, the Programme was introduced. The academic advisory body of DDE refers the matter to the concerned subject/parent department council for preparation of study material. The concern subject faculty will coordinate with the DDE and the department council, as he/she is on the member in it. Workshops for preparing study material in SLM mode are regularly conducted (with the help of IGNOU experts).

- (ii) **Curriculum design:** The Programme is of 2 years duration with annual examinations. The maximum period allowed is 4 years (double the duration). The Programme structure is as below.

Year	Papers	Marks		
		Term End Exams	Continuous Evaluation/IA	Total
First Year	Course 1: Philosophical and sociological perspectives in education	80	20	100
	Course 2: Psychological perspectives of education	80	20	100
	Course 3: Education in emerging India	80	20	100
	Course 4: Methodology of educational research and educational statistics	80	20	100
	Course 5: Project Report	100	-	100
	Total marks	420	80	500
Second Year	Course 6: Technology of teaching	80	20	100
	Course 7: Issues and trends in Indian education	80	20	100
	Course 8: Educational administration and management	80	20	100
	Course 9: Educational policy and planning	80	20	100
	Course 10: Project Report	100	-	100
	Total marks	420	80	500
Total Marks - I Year & II Year		840	160	1000

(iii) **Medium of Instruction:**

The medium of instruction shall be English. However, if the candidate prefers provisions are made to write assignments and examination in the regional language i.e., Kannada. Hence, the candidates can opt either in English or Kannada.

(iv) **Detailed syllabi:** Given as Appendix-01

(v) **Faculty and Supporting Staff Requirement**

Full time faculty in regular department will be involved in orientation counseling, and face to face programmes. Such programmes are scheduled during the vacation time of the regular department, which will meet the faculty availability and infrastructure need of ODL Programme. Coordinator of the programme, who is a regular faculty member and the Research and Teaching Assistant (RTA) will be in-charge of the Programme, who will address the day to day academic and learner/student support aspects of the Programme.

Regarding supporting staff, DDE has a separate and well equipped wing/office to take care of all the administration and delivery aspects of ODL Programmes.

There is a separate DDE wing in the Office of the Registrar (Evaluation) for all the evaluation and certification aspects headed by a Deputy/Assistant Registrar.

The DDE and Evaluation wings are fully computerized and technical staff assist in all the activities.

(vi) Instructional Delivery Mechanism

Instructional delivery mechanism is through study materials prepared by the experts in the subjects concerned. Study materials (SLM) are prepared in-house by the faculty of the department and the faculty from sister universities.

The study material provided is the general guide and covers the course content in order the learner understand core content of the course concerned. Learners are advised to make use of the reference books in the list of books provided along with the syllabus.

Contact Programme: There will be a contact programme for a minimum duration of 15 days normally. A minimum of 15 days for instruction by experienced and scholarly faculty will be arranged for each paper. There shall be interaction built around lectures, discussions, individual and group activities. A test will be conducted for the candidates in each paper at the end of the contact programme.

Student support service: Students can interact with the Office/Faculty through e-mails and on personal visits. SMS alert facility for the students regarding dissemination of information relating to conduct of Face-to-Face Programmes, Orientation Programme and Assignments submission deadlines etc. Student Support Service is provided through online mode and grievance handling mechanism is adopted with the help of supporting technical staff. All necessary and relevant information are uploaded in the dedicated website: www.kuvempuuniversitydde.org. Internal Assignments with Guidelines, previous years question papers, notifications timetables and results are made available on the website.

F. PROCEDURE FOR ADMISSIONS, CURRICULAM TRANSACTION AND EVALUATION:

As outlined in Section-B, Kuvempu University has a policy to provide opportunity to maximum number of eligible and desirous candidate from all sections of the Society including a class having of low-level of disposable income, rural dwellers, women unskilled men minorities etc.

(i) Eligibility for the Programme

Any candidate who has passed the three year degree examination of this University or any University considered as equivalent there to and has secured not less than 40% of the marks in aggregate in the examination for the declaration of class is eligible for admission to the M.A. in Education.

All the candidates who fulfill eligibility criteria are admitted to the programme. If university decides for maximum number of learners that are to be admitted for the Programme, admissions are made on first come first basis.

(ii) Admission Process

- Notification issued by the Directorate of Distance Education (DDE) in Regional and National News papers and in the official website.
- Uploading of the Application by the candidate through Online only.

- Payment of fee through online (various options like net banking etc.) or through banks/post offices using printout of the challan.
- Submission of the printout of the application by the learner to DDE along with original documents for eligibility, date of birth etc., and along with fee paid receipt.
- Submission of application can also made at Learner Support Centres if the learner if a he/she opt for centre. However, verification of documents and confirmation of admission are made at main centre i.e., HQ.
- Verification of applications- for fulfillment of eligibility criteria (marks cards) documents, fee paid details.
- Approval of the admission and issue of self learning material (Study Materials) to the students.

(iii) Fee Structure

Figures in Rupees as prescribed for the academic year 2017-18

SN	Fee Component	First Year	Second Year
Admission Orientation/Practicals and Other Components			
1	Registration	1920	-
2	Admission	2400	2400
3	Orientation/ Tuition fee	4800	4800
4	Study materials	6000	6000
5	Liaison	120	120
6	IA Books	480	480
7	Postage	360	360
Examination , Certification and Other Components			
9	Examination	1650	1650
10	Project Report/ Dissertation	365	1210
11	PPC	-	385
12	Convocation	-	750
13	UDF	120	120
TOTAL (Rupees)		17900	17100

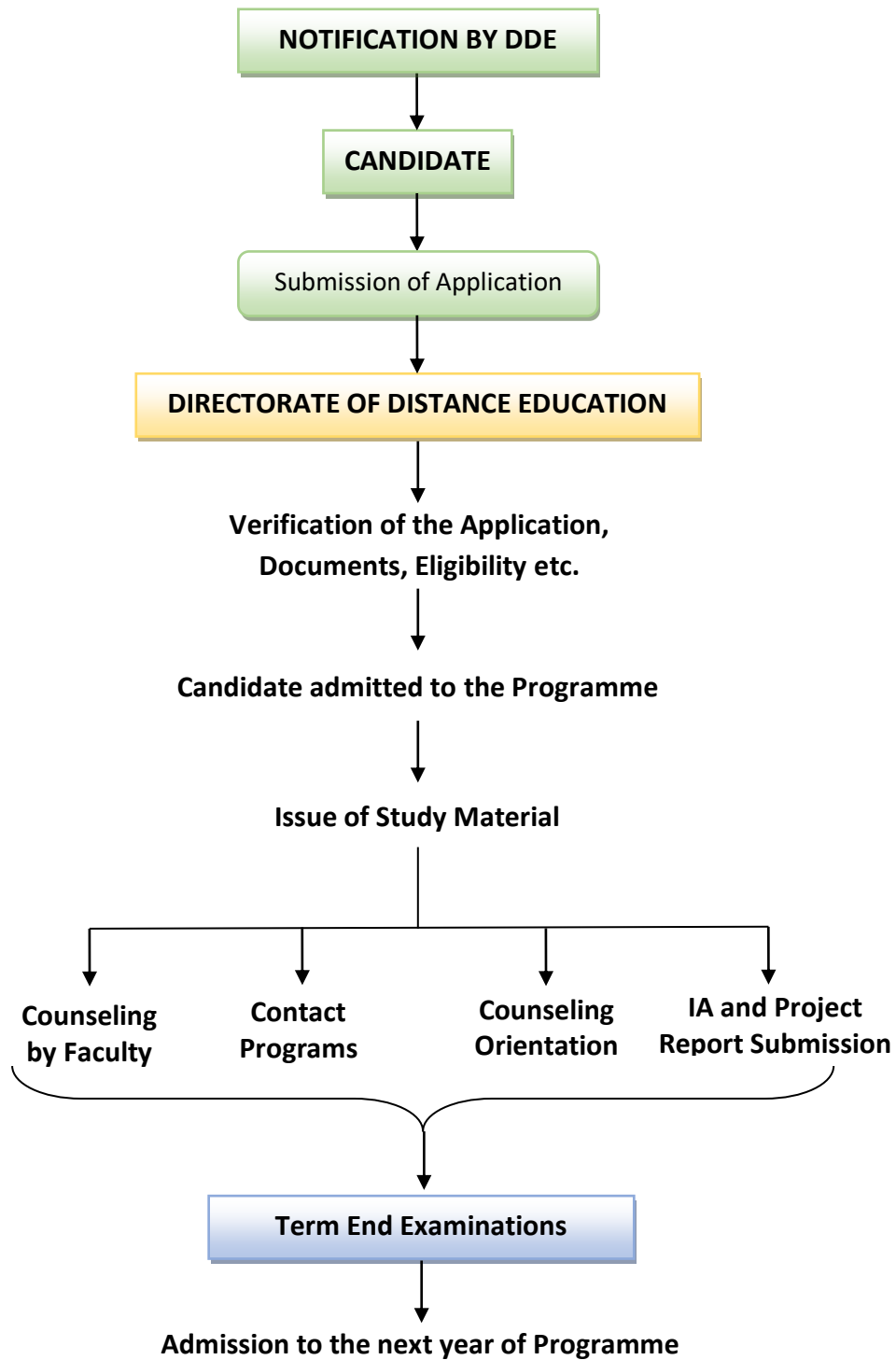
Financial Assistance:

