# University of Pune

# * Department of Education & Extension *

# *Syllabus for M.A. (Education)*

# *Credit System*

# *(2009-11)*

**Department of Education & Extension**

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**About the Programme**

**Introduction -**

The Master of Arts (Education) Programme is an innovative programme, which would learners a wider and more comprehensive understanding of education as a field of knowledge and would accommodate a wide variety of learner needs. Needs may range from understanding the concept of education to knowing how knowledge gets generated in the area of education and to acquiring higher level of specific aspects of education.

**Objective of the programme** –

The M.A. (Education) Programme aims at producing a team of well-trained individuals knowledgeable in education and its various dimensions. More specifically, the M.A. (Education) programme intends to:

a) Provide learning – experiences, which will enable students to understand and appreciate knowledge structures and paradigms of education.

b) Develop professionals for effective participation in educational actins in different areas of education.

c) Create a community of schools adequately equipped for participation in educational discourse.

**Eligibility –**

A bachelor's degree in any discipline with or without a degree in Education from A recognized University.

**Duration –**

The M.A. (Education) Programme can be completed by a student in a minimum of two years time.

**Medium of Instruction –**

English and Marathi

**General Instructions :**

The M.A. Education Programme comprises four groups of course with differential weightage. The total number of credits will be 68 and each student is expected to cover 34 credits each year.

The M.A. (Education ) Programme is a continuous programme of 2 years. However, the Courses of M.A. (Education) Programme will be delivered in two installments as given below.

First Year –
| | | |
|---|---|---|
| 1. | Basic Course of Education (one) | 4 Credit |
| 2. | Core Course (Four) | 24 Credit |
| 3. | Course on knowledge generation in Education | 6 Credit |

Second Year –
| | | |
|---|---|---|
| 1. | One Specialized Area | 24 Credit |
| 2. | Dissertion Work | 10 Credit |

In addition to a wide range of options the syllabus also provides for dissertation. Dissertation is a 10 – credit course, which is to be completed by the students in the second year of the two – year M.A.[Education] programme. In Order to fulfill the requirements of the course, as a student is expected to carry out research work on a problem indentified by her/him. The problem may be based on any of the compulsory courses or the specialized courses. He/she to purse the Dissertation work Under the supervision of a guide approved by university Department. At the end of

the Dissertation work, he/she has to submit the dissertation report to the Department for evaluation.

The lists of reading and references will be updated by the department and by the respective teachers from time to time.

**Rules & Regulations**

The M.A. (Education) degree will be awarded to a student who completes a total of 68 credits (34 per year) in a minimum of two years.

Each course will have 100 marks.

Each course will have

1. 50% of marks as semester end examination
2. 50 % marks for internal assessment

Each core unit will have an internal (continues) assessment of 50 % of marks and a teacher may select a minimum of two of the following procedures:

- o Written Test
- o Term Paper
- o Mid Term Test
- o Journal / Lecture / Library Notes
- o Seminar Presentation
- o Short Quizzes
- o Assignments
- o Extension Work

❖ There is no individual head of passing. The student has to pass in the Combined total of internal assessment and year end examination.

❖ Revaluation of the year end examination answer scripts but not of internal assessments paper according to Ordinance No. 134 A & B.

❖ Internal assessment answer book may be shown to the students Concerned but not the year - end examination answer scripts.

❖ While marks will be given for all examinations, they will be converted into grades. The year end and final grade sheets and transcripts will have only grades and grade-points average.

❖      To pass a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.

❖      The system of evaluation will be as follows: Each assignment/ test will be evaluated in terms of marks. The marks for separate assignment and the final examination will be added together and converted into a grade and later grade point average. Results will be declared for each year and the final examination will give total marks, grades, grade point average.

| Marks | Grade | Grade point |
|---|---|---|
| 75 to 100 | O:Outstanding | 06 |
| 65 to 74 | A: Very Good | 05 |
| 55 to 64 | B: Good | 04 |
| 50 to 54 | C: Average | 03 |
| 45 to 49 | D: Satisfactory | 02 |
| 40 to 44 | E: Pass | 01 |
| 00 to 39 | F: Fail | 00 |

The formula for conversion of Grade point average (GPA) into the final grade

| 05.5 | - | 06 | - | O |
|---|---|---|---|---|
| 04.5 | - | 05.49 | - | A |
| 03.5 | - | 04.49 | - | B |
| 02.5 | - | 03.49 | - | C |
| 01.5 | - | 02.49 | - | D |
| 00.5 | - | 01.49 | - | E |

GPA = Total Amt. Of Grade Points Earned  X  Credits hrs. for each course
                      Total Credit Hours

❖      If a student misses an internal assessment examination he/she will be given second chance with permission of the teacher concerned.

