**UNIVERSITY OF MUMBAI**

**MASTERS IN EDUCATIONAL ADMINISTRATION**

**Six Semesters Part-Time Programme**

Master in Educational Administration (MEA) is a multi-level post-graduate degree course, for students from all around the world. This course deals with the study and practices concerned with the operations in educational organizations. Specifically designed for teachers, systems managers, administrators, principals and co-ordinators from schools, colleges and universities, MEA has a great potential for enhancing job prospects and performance of the incumbents in the near future. Candidates can opt for this programme and exit at various stages with a PG Diploma, Advanced PG Diploma or a Masters Degree. MEA is a programme designed to suit any person with a graduate degree, who aspires to gain knowledge in managing educational organisations.

Following is the programme structure:

| 1 | Post Graduate Diploma in Educational Administration | (PGDEA) | Semesters I & II | 1st Year |
|---|---|---|---|---|
| 2 | Advanced Post Graduate Diploma in Educational Administration | (APGDEA) | Semester III & IV | 2nd Year |
| 3 | Master in Educational Administration | (MEA) | Semesters V & VI | 3rd Year |

In order to move from one programme to another, candidates must have passed and cleared all the requirements of the previous programme/s.

All the programmes are regular, part-time and of minimum 1 year to maximum 3-years. This programme introduces the candidates to theory and functions of management of education, planning and developing and enhancing the quality of educational institutions, understanding various educational fields, modes of evaluating institutions and their programmes. Masters in Educational Administration has progressed from being a new field depending upon various ideas developed in other settings to become an established field with its own theories and research.

**Eligibility Criteria:** The eligibility criteria for the course of PGDEA, APGDEA and MEA are as follows:

1. Bachelor's degree from any recognized Indian or foreign university with 55% marks (or relevant grades) at graduate level.
   OR
2. Professional Degree with 50% marks in any field.
3. Those who have already completed the Post Graduate Diploma in Management of Education (PGDME) of the University of Mumbai or any other recognised University are eligible to take admission for APGDEA and MEA.

4. Relaxation of the minimum percentage of marks for candidates from the reserved categories will be as per State Government rules.

**Job Prospects:** MEA degree programme prepares prospective education managers, directors, administrators, principals, supervisors, teachers to manage educational institutions. The programme will encourage entrepreneurship and be of help in establishing own educational institutions or offer consultancy to others desirous of starting new ones.

## PROGRAMME STRUCTURE

| | Courses and Code | Credit Points | Number of Papers | Title of Papers | Marks- 100 | | Duration of Course |
|---|---|---|---|---|---|---|---|
| | | | | | External | Internal | |
| **Semester I** | P.G. Diploma Course in Educational Administration (PGDEA) **Credits (24)** | 12 | 2 | Course I: Theory and Functions of Management of Education | 60 | 40 | **(1 year)** |
| | | | | Course II: Human Resource Management in Education | 60 | 40 | 6 Months |
| **Semester II** | | 12 | 2 | Course III: Organisational Behaviour | 60 | 40 | 6 Months |
| | | | | Course IV: Communication Technology in Management of Education | 60 | 40 | |
| **Semester III** | Advanced P.G. Diploma In Educational Administration (APGDEA) **Credits (12)** | 12 | 2 | Course V: Institutional Planning and Management | 60 | 40 | **(1 year)** |
| | | | | Course VI: Financial Management in Education | 60 | 40 | 6 Months |
| **Semester** | | | | Course VII: | 60 | 40 | 6 Months |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| IV | **Credits (12)** | 12 | 2 | Curriculum Management | | | |
| | | | | Course VIII: Research in Management of Education | 60 | 40 | |
| **Semester V** | Masters in Educational Administration (MEA) **Credits (12)** | 12 | 2 | Course IX and X: Any two of the following courses: (a) Education and Society (b) Quality Management in Education (c) Economics of Education | 60 60 | 40 40 | **(1 year)** 6 Months |
| **Semester VI** | **Credits (12)** | | | Dissertation | 200 Marks | | 6 Months |
| | **Total Credits (72)** | | | | **Total Marks 1200** | | **3 Years** |

Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation. The dissertation shall be of 12 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

The external and internal examiners will hold viva-voce examination on the Research Project jointly and the marks for the Research Project will be awarded jointly based on the dissertation and viva-voce performance. The student shall submit two copies of the dissertation to the Head of the institution where he/she is registered.

**SCHEME OF EXAMINATION**

**Internal Assessment for each Course: 40 Marks**

**External Assessment for each Course: 60 Marks**

**The semester end examination (external component) of 60 % for each course will be as follows:**

a) Duration – 2 Hours
b) Theory Question Paper Pattern:

1. There shall be five questions each of 15 marks based on entire syllabus of the semester fifth question can be optional.
2. Question may be subdivided into sub-questions a, b, c… and the allocation of marks depend on the weightage of the topic.

**STANDARD OF PASSING THE EXAMINATION**

 To pass the examination the candidate must obtain:

a) Minimum 75% attendance for lectures held in a given course.
b) Minimum 40% of marks in all semesters should be obtained in each paper.
c) Minimum 40% marks in the dissertation.
**d)** With respect to the total marks obtained by the candidate class will be awarded to the candidates as follows:

**Conversion of Percentage of Marks to Grade Points:**

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows :

| % of marks obtained by the Student | Grade points | Letter grade |
| --- | --- | --- |
| 70-100 | 7 | O (Outstanding) |
| 60-69.99 | 6 | A |
| 55-59.99 | 5 | B |
| 50-54.99 | 4 | C |
| 45-49.99 | 3 | D |
| 40-44.99 | 2 | E |
| 0-39.99 | 1 | F (Fail) |

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the subsequent semester in which the candidate has appeared and fulfilled the credit criteria.

The grade card issued at the end of the semester to each student shall contain the following:

a) The credits earned for each course registered that semester

b) The performance in each course indicated by the letter grade
c) The Grade Point Average (GPA), of all the courses registered for the semester
d) The Cumulative Grade Point Average (CGPA)
e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the Programme will appear only on the grade card for the second semester).