- SC/ST and OBC Students can avail scholarship/fee reimbursement from the concerned State Departments/Agencies
- Fee Concession to Physically Handicap Candidates.
- Fee concession to Employees of the University and their dependents.
- Fee concession to Ex- servicemen.
- Scholarships and education supports extended by various Governmental and Non-Governmental agencies.

Academic and Activity Planner

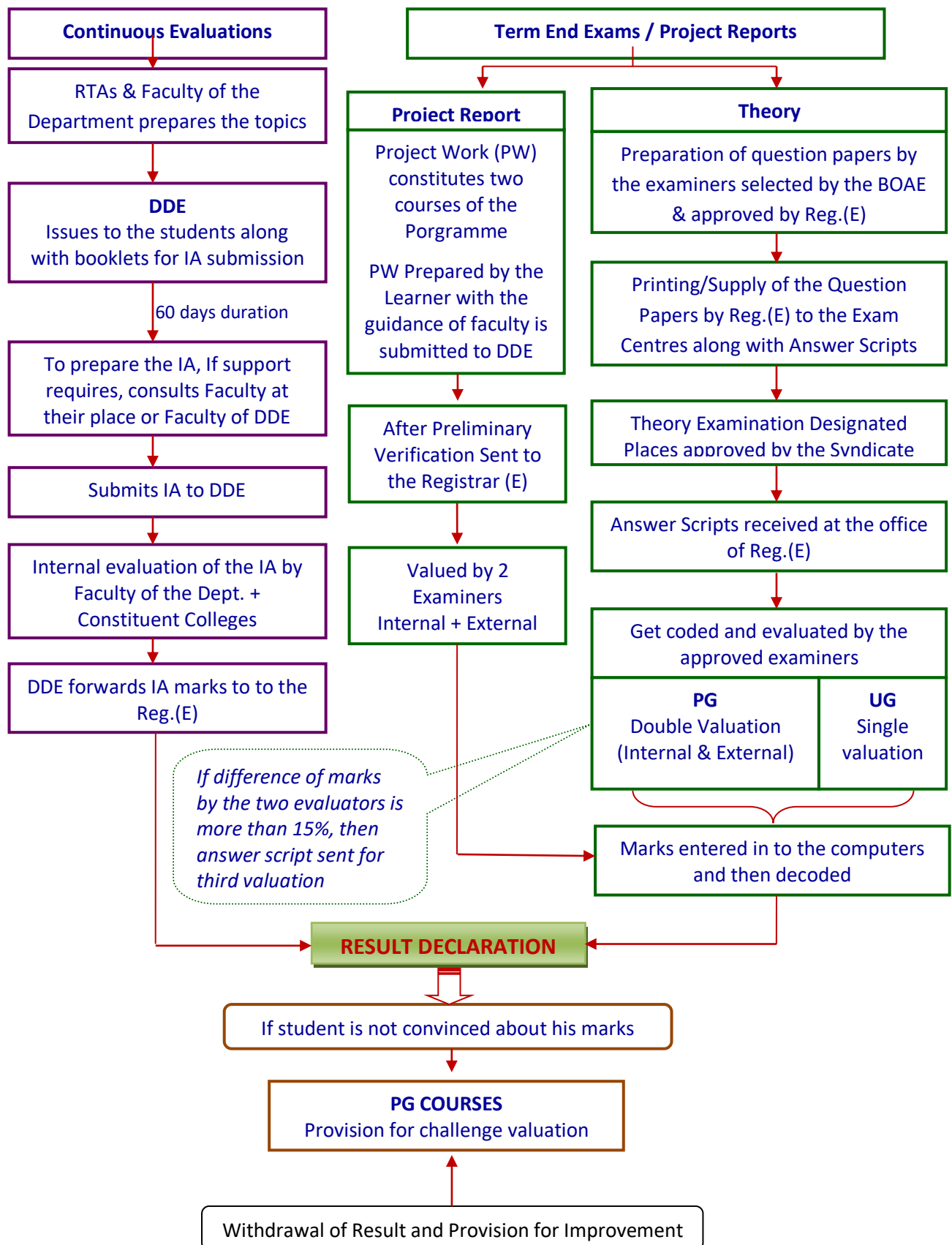
Calender Year -I		
1	Issue of Notification	July / August
2	Commencement of Online Admissions	July / August
3	Last Date for submission of online applications by the students without Late Fee	October 31
4	Last Date for submission of online applications by the students with Late Fee	December 31
5	Issue of Study Material and Assignment Books (immediatly after verification of the applications)	July to December
Calender Year II		
6	Issue of assignment topics Commencement of Counseling sessions	December - January
7	Commencement of Orientation /Face-to-Face Programmes	February –March
8	Completion of all Orientation Sessions	April 30
9	Last date for Submission of Internal Assignments/ Project Reports	April 30
10	Tentative date for commencement of Examination.	May / June
11	Declaration of Examination Results	August / September

Generalized Academic Flow Chart for the Distance Mode Learners



(iv) Evaluation of Learner Process

Evaluation Process is given here in the form of Flowchart. This Flowchart is common to all Programme at UG, PG and PG Diploma level offered by the University.



Internal Assessments:

- As a part of continuous assessment the candidates will have to complete assignments in the booklets provided by DDE and submit them to the Directorate of Distance Education within the specified date. The Topics & Instructions for I.A. will be notified in the Students Corner section of the website and also issued to the students directly or through Learner Support Centres.
- It is mandatory to submit the I.A. in the same year of registration. However, if the candidate failed to take up the theory examination, for any reason, such candidate can submit the I.A. in the next year with prior permission from the DDE.
- All students are expected to complete the above assessments before taking the Term end Examination.
- There is no provision for resubmission of I.A.

Provision for class tests and workout exercises: during Counseling and Face-to-Face (Orientation/Contact) programmes.

(v) Term End (written) Examination:

Duration: Duration: 3 hours, **Maximum marks:** 80

Questions pattern

Section	Type of Questions	Marks	Total
A	Five long answer type with internal choice	14x 5	70
B	Two short answer type questions out of 4	2x 5	10
Total			80

Project Reports: The course of the Project report requires the candidate to work in a theme in an area of his/her choice within the frame work of the contents of the above P.G. Course. However, he/she is free to select his/her own topic of choice. Project report means a preliminary form of research where one has to collect relevant information and data pertaining to a particular problem, analyse the data, interpret the results and report it in the form of a project report. The Project report should be submitted to the Directorate of Distance Education within the date specified before taking the University Examination. 100 marks are allotted for the Project report and it will be double valued by the internal and external examiner.

