

**Course Code** ✓ : EDN 300

**Course Title** : Educational Management

**Total Contact Hours** : 60

**Total Credits** : 4

**Total Marks** : 100

**Course Objectives (COs)** The course objectives are to enable students to:

1. describe the principles and practices of educational management
2. devise strategies for educational planning and assess its significance in the educational context
3. examine the relevance and application of management principles in the teaching-learning process
4. measure the impact of leadership in educational settings

**Learning Outcomes (LOs)** At the end of the course, students will be able to:

1. explain the concept of Educational Management
2. describe educational planning and supervision
3. analyse the process of educational management
4. recognise the implications of leadership style and its impact on performance

#### **Unit I. Introduction to Educational Management**

- Educational Management: Concept, Need and Scope of Educational Management
- Types: Centralized and Decentralized, Authoritarian and Democratic
- Objectives and Principles of Management
- Role of Educational manager

#### **Unit II: Educational Planning**

- Educational Planning- Meaning, need and significance
- Aims and objectives of educational planning
- Types and Process of Educational planning
- Institutional Planning-Meaning, needs and importance

#### **Unit III: Management of Teaching-Learning Process**

- Management of Teaching-Learning Process- Planning, Organizing, Leading and Evaluating
- Managerial Skills for Teachers
- Concept of Organizational Behaviour
- Factors affecting Organizational Behaviour (Personal, Social, Cultural, Political and Institutions)

#### **Unit IV: Leadership Behaviour and Supervision**

- Concept of Leadership Behaviour
- Factors affecting Leadership Behaviour
- Leadership Styles- Autocratic, Democratic, Transformational, Transactional and Laissez- Faire
- Supervision – Concept, types, and principles of Supervision

#### **Sessional Work**

- Internal Test/Assignment 25 Marks

#### **Activity(Any one)**

1. Write a report on the process of educational management of any school.
2. Identify the roles of educational leaders to plan various institutional activities and write a report.
3. Identify the managerial skills for teachers in the classroom and write a report.
4. Role play on any one leadership styles
5. Any other

#### **Suggested Readings**

1. Aggarwal, J. C. (1994). Educational administration, management and supervision. Arya Book Depot.
2. Ahuja, A. K. (2007). Educational management, planning and finance. DVS Publishers & Distributors.
3. Ananda, W. P. G. (1984). General principles of management for educational planners and administrators. UNESCO.
4. Bhattacharya, S. (2012). Educational management: Theory and practice. EBH Publishers.
5. Bhatnagar. & Gupta. (2006). Educational management. R. Lall Book Depot.
6. Dennison, Bill (1987). Challenges in Educational Management Principles into Practice. London: Croom Helm Publishers.
7. Guruge, A. W. P. (1984). Principles and Problems of Educational Management. UNESCO, Paris.
8. Krishnamacharyulu, V. (2008). School management and system of education. Neelkamal Publications Pvt. Ltd.
9. Mathur. & Mathur. (2010). School organisation and management. Agrawal Publication.
10. Mohanty, J. (2008). Educational management, supervision, school organisation. DVS Publishers & Distributors.

11. Mukhopadhyay, B.(1994). Motivation In Educational Management: Issues And Strategies. New Delhi: Sterling Publishers.
12. NIEPA. (1986). Educational management in India. NIEPA.
13. Pareek, Udai. (1981). Handbook for Trainers in Educational Management: With Special Reference to countries in Asia and the Pacific. Bangkok: Unesco Regional Office for Education in Asia.
14. Report of the U.G.C. Committee: Towards New Educational Management (1990). New Delhi.
15. Sharma, R. N. (2010). Educational administration, management and organisation. Surjeet Publications.
16. Sidhu, I. S. (2012). Educational administration and management. Pearson India Publishers.
17. Singh, H. M. (1995). Fundamental of Educational Management. New Delhi: VikasPublication.
18. Taj, H. & Bhatnagar, P. (2012). Modern perspectives of organizational behaviour. Harprasad Institute of Behavioural Studies.
19. Tanner, D. &Lawrel, T. (1987). Supervision in education problems and practices. Macmillan Publication Co.

Course Code ✓: EDN 301  
Course Title : Curriculum Development

Total Contact Hours : 60

Total Credits : 4

Total Marks :100

**Course Objectives (COs)** The course objectives are to enable students to:

1. demonstrate comprehensive understanding of the historical, philosophical, psychological, and social foundations that influence curriculum development
2. apply essential principles and methodologies in designing and constructing
3. practice skills to critically evaluate existing curricula, identifying strengths, weaknesses, and areas for improvement using appropriate assessment tools and techniques
4. interpret the processes involved in curriculum reform, including the ability to design and implement innovative changes that address contemporary educational needs and standards

**Learning Outcomes (LOs)** At the end of the course, students will be able to:

1. develop an understanding about concept of curriculum construction.
2. explain the concept of curriculum development.
3. interpret the process of curriculum development.
4. evaluate the curriculum.