A candidate who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

A candidate who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**ALLOWED TO KEEP TERMS (ATKT):**

Candidate shall be allowed to keep term for semesters irrespective of number of heads of failure in the any semester, provided he/she passes the previous semester.

**CRITERIA FOR OF OBTAINING PG DIPLOMA AND ADVANCED PG DIPLOMA AND MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION**

➢ Each of the semester has two papers 1 paper of 6 credits so total 12 credits
➢ PG Diploma in Educational Administration (PGDMA) will be awarded to students who obtain total 24 credits and passes both external and internal exams of semester I & semester II in 1-year duration.
➢ Advanced Diploma in Educational Administration (APGDMA) will be awarded to students who obtain total 48 credits and passes both external and internal exams of Semester I, Semester II, Semester III and Semester IV in 2-year duration.
➢ Masters in Educational Administration (MEA) will be awarded to students who obtain total 72 credits and pass both external and internal exams of Semester I, Semester II, Semester III, Semester IV, Semester V Semester VI in 3-year duration.

# COURSE DETAILS

## COURSE I

## THEORY AND FUNCTIONS OF MANAGEMENT OF EDUCATION

**Credit points 6**
**Marks 100**

## MODULE I: CONCEPT AND EVOLUTION OF MANAGEMENT OF EDUCATION

### Unit 1 : Management and Education
  (a) Meaning and Concept of Management
  (b) Difference Between Administration and Management
  (c) Evolution of Management of Education
  (d) Need, Scope and Objectives of Management of Education
  (e) Approaches to Education Management with Special Reference to Human Relations Approach, Systems Approach and Contingency Approach

### Unit 2 : Role of an Education Manager
  (a) Managerial Roles and Skills
  (b) Competencies of an Education Manager: Personal, Interpersonal, Academic and Professional
  (c) Relationships with Stakeholders : Internal and External Stakeholders
  (d) Managerial Ethics: Concept and Criteria of Ethical Decision Making
  (e) Code of Ethical Conduct for Educational Manager

## MODULE II : MANAGEMENT THEORIES AND CURRENT POLICIES IN EDUCATION

### Unit 3 : Theories of Management
  (a) Classical Management Theories : Scientific Management, Administrative Management, Bureaucratic Organization, Criticisms on Classical Management Theory
  (b) Neo-Classical Theories : Human-Relations School, Behavioural Schools
  (c) Modem Management Theory : Systems Theory, Contingency Theory, Organizational Humanism, Management Science

### Unit 4 : CURRENT POLICIES IN EDUCATION
  (a) Sarva Shiksha Abhiyan
  (b) Rashtriya Uchhatra Abhiyan (RUSA)
  (c) National Knowledge Commisison
  (d) Maharashtra Universities Act

## MODULE III : PLANNING AND ORGANIZING IN MANAGEMENT OF EDUCATION

### Unit 5 : Planning and Education Management
   (a)   Nature, Purpose and Objectives of Planning
   (b)   The Hierarchy of and Steps in Planning
   (c)   Management by Objectives (MBO)
   (d)   Strategic Planning for Educational Management

### Unit 6 : Organizing and Education Management
   (a) Nature , Purpose and Principles of Organizing
   (b) Process of Organizing: Departmentalization, Decentralization, Delegation
   (c) Designing Effective Organizations: Virtual or Network Organizations, Collateral Organizations

## MODULE IV: LEADERSHIP AND MANAGERIAL CONTROL IN MANAGEMENT OF EDUCATION

### Unit 7 : Leading and Education Management
   (a) Leader: Characteristics of Effective Leader, Difference between a Leader and Manager
   (b) Functions of a Leader: Decision Making, Problem Solving, Team Building, Coaching and Mentoring
   (c) Approaches and theories to Leadership : Trait Approach, Behavioural Approach: Iowa Study (Autocratic, Democratic, Lassiz Faire) Likert's 4 styles and Blake & Mounton's Managerial Grid, Contingency Approach : Fielder Contingency Approach, House and Evans Path Goal Theory
   (d) Contemporary Issues in Leadership: Transformational Leadership, Woman as a Leader, Charismatic Leadership and Entrepreneur Leadership

### Unit 8 : Controlling and Education Management
   (a) Nature and purpose of Controlling
   (b) Process of Controlling
   (c) Techniques of Controlling: Budgetary, Non-Budgetary, Time and Event Network: PERT and CPM, Management Information System (MIS)

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|---|---|---|
| 1. | Case study of an educational manager/Analyse the Maharashtra Universities Act. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

## REFERENCES

   1.  Agrawal Govinda Ram, (2006) Principle *of Management in Nepal.*

2. Fleet David D. Van and Peterson Tim O. (1994) *Contemporary Management* (Houghton Mifflin Company), Third Edition.
3. KC, Fatta B. (2003) *Principle of Management*. Kathmandu: Sukunda Pustak Bhawan
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15. Tripathi, P.C. and Reddy, P.N. (2006) *Principles of Management*, New Delhi Tata MCGraw-Hill Publishing Company Ltd.
16. Varma, M. (2001). *Managing More Effectively*, Second edition. New Delhi: Response Books,Sage Publications

<div align="center">**COURSE II**

**HUMAN RESOURCE MANAGEMENT IN EDUCATION**</div>

<div align="right">**Credit points 6**
**Marks 100**</div>

## MODULE I : MANPOWER PLANNING IN EDUCATION

### Unit 1 : Human Resource Management
    (a) Human Resource Management : Human Aspect of Management, Human Relations, Personnel Management, Human Resource Management and Human Response Management, Concept, Scope and Importance of Personnel Management, Principles and Challenges
    (b) HR Philosophy, Policies, Procedures and Practices

### Unit 2 : Determination of Human Resource Requirements
    (a) Quantitative determination of Human Resource requirements : Work Study
    (b) The Human Factor in the Application of Work Study
    (c) Working Conditions and the Working Environment
    (d) Methods Study, Approach to Methods Study
    (e) Qualitative Determination of Human Resource Requirements: Job Analysis