Declaration of class: At the completion of Programme/ evaluation the class will be awarded on the basis of the aggregate of marks at both previous and final examinations taken together.

Pass Class: 40% of marks or above but below 50% of marks.

Second class: 50% of marks or above but below 60% of marks.

First Class: 60% of marks or above.

Separate Ranks and Medals are awarded to ODL Learners. Policy for awarding ranks and medals are same as the one followed for the Regular Programme.

Reappearing for Exams: Unsuccessful candidates at the Term end Examinations of a particular year are required to reappear for those courses/examinations only as per the syllabus of that year. The repeaters are therefore advised to preserve the syllabus and study material until they pass the final year of the course. Learners can upload their repeater application directly through Online after the notification issued for the same.

Candidates will have to complete all the exams within double the duration of the course (and not the number of attempts). The double the duration is reckoned from the year of registration.

A candidate is permitted to register for the final year examination irrespective of the number of courses failed at the previous theory exams.

(vi) Other Policy/Provisions

Renewal of Registration: Students who have not registered for II year immediately after the First year due to any personal/unforeseen reason, they can reregister in the sub-sequent years. They have to pay a Programme fee plus nominal re-registration fee based on number of years lapsed. However they should complete the Programme within the maximum permissible period, i.e., 4 years.

Bonafide student certificate: Those candidates who require Bonafide Certificate/ Study Certificate can obtain by submitting a written request or a filled in prescribed application form (available from the KUDDE website) along with a fee of Rs. 100/- paid either through Bank Challan or Demand Draft.

Change of Address: Any change in the address of the students should be intimated to the Directorate with a fee of Rs. 100/- paid through a challan of Electronic Transfer. No change of address will be entertained once the students receive their examination hall ticket. The Directorate of Distance Education is not responsible for missing correspondence due to change of address without getting address changed at DDE.

Name Correction: Change of Name, if any required, candidate has to make a written request along with relevant documents as proof of change of name, and by paying specified fee.

Duplicate Registration Card: For issue of duplicate Admission/Registration/ Enrollment card- Rs. 200/- will be charged.

Transfer Certificate: A Transfer Certificate is not required for admission to any of the KUDDE courses. The Directorate will also not issue Transfer Certificate at the time of completion of the course. However, for Lateral Entry admissions a migration and transfer certificate will be required from such students.

Change of Examination Centre: DDE will not entertain any change of exam centre unless there is a proof of change of address and it permissible.

Discrepancies in Marks cards and certificates: In case of any discrepancies observed in the marks card/ certificates etc., candidates have to bring it to the notice of the Director, DDE through a written request within a period of 3 months from the date of issue of the document.

Miscellaneous: All the original certificates submitted by the candidates in connection with their admission, registration will be returned to them from the Office of the DDE along with the registration certificate. In case any of their certificates are not received back, they must bring the same to the notice of The Director, DDE, Kuvempu University, immediately. The original records will be maintained for a minimum period of three months. If the candidates ask for the originals before three months, their requests will not be entertained.

Preservation of Answer Scripts / IA Scripts: The answer scripts of Theory Exams will be preserved for a maximum duration of 6 months from the date of announcement of results/ revaluation / challenge valuation results. Any query or request for verifications may be submitted, through a written request, within the notified period only.

Similarly, written IA Scripts of the students will be preserved for a period of six months from the date of announcement of the results (First announcement of results). Any discrepancy observed regarding IA marks may be informed to DDE through a written request within three months from the date of issue of results. Later request may not be accepted.

Students are advised to refer the website for notifications regarding preservation of various documents, issued from time to time.

Notwithstanding any conditions mentioned above the University reserves the right to change, alter, and amend any of the above clauses/conditions. In matters of fees for unforeseen issues / certificates/ endorsements the University may fix the amount subject to the existing fee structure or change it from time to time.

Post-Examination Related Issues: Submission of applications for - Convocation (Degree) Certificates, Duplicate Marks Cards, Provisional Pass Certificate (PPC), Name Correction, Consolidated Marks Cards, removal of NCL, Academic Transcript, verification of genuineness of Marks Cards and Certificates, and Processing Certificates For all matters regarding post-examination Certifications – can made through online. Learners can directly apply for the same. For all enquiries and clarifications regarding said issues Learners can contact the DDE Section of the Office of the Registrar (Evaluation). Contact details, telephone and e-mail ID, of the Helpdesk at the O/o the Registrar (Evaluation) are given in the website.

G. LIBRARY RESOURCES

A well established library facility shall be made available with the support of the university library. In the campus we have modern and well equipped building of library in Kuvempu University offers excellent infrastructure facilities in reading, browsing and reference to the students, teachers and research scholars. The library has kept pace with modernisation by introducing CD ROM data base, internet and e-mail facilities. It is also a nodal centre for INFLIBNET, access is available to 10,000 + e-journals online under the UGC- infonet Consortia. There is a well developed digital library and campus network interconnecting all the Post-Graduate departments and offices in the campus.

Further, the DDE will made special effort to upgrade the existing DDE Library exclusively for distance learners with an emphasis on distribution of information and course material online by making use of the state-of-art information and communication technologies.

Library Card: Candidates who are desirous to avail themselves the facilities of Kuvempu University Main Library on the campus will be permitted. They have to obtain a separate Library / ID card on payment of Rs. 100/- (through Challan of Electronic Transfer). However, no books will be issued to them.

H. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

Cost Estimate of the Programme is based on following components
– calculated for an admission of 100 Students

SN	Component	App. Estimate (in Lakh Rupees)
1	Study Material Development – Course Writer honorarium, Review vetting, editing, SLM conversion etc	6.00
2	Printing and Distribution of SLM	3.60
3	Publicity, Awareness Information Decimation Programmes*	0.10
4	Conduction of Counselling, Orientation/Face to Face etc.	3.60
5	Student Support Services*	0.24
6	TA/DA Meeting Expenses*	0.10
7	Continuous Evaluation / IA	0.14
8	Examination and Certification	2.52
9	Office Automation/ICT/ Communication Related Infrastructure*	0.19
10	Library*	0.30
11	Staff Salaries/ Remunerations/ Other Honorariums – Teaching, Nan-Teaching/Technical/Supporting*	1.92
12	Office Infrastructure*	0.48
13	Learner Centre Expenses*	0.15
14	Others – Office Contingence, Post/Courier, Vehicle Maintenance, Fee reimbursement and such others.*	0.30

Note: * costs that will be incurred collectively for all the Programmes, but given here are the fractions of the total, considering 100 students admission to the Programme.

