

SECOND SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS2PC3	Philosophy of Education	30	70	100	4
	MS2PC4	Curriculum Design and Development	30	70	100	4
TC	MS2TC2	Advanced Educational Research and Statistics	30	70	100	4
STC	MS2ST1	Planning and Administration of				
		Elementary Education	30	70	100	4
	MS2ST2	Planning and Administration of Secondary Education				
Dissertation	MS2DN2	Presentation of Research Proposal	25	-	25	1
Practicum	MS2PM3	Field Visit to Teacher Education Institutions (10 Working Days)	25	-	25	1
	MS2PM4	Psychology Practical (Minimum 10)	50	-	50	2
Total			220	280	500	20

Dissertation: In the second semester, the Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

Practicum: (a) **Field Visit to Teacher Education Institutions (10 Working Days)**

The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc. The reflective reports should be submitted to the concerned College / Department.

(b) Psychology Practical

Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper-pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

SEMESTER-II

COURSE CODE: MS2PC3

CREDITS: 4

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to acquire knowledge on the concepts and meaning of philosophy and education.

CO2: Motivate the students to understand the relationship between Philosophy and education

CO3: Make the students to comprehend the different Indian schools of philosophy.

CO4: Enable the students to explain the concept of Western schools of philosophy.

CO5: Enable the students to analyse the educational contributions of Indian and Western thinkers

UNIT-I: FUNDAMENTALS OF PHILOSOPHY OF EDUCATION

Meaning and Concept of Philosophy of Education -Philosophy and Education - Relationship between Education and philosophy- Significance of Philosophy of Education - Branches of Philosophy - Scope and functions of Educational Philosophy.

UNIT - II: FUNDAMENTAL PHILOSOPHICAL DOMAINS

Fundamental Philosophical Domains – Epistemology, Metaphysics, Axiology. Education and Metaphysics, Education and Axiology.

UNIT - III: INDIAN SCHOOLS OF PHILOSOPHY

Contribution of Indian Schools of Philosophy(Sankhya, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT - IV: WESTERN SCHOOLS OF PHILOSOPHY

Contribution of Western Schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to education with special reference to information, knowledge and wisdom.

UNIT - V: CONTRIBUTIONS OF EDUCATIONAL THINKERS

Western Thinkers: Dewey, Rousseau, Montessori, Froebel, Plato and Confucius.

Indian Thinkers: Swami Vivekananda, Sir Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Philosophy and Education.
2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
3. Compare the Educational Implications of Indian and Western Educational thinkers.

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education* Shipra.
2. Davan, M.L. (2005). *Philosophy of education*. Isha Books.
3. GaraLatchanna (2013). *Foundations of education*. Neelkamal.
4. SwaroopSaxena. N, R & Dutt, N.K. (2013). *Philosophical and sociological foundations of educations*. Lall
5. Walia,J. A. (2011). *Philosophical, sociological and economic bases of education*. Ahim Paul Publishers

SUPPLEMENTARY READINGS:

1. John Brubacher (2007). *Modern philosophy of ducation*. Surjeet.
2. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. Neeraj.
3. Pandey, R. S. (1997). *East west thoughts of education*. Horizon Publishers
4. Sharma, Y.K. (2002). *The doctrines of the great Indian educators*. Kanishka Publishers.
5. SwaroopSaxena, N, R. (2013). *Foundation of educational thought & practice*. Lall.

E – RESOURCES:

1. www.wikipedia.org
2. <https://www.questia.com/library/education/philosophy-of-education>
3. <https://supriyaprathapannotesoneducationalsociology.wordpress.com>
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd
7. www.ascd.org/ASCD/pdf/journals

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

SEMESTER-II

COURSE CODE: MS2PC4

CREDITS: 4

CURRICULUM DESIGN AND DEVELOPMENT

COURSE OBJECTIVES:

CO1: To acquire the knowledge of the nature and foundations of the curriculum

CO2: To understand the dimensions and approaches of curriculum design

CO3: To analyze the phases of curriculum process and models of curriculum development

CO4: To create the models of curriculum implementation and to plan effective curriculum transaction

CO5: To evaluate the need and importance of curriculum evaluation

UNIT- I: THE NATURE OF CURRICULUM

Concept of curriculum - Definition of curriculum: Curriculum as an Objective, Subject Matter, Plan, document, and Experience – Foundations of Curriculum: Historical, Philosophical, Sociological and Psychological Foundations of Curriculum.