## MODULE II : STAFFING

### Unit 3 : Recruitment
    (a) Recruitment, Selection, Training and Development : Factors affecting recruitment, sources of recruitment (internal and external)
    (b) Basic selection model, psychological tests for selection, Requirement of a good test for selection.
    (c) Interviewing.
    (d) Placement and Induction. Training and Development. Selection Process, Testing,

### Unit 4: Staff  Development
    (a) Need and Objectives of Staff Development
    (b) Methods and Process of Staff Development
    (c) Training
    (d) Executive Development
    (e) Competency Development

## MODULE III:  MANAGING FOR HIGH PERFORMANCE

### Unit 5 : Performance Management
    (a) Performance Management: Meaning, Objectives, Principles, Process and Concerns
    (b) Job Description and Performance Appraisal
    (c) Models of performance management

(d) Performance  Coaching: Objectives, conditions of effective coaching, process and phases
(e) Strategies to improve performance

## Unit 6 : **Application of Performance Management:**
   (a) Measuring Performance: Performance Appraisal with reference to its Purpose and Process, components and benefits
   (b) Concerns and Issues related to appraisal
   (c) Concept of Pay for Performance in Education
   (d) Reward for performance

## MODULE IV :  Mechanisms for Human Resource Development

## Unit 7 : Tools and techniques
   (a) Potential Appraisal and Development,
   (b) Performance Counselling,
   (c) Job Rotation, Job Enrichment,
   (d)  360 Degree Feedback,
   (e) Ethics of Appraisal

## Unit 8 : Psychological Aspects of Human Resource Management
   (a) Employee motivation and job satisfaction
   (b) Employee morale and discipline
   (c) Absenteeism, Separation
   (d) Grievance Management: Causes, Steps and Types of Grievances, Mechanisms of Handling Grievances

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|---|---|---|
| 1. | Develop tools for performance appraisal of teaching and non-teaching staff/Develop a training programme for educational leaders (principals/supervisors etc.) | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

## REFERENCES

   1. Armstrong, M. & Baron A. (2007): Performance Management: The New Realities, Delhi: Jayco Publishing House
   2. Bhattacharya, D.K. (2001) *Managing People*. New Delhi: Excel Books.
   3. Bush T., L. B. (2003). *The Principles and Practice of Educational Management.* (Edited, Ed.) New Delhi: Sage Publications.
   4. Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999*) Educational Management.* London: Paul Chapman Publishing Ltd.
   5. Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.

6. Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: Himalaya Publishing House.
7. Mathur, R (2004): Human Resourcea and Personnel Management, Jaipur: Wide vison publisher
8. Pareek, Udai & T V Rao (2008) *From a Sapling to the Forest: The saga of the development of HRD in India*. Human Resource Development International, 11 (5), 555-464.
9. Rao, VSP.(2006 ) *Human Resource Management: Text and Cases,* (2nd Edition)
10. Rao, et.al.(2001). *360 Degree Feedback and Performance Management System*, Delhi: Excel Books
11. Saini Debi, K. S. (2000). *Human Resource Management.* New Delhi: Response Books, Sage Publications.
12. Sarma, M.A. (2008) *Performance Management System*, Mumbai: Himalayan Publications

## COURSE III

## ORGANISATIONAL BEHAVIOUR

**Credit points 6**
**Marks 100**

## MODULE I : FOUNDATIONS OF INDIVIDUAL BEHAVIOUR

### Unit 1 : Organisational Behaviour
(a) OB: Meaning
(b) Contributing disciplines to OB field
(c) Challenges and opportunities of OB
(d) Historical evolutions of OB

### Unit 2 : Understanding People in Organizations
(a) Values , loyalty and ethical behaviour
(b) Attitudes: Nature, dimensions and components of attitude. Function of an attitude (adjustment, value expression, ego-defensive, knowledge). Changing attitudes, Types of attitude( Job satisfaction and Organizational Commitment)
(c) Organizational Commitment: Meaning and outcomes of Organizational Commitment, Organizational Citizenship Behaviour

## MODULE II : PERSONALITY AND EMOTIONS

### Unit 3 : Understanding Personality of Individuals
(a) Personality : Concept, Determinants, Traits
(b) Major personality attributes influencing OB
(c) Theories of personality

### Unit 4 : Emotions
(a) Emotions: Meaning, Dimensions
(b) Gender and emotions

(c)  Managing emotions at work

## MODULE III : ORGANISATIONAL POLITICS

### Unit 5 : Individual Differences and Organisational Politics
(a) Individual Differences : Intelligence, Self-Concept, Learning Styles and Types of Fit
(b) Motivation **:** Maslow's Need Hierarchy, Herzberg's Two Factory Theory, Vroom's Expectancy Theory
(c) Communication and Feedback. Transactional Analysis (TA), Johari Window

### Unit 6 : Organisational Politics and Power
(a) Meaning of Power, Authority, Politics
(b) Power and Decision-making
(c) Typology of Power and Influence
(d) Managing the Boss

## MODULE III : MANAGING BEHAVIOUR IN ORGNISATION

### Unit 7 : Behaviour Management
(a) Stress Management: Meaning, Causes, Symptoms, Types of stress. Relationship between stress and performance, Stress handling strategies
(b) Conflict Management: Meaning, Causes, Symptoms, Types of stress. Relationship between stress and performance, Stress handling strategies
(c) Time Management: Meaning, Approaches for managing time, Obstacles to Time management, Strategies of Time Management

### Unit 8 : Group Dynamics
(a) Defining and classifying group, determinants of group behaviour,
(b) Stages of group development: five stage model
(c) Group structure: formal leadership roles, norms and status
(d) Group decision making techniques
(e) Teams: Teams v/s groups, nature, types and issues in managing teams


## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Analysis of motivation of teachers in an institution/Analyse the structure of the informal group/s in your institution. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |