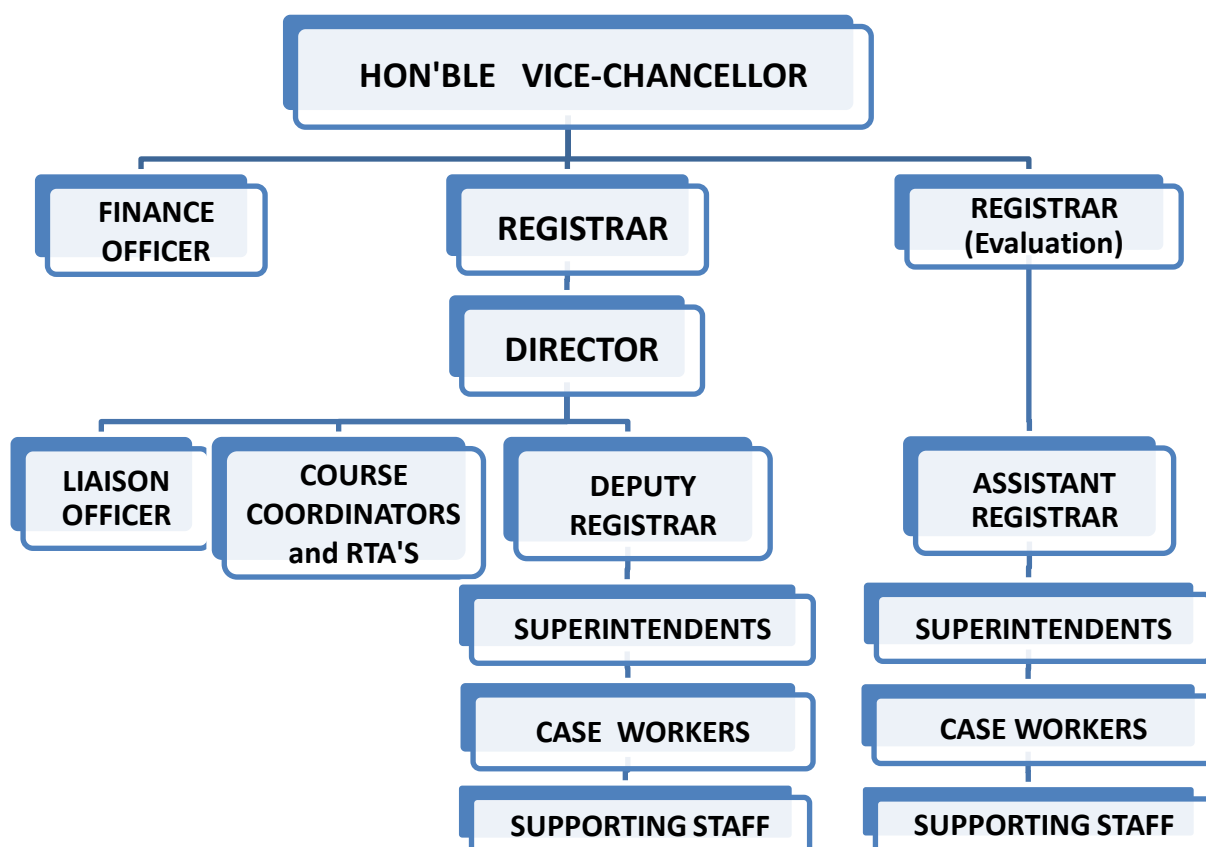
I. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

(a) Organizational Structure, Management and Monitoring Mechanism:

The Organizational Structure of the Kuvempu University Directorate of Distance Education (KUDDE) is given below in the form of flowchart.

For the administrative and policy decisions, and reviewing and monitoring of the ODL activities, Kuvempu University has a Monitoring Committee (MC) Chaired by the Honorable Vice-Chancellor. The Registrar, Registrar (Evaluation), Finance Officer, Deans

of all the Faculties, Chief Librarian, One Syndicate Member, One Academic Council Member and the Regional Director of the IGNOU, are its members. The Director, DDE is the Organising Member. The operational plans, goals and policies are decided by the MC, and all the decisions and policy matters are placed before the Monitoring Committee before implementation. The Committee normally meets twice a year to review the ODL Programmes and activities.



Academic Advisory Committee (AAC) of the DDE will review the academic programme performance, content delivery mechanism. Issues regarding course content and syllabi revision of all Programme offered in ODL mode are discussed and decided in AAC. The Registrar will be the Chairman of the AAC, and Registrar (Evaluation), Chairpersons of all BOSs of the concerned Departments will be the members. The Director/ Deputy Director of the DDE is the Organising Member.

All the major decisions including financial, planning and implementation which are discussed in the MC meeting are placed before the Syndicate of the University and after its approval they will come into force.

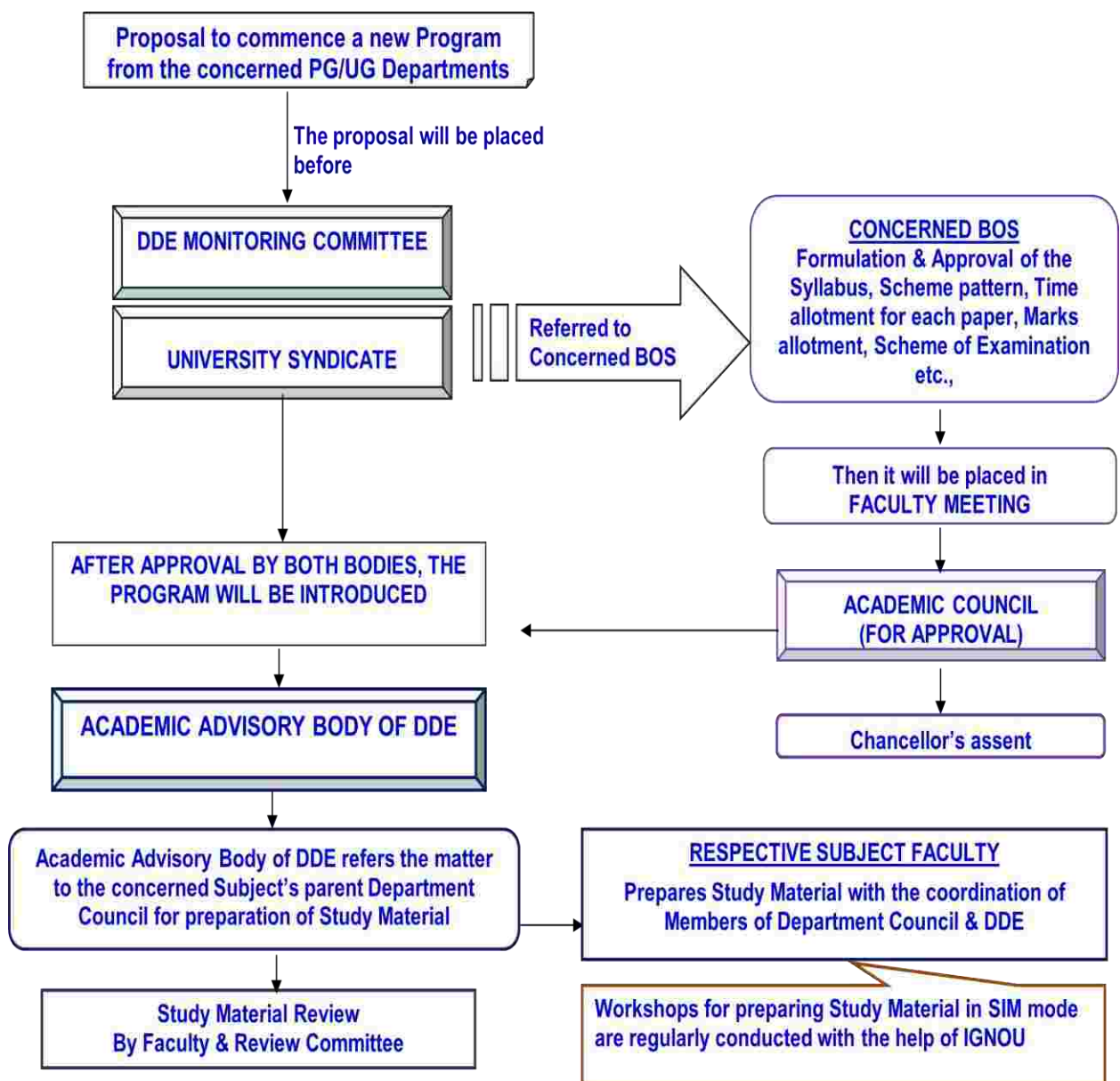
The decisions taken by the AAC are placed through the concerned bodies like, BOS/ Examination wing (for evaluation and certification issues) and finally placed before the Academic Council of the University for its approval.

For the internal quality assurance mechanism there is a Internal Quality Assurance Cell of the University.