❖      Students who have failed and who have been absent for the entire course may reappear at the year - end exam. Their internal marks will not change.

❖      The description for each of the grades will be as follows:

| **Grades** | **Proposed Norms** |
|---|---|
| O : Outstanding | **Excellent Analysis of the topic** |
| | Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style. |
| A : Very Good | **Excellent Analysis of the topic** |
| | Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, neat and systematic organization of content, effective and clear expression. |
| B : Good | **Good analysis and treatment of the topic** |
| | Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression. |
| C : Average | Some important points covered basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression. |
| D : Satisfactory | Some points discussed basic knowledge of the primary material, some organization, acceptable language or expression. |
| E : Pass | **Any two of the above** |
| F : Fail | **None of the above** |

- There will be an evaluation of each course by the students at the end of every semester.

**Academic integrity and Plagiarism**

It is the department task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behavior expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examination or other forms of assessment and must ensure they do not plagiarise.

The Department has adopted the following definition of Plagiarism:

Plagiarism is the act of misrepresenting as one's original work, the ideas, interpretations, words of creative works of another. These include published and unpublished documents, designs, music, sound, image, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and /or electronic media.

The following are the examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

- ❖ Direct copying of paragraphs, sentences, a single sentence or significant part of a sentence;
- ❖ Direct copying of paragraphs, sentences, a single sentence or significant part of a sentence with an end reference but with out quotation marks around the copied text;
- ❖ Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- ❖ Paraphrasing, summarization or simply rearranging another persons words, ideas, etc without changing the basic structure and/or meaning of the text;
- ❖ Offering an idea or interpretation that is not one's own without identifying whose idea or interpretations it is;
- ❖ A 'cut and paste' of statements from multiple sources;
- ❖ Presenting as independent, work done in collaboration with others;
- ❖ Copying or adapting another student's original work into a submitted assessment item.

## Programme Framework

The M.A. (Education) programme comprises four groups of courses with differential weightage. The Total number of credit will be 68 and each student is expected to cover 34 credit each year.

Group – A : Basic course on Education

Group – B : Core Courses.

Group - C :  Courses on knowledge Generation in Education.

Group – D: Specialized areas in Education.

**Course Description -**

### Group – A : Basic Course on Education (4 credits)

This couse provides a concise but comprehensive articulation of education. The course familiarizes learners with a various recognizable aspects and task areas in the field of education. It also provides a conceptual overview of education with its multiplicity and complexity. It is an introductory course to the core courses. Hence, it introduces concepts and ideas in education which are also discussed in core courses in greater detail.

| Course Code | Course Title | Credits |
|---|---|---|
| MAE – 111 | Understanding Education | 4 Creadit |

### Group B : Core Courses

The core courses are invited to provide an in depth understanding of the significant aspects of education. They bring out of variety of concepts, Processes and tasks in education in a proper "Educational" perspective. With these in a view, four courses are visualized, all of which are compulsory for all students.

| Sr. No. | Course Code | Course Title | Credits |
|---|---|---|---|
| 1 | MAE -112 | Education nature and purpose | 06 |
| 2 | MAE – 113 | Learning, learner and development | 06 |
| 3 | MAE – 114 | Societal Context of Education | 06 |
| 4 | MAE – 115 | Operational Dimensions of Education | 06 |

**Group C : Courses on Knowledge Generation in Education**

The course structure of Group C is worked out in such a way that there is adequate scope for the both theoretical understanding of the process of knowledge generation in education as well as 'hands on' experience in research activities. The theoretical understanding of the process of knowledge generation in education is presented in the course on '' Educational Research'' Similarly,  the practical experience is visualized with a more meaningful and rewarding experience in the form of a dissertation.

| Sr. No. | Course Code | Course Title | Credits |
|---------|-------------|--------------|---------|
| 1 | MAE - 116 | Educational Research | 06 |
| 2 | MAE – 001 | Dissertation. | 06 |