UNIT- II: CURRICULUM DESIGN AND APPROACHES

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and Vertical organization – Scope, Integration, Sequence - Articulation, Balance and Continuity. Approaches of the Curriculum Design: Subject – Centered Designs – Learner-Centered Designs – Problem-Centered Designs.

UNIT - III: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process - Models of Curriculum Development: Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non-technical Non-scientific Models: Kohl and Holt's Model, and Roger's Model.

UNIT – IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Concept of Curriculum Implementation - Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent

(RCA) Model – Factors influencing Curriculum Implementation. Concept of Curriculum Transaction - Types of Teaching Models - Information Processing, Social Interaction, Personal Development, Behaviour Modification and Factors Contributing Effective Teaching.

UNIT - V: CURRICULUM EVALUATION

Concept, Definition, Need and Importance of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler’s Objectives-centred Model – Stufflebeam’s CIPP Model and Robert Stake’s Congruence – Contingency Model.

SUGGESTED ACTIVITIES:

1. Reflective discussion on design dimensions of curriculum.
2. Learning contracts between prospective teachers and teacher educators to ensure that the process of curriculum development will be undertaken in teaching learning process to achieve identified learning course outcome.
3. Interactive learning on various models of curriculum implementation.
4. Structured overview of peer groups on various approaches of curriculum organization and submit a report about need and importance of curriculum organizations.
5. Guided and shared reading, listening thinking and reflecting on various models of curriculum evaluation

TEXTBOOKS:

1. Allan Glatthorn, A., Floyd Boschee, & Bruce Whitehead, M. (2009). *Curriculum Leadership*. SAGE
2. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice*. Macmillan.
3. Galen Saylor & William Alexander, M. (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc.
4. Hilda Taba. (1962). *Curriculum development theory and practice*. Harcourt, Brace & World, Inc.

5. Oresteian, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
6. Pinar, W., (Ed)(2015). *Curriculum studies in India*. Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT
2. Chikumbu, T.J., & Makamure, R., (2000). *Curriculum theory, design and assignment (Module 13)*. The Common wealth of Learning.
3. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT
4. Kelly, A. B. (1996). *The curricular theory and practice*. Harper and Row
5. Yu, Shengquan. (2020), *Emerging technologies and pedagogies in the curriculum*. Springer.

E- RESOURCES:

1. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
2. <https://files.eric.ed.gov/fulltext/EJ124508.pdf>
3. <https://www.pdfdrive.com/curriculum-development-books.html>

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓				✓				✓	✓							✓
CO2	✓				✓				✓	✓							✓
CO3	✓				✓				✓	✓							✓
CO4	✓				✓				✓	✓							✓
CO5	✓				✓				✓	✓							✓

SEMESTER – II

COURSE CODE: MS2TC2

CREDITS: 4

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES:

CO1: Enable the students to know about the process of conducting research.

CO2: Enable them to select suitable research design for their study.

CO3: Enable them to understand the significance of qualitative study in research

CO4: Provide knowledge about the significance of mixed method of research

CO5: Enable students to understand the steps present in action research.

CO6: Enable to provide knowledge on the process of collecting, analyzing, interpreting quantitative data

CO7: Make them to describe the significance of qualitative data analysis in research.

CO8: Enable them to comprehend the different types of parametric and non-parametric tests.

CO9: Make them understand the process of data analysis in mixed mode research.

CO10: Make them to prepare a model research report.

UNIT - I: THE PROCESS AND METHODS OF CONDUCTING RESEARCH (QUALITATIVE AND QUANTITATIVE)

Definition of Research- Steps in the process of Research- Characteristics of research, skills required to design and conduct Research. Quantitative Research Method_: Definition, Characteristics- Methods : Survey - Correlational designs , Experiment designs . Qualitative Research Method :_Definition, characteristics, designs : one to one interview, focus groups, ethnographic, Case study research, Record keeping and process of observation, Grounded theory designs , Ethnographic designs - Narrative Research designs.

UNIT - II: MIXED METHOD AND ACTION RESEARCH

Mixed Methods : Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study - Values added in conducting mixed method research - challenges in conducting the mixed mode research. Action Research : Meaning and definition – Purpose - Types : individual, collaborative, school wide and district wide - Key Characteristics of Action Research- Steps in conducting Action Research.

