



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

Bachelor of Arts in Education

(V Semester)

(CBCS)

With effect from

2023-24

Vijayanagara Sri Krishnadevaraya University, Ballari

CBCS- Course

Bachelor of Arts- Education

B.A Semester-V and VI

SEMESTER-V

SL.NO	Course Code	Course Type	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
1	DSC-9	DSC	Educational Management and Organization	40	60	100	3	-	-	4	2
2	DSC-10	DSC	Leadership in Education	40	60	100	3	-	-	4	2
3	DSC-11	DSC	Inclusive Education	40	60	100	3	-	-	4	2
Total Credits										12	-

Vijayanagara Sri Krishnadevaraya University, Ballari

CBCS- Course

Bachelor of Arts- Education

B.A Semester-V

DSC-9: EDUCATIONAL MANAGEMENT AND ORGANIZATION

Course Title: DSC-9: EDUCATIONAL MANAGEMENT AND ORGANIZATION	Course Code: 21BA5C9ED9
Total Contact Hours: 42	Course Credits: 04
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Summative Assessment Marks: 60	Total Marks : 100

Course Outcomes (CO's): After the successful completion of the course, the student will be able to,

CO-1:	Elucidates concerns of Educational organization, administration and management.
CO-2:	Explain the process of Educational Administration and management at different levels and their functioning.
CO-3:	Analyze the role of headmaster and the teachers in school management : Supervision and inspection.

Unit	Description	Hours
1	<p>Conceptual Frame work Periods</p> <p>1.1 The concept and importance of Educational organization, Administration and management.</p> <p>1.2 Distinction between Educational Administration and management. The objectives, nature and scope of Educational management.</p> <p>1.3 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.</p>	10
2	<p>Administration and Management of Education at Centre and State Periods</p> <p>2.1 Centre-State relationship in educational administration and management.</p> <p>2.2 Administration and management of Education at Central Ministry of Human Resource</p> <p>2.3 Development (MHRD), Advisory bodies to the Central Government on Education : UGC, CABE ,NUEPA, NCTE, NCERT.</p> <p>2.4 Administration and Management of Education at State. The Administrative structure of education in the State : KSHEC, Department of Public instruction, DSERT.</p> <p>2.5 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee (Context evaluation, Input evaluation, Process evaluation, Product evaluation)</p>	10

3	<p>Management of School and Supervision</p> <p>3.1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.</p> <p>3.2 Supervision and Monitoring (Inspection) : Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision Institutional Planning : Concept, objectives, importance, preparation and Problems.</p> <p>3.3 Total Quality Management : Role of the Headmaster and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management</p>	8
4	<p>Maintaining Healthy Education Institutional Climate</p> <p>4.1 Institutional organization climate (school) : Human resources and school components.</p> <p>4.2 The Institutional Plant : Physical Surrounding and maintenance</p> <p>4.3 Creative activities of the school : School Exhibition, Subject Clubs, formal and in formal events, etc</p>	8
5	<p>Management of Primary, Secondary and Higher Education</p> <p>5.1 Management of Primary, Secondary and Higher Education and Grant-in Aid Policy</p> <p>5.2 The School Development and Monitoring Committee (SDMC)</p> <p>5.3 Parent-Teacher Association Committee</p>	6

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40Marks
<i>Formative Assessment as per guide lines..</i>	