**Group D – Specialized Areas in Education**

Under Group D, a student has to complete four of five courses worth 24 credits in one specialized area. To begin with, four specialized areas are offered. A student has to choose one specialized area. The specialized areas are Higher education, Distance Education, Educational Technology and Educational Management.

| Sr. No. | Course Title | Course Code | Credit |
|---------|--------------|-------------|--------|
| A. Higher Education | | | |
| 1 | Higher Education : Its context and linkages | MAE – 201 | 6 Credits |
| 2 | Instruction in Higher Education | MAE – 202 | 6 Credits |
| 3 | Higher Education : The psycho-social context | MAE – 203 | 6 Credits |
| 4 | Planning and Management of Higher Education. | MAE - 204 | 6 Credits |

| B. | **Distance Education** | | |
|---|---|---|---|
| 1 | Growth and philosophy of distance Education | MAE – 211 | 4 Credits |
| 2 | Design and Development of self - Learning print Materials | MAE – 212 | 4 Credits |
| 3 | Learner Support Service | MAE -213 | 4 Credits |
| 4 | Management of Distance Education | MAE – 214 | 6 Credits |
| 5 | Communication Technology for Distance Education. | MAE - 215 | 6 Credits |
| C | **Educational Technology** | | |
| 1 | Et – An Overview | MAE – 221 | 6 Credits |
| 2 | Communication and Information Technology | MAE – 222 | 6 Credits |
| 3 | Computer Technology | MAE – 223 | 6 Credits |
| 4 | Designing Courseware | MAE – 224 | 6 Credits |
| D | **Educational Management** | | |
| 1 | Growth and development of Educational Management | MAE – 231 | 6 Credits |
| 2 | Dimensions of Educational Management | MAE – 232 | 6 Credits |
| 3 | Organizational Behaviour | MAE – 233 | 6 Credits |
| 4 | Institutional Management. | MAE - 234 | 6 Credits |