UNIT - III: COLLECTING, ANALYZING, INTERPRETING QUANTITATIVE AND QUALITATIVE DATA

Quantitative Data: Administering the data collected - Steps in the process of quantitative data analysis - Preparing master chart - Analyzing the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Qualitative Data: Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Mixed Method Data: Data analysing methods: inductive, deductive, writing theoretical notes, Quantification, Shaping metaphors, Critical methods: testing the findings and communicative validation.

UNIT - IV: PARAMETRIC AND NON-PARAMETRIC TESTS

Parametric tests: t test, F -ratio, ANNOVA, ANCOVA, MANOVA, MANCOVA, Correlation- pearson, Regression: Linear & Multiple regression, and Factor analysis, cohen's effect size test.

Non -Parametric:

Kolmogrov-smirnov test(KS test of normality), Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Sign test, spearman's correlation test, Cochran's Q-test and their statistical applications.

UNIT - V: WRITING RESEARCH REPORT

Writing the research report - Format of the Research Report: Title page, acknowledgement, table of content, table of figures, contents, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

SSUGGESTED ACTIVITIES:

1. Prepare master chart in MS-Excel for 50 samples for any type questionnaire
2. Prepare a "rating scale or Inventory" with 5 points
3. Critically tabulate the various statistical techniques for various samples
4. Try out any one validation techniques for items in the research instruments
5. Prepare a model research report of your study

TEXT BOOKS:

1. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.
2. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic.
3. Creswell, J. W. (2014). *Educational research*. PHI Learning.
4. Henry E. Garrett. (2008). *Statistics in psychology and education*. Surjeet.
5. Neuman, W. L. (1997). *An introduction to educational research methods: Qualitative and quantitative approaches*. Allyn and Bacon.

SUPPLEMENTARY READINGS:

1. Bryman, Alan. (2008). *Social research methods. 4th Edition*. Oxford University Press.
2. Cohen, Louis. et.al (2008). *Research methods in education*. Routledge.
3. Cresswell, John W. (2012). *Educational research*. Pearson.
4. Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage.
5. Turabian, K. L. (1973). *A manual for writers of term papers, theses and dissertation*. Chicago University Press.

E - RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
2. <http://guides.lib.utexas.edu/education>
3. http://researchbasics.education.uconn.edu/types_of_research/
4. <http://www.eldis.org/go/home&id=2419&type=Document>
5. <http://researchbasics.education.uconn.edu/sampling/>

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Explain the process of conducting research.

CO2: Select suitable research design for their study.

CO3: Understand the significance of qualitative study in research

CO4: Understand the significance of mixed method of research

CO5: Understand the steps in action research.

CO6: Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.

CO7: Apply suitable statistical techniques to analyse the qualitative data.

CO8: Interpret the analysed data of the mixed mode research

CO9: Select suitable parametric or non-parametric tests for the data collected.

CO10: Write a research report on their own.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓
CO6	✓					✓			✓	✓							✓
CO7	✓					✓			✓	✓							✓
CO8	✓					✓			✓	✓							✓
CO9	✓					✓			✓	✓							✓
CO10	✓					✓			✓	✓							✓

SEMESTER – II

COURSE CODE: MS2ST1

CREDITS: 4

PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: Enable students to understand the historical perspective of elementary education.

CO2: Make students to categorize the agencies involved in planning and administration of elementary education.

CO3: Motivate students to gain knowledge on the concept of inspection, supervision and administration in the field of education.

CO4: Enable students to understand the importance of various funding agencies for education.

CO5: Encourage students to analyze the different schemes implemented for quality enhancement of elementary education.

UNIT - I: HISTORICAL PERSPECTIVE OF ELEMENTARY EDUCATION

Charter Act of 1813 - Macaulay's Minutes (1835) - Woods Dispatch (1854) - Hunter Commission (1882) - Lord Curzon's Resolution (1904) - Hartog Committee (1928-1929) - Basic Education (1936-1937) - Sargent Plan (1944) - Kothari Commission (1964-66) - National Policy of Education (1986) - Programme of Action (1992) - Right to Education Act (2009).