### REFERENCES

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# COURSE IV

# COMMUNICATION TECHNOLOGY IN MANAGEMENT OF EDUCATION

**Credit points 6**
**Marks 100**

**MODULE I : CONCEPT AND APPLICATIONS OF INFORMATION SYSTEM     CREDIT 1**

**Unit 1 : Information Needs in Management of Education**
  (a)   Changes in Education Management
  (b)   Need for Data
  (c)   Information Needs of Different Decision-Making Levels
  (d)   Information and Educational Management
  (e)   Concept of Education Technology (ET) as a Discipline: (Information Technology, Communication Technology   and Information and Communication Technology (ICT) and Instructional Technology
  (f)   Traditional Computer-based Technology and its Application, Digital Communication Technology

**Unit 2 : Meaning and Application of Information System in Education Management**
  (a)   Types of Information Systems : Transactions Processing Systems, Education Management Information Systems, Decision Support Systems,

(b)   EMIS : Meaning, Need, Functions and Application in Education
(c)   Computer-Assisted Institutional Information System Framework: Student Administration, Personnel record, Time-table Management, Financial Monitoring and Planning, Institutional Planning and Capacity Planning, Library, Students Evaluation.
(d)   ICT in Student-Learning, Teaching and Research and Administration
(e)   Strategies in Managing the Use of ICT

## MODULE II : Development and Application of Educational Management Information System (EMIS)                                       CREDIT 1

### Unit 3 : Development of EMIS
(a)   Integrated EMIS in Education
(b)   Information Flow in EMIS
(c)   Design and Development of  EMIS in Education,
(d)   Steps of Work Procedure in EMIS
(e)   Components of EMIS Life Cycle

### Unit 4 :  Applications of EMIS
(a)   Concept, Goals and Objectives, Key Features and Benefits of ICT
(b)   Impact of EMIS
(c)   EMIS and Computers, Academics and Users
(d)   Data, Information and Knowledge
(e)   Orientation towards User Needs
(f)   ICT Standards for Management
(g)   Knowledge, Skills and Attributes of ICT Manager

## MODULE III :  ICT in Teaching

### Unit 5 :  Instructional Technology
(a) Concept of Instructional Technology
(b) Overview of Behaviourist, cognitive and constructivist Theories and their implications to Instructional    Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
(c) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups )
(d) Selection of appropriate media - synchronous and asynchronous – for formal, informal and non formal settings.

### Unit 6 : Concept and Components of Instructional Design (ID)
a)  Systems Approach to Instructional Design
b)  Models of Development of Instructional Design (ADDIE, ASSURE ,Dick and Carey Model Mason's)
c)  Gagne's Nine Events of Instruction and Five 'E's of Constructivism
d)  Nine Elements of Constructivist Instructional Design
e)  Instructional Design for Training

## MODULE  IV : ICT IN RESEARCH AND MANAGEMENT

**Unit 7 : Indicators in Education Management**
- (a)    Types and Use of Indicators in Education, Factors in Education Production Process
- (b)    Characteristics of a Good Indicator
- (c)    Identification of Indicators in EMIS in Education
- (d)    Indicators of Quantity and Quality in Education, Indicators of Internal and External Efficiency in Education, Indicators of Equity in Education
- (e)    Indicators of Quality at Different Levels : Primary, Secondary, Tertiary, Teacher Education
- (f)    Limitations in the Use of Indicators
- (g)    Computational Techniques Applied in Education Performance Indicators Process and Stages of Development of Indicators in Education
- (h)    Projection Methodologies

**Unit 8 : ICT and Research**
- (a) Use of Computers in Research
- (b) EMIS and Action Research
- (c) ICT Mediated Research

**PRACTICAL WORK FOR INTERNAL ASSESSMENT**

| Sr. No | Particulars | 40 Marks |
|---|---|---|
| 1. | Designing and developing EMIS for an educational institution/Develop a proposal for ICT mediated research. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

**REFERENCES**

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**Useful Websites**
http://www.learningapple.com/id3/resources.htm
 http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm
http://www.coe.uh.edu/courses/cuin6373/whatisid.html
http://www.coe.uh.edu/courses/cuin6373/index.html
http://edutechwiki.unige.ch/en/Instructional_design
http://www.stylusinc.com/WebEnable/elearning_solutions/instructional_design_process.php

http://www.gdrc.org/info-design/instruct/intro.html
http://en.wikipedia.org/wiki/Instructional_design
http://www.dokeos.com/doc/thirdparty/Epic_Whtp_learningdesign.pdf
http://edutechwiki.unige.ch/en/Open_and_distance_learning
unesdoc.unesco.org/images/0012/001284/128463e.pdf
www.webopedia.com/TERM/D/distance_learning.html
http://cemca.org/disted/Ansari_MM__0256.pdf
www.westga.edu/~distance/ojdla/fall53/valentine53.html
webserver.ignou.ac.in/institute/handbook5/Section%203.pdf
webserver.ignou.ac.in/institute/handbook5/Section%203.pdf
http://www.authorstream.com/Presentation/bhanumurthykv-33050-self-learning-material-sim-lessons-writing-study-education-ppt-powerpoint/
http://en.wikipedia.org/wiki/E-learning

## COURSE V

## INSTITUTIONAL PLANNING AND DEVELOPEMNT

**Credit points 6**
**Marks 100**

## MODULE I : INSTITUTIONAL PLANNING AND EVENTS

### Unit 1 : Institutional Planning
   (a) Institutional Planning : Meaning, Importance, Benefits
   (b) Institutional Context, Vision, Mission, Cultural Values
   (c) Policy Statement and Principles
   (d) Steps : Analysis, Survey, Improvement, Implementation, Evaluation.

### Unit 2 : Time-Table and Event Management
   (a) Time Table Management : Meaning, Functions, Importance, Principles of Time-Table Making and Types
   (b) Event Management : Meaning and types of events in educational institutions, Need and importance of events, Principles of Organising Curricular and Co-Curricular Activities, Steps of Organising Events
   (c) Networking : Meaning, types of institutional networking, Merits, Advantages.