## The detailed structre of theory courses is as fololows

**MAE – 111 UNDERSTANDING EDUCATION ( Credits – 4)**

**Unit – 1 what is Education?**

1.1.    Education an Operational Aspect of Society.

1.2.    Education: A purposive and continuous Process.

1.3.    Differentiating Education from Learning and Schooling.

1.4.    Education as an Institutionalized Network.

**Unit- 2 Education Its Bases**.

2.1    Socio Philosophical Bases.

2.2    Education: Some Significant Historical Development.

2.3    Education Supports Required.

2.4    Community Participation and supports in Education.

**Unit– 3 : Education and the Socio Political Supra System**

3.1    Educational goals as Reflective of Socio Political Ideology of the Society.

3.2    Political Forces as Necessary Support and an Inevitable Constraint to Education.

3.3    Educational Operation and Political Decision making.

3.4    Block – 4 : Education an Overview

3.5    Education:  its Dimension.

3.6    Education: Knowledge Generation.

**MAE : 112 : EDUCATION : NATURE AND PURPOSES ( Credits – 6)**

**Unit – 1 Concept and Nature of Education**

1.1    Concept and Nature of Education.

1.2    Education as a Field of Knowledge

1.3    Scope of Education.

1.4    Characterizing of Education.

**Unit- 2: Knowledge in Education**

2.1    Concept and Nature of Knowledge

2.2    Ancient Indian Concept and Nature of Knowledge

2.3    Mediaeval ( Islamic) Indian Concept and Nature of knowledge.

**Unit- 3 : Aims and goals of Education**

3.1     Bases of Educational Aims and goals.

3.2     Aims and Goals of Education in Indian Philosophical Tradition.

3.3     Aims and Goals of Education – western Thought.

3.4     Aims and Goals of Education : Modern Indian context.

3.5     Aims of Education – Modern thinkers.

**Unit - 4. Curriculum and its Various Aspects**.

4.1     Meaning and Concept of Curriculum

4.2     Foundations of Curriculum.

4.3     Curriculum Planning

4.4     Models of curriculum Designing and Development

4.5     Curriculum Evaluation.

**MAE  113 :- LEARNING , LEARNER AND DEVELOPMENT ( credits – 6)**

**Unit - 1. Learning: Concept and Process**.

1.1     Learning and its Scope.

1.2     The Dynamics of Learning

1.3     Learning : Issues and Concerns

1.4     Learning: Trends' and system.

**Unit - 2 :- The Learner**

2.1     Factors Affecting Learning – 1

2.2     Factors Affecting Learning – II

2.3     The Learner: Various Perspectives.

**Unit 3 : The Learning Environments**

3.1     Learning Environment: Meaning and scope.

3.2     Learning Environment: - Home and community.

3.3     Learning in the school Environment

3.4     Environment and Learning.

**Unit- 4 : Organizing Learning**

4.1     Cognitive Learning and its organization'

4.2     Affective and Psychomotor Learning and their Organization.

4.3     Assessment of Learning

4.4     Curriculum Based Learning

**Unit - 5 theories of Learning :- A Critical Summary**

5.1     Behaviouristic Learning: - Theories and their Instructional Applications.

5.2     Gestalt and Cognitive – Field Psychology of Learning

5.3     Information Processing and Humanistic Approaches to Learning

5.4     Constructivism.

**MAE 114 :- SOCIETAL CONTEST OF EDUCATION ( Credits – 6)**

**Unit - 1. Education and Society :- Concepts and Perspective**

1.1     Education and socialization.

1.2     Education, Social Structure, social Stratification and social Mobility.

1.3     Education, Social change and development.

**Unit - 2 Political and Economic Perspectives on Education**

2.1     Economics of Education

2.2     Political Economy of Education.

2.3     Educational Policy, Decision making and Political Perspectives of Education.

**Unit - 3. Social Context of School**

3.1     School as a Social System / School as an organization.

3.2     Schooling as a Socio- cultural Process.

3.3     Teacher as an Educational Input.

3.4     Teaching Profession.

3.5     Community Participation in education.

**Unit - 4 : Knowledge and Education**

4.1     Social organization of knowledge

4.2     Ideology and Curriculum

4.3     Medium of Instruction

4.4     Mass media and Education

**Unit - 5 : Emerging Social Concern in India Education**

5.1     Social diversity and Education

5.2     Equity and Excellence in Education

5.3     Alternatives in Education

5.4     Recent Trends in Education

**MAE – 115: OPERATIONAL DIMENSION OF EDUCATION (CREDIT – 6)**

**Unit - 1: Educational operations at Macro Level: Different Situations**

1.1     Organized operations of Educations – I

1.2     Organized Operations of Educations –II

1.3     Innovate Alternate Models of Education

1.4     Education as a Joint Responsibility of State and Community

1.5     Informal Education

**Unit 2 : Policy Planning and Implementation**

2.1:     Policy Planning and Implementation

2.2     Institutional Arrangements of Educational Operations

2.3     Resource Management for Education at Micro – Level

2.4     Programme and Institutional Evaluation

**Unit 3 : Educational Operations at Micro- Level.**

3.1     Organization of Learning Experience in Face to face situations

3.2     Organization of Learning Experience in ODLS

3.3     Curriculum Transaction in Classroom Situation

3.4     Curriculum Transaction in ODLS

**Unit 4: Decision – Making, Implementation and Evaluation of Curriculum Transaction**

4.1     Decision – Making at Micro level

4.2     Instructional support Practices at Micro – level