(b) Programme Development and Approval Processes:

Proposal from the concerned PG/ UG department to commence a new Programme will be placed before Monitoring Committee of the DDE/ Syndicate. Then it will be referred to the BOS concerned for formulation and approval of the syllabus, programme structure, time allotment for each paper, marks allotment, scheme of examination etc., then it will be placed in the Faculty meeting and then Academic Council for its approval. After approval by both the bodies, the programme will be introduced. The Academic Advisory Body of DDE refers the matter to the concerned Subject's/ parent Department Council for preparation of Study Material. The concern subject Faculty will coordinate with the DDE and the Department Council, as he/ she is one of the member in it. Workshops for preparing Study Material in SLM mode are regularly conducted (with the help of IGNOU experts) and preparation of course material in SLM mode is in progress.

The various steps involved in programme development, approval and implementation are depicted in the flowchart given below.



(c) Programme Monitoring and Review:

As a part of the regular monitoring mechanism, feedback from the Learners is obtained at the end of each of the face-to-face programmes - both through discussion and through written feedback form. Feedback form includes mainly three aspects – about appropriateness/ usefulness of learning (study) materials, effectiveness of orientation/ face-to-face programmes and internal assessments/continuous assessment process. Learner can give their opinion, suggestions and complaints, if any, through the feedback form. Issues raised in feedback are addressed at appropriate level.

There is also Student Support Service and Grievance Cell in DDE in order to address the day-to-day issues faced by the Learners. The Research and Teaching Assistants at DDE and the Coordinator in the concerned the subjects are available for the learner support services. These apart, regular meetings of concerned faculty are conducted in order to plan the orientation and practical session's activity.

It is the policy of the KUDDE to make available the expert faculty of the PG Departments/ Colleges (for UG) and experts from the sister universities in the state who are regular faculty in the respective subjects for the ODL programmes. The same is followed for the Learner Support Centres (LSC). Programme delivery/academic activities at the LSC are also monitored from the Headquarter.

DDE is organizing Coordinators Meet every year wherein all the issues related to ODL programmes – academic, examination, learners related and administration are discussed and remedial measures are considered under the ODL framework of the university. During the Meet academic activities/learners' issues at the LSC are also reviewed.

Detailed Syllabi of M.A. in Education Programme.

FIRST YEAR

Course 1: Philosophical and Sociological Perspectives in Education

Objectives: Upon completion of the Course, the student will be able to

- i. Understand the need and significance of philosophical framework to Education;
- ii. Know the fields of philosophy and their relevance to education;
- iii. Understand the perspectives of Indian and Western schools of philosophy concerning education;
- iv. Understand the need and significance of social context for education systems and process
- v. Know the social processes and phenomenon which have bearing on education.

Unit - 1: Elements of Educational Philosophy

- 1.1 Meaning and Importance of Philosophy
- 1.2 Meaning, Importance and Role of Education Philosophy
- 1.3 Need for Philosophical framework for Education.
- 1.4 Relationship of Philosophy with respect to:
 - 1.4.1 Aims of Education
 - 1.4.2 Curriculum of Education
 - 1.4.3 Text-Book of Education
 - 1.4.4 Teacher
 - 1.4.5 Discipline and Freedom
 - 1.4.6 Administration and Management

Unit - 2: Domains of Philosophical Inquiry and Education

- 2.1 Domains (fields) of Philosophical Inquiry
- 2.2 Metaphysics and Education
- 2.3 Epistemology and Education: Epistemological analysis of Sources. Theories and validity of Knowledge. Epistemological bases of Curriculum (and their Methodological Implications for Education).
- 2.4 Axiology and Education
 - 2.4.1 Concept of Axiology-Need and Importance of Axiological Foundations of Education.
 - 2.4.2 Values: Concept, Nature, Types, Hierarchy of Values in Indian & Western context. Value Education and its approaches.
 - 2.4.3 Moral Education, Concept and types of Moral Education, stages of Moral Development.
- 2.5 Ethics, Aesthetics and Education.

Unit - 3: Philosophical Schools (ISMS) and Thinkers of Education.

- 3.1 Indian Schools (Isms) and Education
 - 3.1.1 Veerashaivism
 - 3.1.2 Shaddarshanas
 - 3.1.3 Carvaka Darshana
- 3.2 Western Schools (Isms) and Education Brief introduction Idealism, Naturalism
 - 3.2.1 Pragmatism
 - 3.2.2 Existentialism

- 3.2.3 Humanism
- 3.2.4. Realism
- 3.3 Indian Thinkers of Education
 - 3.3.1 Aurobindo Ghosh
 - 3.3.2 Swami Vivekananda
 - 3.3.3 Mahatma Gandhi
- 3.4 Western Thinkers of Education
 - 3.4.1. John Dewey
 - 3.4.2 Maria Montessori
 - 3.4.3 Froebel

Unit - 4: Elements of Educational Sociology

- 4.1 Meaning and Significance of Sociology
- 4.2 Meaning of Society
- 4.3 Relationship of Society and Education
 - 4.3.1 Education as a process in Social System
 - 4.3.2 Education as a process of Socialization
 - 4.3.3 Education as a process of Social Progress
- 4.4 Social Determinants of Education
 - 4.4.1 Aims of Education
 - 4.4.2 Curriculum of Education
 - 4.4.3 Teacher
 - 4.4.5 Discipline

Unit - 5: Social Process and Education

- 5.1 Social Stratification and Education
- 5.2 Social Mobility and Education
- 5.3 Social Change and Education
- 5.4 Enculturation and Education
- 5.5 Acculturation and Education

Unit - 6: Current Social Problems and Education

- 6.1 Problems of Education of the Disabled
- 6.2 Problems of Illiteracy and Education
- 6.3 Problems of Women Education
- 6.4. Problems of Education of the Ruralities
- 6.5 Equilization of Educational Opportunities
- 6.6 Role of Community in solving Education Problems

Course 2: Psychological Perspectives of Education

Objective: Upon completion of the Course, the student will be able to:

- i. Acquire the understanding of meaning and importance of Education and Psychology and understand relationship between these two disciplines;
- ii. Gain knowledge of different schools of Psychology and acquire an insight into various methods of psychology;
- iii. Acquire knowledge regarding the concept, nature and types of human abilities (Cognitive, Affective and Psychomotor) and take measures to enhance human abilities and individual differences;
- iv. Know the nature and process of learning and to acquire insight into related factors that are influencing on the learning.

- v. Gain knowledge of theoretical foundations, recent developments and practical educational bearing concerning personality and dynamics of human adjustment; and
- vi. Acquaint with the view points, approached and recent developments in the field of intelligence, creativity and motivation.

Unit - 1: Understanding Psychology and Education

- 1.1 Meaning of Psychology and Education and their relationship.
- 1.2 Schools/Approaches of Psychology - Behaviourism, Gestalt, Humanism, Cognitive, Psychoanalytical and Constructivism.
- 1.3 Psychological Methods: Introspection, Observation, Case Study, Experimental Method, Psychoanalysis - Meaning, Procedure and Application to Education.
- 1.4 Group Dynamics: Meaning, Characteristics of Classroom, Socio emotional Climate, Sociometry, Leadership; Characteristics, teachers as leader.
- 1.5 Role of Psychology in teaching-learning process-defining Objectives, organizing Curriculum, promoting effective learning, healthy development, maintaining Classroom climate

Unit - 2: Psychology of Growth and Development

- 2.1 Growth, Development, Maturation - meaning and relationship; principles and factors influencing development; Dimensions of Development and their implications to Education.
- 2.2 Cognitive development: Parget and Burner - features and stages of cognitive development.
- 2.3 Psycho-Social Development: Ericson's Stages of Psycho - Social Development.
- 2.4 Moral Development: Theories of Piaget and Kohlberg and their Educational Implications.
- 2.5 Emotional Development: Concepts of emotions, Stages, Bridges theory, Role of Education in developing emotional maturity.
- 2.6 Adolescent and Adult Psychology: Significance and characteristics; common emotional, social and moral problems; challenges and responsibility to Education.