#### Unit I: Introduction to Curriculum

- Curriculum: Meaning, characteristics and scope of curriculum
- Difference between - curriculum, syllabus & courses of study; curricular, co-curricular & extracurricular activities
- Basis/foundations of curriculum: philosophical, psychological, sociological & political.
- Types of curriculum -subject -centred, experience centred & child-centred based

#### Unit II: Curriculum Development

- Concept, need & objectives of curriculum development
- Basic elements of curriculum development
- Factors influencing curriculum development
- Principles of curriculum construction



### **Unit III: Process of curriculum development**

- Diagnosing needs & formulating specific objectives
- Selecting & organising content
- Selecting & organising learning experiences
- Evaluating

### **Unit IV: Evaluation and Reform of curriculum**

- Concept & objectives of curriculum evaluation
- Types of curriculum evaluation - formative & summative
- Curriculum reform - concept, need, factors & obstacles of curriculum
- National Curriculum Framework, 2005- Guiding principles & salient features

### **Sessional Work**

- Internal Test/Assignment

25 Marks

### **Activity (Any One)**

1. Compare the curriculum of any two school boards.
2. Write a report on the NEP 2020 curriculum structure of the UG level.
3. Write on the issues and challenges faced by teachers of your college on implementation of NEP 2020 curriculum.
4. Write on the issues and challenges faced by students of your college during classroom instruction
5. Any other

### **Suggested Readings**

1. Beane, J.A., Conrad, E.P. Jr. & Samuel JA, Jr. (1986). Curriculum planning and development. Boston: Allyn & Bacon.
2. Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall.
3. Doll, R.C. (1996). Curriculum development: Decision-making and process. Pearson; 9th Edition.
4. Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman.
5. Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
6. Saylor, J.G., Alexander, W.M. & Lewis, A.J. (1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
7. Sharma R.A., Chaturvedi, Shikha., Singh, K.V. (2008), Curriculum Instruction & Evaluation. R.Lall Book Depot.
8. Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich.

Course Code ✓✓: EDN 302 (Minor)

Course Title : Inclusive Education I

Total Contact Hours : 60

Total Credits : 4

Total Marks :100

**Course Objectives (COs)** The course objectives are to enable students to:

1. describe the principles and importance of inclusive education, recognizing its role in fostering equitable learning environments for all students.
2. identify the Needs of Children with Special Needs including various disabilities and learning challenges, and how these needs can be effectively addressed in an inclusive educational setting.
3. examine the Role of Various Agencies and their contributions in promoting educational reforms and policies that support an inclusive society.
4. design, implement, and evaluate inclusive educational practices and strategies, ensuring that all students, regardless of their abilities, have access to quality education.

**Learning Outcomes (LOs)** At the end of the course, students will be able to:

1. recognise the meaning of inclusion and exclusion
2. explain the concept of Inclusive Education
3. identify children with special needs
4. examine the educational reforms for inclusive society

#### **Unit I: Foundations of Inclusive Education**

- Introduction to Inclusive Education
- Concept, meaning, need and scope of Inclusive Education
- Objectives of Inclusive Education
- Adjustment, modification, diversification in inclusive Education

#### **Unit II: Children with special needs (CWSN)**

- Concept of Impairment, Disability and Handicap
- Meaning, Types, Identification, characteristics & curriculum for children with special needs (CWSN)
- Learning Disabilities - Definitions and their specific Problems
- General causes of disabilities

### **Unit III. Techniques and Aids for the Education of CWSN**

- Techniques and Aids for Visual and hearing impaired
- Techniques and Aids for Speech and language impaired
- Building an Inclusive school - desired changes in System, Structure, Practice and Culture
- Role of school in creating a barrier free environment

### **Unit IV. Role of Agencies and Educational Reforms for Inclusive Society**

- Person with Disabilities Act 1995-96
- Right of Person with Disabilities Act 2016 & amendments (RPWD)
- Rehabilitation Council of India (RCI), Role of Informal agencies (like mass media etc) in building an inclusive society
- Role of family, community in nurturing of children with special needs

### **Sessional Work**

- Internal Test/Assignment/Seminar/

25 marks

### **Activity(Any one)**

1. Visit to a centre of students with special needs (special school/special institute). Observe the process of teaching learning and write a report.
2. Conducting interviews with peers/parents/siblings/teachers of children with disabilities and write a report.
3. Writing a description on the initiatives and provisions for CWSN under SSA and RMSA.
4. Case study of children with special needs.
5. Any other

### **Suggested Readings**

1. Advani, Lal., & Chadha, A. (2003). You and Your Special Children. Noida: UBS Publishers Distributors Ltd.
2. Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.
3. Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.
4. Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.
5. Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.