4.3     Effectiveness of Educational Organization

4.4     Continuous and Comprehensive Evolution

**MAE – 116: EDUCATIONAL   RESEARCH (CREDITS – 6)**

**Unit 1:  Perspective of Knowledge**

1.1     Introduction to Educational Research

1.2     Knowledge Generations : Historical Perspective- I

1.3     Knowledge Generations : Historical Perspective – II

1.4     Approaches to Educational Research : Assumptions, Scope¸ Limitation

**Unit 2 : Different type of studies in Educational Research**

2.1     Descriptive Research

2.2     Experimental Research –I

2.3     Experimental Research – II

2.4     Qualitative Research

2.5     Philosophical and Historical Studies

**Unit – 3: Research Design**

3.1     Identification of Problems and Formulation of Research Questions

3.2     Hypothesis; Nature and Formulation

3.3     Sampling

3.4     Tools and Techniques of Data Collection

**Unit -4: Data Analysis and Interpretation**

4.1     Analysis of Quantitative Data: Descriptive statistical Measures : Section and Application

4.2     Analysis of Quantitative Data: Inferential Statics Based on Parametric Tests

4.3     Analysis of Quantitative Data: Inferential Statics based on Parametric Tests

4.4     Analysis of Quantitative Data: Inferential Statistics Based on Non- Parametric Tests

4.5     Analysis of Quantitative Data

4.6     Data Analysis Techniques In Qualitative Research

4.7     Computer Data Analysis

**Unit 5: Research Reports and Applications**

5.1     Writing Proposal/Synopsis

5.2     Method of Literature Search/Review

5.3     Research Report

5.4     Scheme of Cauterization and Referencing

## *Specialized Area : Higher Education*

**MAE – 201 HIGHER EDUCATIONS: ITS CONTEXT AND LINKAGES**

**Unit 1: Higher Education: Retrospect and Prospects**

1.1     Aims if higher education

1.2     Higher Education society

1.3     Indian Higher Education: The Legacy

1.4     Higher Education and Development

**Unit 2 : INDIAN HIGHER EDUCATION : POLICIES AND PLANS**

2.1     The Constitutional Provisions Regarding Indian Higher Education

2.2     The Evolving Policy Perspectives in Higher Education

2.3     Higher Education through the Five Year Plans - I

2.4     Higher Education through the Five Year Plans – II

**Unit 3 : Indian Higher Education : Concerns and Developments**

3.1     Higher Education and Problem of Contemporary Indian Society

3.2     WTO and Higher Education

3.3     Emergence of Open and Distance Learning (ODL) at the Tertiary Level.

3.4     Quality Assurance and Accreditation in Higher Education

**Unit 4 : The Progressive Social Role of a University Teacher in India**

4.1     The Evolving Professional Roles of a University Teacher

4.2     Teachers Intervention in Social Change : Some Issues

4.3     Teachers' Organizations

**MAE – 202 INSTRUCATION IN HIGHER EDUCATION**

**Unit 1 : Instruction Systemic Perspective**

1.1     Instruction System

1.2     Input Alternatives-Teacher Controlled

1.3     Input Alternatives-Learner Controlled

1.4     Evolving Instructional Strategies

1.5     Unit and Topic Planning

**Unit 2 : Communication Skills**

2.1    Teacher Competence in Higher Education

2.2    Skills Associated with a Good Lecture

2.3    Skills Associated with the Conduct of Interaction Sessions

2.4    Skills of Using Communication Aids

2.5    Emerging Communication and Information Technologies

**Unit 3 : Evaluation Perspectives in Higher Education**

3.1    Status of Evaluation in Higher - Education - I

3.2    Status of Evaluation in Higher - Education – II

3.3    Evaluation Situations in Higher – Education – III

3.4    Evaluation Situations in Higher – Education – II

**Unit 4 : Evaluation in Higher Education : Mechanics of Evaluation – I**

4.1    Mechanics of Evaluation – I

4.2    Mechanics of Evaluation Data

4.3    Processing Evaluation Data

4.4    Alternative Evaluation Procedures

4.5    Online/Web – Based Students Assessment

**MAE 203: HIGHER EDUCATION: THE PSYCHO-SOCIAL CONTEXT**

**Unit 1: Towards Understanding the Indian College Students : A Psychosocial Perspective**

1.1:    Profiling the Indian College Student

1.2:    Understanding Personality and Facilitating its Development

1.3:    Cognition: Concept and Approaches

1.4:    Intelligence and Creativity: Concept, Theories and strategies for Development

**Unit 2: Institutional Life and Culture: Looking at Organizational Structures, Issues and Perspectives**

2.1:    Understanding Institutions: A Psycho-social Perspective

2.2:    Dynamics of Classroom Management and their Implications for Practice

2.3    Communication and Interpersonal Relationships: Concepts and Implications for Classroom Management

2.4:    Motivation and Stress Management: Basic Issues and Classroom Implications

**Unit 3: Towards Understanding the Process of Teaching and learning in Higher Education**

3.1:    Learning: Concept, Nature and Factors influencing it

3.2:    Approaches to Learning

3.3:    The Special Teaching and Learner: Concepts, Needs and Facilitation Strategies

3.4:    Strategizing Teaching and Learning: Models of Teaching and Contemporary Approaches

**Unit 4: Guidance, Counseling and Mental Health Issues in Higher Education: Some Theoretical Formulations and Practical Insights**

4.1:    Guidance and Counseling Needs of Young Adults

4.2:    Mental Health Problems, Issues and Concerns

4.3:    Envisioning the University Teacher as a Counselor and Mental Health Facilitator