Unit - 3: Learning and Information Processing

- 3.1 Learning - Meaning, nature and process, relationship with maturation and development
- 3.2 Theories of Learning
 - 3.2.1 Thorndike's Trial and Error Learning
 - 3.2.2 Pavlov's Classical Conditioning
 - 3.2.3 Skinner's Operant Conditioning
 - 3.2.4 Piaget's Development Theory of Learning
 - 3.2.5 Bruner's Discovery Learning.
 - 3.2.6 Gagne's Cumulative Learning Model
 - 3.2.7 Ausubel's Meaningful Verbal Learning
 - 3.2.8 Bandura's Modeling and Observation Learning
 - 3.2.9 Bloom's Mastery Learning.
- 3.3 Information Processing: Concept
 - 3.3.1 Atkinson Schiffirin model of information.
- 3.4 Metacognition-Meaning, Concept, Meta cognitive strategies in learning.

Unit - 4: Factors Influencing Learning

- 4.1 Motivation: Motivation, meaning, types, classification; Behavioural, Cognitive and Humanistic Interpretations of Motivations, Theories of Motivation - Hierarchical theory of Motivation (Maslow); Theory of Achievement Motive (McClell and Atkinson); Intrinsic Motivation (Suchman); Drive Reduction and Reinforcement - intrinsic and Environmental determinants.
- 4.2 Memory: Meaning, Nature, Factors favoring retention, Methods to improve retention, Transfer of Learning-concept, significance, types, theories and implications,

Unit - 5: Intelligence and Creativity

- 5.1 Intelligence - meaning and nature, concept of MA and IQ, classification and distribution of IQ, types of intelligence tests.
- 5.2 Emotional Intelligence - meaning, nature and components; Emotional Quotient (EQ); difference between IQ and EQ; development of Emotional Intelligence, role of teachers in enhancing the EQ.
- 5.3 Theories of Intelligence-Spearman's Two-Factor theory; Burt's Group-Factor theory; Vernon's Hierarchical Structure theory; Thurstone's Multiple Factor theory; Guilford's Structure of Intellect model; Cattell's Fluid and Crystallized Intelligence, Gardner's theory of Multiple Intelligence. Sternberg's Triachic Theory of Intelligence.
- 5.4 Creativity -concept, factors, tests and promotion, Relationship between Intelligence and Creativity.
- 5.5 Intellectually Exceptional Children, Giftedness and Mental retardation, concept and characteristics of Gifted and Mentally retarded children.
- 5.6 Education Provision for Gifted and Mentally retarded children.

Unit - 6: Personality and Adjustment

- 6.1 Personality: concept approaches (type, trait, factors) in analyzing personality, Eysenck's biological typology.
- 6.2 Structure of Personality -Freud, Carl Jung, Rogers, Allport's views.
- 6.3 Dynamics of Personality - Freud, Carl Jung, Rogers, Allport's views.
- 6.4 Cognitive perspective - Kelly's theory of Personal Constructs.
- 6.5 Measurement of Personality - Projective and non-projective techniques.
- 6.6 Personality Adjustment - conflicts, frustration, stress, characteristics of a well adjusted personality; defense mechanisms, causes of maladjustment among children, role of the teacher in mental health.
- 6.7 Guidance and counseling -Concept and distinguishing features; Psychotherapy and Behaviour therapy.

Course 3: Education in Emerging India

Objective: Upon completion of the Course, the student will be able to:

- i. Understand the nature of Indian Society as it has evolved from the past, as it is today and as it is likely to develop in the future.
- ii. Understand Educational heritage of India.
- iii. Understand the Human rights, duties of citizens and their co-existence.
- iv. Understand the legal foundations of Education; like, constitutional provisions in India and the various Education Acts.
- v. Understand Education in India after 1947.
- vi. Understand Emerging Trends in Indian Education.

Unit - 1: Introduction to Education

- 1.1 Concept of Education: Meaning; narrow and broader, Aims - Individual and social, function-as process and product, as growth and development, as self realization and initiation.
- 1.2 National Education Movement in India; Movement for Compulsory Education, development of a National System of Education.
- 1.3 Agencies of Education: Informal, formal and non formal.
- 1.4 Educational reconstruction: contribution of RabindranathTagore (Education for Harmony and Artistic self expression), Swami Vivekananda (Man Making Education), Mahatma Gandhi (Basic Education) and Aurobindo Ghosh (Integral Education), Jiddu Krishnamurthy (Life Education).

Unit - 2: Educational Heritage of India

- 2.1 Education in ancient period (Vedic & Buddhistic), Education in Medieval Period (Islamic) pertaining to aims, curriculum, methods of teaching, students and teacher relationship.
- 2.2 Education during British period - an overview of the recommendations of
 - i. Woods Despatch
 - ii. Hunter Commission
 - iii. Hartog Committee
 - iv. Sargent Report
- 2.3 Impact of British Rule on Indian Education.

Unit - 3: Education in India After 1947

- 3.1 Status of Education at the time of Independence
- 3.2 Milestones in the evolution of Indian Education after Independence.
 - 3.2.1 University Education Commission-1948
 - 3.2.2 Secondary Education Commission -1952
 - 3.2.3 Kothari (Indian) Education Commission - 1964
 - 3.2.4 National Policy of Education - 1986
 - 3.2.5 Developments after National Policy on Education -1986, PQA 1992, National Curriculum Frame Work-2005. (with special reference to composition of commissions, terms of reference, Aims of education, Curriculum, Teacher and Methods of Teaching)

Unit - 4: Human Rights Duties and Co-Existence

- 4.1 Concept of Rights, Duties and Co-Existence.
- 4.2 Concept of Human Rights, Universal declaration of Human Rights.
- 4.3 Convention on the Right of the child.
- 4.4 United Nations High Commission for Human Rights.
- 4.5 National Human Rights Commission.
- 4.6 National Foundation for Communal Harmony.
- 4.7 National Integral Council.

Unit - 5: Legal Foundations of Indian Education

- 5.1 Concept of Law.
- 5.2 Need and Importance of legal foundations.
- 5.3 Constitutional Provision for Education in India.
- 5.4 Salient features of the Karnataka Education Act 1983.
- 5.5 Salient features of the Karnataka State University Act 1983.
- 5.6 Salient features of Grant-in-Aid code in Karnataka State.
- 5.7 Judiciary and Education, Bureaucracy and Education, Legislature and Education.

Unit - 6: Emerging Trends in Indian Education

- 6.1 Environmental Education: Causes of Environmental degradation - global and local, Conservation and protection of environment, Eco-friendly life styles, Population pressure on environment and quality of life.
- 6.2 Inclusive Education: Concept and Scope of Inclusive Education, Continuum of special education services, Segregated and integrated approaches to special education, their merits and limitations, Agencies of Inclusive Education: State, Central and Voluntary agencies.
- 6.3 Adolescence Education: Process of growing up - Physical, Mental, Social & Emotional changes, Myths and Misconceptions about Sex and Sexuality, H.I.V./AIDS Education, Life Skills.

Course 4: Methodology of Educational Research and Educational Statistics

Objective: Upon completion of the Course, the student will be able to:

- i. Develop in the student the concept that Education can be studied as a Science.
- ii. Acquaint the student with the methods used for locating problem areas and research problems.
- iii. Familiarize the student with the different methods of research and techniques of sampling.
- iv. Help the student to use simple statistical techniques and design in Educational Research:
- v. Help the student to prepare the research report and to be a better consumer of Educational Research.

Unit - 1: Introduction to Educational Research

- 1.1 Educational Research - meaning, scope, need and importance, characteristics.
- 1.2 Types of Research - Basic, Applied and Action Research and their interrelatedness.
- 1.3 Steps in Educational Research.
- 1.4 Scientific Method and Educational Research.
- 1.5 Areas of Educational Research-Content of Education, Instruction, Learning and Evaluation.