## MODULE II : ORGANISATIONAL DEVELOPEMNT AND CHANGE

### Unit 3 : Organisational Development
   (a) Definition of Organisation and Organisation Development (OD), Characteristics and Principles of OD
   (b) History of OD
   (c) Models of OD : Action Research Model, Organisation Development Process Model, Appreciative Inquiry Model
   (d) Integrated Strategic Programme for OD : Valuing People, People Management, Leading and Developing People
   (e) Use of OD

### Unit 4 : Management of Change
    (a)  Change as a Continuous Process
    (b)  Planning for Change, Force Field Analysis
    (c)  The Process of Planned Change, Key Roles in the Change Process
    (d)  Strategies of Implementing Change, Resistance to Change and Overcoming it

## MODULE III : TEAM BUILDING AND ORGANISATIONAL CULTURE

### Unit 5 : Team Building
    (a)  Team Building : Meaning and Need
    (b)  Strategies of Team Building
    (c)  Team Development : Tuckman's Team Development Model, Achieving Group Consensus
    (d)  Establishing Team Norms, Ground Rules for Effective Teams

### Unit 6 : Organisational Culture
    (a)  Organisational Culture : Meaning and Definition
    (b)  Elements and Content of Organisational Culture
    (c)  Organisational Culture and Performance
    (d)  Strategies for Changing and Strengthening Organisational Culture
    (e)  Assessing Organisational Culture

## MODULE IV : INNOVATIONS IN EDUCATION

### Unit 7 : Educational Innovations
    (a)  Innovations : Meaning, Innovations for Learner-Centred Education, Needs Driven Approach to Innovation, Technology and Innovations, Challenges, Opportunities and Barriers
    (b)  Causes of Innovations : Critical Incidents, Recommendations from Research, Promotion of Innovations by Change Agents
    (c)  Phases of Innovation

### Unit 8 : Research and Development in Education
    (a)  Types of Research for Development : Foundational Research, Exploratory Research, Design and development Research, Efficacy, Effectiveness and Scale-Up Research,
    (b)  Assumptions of Knowledge Generation

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Preparation of an institutional plan for an institution/Analyse the organisational culture of an institution. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

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18. Schein, E. (1987). *Process Consultation Volume II: Lessons for Managers and Consultants.* Reading, MA: Addison-Wesley.
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## COURSE VI

## FINANCIAL MANAGEMENT IN EDUCATION

**Credit points 6**
**Marks 100**

## MODULE I : EDUCATION AND POLICY MAKING

### Unit1 : Educational Policy-Making
   (a) Policy Definition and Scope, Dimensions of Policy Making
   (b) Making Strategic Decisions
   (c) Conceptual Framework for Policy Analysis
   (d) The process of Generating Policy Options
   (e) Evaluation of Policy Options, Making the Policy Decision, Planning policy implementation, Policy impact assessment

### Unit 2 : Public Private Partnership Models in Education
   (a) Concept of Public-Private-Partnership (PPP)
   (b) PPP and Privatization
   (c) Benefits of PPP
   (d) Principles of PPP
   (e) Models of PPP in Higher Education: Basic Infrastructure Model, Outsourcing Model, Equity/Hybrid Model and Reverse Outsourcing Model
   (f) Benefits and Disadvantages of PPP

## MODULE II : FINANCING IN EDUCATION

### Unit 3 : Financial Management in Education
   (a) Finance : Meaning, Definition and Types of Finance
   (b) Financial Management : Meaning and Importance of Financial Management, Scope, Objectives of and Approaches to Financial Management
   (c) Characteristics of Financial Management in Education

### Unit 4 : Programme and Project Development in Education :
   (a) Meaning of the Terms Programme and Project,
   (b) Project Development Cycle (Needs Assessment, Project Design and Implementation, Project Evaluation and Data Collection Instruments)
   (c) Logic Model as a Tool for Program Development and Evaluation
   (d) Levels of Evaluation

## MODULE III : BUDGETING IN EDUCATION

### Unit 5 : Budget and Budgeting Practices
   (a) Meaning of Budget, Budget Preparation, Adoption, Execution and Monitoring.
   (b) Objectives of Budget Preparation,  Importance of a Medium-Term Perspective for Budgeting, Conditions for Sound Budget Preparation, Principles of Performance Funding
   (c) Steps of Budget Preparation

(d) Lower Cost-High Quality Models in Higher Education and Associated Principles

## Unit 6 : Budgeting Practices and Opportunities for Change
    (a) Opportunities for Change in Budgeting Practices
    (b) Equitable Student-Based Budgeting
    (a) Staffing-Based budgeting
    (b) Challenges to Implementing Student-Based Budgeting


## MODULE IV : COSTING AND PLANNING OF EDUCATION

## Unit 7 : Planning and Forecasting in Education
    (a) Meaning and Objectives
    (b) Information Necessary for Forecasting
    (c) Components of a Forecasting Model
    (d) Time Series based Forecasting Model

## Unit 8 : Cost and Pricing of Education
    (a) Concept of Cost of Education. Types of Educational Costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost
    (b) Micro and Macro aspects of pricing of education (Theoretical Study)
    (c) Practical solution to the pricing of education especially at the tertiary level
    (d) Problem of capitation fees


## PRACTICAL WORK FOR INTERNAL ASSESSMENT


| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Preparation of a budget for an institution/Develop fee structure of an academic programme. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

## REFERENCES

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3. *Financial Literacy Training for High School Students Southern New Hampshire University and the National Association of Securities Dealers Education Foundation* www.snhu.edu 2500 N. River Road, Manchester, NH 03106; tel. (800) 668-1249; info@snhu.edu

4. *Financing Your Future National Council of Economic Education* (NCEE) www.ncee.net 1140 Avenue of the Americas, New York, NY 10036.
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   http://www.iaoed.org/files/7_Patrinos_web_030407.pdf

# COURSE VII

## CURRICULUM MANAGEMENT

**Credit points 6**
**Marks 100**

## MODULE I: CONCEPT AND FOUNDATIONS OF CURRICULUM PLANNING AND DEVELOPMENT

### Unit 1 : Concept, Principles and Process of Curriculum Development
   (a)   Concept (Meaning and Characteristics) of Curriculum and Curriculum Development.
   (b)   Guiding Principles for Curriculum Development.
   (c)   Stages in the Process of Curriculum Development
   **(d)**   National level Statutory Bodies- UGC, NCTE

### Unit 2 : Foundations of Curriculum Planning
   (a)   Philosophical Bases (National, Democratic).
   (b)   Sociological basis (Socio Cultural Reconstruction).
   (c)   Psychological Bases (Learner's Needs and Interests).
   (d)   International Norms (Benchmarking).