4.4:    Adjustment and Mental Health: Concepts, Processes and Perspectives

**MAE 204: PLANNING AND MANAGEMENT HIGHER EDUCATION OF   EDUCATION**

**Unit 1: Planning Management of Higher Education: A Macro Perspecitve**

1.1:    Planning and Management of Higher Education

1.2:    Structure and Organisation of Higher Education in India

1.3:    Universities in India

1.4:    University and its Structure

**Unit 2: Management of an Institution of Higher Learning**

2.1:    Principles of Managing in Institution of Higher Learning

2.2:    Aspects of Institutional Management-I

2.3:    Aspects of Institutional Management-II

2.4:    Aspects of Institutional Management-III

**Unit 3: Teacher and Organisation**

3.1:    Managerial Skills for Teachers-I: Communication, Motivation and Teamwork

3.2:    Managerial Skills for Teachers-II

3.3:    Managing Classrooms: Climate, Tasks and Learning

3.4:    management of Extension, Community Centered and Co-curricular Activities

**Unit 4: Planning and Management of Curriculum**

4.1:     Curriculum Planning

4.2:     Curriculum Development

4.3:     Curriculum Transaction

4.4:     Curriculum Evaluation

# *Specialsied Area : Distance Education*

**MAE 211: GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION**

**Unit 1: Socio-Academic Issues**

1.1:     Socio-political Issues

1.2:     Academic Credibility

1.3:     Social Credibility and Operational Issues

1.4:     The New Learner

**Unit 2: Philosophical Foundations**

2.1:     Defining Distance Education

2.2:     Philosophical Foundations – 1

2.3:     Philosophical Foundations – 2

2.4:     Emerging Operational Concerns

**Unit 3: Growth and Present Status**

3.1:     Historical Perspective

3.2:     The International Scene-1

3.3:     The International Scene-2

**MAE 212: DESIGN AND DEVELOPMENT OF SELF-LEARNING PRINT MATERIALS**

**Unit 1: Factors in the Design of Print Materials**

1.1:     Theories of Learning

1.2:     Theories of Communication

1.3:     Implication of Theories for Course Design

**Unit 2: Principles of Text Design**

2.1:     Course Design

2.2:     Unit Design

2.3:     Organising the Content

2.4:     Organising the Presentation

**Unit 3: Preparation of Texts**

3.1:     The Process of Course Preparation

3.2:     Editing

3.3:     Course Maintenance and Revision

3.4:     Quality Assurance in Open and Distance Learning Materials

3.5:     Applications of New Technologies in the Preparation of Texts

**MAE 213: LEARNER SUPPORT SERVICES**

**Unit 1: Support Services: Need and Mechanism**

1.1:     Learner Support: What, Why and How?