UNIT - II: PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Educational Planning and Administration: Meaning, Definition, Importance, and Types - Central Agencies: MHRD, CABE, NCERT, Kendriya Vidhayalaya Sangathan, All India Council for Basic Education (AICBE) - State Agencies: State Education Department, Department of Elementary Education, SCERT, State Welfare Departments (SC & ST),

DIET - Local Bodies: Corporations, Municipalities and Panchayats - School and Community Co-operation: Village Education Committee (VEC), Parent Teacher Association (PTA), Alumni Association and NGO's - Qualities of a School Head Mistress/Master.

UNIT - III: INSTITUTIONAL ADMINISTRATION

School Administration: Meaning and Definition – Inspection: Purpose of Inspection – Supervision: Kinds of Supervision, Characteristics of Supervision – Difference among Inspection, Supervision, and Administration.

UNIT - IV: FINANCING OF ELEMENTARY EDUCATION

Sources of Funding: Central Government, State Governments, Local, and Private Agencies - Implications of Five Year Plans on elementary education - International Funding Agencies: World Bank, UNESCO, UNICEF, UNDP.

UNIT - V: QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION

Operation Blackboard Scheme - DPEP – District Education Revitalisation Programme (DERP) – Sarva Shiksha Abhiyan - Kasturba Gandhi Balika Vidyalaya - National Programme for Education of Girls at Elementary Level (NPEGEL) - National Programme for Nutritional Support (Mid-day Meal Scheme) – Mahila Samakhya Programme – Minimum Levels of Learning (MLL) – National Curriculum Framework for School Education (2000) - Eklatva Model Residential Schools – EDUSAT and Elementary Education.

SUGGESTED ACTIVITIES:

1. Write an evaluative report on the implementation of Right to Education Act in the unaided elementary schools.
2. Examine the status of VEC in planning and administration elementary education.
3. Visit a nearby elementary school and prepare a detail report on its administrative system.
4. Prepare a trend report on the budget allocation for elementary education at the

national level.

5. Prepare a report on the use of EDUSAT in an elementary school.

TEXTBOOKS:

1. Dutt, B., & Garg, Jyoti. (2012). *Educational planning and administration*. Global Publications.
2. Mathur, S.S. (1990). *Educational administration and management*. The Indian Publications.
3. Alur, Mithu & Bach, Michael. (2005). *Inclusive education: From rhetoric to reality*. Viva Books.
4. Tilak, J.B.G. (Ed.). (2003). *Financing education in India..* Ravi Books.
5. Glickman, Carl D., Gordon, Stephen P., & Ross-Gordon, Javita M. (2017). *Supervision and instructional leadership: A development approach (10th Edn.)*. Pearson.
6. Hoy, Wayne K., & Miskel, Cecil G. (Eds.). (2004). *Educational administration policy, and reform- Research and measurement*. Information Age Publishing.

SUPPLEMENTARY READINGS:

1. Agarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational planning and administration – A guidebook*. National University of Educational Planning and Administration.
2. Dev, Braham. (2007). *Educational administration*. Vohra Publication.
3. Government of India. (1986). *National policy on education (1986)*. Ministry of Human Resource Development.
4. Ministry of Education. (1966). *Report of the education commission (1964-66): Education and national development*. Govt. of India.
5. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education in India*. National Institute of Educational Planning and Administration.

SEMESTER – II

COURSE CODE: MS2ST2

CREDITS: 4

PLANNING AND ADMINISTRATION OF EDUCATION: SECONDARY LEVEL

COURSE OBJECTIVES:

- CO1: Understand the meaning, concept and scope of educational administration and planning in India.
- CO2: Acquire knowledge about role of community in educational administration.
- CO3: Comprehend the educational planning in Five Year Plans in India.
- CO4: Sensitise RMSA and other state level initiatives in universalization of school education.
- CO5: Acquaint with the system of funding and management of secondary education in India.
- CO6: Observe the role of monitoring bodies in implementation of government schemes for universalization of school education.
- CO7: Explore the development process of universal school education in terms of its merits and demerits.
- CO8: Gain knowledge about the relationship among the Centre and State and local agencies and their role in educational administration.
- CO9: Analyze the perspective plans of secondary education in 11th & 12th Five Year Plan.
- CO10: Assimilate the conceptual frameworks for education planning in India.

UNIT – I: EDUCATIONAL ADMINISTRATION SYSTEM IN INDIA

Theory and concepts in educational administration and management - Evolution of educational administration from colonial system to present times in India: Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration: Role of MHRD, NCERT, CABE, State Education

Departments, SCERTs, Social Welfare Departments and Local bodies in educational administration.