## MODULE II : CURRICULUM DESIGN

### Unit 3 : Models of Curriculum Design
   (a)   Academic/ Discipline Based Model.
   (b)   Competency Based Model.
   (c)   Social Functions/Activities Model (socio social   reconstruction).
   (d)   Individual Needs & Interests Model
   (e)   C I P P Model (Context, Input, Process, Product Model

### Unit 4 :  Designing of Curriculum
   (a)   Goals, Objectives and specifications of Curriculum.
   (b)   Criteria for Designing Curricular Content (Selection, Scope, Balance,
   (c)   Sequence, Continuity).
   (d)   Importance and Designing of Core and Special Courses
   (e)   Criteria for Selection and Organization of Learning Activities.

## MODULE III : CURRICULUM ORGANIZATION AND TRANSACTION

### Unit 5 : Organizing and Transacting the Curriculum
   (a)   Organizing the Curricular Content
   (b)   Methodology of Teaching and Evaluation
   (c)   Role of Teachers in Curriculum Transaction

(d)     Role of National and State Level Bodies National Commission for Higher Education (NCHE)  and State Commission for Higher Education (SCHE) in Curriculum Transaction

## Unit 6 : Theories and Curriculum Development
(a)     Curriculum and Constructivism
(b)     Curriculum and Critical Theory
(c)     Curriculum and Poststructuralist Theory

## MODULE IV: CURRICULUM EVALUATION AND TRENDS

## Unit 7 : Evaluation of Curriculum
(a)     Concept and Need for Evaluating the Curriculum
(b)     Sources of Evaluation
(c)     Aspects of Evaluation – Goals and Objectives, Content, Methods, Processes and Curriculum Materials
**(d)**     Models of Curriculum Evaluation (Tyler's, Stakes', Scriven's and Krikpatrick's Model)

## Unit 8 : Current Trends in Curriculum Development
(a)     Autonomy and Curriculum Development.
(b)     Institutionalization of Curriculum Development.
(c)     Curriculum for Inclusion.
(d)     Curriculum for International and Multicultural Education.
(e)     E –learning and Curriculum Development

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|---|---|---|
| 1. | Developing a curriculum evaluation tool/Designing a curriculum for an innovative programme. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

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**Some Useful Links:**

http://www.paisley ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp
http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/obj-based-proc-model.htm
http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm.
http://www.infed.org/biblio/b-curric.htm

**RESEARCH METHODOLOGY IN MANAGEMNT OF EDUCATION**

**Credit points 6**
**Marks 100**

## MODULE I : UNDERSTANDING AND PLANNING FOR RESEARCH

### Unit 1 :  Research in Management of Education
  (a)  Meaning of research, scope of research in management of education.
  (b) Meaning and steps of scientific method. Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
  (c) Paradigms of Research: Quantitative and Qualitative.
  (d) Types of research: Fundamental, Applied and Action.

### Unit 2 : Research Proposal
  (a) Identification of a research topic: Sources and Need.
  (b) Review of related literature.
  (c) Rationale and need of the study.
  (d) Conceptual and operational definition of the terms.
  (e) Variables.
  (f) Research questions, aims, objectives and hypotheses.
  (g) Assumptions, if any.
  (h) Methodology, sample and tools.
  (i) Scope, limitations and delimitations.
  (j) Significance of the study.
  (k) Bibliography.
  (l) Time Frame.
  (m)Budget, if any.
  (n) Chapterisation.

## MODULE II : RESEARCH DESIGN

### Unit 3 : Variables and Hypotheses
  (a) Variables:
- Meaning of  Variables
- Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

  (b) Hypotheses
- Concept of Hypothesis
- Sources of Hypothesis
- Types of Hypothesis (Research, Directional, Non-directional, Null)
- Formulating Hypothesis

**Unit 4 : Research Methodology**
 (a) Descriptive Research:
- Causal-Comparative
- Correlational
- Case Study
- Survey Research
- Document Analysis and Historical Records
- Cost Analysis
- Narrative Research

 (b) Experimental Research:
- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design. / Independent groups and repeated measures.
- Internal and External Experimental Validity.
- Controlling extraneous and intervening variables.

 (c) Action Research : Meaning, Characteristics, Steps

## MODULE III : SAMPLING AND TOOLS OF RESEARCH

**Unit 5: Sampling**
 (a) Concepts of Universe and Sample
 (b) Need for Sampling
 (c) Characteristics of a good Sample
 (d) Techniques of Sampling
- Probability Sampling
- Non- Probability Sampling

**Unit 6: Tools and Techniques of Research**
 (a) Steps of Preparing a Research Tool.
- Validity (Meaning, types, indices and factors affecting validity)
- Reliability(Meaning, types, indices and factors affecting reliability)
- Item Analysis ( Discrimination Index, Difficulty Index)
- Index of Measurement Efficiency.
- Standardisation of a tool.

 (b) Tools of Data Collection
- Rating Scale
- Attitude Scale
- Opinionnaire
- Questionnaire
- Aptitude Test
- Check List
- Inventory
- Semantic Differential Scale

 (c) Techniques of Data Collection
- Observation
- Interview (Structured, Semi-Structured, Unstructured, Focus Group)

- Projective.
  (Tools to be used for collecting data using these techniques to be discussed in detail.)