1.2:     Reading Skills

1.3:     Study Skills

1.4:     Institutional Arrangements for Learner Support

**Unit 2: Counseling and Tutoring Services**

2.1:     Definition, Importance and Categories

2.2:     Theory, Practice and Media of Counseling

2.3:     Face-to-Face Sessions

**Unit 3: Interaction Through Assignments**

3.1:     Tutor-Comments

3.2:     Tutoring through Correspondence

3.3:     Assessment and Grading

3.4:     Supplemental Interaction

**MAE 214: MANAGEMENT OF DISTANCE EDUCATION**

**Unit 1: Educational Systems Management**

1.1:     Management of Functions and Process: An Overview

1.2:     Management of Educational Systems

1.3:     Managing Educational Institutions

1.4:     management Processes in Education

**Unit 2: Management of Higher Education**

2.1:    Principles of Managing and Institution of Higher Learning

2.2:    Planning and Management of Higher Education: The Retrospect and Prospect

2.3:    Universities in India

**Unit 3:Management of Distance Education**

3.1:    Aims and Objectives of Distance Education

3.2:    Organisational Structure of Higher Distance Education Institutions

3.3:    Management of Distance Education Systems

3.4:    Issues in Planning and Management of Distance Education Institutions

**Unit 4: Planning and Management at IGNOU**

4.1:    Open University System in India: Genesis

4.2:    Emergence of the Open University System in India

4.3:    Governance and Organizational Structure of IGNOU

4.4:    Planning and Coordination at IGNOU

4.5:    Promotion and Coordination of Distance Education

**Unit 5: Management of Change**

5.1:    Models of Education Change

5.2:    Factors Affecting Change

5.3:    Critical Success Factors

5.4:    Organizational Mechanisms for Self-Renewal

**MAE 215: COMMUNICATION TECHNOLOGY FOR DISTANCE EDUCATION**

**Unit 1:Communication Technology: Basics**

1.1:    Issues in Communication

1.2:    Growth of Communication Technology

1.3:    Applications of Communication Technology

1.4:    Future of Communication Technology

**Unit 2: Media in Distance Education**

2.1:     Media in Distance Education: An Overview

2.2:     Radio and Audio Components

2.3:     Television and Video Components

**Unit 3: Audio Video production (Part A)**

3.1 Production of Audio/Video Programme: An Overview

3.2:     The Language of Television

3.3:     Writing Scripts for Audio an Video Programmes

**Unit 4:Audio Video Production (Part B)**

4.1:     Skills and Resources for Video Production

4.2:     Production of Television Programmes : The Process

**Unit 5: Computer and Communication Networks**

5.1:     Computer as an Educational Media

5.2:     Satellite Technology and Distance Education

5.3:     Internet for Distance Education

# *Specialised Area: Educational Technology*

**MAE221: ET- AN OVERVIEW**

**Unit 1:Introduction to ET**

1.1:     Nature of ET

1.2:     Impact of ET

1.3:     Making ET Attractive

1.4:     ET: Evaluation, Research and Implications

**Unit 2: ET-A Systems Approach**

2.1:     Systems Approach and Problem Solving

2.2:     Feedback Mechanisms

2.3:     Transfer of Training

**Unit 3:Learning and ET**

3.1:    Learning: Concept and Forms

3.2:    Implications of Learning Theory

3.3:    Impact of ET on Learning

3.4:    Trends in Learning Approaches

**Unit 4: Ploicy Issues for ET**

4.1:    A Global Overview on ET Policy

4.2:    Committees and Commissions: An Analysis

4.3:    ET Infrastructure/ Initiatives

4.4:    Policy Implementation and Impact Assessment

**MAE 222: COMMUNICATION AND INFORMATION TECHNOLOGY**

**Unit 1: Communication Process**

1.1:    Models and Processes of Communication

1.2:    Communication for Education and Training

1.3:    Classroom Communication

1.4:    Interactivity in Communication

**Unit 2:Technology for Education and Training**

2.1:    Technology and Educational Transactions

2.2:    Technology for Design, Development and Delivery of Materials

2.3:    Technology for Classroom Teaching and Self-Learning

2.4:    Technology – Based Training

**Unit 3: Print Media**

3.1:    Print and Human Learning

3.2:    Development of Print Media

3.3:    Self-Learning Print Material

3.4:    Issues in Reading and Study Skills

**Unit 4: Audio and Video Media**

4.1:    Broadcast Media: Radio and Television

4.2:    Non-Broadcast Media: Audio and Video

4.3:    Teleconferencing

4.4:    Digital Audio and DTH

**Unit 5: Appropriate Technology**

5.1:     General Consideration for Appropriateness

5.2:     Technology Selection

5.3:     Technology Integration for Teaching and Learning

5.4:     Technology for Professional Development


**MAE 223: COMPUTER TECHNOLOGY**

**Unit 1: Computer Basics**

1.1:     Computer Fundamental

1.2:     Introduction to Problem Solving with Algorithm

1.3:     Elements of a Programming Language 'C'