Unit - 2: Research Problem

- 2.1 Research problem - sources, criteria for selection, statement of the problem in different forms.
- 2.2 Review of Related Literature - purpose, need, sources and types.
- 2.3 Variables - meaning characteristics, types and interrelationship among different variables.
- 2.4 Hypotheses - meaning importance, characteristics, and types. Formulation and testing of hypotheses:
- 2.5 Sampling - population and sample, probability sampling, simple random sampling, systematic, cluster and multistage, sample size and errors:
- 2.6 Research Blue - Print: its components.

Unit - 3: Methods of Research

- 3.1 Methods of Research - meaning salient features and types.
- 3.2 Historical Method - need, significance, sources, collection of data, criticism and interpretation of data.

- 3.3 Descriptive - survey, correlation and casual comparative studies, case study, Development Studies - nature, use, steps and interpretations.
- 3.4 Experimental - need, significance, nature, validity (internal & external) role of control, designs - single group, parallel groups and rotation groups.

Unit - 4: Tools and Techniques of Research

- 4.1 Questionnaire, Interview Schedule, Checklist, Rating Scale - need, construction, validity, reliability.
- 4.2 Tests - Ability test, Aptitude tests. Achievement tests - construction validity and reliability.
- 4.3 Attitude Scale - Thurstone and Likert method - construction, reliability and validity.
- 4.4 Interview, Observation, Socio-metric and Projective techniques-validity and reliability.
- 4.5 Criteria for selecting a tool.

Unit - 5: Analysis of Data and Results

- 5.1 Statistical Data
 - 5.1.1 Meaning, Nature, Scales of Measurement, Classification, Tabulation of Data.
 - 5.1.2 Graphical Representation of Data - Frequency Polygon, Histogram and Ogive.
- 5.2 Descriptive Statistics
 - 5.2.1 Measure of central tendency and measure of variability.
 - 5.2.2 Relative positions-quartiles, deciles, percentiles and percentile ranks.
 - 5.2.3 Normal Probability Curve - properties, and applications; skewness & kurtosis-compulsion and use.
 - 5.2.4 Scores - Standard scores, T-Scores and stanione scores - computation and uses.
- 5.3 Inferential Statistics
 - 5.3.1 Parametric Statistics and Non-Parametric Statistics, concept and uses, sampling distribution.
 - 5.3.2 Standard error, null hypothesis, levels of confidence-one railed, two tailed tests, type I, type II errors.
 - 5.3.3 Testing the significance of Means, Standard Deviations.
 - 5.3.4 Product moment correlation chi-square.
- 5.4 Interpretation and Generalization of results
 - 5.4.1 Interpretation of results in terms of (a) Objectives, (b) hypothesis, (c) limitations of tools and data (d) earlier findings (e) intervening variables.
 - 5.4.2 Generalization of results - bases, justification, caution, implications for researchers, theoreticians and practitioners.
- 5.5 Computer Applications in Research
 - 5.5.1 MS Windows based applications - MS Office, use of statistical packages.
 - 5.5.2 Accessing Internet and using search engines e-mail and designing web- page, making key-word based search.
 - 5.5.3 Configuration of computer system - Criteria for selecting software.

Unit - 6: Research Reporting

- 6.1 Research report - format, concept & chapterisation and style.
- 6.2 Characteristics of good research report.
- 6.3 Use of abbreviations in Footnote and Bibliography.

Course 5: Student Project Work

Instructions and Guidelines for the student project work are given with Course 10.

SECOND YEAR

Course 6: Technology of Teaching

Objective: Upon completion of the Course, the student will be able to:

- i. Acquire the understanding of meaning and importance of teaching.
- ii. Compare and synthesize the distinction between teaching competency, teaching effectiveness and teacher performance.
- iii. Gain knowledge on different styles and strategies of teaching and their application in the class room.
- iv. Understand the various features and families of models of teaching.
- v. Understand the concept and use of teaching skills at different levels; and
- vi. Familiarize with different methods of evaluating teaching and use these methods in the assessment of teaching effectiveness.

Unit - 1: Introduction to Teaching

- 1.1 Teaching - definitions and concepts (Scheffler, Smith and Green); teaching as art or science; distinction between teaching competency, teaching effectiveness and teacher performance.
- 1.2 Relationship of teaching with learning research and the teacher's role in learning.
- 1.3 Theory of Teaching; need, nature and functions; teaching theories and their bases; types of theories and their development.
- 1.4 Essential Teaching Skills, teaching for thinking and Understanding.
- 1.5 The models approach to teaching.

Unit - 2: Methods of Teaching

- 2.1 Approaches to Teaching; Teacher - Centered, Participative and Student - Centered.
- 2.2 Teaching Large Groups; 'Lecture', 'Symposium', 'Seminar', Team teaching and Project approach.
- 2.3 Teaching Small Groups: Group discussion, Simulation approach, Buzz group technique, Brainstorming and Cognitive mapping.
- 2.4 Individualised Learning: 'Tutorials', Programmed instruction and Computer assisted instruction.
- 2.5 Use of Instructional Media: Radio, Audio Cassettes, Overhead Projector, Television, Video, CD Rom, E-mail. World Wide Web, E-learning and Interactive multimedia.

Unit - 3: Micro Teaching

- 3.1 Teaching Skill: Meaning and Components.
- 3.2 Micro Teaching: Meaning, definition and importance MicroTeaching Cycle, Components of micro teaching; modeling, feedback, setting and integration.
- 3.3 Planning and organisation of practice of micro teaching programme.
- 3.4 Lecturing Skills: 'Skill of Writing instructional objective', Skills of introducing a lecture, Skill of Explaining. Skill of Illustrating with Examples, Skill of

Stimulus Variations and Skill of achieving closure: Meaning, components and observation, Schedule of these skills.

3.5 Integration of teaching skills: Meaning, process and strategies.

Unit -4: Models of Teaching

4.1 Models of teaching - meaning distinction between methods and models, general features of model in-terms of objectives, Syntax, Social System, Principles of Reaction. Support System and Effects.

4.2 Families of Models of Teaching: Information Processing Models, Inductive Model (Hilda Taba), Inquiry Training Model (Joseph Scawab), Concept Attainment Model (Jerome Bruner), Developmental Model (Piaget), Advantage Organizer Model (Ausubel), Social Intereaction Models: Jurisprudential Model (Oliver Schaner), Personal Models, Non-Directive Teaching Model (Carl Rogers), Synetics (Gordon), Behavioural Systems Model, Contingency - Management Model (B.F. Skinner)

Unit - 5: Strategies of Teaching

5.1 Information Processing - meaning, Growth of information processing, Cognitive Structures as Conceptual Frameworks and Schemes. Role of information processing in storing Knowledge.

5.2 Contemporary Models of Teaching: The Integrated Model (teaching organized bodies of knowledge), The Direct-Instruction Model, The Lecture-Discussion Model, The Co-operative Learning Model, Developing Thinking skills through Inquiry, Suchman Inquiry Training Model

5.3 Adapting Instruction to improve Effectiveness.

Unit - 6: Methods of Evaluating Teaching

6.1 Rating, Observation, Contract Plan & Performance test (Popham-Mencil Millman Method)

6.2 Biddle's model for conducting research on class room teaching.

6.3 Presage, Process, Product and Contextual Variables.

6.4 Medley's Nine-variable model.

6.5 Assessing teaching on the basis of learning outcomes.

Course 7: Issues and Trends in Indian Education

Objective: Upon completion of the paper, the student will be able to :

- i. Understand the problems and trends in contemporary Indian Education.
- ii. Know the elementary education system of India along with its issues and trends.
- iii. Understand the system of secondary education along with its issues and trends.
- iv. Know the problems and perspectives of higher education and teacher education in India; and
- v. Appreciate and apply the global trends in Indian Education.