UNIT-II: COMMUNITY PARTICIPATION IN EDUCATIONAL ADMINISTRATION

Community participation in educational administration: Rationale and need for participation, Enabling provisions in the policy (73rd and 74th Amendment, NPE-1986), Public-private partnership as a paradigm of educational administration – World Bank, UNESCO and UNICEF.

UNIT – III: SECONDARY EDUCATION PLANNING AND FIVE YEAR PLANS

Educational Planning: Guiding principles of educational planning – Planning Commission and Five Year Plans, Perspective plan for Secondary education in India in the 11th and 12th Five Year Plan - Methods and techniques of educational planning - Approaches to educational planning: Social demand approach, Man-power approach.

UNIT – IV: INITIATIVES FOR UNIVERSALIZATION OF SCHOOL EDUCATION

Conceptual Framework for Education Planning in India: Role of planning in educational development, evolution of planning from centralization to decentralization - Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions – RMSA: Administrative Structures for implementing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and State implementation partners.

UNIT – V: SECONDARY EDUCATION MANAGEMENT SYSTEM

Administration of public examinations: Role of Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), NCVT, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Smiti, Navodaya Vidyalaya School (NVS), National Institute of Open Schooling (NIOS), Tamil Nadu State Board of Education (TNSBE) - Role of Secondary Education Management Information System (SEMIS), District Information System in Education (DISE), Project Management Information System (PMIS), School Mapping and Geographical Information System.

SUGGESTED ACTIVITIES:

1. Visit the central and state pioneering educational institutions and write an essay on the educational and academic administration of them.
2. Conduct a field survey to assess community-school partnership in achieving the goals of universal schooling.
3. Identify the appropriate techniques and approaches to be used in educational planning.
4. Examine the impediments in implementation of RMSA.
5. —Common secondary education system is a dire need to our nation. Discuss.

TEXTBOOKS:

1. Lauerne, James C. (2010). *Educational planning and management*. Rajat Publications.
2. Mathur, S.S. (1990). *Educational Administration and Management*. The Indian Publications.
3. Mishra, Manju. (2007). *Modern methods of educational administration*. Alfa Publication.
4. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education in India*. National Institute of Educational Planning and Administration.
5. Ramanna, R.K. (2008). *Theory of educational administration*. Rajat Publications.
6. Sony, Sushmita. (2007). *Educational management and administration*. Adhyan Publication.

SUPPLEMENTARY READINGS:

1. Aggarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational planning and administration – A guidebook*. National University of Educational Planning and Administration.
2. Govinda, R., & Rashmi Diwan. (Eds.). (2003). *Community Participation and Empowerment in Primary Education*. Sage Publications.
3. Issac, T.M. Thomas & Richard W. Franke. (2000), *Local democracy and development: People's campaign for centralized planning in Kerala*. Left Word Books.
4. Kochhar, S.K. (1997). *Secondary school administration*. University Publication.

5. Kowalski, Theodore. J. (2001). *Case Studies on Educational Administration (3rd ed)*. Longman.
6. McGinn, Noel F. (1998). Who should govern education? Experiments with three perspectives on decentralisation. *Journal of Educational Planning and Administration*, 12 (3), 249- 269.
7. Ramchandran Padma & Vasantha, R. (2005). *Education in India*. National Book Trust.
8. Reddy, R.S. (2006). *Administration of secondary education*. Rajat Publications.
9. 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.
10. Tilak, J.B.G. (Ed.) (2003), *Education, society and development: National and international perspectives*. National Institute of Educational Planning and Administration.
11. Tilak, J.B.G. (2008). *Financing of secondary education in India*. Shipra.
12. Zaidi, S.M.I.A., Biswal, K., Mohanty, N.K., & Lal, A.A.C. (2012). *Secondary education: Planning and appraisal manual*. National University of Educational Planning and Administration.

E-RESOURCES:

1. <http://www.mhrd.gov.in>
2. <http://www.niepa.ac.in>
3. <http://www.ncert.nic.in>

COURSE OUTCOMES:

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

CO1: Explain the meaning, concept and scope of educational administration in India.

CO2: Understand the role of community in educational administration.

CO3: Assess the synchronization of educational planning and Five Year Plans of India.

CO4: Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.