References	
1	Aggarwal, J.C.(1987)_The Progress of Education in Free India ‘,New Delhi :Arya Book Depot.
2	Aggarwal, J.C.(1994)_ Educational Administration, Management and Supervision ‘,New Delhi: Arya Book Depot.
3	Daft, Richard.L.(2000)_Management ‘,USA :Harcourt College Publishers, Fort Worth,Texas.
4	Dash.B.N.(1996)_SchoolOrganization,AdministrationandManagement‘,Hyderabad:Neel Kamal Publications, Pvt. Ltd.
5	Devegouda,A.C.(1973)_A Handbook of Administration of Education in Mysore ‘,Bangalore, Bangalore Book Bureau.
6	Halpin,Andrew.W(1966)_TheoryandResearchinAdministration‘,NewYork:Macmillan Company.
7	Hertzke, Eugene.R.andOlson,Warren.E.(1994)_TotalQualityEducation,Technologyand Teaching ‘,New Delhi : SAGE Publications, India, Pvt. Ltd.
8	Knezevich, Stephan,J.(1975)_Administration of Public Education ‘,New York : Harper andRow Publishers.
9	Kochar,S.K.(1991)_Secondary School Administration ‘,New Delhi : Sterling Publishers
10	Martin,Lawrence.L(1993)_Total Quality Management in Human Service Organizations ‘,New Delhi : SAGE Publications India, Pvt. Ltd.
11	Mathur,S.S.((1969)_Educational Administration : Principles and Practices ‘,Jullundar : Krishna Brothers, Gate Mai Hiran.
12	Mathur,S.S.(1990)_Educational Administration and Management ‘,Ambala Cantt Indian Publication.
13	Mukhopadhyay, Marmar. (2005)_ Total Quality Management in Education ‘,New Delhi : SAGE Publications.
14	Patted,L.B. (2000)_शिक्षण प्रणाली का विकास - आदर्श शिक्षण प्रणाली का विकास, राजस्थान : डी.पी.एस. प्रिंटर्स
14	Sachadev,M.S.(2001)_ School Management ‘,Ludhiana : Bharat Book Centers.
15	Safaya, Raghunth and Shaida,B.D.(1977)_School Administration and Organization ‘,Delhi: Dhanapati RaiandSons.
16	Sharma, Motilala (1978)_Systems Approach-its application in Education ‘,Saradar Sahar: Shanti Prakashan.
17	Sharma, T.S.(2005)_School Management and Administration ‘,Patiala: Shaheed-E-AzamPrinters.

DSC-10 : LEADERSHIP IN EDUCATION

Course Title: DSC-10 : LEADERSHIP IN EDUCATION	Course Code: 21BA5C10ED10
Total Contact Hours: 42	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Summative Assessment Marks: 60	Total: 100 Marks

Course Outcomes (COs):

Course Objectives: At the end of the course the student should be able to:

CO1.	Describe the concept Leadership
CO2.	Apply the Skills of Leadership
CO3.	Define the role of School Management & Leadership.
CO4.	Analyze different styles of leadership
CO5.	Apply theories of leadership in school management.

Unit	Description	Hours
1	Leadership 1.1 Concept and Characteristics of Leadership. 1.2 Types of Leadership. Situational or Transactional leadership, Democratic leadership, Autocratic leadership. 1.3 Principles of Leadership.	8
2	Styles and Skills of Leadership 2.1 Leadership 2.2. Definition 2.3. Transformational and Transactional Leadership 2.4. Styles of Leadership 2.5. Theories of Leadership 2.6. Powers of Leadership 2.7. Principles of Leadership	9
3	Leadership style and Model 3.1. Characteristics and Qualities of A Leader 3.2. Five Practices of Exemplary Leadership Model 3.3 Leadership styles- Autocratic, democratic, Situational, Laissez fair. 3.4 Skills of Leadership- Technical skill, Human skill, Conceptual skill.	9
4	Educational Leadership 4.1 Duties and functions of institutional Head 4.2 Role of Teacher & Parents	

	4.3 School Management & Leadership	8
5	Theories of Leadership 5.1 Behavioral theory. 5.2 Situational theory. 5.3 Participating theory.	8

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40Marks
<i>Formative Assessment as per guide lines..</i>	