## MODULE IV: ANALYSING DATA AND REPORT WRITING

### Unit 7: Data Analysis
(a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)
(b) Quantitative Data Analysis
- Parametric Techniques
- Non- Parametric Techniques
- Conditions to be satisfied for using parametric techniques
- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)
- Inferential data analysis
- Use of Excel in Data Analysis
- Concepts, use and interpretation of following statistical techniques: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis), Time Series Analysis.
- Testing of Hypothesis
- Type I and Type II Errors.
(c) Qualitative Data Analysis
- Data Reduction and Classification
- Analytical Induction
- Constant Comparison

### Unit 8: Research Reporting
(a) Format, Style and Mechanics of Report Writing with Reference to
  (i)  Dissertation and Thesis and (ii) Paper.
(b) Bibliography
(c) Evaluation of Research Report.

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Preparation of a research proposal/Development of a research tool. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

## REFERENCES

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27.  Zuber-Skerritt, Ortrun, ed. (1991) *Action Research for Change and Developemt*. Aldershot : Gower.

# COURSE IX

## EDUCATION AND SOCIETY

**Credit points 6**
**Marks 100**

## MODULE I : EDUCATION AND ITS PURPOSE

### Unit 1 : Education for Science, Values and Citizenship
   (a) Education for Science (C.D. Hardie)
   (b) Education for Values (Moral, Spiritual- Gandhi, Aesthetic-Tagore)
   (c) Education for Citizenship(Rousseau and  Dewey)

### Unit 2 : Education for Self, Society and Humanities
   (a) Education for Self  (J. Krishnamurthy)
   (b) Education for Society (Paulo Freirie and Savitribai Phule)
   (c) Education for Humanities (Martha Nussbaum )

## MODULE II : SOCIETAL INFULENCES ON EDUCATION

### Unit 3 : Education and Culture
   (a) Concepts of Culture, Sub-Culture and Multiculturalism.
   (b) Goals and Characteristics. Dimensions of Multicultural Education  (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture)
   (c) Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist)
   (d) Relationship between culture and education

### Unit 4 : Education, Law and Society
   (a) Constitutional Provisions on Education and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students; Approaches to professionalization of higher education
   (b) Mass Media and Education
   **(c)** Globalization and its impact on Education

## MODULE III : EDUCATION - FUNCTIONS AND SOCIAL MOBILITY

### Unit 5:  Social Stratification and Social Mobility
   (a) Concept and Types of Social Stratification and Social Mobility
   (b) Theories of Social Stratification-Functionalist and Conflict Theory
   (c) Stratification and Equality of Educational Opportunity.

### Unit 6:  Institutionalization and Education
   (a) Concept of Institutionalization
   (b) Types of Social Institutions and their Functions
   (c) Dimensions of Education as a Social Institution : Structure, Function and Culture
   (d) Education as a Social Institution and Distributive Justice

## MODULE IV : EDUCATION AND POLITICS

**Unit 7 : The Influence of the Political System on Education**
  (a) Influence of Political Ideology on the Educational Aims and Policies
  (b) Influence of the Type of Political System on the system of Educational Administration
  (c) Influence of the Political Culture on Educational Values

**Unit 8 : The Influence of the Educational System on Politics**
  (a) Role of Education in Transmitting Political Ideology
  (b) Role of Education in Political Socialization
  (c) Role of Education in Political Stability and Development.

**PRACTICAL WORK FOR INTERNAL ASSESSMENT**

| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Evaluating any one policy related to education/Analyse the mutual relationship between education and politics in the Indian context. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

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**COURSE X**

## QUALITY MANAGEMENT IN EDUCATION

**Credit points 6**
**Marks 100**

### MODULE I: CONCEPTUAL FRAMEWORK OF QUALITY

**Unit 1: Quality in Education**
    (a) Concept of Quality and Quality in Education : Indian and International perspective
    (b) Concepts of Quality Learning Environments, Quality Teaching, Quality Learners`, Quality Processes, Quality Curriculum

**Unit 2: Evolution of Quality**
    (a) Dimensions and Characteristics of Quality
    (b) Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total quality Management (TQM), Six sigma
    (c) Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, Philip Crosby, C.K Pralhad, Subir Chowdhari

### MODULE II: ROAD-MAP TO QUALITY

**Unit 3: Total Quality Management in Education**
    (a) Concept of Total Quality Management (TQM )
    (b) Strategic Planning : Leadership, Identifying the Mission, Creating a Vision, Generating Quality Culture, Establishing Goals and Objectives
    (c) Improving Quality: Kaizen approach, Management by Facts, Systems thinking
    (d) Decision Making in Quality Management: Types of decisions (Programmed and Non programmed), Bounded rational model, Normative model of group decision making, Techniques of improving decision making : Nominal group technique, Delphi technique

**Unit 4: Institutional Building for Quality Management**
    (a) Difference Between a Quality Institution and Ordinary Institution
    (b) Strategic Plan Models: 4 Generic Strategies (Basic-open, Enhanced-open, Basic –niche, Enhanced niche)
    (c) Participatory Management and Team Building: Development of Teams, Effective and Ineffective Teams
    (d) Models of Evaluation: Kemmi's Participatory and Stufflebeam's CIPP Evaluation Model

### MODULE III: CONTROLLING QUALITY

**Unit 5: Educational Quality Management Systems**
    (a) Stages of Quality Management Systems
    (b) Educational Quality Management Systems: International Organization for Standardization (ISO) and Integrated Management System (IMS).
    (c) Rewards And Recognition: EQFI's India Education Awards, Malcom Baldridge Award

in Education
(d) Quality Audit: Types, Procedures
(e) Quality Circles: Structure, Implementation, Operations and Benefits

## Unit 6 : Measurements for improving Quality
(a) Tools : Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram
(b) Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA)
(c) Cost of Quality: Appraisal Costs, Failure costs and Preventable costs.