Unit - 1: Issues and Trends in Elementary Education

1.1 Status of Pre-primary and Primary Education in India.

1.2 Universalization of Elementary Education (UEE): Universal Access, Universal Retention Universal Achievement

1.3 Impediments (Barriers) to UEE

- 1.4 Major Schemes and Programmes for UEE: Operation Black Board (OBB), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA)
- 1.5 Historical Evolution and Status of Fundamental Right to Education in India.
- 1.6 Merits and Limitations of Indian Elementary Education.

Unit - 2: Issues and Trends in Secondary Education

- 2.1 Status of Secondary Education in India.
- 2.2 Streams of Secondary Education: General Secondary Education, Vocational Secondary Education,
- 2.3 Aims at Objectives of Secondary Education.
- 2.4 Role of CBSE, ICSE, KSEEB in Secondary Education.
- 2.5 International Secondary Schools in India.
- 2.6 Merits and Limitations of Indian Secondary Education.

Unit - 3: Issues and Trends In Higher Education

- 3.1 Status of Higher Education in India.
- 3.2 Aims and Objectives of Collegiate and University Education
- 3.3 Role and Responsibilities of UGC, RCI and NAAC
- 3.4 Streams of Higher Education: General Higher Education, Technical Higher Education
- 3.5 Schemes and Programmes for Promotion of Higher Education in India.
- 3.6 Commercialization of Higher Education.
- 3.7 Merits and Limitations of India Higher Education.

Unit -4: Issues and Trends in Teacher Education

- 4.1 Status of Teacher Education in India.
- 4.2 Aims and Objectives of Teacher Education.
- 4.3 Role and Responsibilities of NCTE.
- 4.4 Institutional Trends in Teacher Education - DIETs, DTE's and IASE's.
- 4.5 Professional Organizations in the field of Teacher Education.
- 4.6 Merits and Limitations of Teacher Education in India.

Unit - 5: Distance Education

- 5.1 Concept of Distance Education.
- 5.2 Need and Importance of Distance Education.
- 5.3 Role of Distance Education Council & IGNOU in promoting Distance Education.
- 5.4 Objectives of Distance Education.
- 5.5 Mode of Transmission: Contact Programmes, Computer based, SIM, e-learning-Online learning.
- 5.6 Evaluation of Learning in Distance Education.

Unit - 6: Global Trends in Education

- 6.1 Meaning and Importance of Liberalization, Privatization and Globalization (LPG).
- 6.2 Role of Education on Globalization- Informal, Non-formal.
- 6.3 Higher Education and World Trade Organization (WTO).
- 6.4 Quality concerns in Education.
- 6.5 Impact of Globalization on Education.
- 6.6. Entrepreneurship in the era of Globalization.

Course 8: Educational Administration and Management

Objectives: Upon completion of the paper the student will be able to:

- i. Understand the concept of management and related factors of management.
- ii. Understand the management of resources and personnel.
- iii. Gain knowledge about the modern management techniques.
- iv. Understand how to supervise the institution and improve teaching learning and evaluation and
- v. Gain insight about the functions of head staff and the management committee.

Unit - 1: Introduction to Educational Management

- 1.1 Concept of administration and management.
- 1.2 Nature and importance of management.
- 1.3 Basic principles of public administration, objectives of management.
- 1.4 System approach to management; component systems or subsystems in educational management.
- 1.5 Purpose and activities in management levels in administration /management (central, state, district, institution).
- 1.6 Advisory, policy planning and executive bodies/ authorities at different levels.

Unit - 2: Resource and Personnel Management

- 2.1 Concepts and classification of resource (real, abstract, other human, physical, material, community, governmental financial etc.)
- 2.2 Resources identification, mobilization, utilization, replenishment etc.
- 2.3 Resource Allotment and crunch at different level.
- 2.4 Resource Planning and management for maximising gains
- 2.5 Personnel Management, concept classification.
- 2.6 Recruitment orientation and on the job training
- 2.7 Motivation and guidance amenities service conditions, job satisfaction and morale.
- 2.8 Career planning and prospects professional growth.

Unit -3: Modern Management Techniques

- 3.1 Management by objectives (MBO).
- 3.2 Organisational complaisance (OC).
- 3.3 Programme evaluation and review technique (PERT). Bench marking.
- 3.4 Total quality management (TQM).
- 3.5 Systems approach.
- 3.6 Supervision and inspection assessment and accreditation.

Unit - 4: Educational Supervision and Leadership

- 4.1 Administrative inspection and the academic supervision (concepts, purpose, thrust, nature and functions, scope)
- 4.2 Guidance in curriculum planning and implementation.
- 4.3 Improvement of teaching - learning and evaluation promoting innovation and change.
- 4.4 Resource build up distribution utilization.
- 4.5 Supervisory systems and practice tools and techniques.
- 4.6 Co operative projects and concentrated efforts.
- 4.7 Maintenance of records and follow up.
- 4.8 Leadership roles and strategies.

Unit - 5: Institutional Management

- 5.1 Functions of the head and other categories of staff
- 5.2 Management committee, human relations and co-operative functioning, division of labour.
- 5.3 Participation contribution responsibility and commitment of management committee.
- 5.4 Democratic leadership and processes.
- 5.5 Atmosphere and discipline of institutions.
- 5.6 Student participation and roles parent teacher association and school community relation local support and reciprocal contributions.

Course 9: Educational Policy and Planning

Objectives: Upon Completion of the Paper, the Student will be able to

- i. Understand the Basic Concepts of Educational Policy and Planning.
- ii. Acquire the Knowledge of Structural Frame Work of Educational Planning Machinery in India.
- iii. Understand the logic and mechanics of institutional planning and development in the education system.
- iv. Appreciate and apply the approaches and models of educational planning.
- v. Understand the basic concepts related to budgeting accounting and auditing.

Unit - 1: Introduction to Educational Policy and Planning

- 1.1 Concept philosophy, vision, mission, aims, objectives, policy and planning.
- 1.2 Need and importance of policy and planning.
- 1.3 Principles of educational planning.
- 1.4 Historical development of educational planning in India.
- 1.5 Constitution provisions for educational planning.

Unit - 2: Structural Framework of Educational Planning In India

- 2.1 Educational planning at the Central Government.
- 2.2 National Planning Commission.
- 2.3 National Development Council.
- 2.4 Organisation and Process of Educational Planning in India
- 2.5 Educational Planning at the State Government.
- 2.6 District Planning Committee (D.P.C)

Unit - 3: Institutional Planning and Development

- 3.1 Concept of Institution & Institutional Planning.
- 3.2 Perspectives Planning - Long Term and Short Term Goals time - frame targets and priorities (Dimensions and Components).
- 3.3 Scope of Institutional Planning.
- 3.4 Steps of Institutional Planning.
- 3.5 Institutional implementation and monitoring evaluation (Objectives, Principles, Dimensions, Components, Criteria, Procedure).
- 3.6 Merits and Limitations of Institutional Planning.

Unit - 4: Approaches and Models for Educational Planning

- 4.1 Man power Planning Approach
- 4.2 Human Capital Formation Approach
- 4.3 Cultural Requirements Approach

- 4.4 Systems Approach
- 4.5 Cost Benefit Analysis Approach
- 4.6 Social Demand Approach

Unit - 5: Financial Administration in Education

- 5.1 Concept of Budget Estimation and Expenditure
- 5.2 Budget Formation & Budgetary Controls
- 5.3 Modern Budgeting Practices: Zero Base Budgeting, Performance budgeting
- 5.4 Concepts of Accounting and Auditing B Techniques and Process.
- 5.5 Education as Investment Earing profile, rates of returns of investment in education.
- 5.6 Approaches for measuring the contribution of education to economic growth: Cost benefit analysis approach, Correlation approach, Residual approach, Wage differential approach

Course 10: Student Project Work

Instructions and Guidelines for Course 5 and 10 given below.