6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
7. Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
8. Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
9. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
10. Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
11. Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
12. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.
13. Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
14. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
15. King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
16. Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4<sup>th</sup> Ed. New Jersey: Pearson.
17. Mangal, S.K. (2008). Educating of the Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India Learning Pvt. Ltd.
18. Mangal, S.K. (2015). Educating exceptional children. New Delhi: P.H.I. Learning Private Limited.
19. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
20. Panda, K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas Publications Ltd.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
21. Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2<sup>nd</sup> Ed. New Jersey: Prentice-Hall.Inc
22. Udvari-Solner, A., & Kluth, P. (2008). Joyful Learning: Active and collaborative learning in inclusive classrooms. Thousand Oaks, CA: Corwin Press.



Course Code ✓: EDN 303

Course Title : Internship/Apprenticeship/Community Engagement and Service/Field Based Learning/Minor Project

Total Contact Hours : 60

Total Credits : 4

Total Marks :100

Course Objectives (COs) The course objectives are to enable students to:

1. internship/Apprenticeship Experience: Students will engage in real-world internships or apprenticeships to apply theoretical knowledge in practical settings, gaining hands-on experience and professional skills relevant to their field of study
2. community Engagement and Service Learning: Students will actively participate in community-based projects or service-learning initiatives, collaborating with local organizations or communities to address societal needs, while integrating academic learning with practical experience and civic responsibility
3. Field-Based Learning Opportunities: Students will have the opportunity to engage in field-based learning experiences, such as field trips, research expeditions, or outdoor activities, to deepen their understanding of course content, observe real-world phenomena, and develop field-specific skills in authentic settings
4. completion of a Minor Project: Students will undertake a minor project, allowing them to delve deeper into a specific topic or area of interest within their field of study. Through independent research, analysis, and presentation, students will demonstrate their ability to apply critical thinking, problem-solving, and creativity to produce scholarly work

Learning Outcomes (LOs) At the end of the course, the students will be able to:

1. identify the task to be carried out
2. engage in the new task assigned
3. develop and create new skills in line with the task
4. apply the skills gathered from the course

Duration: 4 weeks (120 hours/30 hours per credit)

Supervisor: Teachers

- **Planning:** The students will identify the work, task, and topic (*Internship/Apprenticeship/ Community Engagement and Service/Field Based Learning/Minor Project*) that they will engage in the four weeks. They will need to make a broad plan, weekly plan, and daily plan and follow the blue print of the plan in

carrying out the task ahead.

- **Organizing:** The students will organize the work according to the plan. They will prepare/adopt tools to be used in the work/task and carry out the necessary steps.
- **Execution:** The actual work will be carried out in the field chosen by them to carry out the work/task. This will involve engagement of the students with field work and data collection.
- **Reporting:** The work that the student has engaged and carried out will be produced in a produced in the form of the report. The report will be submitted in an approved format and within a time frame.

#### **Sessional Work**

- |                                      |          |
|--------------------------------------|----------|
| • Internal Test/Assignment/Seminar/  | 25 marks |
| • Submission of Report and Viva-voce | 75 marks |

#### **Activity**

- (1) Preparation of a plan of the work to be carried out and getting approve from the concern supervisor. (12.5 marks)
- (2) Follow up and observation of the field work of the students. (12.5 marks)

#### **Suggested Readings**

1. Foroux, Darius. (2020). Do It Today: Overcome procrastination, improve productivity and achieve more meaningful things. Penguin Random House India.
2. Glick, Ryan. D. (2019). Internship Mastery: The Technology Student's Guide to Crushing Your Internship and Launching Your Career. Glick Press.
3. Helyer, R. et. Al. (Eds.). (2020). The Work-Based Learning Student Handbook (3<sup>rd</sup> edition). Bloomsbury Academic.
4. Kalam, A. P. J. ABDUL. (2016). Learning How to Fly: Life Lessons for the Youth. Rupa Publications India.
5. Kalam, A. P. J. ABDUL. (2020). You Are Born to Blossom. Prabhat Prakashan Pvt. Ltd.
6. Labor, Saby. L. (2020). Student Internship Success Workbook (Student's Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.
7. Labor, Saby. L. (2020). Student Internship Success Workbook (Supervisor's Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.

8. Murphy, Joseph. (2014). Believe in Yourself. Manjul Publishing House.
9. Newman, Daniel. S. (2019). The School Psychology Internship: A Guide for Interns and Supervisors (2<sup>nd</sup> edition). Routledge.
10. Peale, Norman. Vincent. (2016). Power of Positive Thinking. RHUK.
11. Peale, Norman. Vincent. (2022). Positive Thinking Every day. Grapevine India Publishers Pvt Ltd.
12. Senapati, S. (2022). Work, Workmanship and Winning. Clever Fox Publishing.
13. Singh, Aniket. (2019). The Complete Book of International Internships: Intern Abroad This Summer. Notion Press.
14. Sunim, Haemin. (2018). The Things You Can See Only When You Slow Down. Penguin Life.
15. Yager, Jan. (2019). How To Finish Everything You Start. Jaico Publishing House.