## MODULE IV: QUALITY STANDARDS FOR EDUCATION

## Unit 7 : Quality Maintenance and Sustenance
(a) Agencies of Education: Objectives, Functions, Roles and Initiatives
   o *National Level:*
   i. National Assessment Accreditation Council (NAAC): Performance Indicators
   ii. Quality Council of India (QCI)
   iii. National Accreditation Board of Education Training (NABET)
   o *International Level:* Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)
(b) Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits

## Unit 8 : Concerns for Quality
(a) Factors Influencing Quality: Economical factors like General Agreement on Trade in Services (GATS), Liberization Privatization Globalization (LPG)
(b) Public Private Partnerships in India, Corporatization
(c) Quality Crisis in Teacher Education
(d) Bench marks in Higher Education: Indian Institutes of Management (IIMs), Indian Institutes of Technology (IITs)

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|--------|-------------|----------|
| 1. | Case study of an institution having ISO certification/ Conduct academic audit of an institution. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

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**COURSE XI**

**ECONOMICS OF EDUCATION**

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**Credit points 6**
**Marks 100**

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## MODULE 1 : CONCEPTUAL BACKGROUND AND COST OF EDUCATION

### Unit 1 :  Conceptual Issues in Economics of Education
(a) Meaning, definition, scope and importance of Economics of Education
(b) The relationship between education and the economic system. The role of the economic system in (a) financing of education, and (b) absorbing the educated manpower
(c) Education as an industry
(d) Education as consumption and Education as individual, social and national  investment
(e) Spill-over and inter-generational effects of education.

### Unit 2 : Cost of Education
(a) Concept of Cost of Education. Types of Educational Costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost.
(b) Unit cost of Education: Its estimation. Its applications to different levels, modes and types of education. (Levels: Primary, Secondary and Tertiary, Modes: Formal and Distance, Types: a) General i.e. Arts, Science and Commerce, b) Professional and c) Technical)
(c) External and Internal Efficiency of Education.

### Unit 3 : Cost-Benefit Analysis in Education
(a) Meaning of cost-benefit-analysis. Its purpose and problems
(b)  Profiles of age-education-earnings. Calculation, private, marginal and benefit cost ratio
(c) Interpretations and evaluation of rates of return on investment in education
(d)  Cost Effectiveness Analysis in Education. Difference between Cost-Benefit and Cost-Effectiveness Analysis
(e)  Concept of Cost Consciousness in Education,

## MODULE 2: FINANCING OF EDUCATION

### Unit 4 : Pricing of Education
(a) Micro and Macro aspects of pricing of education (Theoretical Study)
(b) Practical solution to the pricing of education especially at the tertiary level.
(c) Problem of capitation fees.

### Unit 5 : Financing of Education
(a)  Sources of finance for education: private, public, fees, donations,  Endowments and grants. Grant-in-aid principles and practices with special reference to higher education.

(b) Government's role in financing education at different levels with special reference to higher education.

## Unit 6 : Allocation of funds to Education in the 5-year Plans
  (a) The concepts of five year planning.
  (b) Actual and estimated allocation of funds at different levels of education in the
  (c) Five-year plans ( I- IX Plans), Priority for education in the various five year plans. Priorities within education in the various five year plans.
  (d) Educational expenditure and national economy.
  (e) Expenditure of education, public education at different levels (central state level) in India.
  (f) Types of plans-Central, State and Institutional.

## MODULE 3: ECONOMIC DEVELOPMENT AND EDUCATION

### Unit 7 : Human Resource Development
  (a) The concept of human resource development. Meaning, definition, significance and Development of human resources through education
  (b) Need for manpower planning and Estimation of manpower requirements.
  (c) Human capital and its relation to other forms of resources and need for retraining.
  (d) The problems of educated unemployment, underemployment and disguised unemployment.
  (e) Meaning and purpose of Economics of Teacher Provision
  (f) Estimating the demand for and supply of teachers and the problems associated with the estimation.
  (g) Policy implications of economics of teacher provision.

### Unit 8 :   Education and Economic Development
  (d) The concepts of economic development and economic growth.
  (e) The interrelationship between education and economic development. Education as a prerequisite, as an accelerator and a major determinant of economic development.
  (f) Suggestions for improvement in the educational system for enhancing and sustaining economic development.
  (g) Resource constraints and Resource mobilization.
  (h) Education and economic development in urban and rural areas.

## MODULE 4: MEASUREMENT OF CONTRIBUTION OF EDUCATION TO ECONOMIC GROWTH

### Unit 9 : Measuring the Contribution of Education to Economic Growth
  (a) Approaches other than Cost Benefit Analysis.
  (b) Correlation Approach,
  (c) Residual approach
  (d) Manpower Forecasting Approach
  (e) Wage-Differential Approach.

### Unit 10 : Productivity and Wastage in Education
   (a) Productivity of the educational system and Learning for productivity objectives
   (a) Internal and external efficiency of the Educational system
   (b) Dual approach, Process approach, Product approach
   (c) Meaning, definition and significance of wastage in education
   (d) Estimation of the drop-out rates at different levels of education
   (e) Types of wastage: Money, Time Material resources, human capital and ideological

### Unit 11 : Education, Equity and Income Distribution
   (a) Educational equity measures-(a) the equal opportunity criterion, (b) the cost- benefit criterion, and (c) the ability to pay criterion
   (b) Education as a determinant of income variance, and the relevant contribution of different levels of education
   (c) Tools to assess the equity and income distribution
   (d) The Gini coefficient, the Lorenz curve

## PRACTICAL WORK FOR INTERNAL ASSESSMENT

| Sr. No | Particulars | 40 Marks |
|---|---|---|
| 1. | Conducting cost benefit analysis of an educational institution/ Computing Unit Educational Cost for an institution/programme. | 20 Marks |
| 2. | One written assignment/Seminar presentation/book review per course held in the given semester | 20 Marks |

## REFERENCES
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