References	
1	Schermerhorn, Organizational Behavior 11th edition, USA: John Wiley & Sons, Inc., 2011.
2	J.M. Ivancevich, M.T. Matteson, and R. Konopaske, Organizational behavior and management. 10 th edition. New York: McGraw-Hill, 2014.
3	J.A.F. Stoner, Management. New Jersey: Englewood Cliffs, Printice Hall, Inc., 1982.
4	A. Kinicki, B.K. Williams, B.D. Scott-Ladd, and M. Perry, Management: A practical introduction. McGraw-Hill Irwin, 2011.
5	B.M. Bass and R.M. Stogdill, Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. Simon and Schuster, 1990.
6	R.L. Hughes, Leadership: Enhancing the lessons of experience. Richard D. Irwin, Inc., 1993.
7	G.A. Yukl, Leadership in organizations. Pearson Education India, 1998.
8	H. Koontz, O'Donnell, and H. Weihrich, Management, Volume 1, eighth edition , Original title: Management Eighth Edition. United Kingdom: Mc Graw-Hill, Inc., 1984.
9	J.H. Macawimbang, Quality Education Leadership. Bandung: Alfabeta, 2012.
10	H. Soetopo, Organizational Behavior. Bandung: PT Remaja Rosdakarya, 2010.

DSC-11 : INCLUSIVE EDUCATION

Course Title: DSC-11 : INCLUSIVE EDUCATION	Course Code: 21BA5C11ED11
Total Contact Hours:42	Course Credits: 04
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Summative Assessment Marks: 60	Total Marks : 100

Course Pre-requisite(s):	
Course Outcomes (COs): After the successful completion of the course, the student will be able to:	
CO1. Acquire knowledge about the concept of inclusive education for different types of special needs children.	
CO2. Identifies and addresses diverse needs of all learners.	
CO3. Critically evaluates the policies and programs of inclusion	
CO4. .develops the required skills for teaching children with special needs in regular schools.	
CO5. Develops understanding in identification and assessment of children with special needs	
Contents	Hours
Unit-1 Introduction to inclusive education	10 hrs
1.1 Concept, meaning and definition of inclusive education. 1.2 Need and importance of Inclusive education 1.3 Obstacles/Barriers in Inclusion 1.4 Elements necessary for creating an inclusive society	
Unit-2 Education for Children with Special Needs (CWSN)	10 hrs
2.1 Building an Inclusive school: desired changes in System, Structure, Practice and Culture 2.2 Education for a multicultural society. 2.3 Identification and assessment for children with special needs 2.4 Adopting techniques and aids for educating CWSN	
Unit-3 Policies and Programs of inclusion	8 hrs
3.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD 3.2 People with Disabilities Act 1995-96 3.3 Constitutional obligations for education of diverse groups 3.4 Educational concessions, facilities and provisions	

Unit-4 Socially Disabled		8hrs
4.1 Concept of SC, ST and OBC groups 4.2 Concept of Gender, and sexuality 4.3 Causes of social exclusion 4.4 Understanding social inclusion: role of education		
Unit-5 Policies and Programs of inclusion		6hrs
5.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD 5.2 People with Disabilities Act 1995-96 5.3 Constitutional obligations for education of diverse groups 5.4 Educational concessions, facilities and provisions		
Formative Assessment for Theory		
Assessment Occasion/ type		Marks
Session Test		20
Seminars/Presentation/Activity		10
Case study/Assignment/ Field work/Project work		10
Total		40Marks
<i>Formative Assessment as per guidelines.</i>		
References		
1	Advani Lal & Chadha A.2003. You and Your Special Children	
2	Sazenavandana – 2008, —Inclusion Issues And Perspectives , Kanishka Publishers, New Delhi.	
3	Dhawan, M.L. – 2007, —Education Of Children With Special Needs , Isha Books.	
4	Dandapani.S. Advanced Educational Psychology, Anmol Publications New Delhi	
5	Chauhan.S. Advanced Educational Psychology, Vikas Publications, New Delhi	
6	Mangal. S.K. Educational Psychology Prakash Brothers, Ludihana.	
7	Panda K. C. 1997. Education of the Exceptional Children	
8	Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd	
9	Mann.N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai	
10	Morgan.G.T. And King R.A. Introduction To Psychology. (6th Ed) Tata Mc Grawhall Publishing Co New Delhi	
11	S.K Mangal.2008. Educating of the Exceptional Children: An Introduction to Special Education	
12	Julka, A (2006) Meeting special needs in schools” A manual, NCERT, New Delhi	