1.4:     Computer Software

1.5:     Artificial Intelligence and Education

**Unit 2:Networking and Internet**

2.1:     Computer Networking and Education

2.2 :    Internet: An Overview

2.3:     Internet Tools: E-mail, FTP and Telnet

2.4:     Browsers: Bsics

2.5:     Visiting Web Sites

2.6:     Distributed Computing and Mobile Computing

**Unit 3:Educational Multimedia**

3.1:     Multimedia Growth and Development

3.2:     Multimedia and Virtual Reality

3.3:     Computer and Interactivity

3.4:     Telemetric in Education and Training

**Unit 4:Application Oriented Information**

4.1:     Word Processing and Its Creation: MS-Word

4.2:     Data Bases and Its Users

4.3:     Browsers-Internet Explorer

4.4:     Macromedia Director/ Authorware

4.5:     Computer and Education in Future

**MAE 224: DESIGNING COURSEWARE**

**Unit 1:Design Considerations**

1.1:     Course Design: Basics

1.2:     Designing Audio and Video Materials

1.3:     Design for Digital Delivery

1.4:     Designing Technology – Based Training

**Unit 2:Courseware Development Process**

2.1:     Media Courseware Development: Basics

2.2:     Developing Courseware for Audio

2.3:     Developing Courseware for Video

2.4:     Developing Courseware for Computer

**Unit 3:Evaluation Considerations**

3.1:     Evaluation: A Board Concept

3.2:     Courseware/Programme Evaluation

3.3:     Learner Evaluation

3.4:     Techniques and Tools of Evaluation

**Unit 4: Management of Courseware Development and Delivery Mechanism**

4.1:     Management of Courseware Development

4.2:     Management of Delivery/Distribution System

## *Specialised Area : Educational Management*

**MAE 231: GROWTH AND DEVELOPMENT OF EDUCATIONAL MANAGEMENT**

**Unit 1: Introduction to Educational Management**

1.1:     Educational Management: An Overview

1.2:     Historical Perspective: Indian Context

1.3:     Theories, Models and Practices in Educational Management

1.4:     Principle and Techniques in Educational Management

1.5:     Management of Innovations

**Unit 2: Issues in Educational Management : Sectoral Dimensions**

2.1:    Formal Sector

2.2:    Non-formal Sectors

2.3:    Government Sector

2.4:    Non-governmental Sectors

**Unit 3: Emerging Trends in Educational Management**

3.1:    Various Emerging Approaches in Educational Management

3.2:    Comparative Perspectives

3.3:    Roles and Applications of Information and Communication Technologies (ICTs)

3.4:    Action Research Approach

**MAE 232: DIMENSIONS OF EDUCATIONAL MANAGEMENT**

**Unit 1: Educational Management at the National Level**

1.1:    Policy Formulation and Policy Planning

1.2:    Organisational Structure and Policy Implementation

1.3:    Role of National Bodies

1.4:    Coordination, Networking, Partnership and Linkages

**Unit 2:Educational Management at the State Level**

2.1:    Policy Planning in Educational Management

2.2:    Organisational Structure

2.3:    Centre-State Relations

2.4:    Coordination, Linkages, Cooperation and Networking

**Unit 3:Decentralised Management**

3.1:    Decentralised Planning

3.2:    District and Sub-District Management

3.3:    Role of Local Self Bodies, VEC and Gram Panchayat

3.4:    Community Participation

**MAE 233: ORGANISATIONAL BEHAVIOUR**

**Unit 1: Organisational Behaviour: An Introduction**

1.1:    Nature of Organisational Behaviour and Historical Perspectives

1.2:    Group Dynamics and Team Building

1.3:    Theories of Motivation: Implication for Management

1.4:    Self Management vis-à-vis Educational Management

**Unit 2: Leadership in Educational Management**

2.1:    Leadership Behaviour An Overview

2.2:    Leadership Styles

2.3:    Transformational Leadership in Educational Management

**Unit 3: Decision Making in Educational Management**

3.1:    Concept, Importance and Types of Decision Making

3.2:    Decision Making Process (Models)

3.3:    Management of Interpersonal Relations

3.4:    Conflict Management

**Unit 4: Communication in Educational Management**

4.1:    Meaning and Relevance of Communication in Educational Management

4.2:    Organisational Communication

4.3:    Effective Communication Approaches

**MAE 234: INSTITUTIONAL MANAGEMENT**

**Unit 1: Management of Curriculum**

1.1:    Classroom Management (Instructional Management)

1.2:    Curriculum Transaction

1.3:    Management of Evaluation

1.4:    Management of Academic Resources

1.5:    Management of Curricular and Cocurricular Programme and Activities

**Unit 2: Management of Financial Resources**

2.1:    Educational Finance: Meaning, Importance and Scope

2.2:    Cost and Budgeting

2.3:    Accounting and Auditing

2.4:    Resource Mobilization

**Unit 3:Management of Human and Administrative Resources**

3.1:     Management of Student Support System

3.2:     Management of Administrative Resources

3.3:     Management of Human Resources

**Unit 4: Management of Infrastructure**

4.1:     Concept, Importance, Need of Infrastructure Management

4.2:     Management of Physical Resources

4.3:     Utilization of Infrastructural Resources

**Unit 5: Total Quality Management**

5.1:     Quality Control, Quality Assurance and Indicators

5.2:     Tools of Management

5.3:     Strategies for Quality Improvement

5.4:     Role of Different Agencies

5.5 :     Quality Concerns and Issues for Research