॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड – ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

Fax : (02462) 215572	**Academic-1 (BOS) Section**	website: srtmun.ac.in
Phone: (02462)215542		E-mail: bos@srtmun.ac.in

आंतरविद्याशाखीय अभ्यास विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरण २०२० नुसार पदवी द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२५—२६ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २७ मे २०२५ रोजी संपन्न झालेल्या मा. विद्यापरिषद बैठकीतील विषय क्रमांक १८/६१—२०२५ च्या ठरावानुसार आंतरविद्याशाखीय अभ्यास विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण—२०२० नुसारचे पदवी द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२५—२६ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार आंतरविद्याशाखीय अभ्यास विद्याशाखेतील बी. ए. द्वितीय वर्षाचे खालील विषयाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२५—२६ पासून लागू करण्यात येत आहेत.

01	B. A. II year Lib & Information Science
02	B. A. II year Fashion Design
03	B. A. II year Education
04	B. A. II year Home Science
05	B. A. II year Animation
06	B. A. II year Hospitality Studies

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड — ४३१ ६०६.
जा.क्र.:शै—१/एनइपी/आंविअपदवी/२०२५—२६/**१ ३ ०**
दिनांक १४.०६.२०२५

सहाय्यक कुलसचिव
शैक्षणिक (१—अभ्यासमंडळ) विभाग

प्रत : माहितीस्तव तथा कार्यवाहीस्तव.
१) मा. कुलगुरू महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. प्र. कुलगुरू महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ.
३) मा. आधिष्ठाता, आंतरविद्याशाखीय अभ्यास विद्याशाखा, प्रस्तुत विद्यापीठ.
४) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
५) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
६) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, परिपत्रक अभ्यासक्रम संकेतस्थळावर प्रसिध्द करण्यात यावेत.

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, VISHNUPURI, NANDED-431 606

FACULTY OF INTERDISCIPLINARY STUDIES

(Structure and Syllabus of Four Years Multidisciplinary

Degree Program with Multiple Entry and Exit Option)

MAJOR IN (DSC) EDUCATION

B. A. (EDUCATION)

Second Year (III & IV Semester)

Effective from Academic Year **2025-2026**

(As per NEP-2020)

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER:III
Paper Code: IEDUCT1201
Title: **DEVELOPMENT OF EDUCATION IN INDIA**

Credits: 4   Teaching Hours: 60
===

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.

2. Basic Understanding of Indian History: Familiarity with key historical events and reforms during British rule and post-independence India.

3. Fundamentals of Educational Philosophy: Knowledge of basic educational theories, aims of education, and roles of education in society.

Course Objectives:

1. To explore the evolution of the Indian education system during the British era with reference to key policies and commissions.
2. To understand the significant recommendations and implications of the Secondary Education Commission (1952-53).
3. To analyze the contributions of the Kothari Commission (1964-66) in shaping the structure and objectives of Indian education.
4. To examine the core features, innovations, and implementation aspects of the National Education Policy (1986).
5. To critically evaluate historical and policy-based educational developments to understand current educational practices in India.

Course Outcomes:

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

- **CO1.** Critically explain the major educational reforms introduced during British rule and assess their long-term impacts.
- **CO2.** Illustrate the structure, aims, and curricular innovations proposed by the Mudliar Commission.
- **CO3.** Analyze the comprehensive framework of the Kothari Commission and its influence on various aspects of education.
- **CO4.** Evaluate the National Policy on Education (1986), including its policy innovations like Operation Blackboard and NavodayaVidyalayas.
- **CO5.** Develop an informed perspective on the historical progression of educational policies and their relevance to contemporary education in India.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	**UNIT-I**	**EDUCATION IN BRITISH PERIOD**	
	1.1	Charter Act 1813 - With reference to recommendation, oriental-occidental controversy, merits & demerits.	
	1.2	Macaulay's Minutes 1835- With reference to recommendation, merits & demerits.	15
	1.3	Wood's Dispatch 1854- With reference to recommendation, merits & demerits.	
2.0	**UNIT-II**	**SECONDARY EDUCATION COMMISSION 1952-53 (MUDLIAR COMMISSION)**	
	2.1	Aims & Structure of Secondary	

		Education.	15
	2.2	Curriculum, Textbook & Teaching Method.	
	2.3	Recommendations of Mudliar Commission.	
3.0	**UNIT-III**	**KOTHARI COMMISSION 1964-66**	
	3.1	Objectives & Structure of Education.	15
	3.2	Curriculum, Textbook & Teaching Method.	
	3.3	Recommendations (Women Education, Teacher Education, Student Scholarship, Language education)	
4.0	**UNIT-IV**	**NATIONAL EDUCATION POLICY - 1986**	
	4.1	Objectives, Policy Matter, Salient Features.	15
	4.2	General Structure of National Curriculum Pattern.	
	4.3	Innovation of Operation Black Board, NavodayaVidyalaya.	
		Total	60

Reference Books:

1. Pawar, G. R., Mori, V. B., & Tele, S. S. (2024). Contemporary India and Education. Shree Prakashan.

2. Altekar, A. S. (1944). Education in Ancient India.Banaras Hindu University.(Note: Original publication year is 1944; please confirm edition if different.)

3. Government of India. (1948). Report of the University Education Commission.Ministry of Education.

4. Government of India. (1952). Report of the Secondary Education Commission. Ministry of Education.

5. Government of India. (1966). Report of the Education Commission, 1964-66 (Kothari Commission).Ministry of Education.

6. Pachling, S. K. (2022). Contemporary thoughts on Education. Prashant Publication.

7. पवार, ना. ग. (2020). उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक.सृजनप्रकाशन. (Year assumed; please verify if different.)

8. दुनाखे, अ. (2017). भारतीय शिक्षण पध्दती व माध्यमिक शिक्षण .नुतनप्रकाशन.

9. जोशी, द.,सदावर्ते, उ., & इनामदार, व. (2019). भारतीय शिक्षण प्रणालीचा विकास. प्राची प्रकाशन.

10. गद्रे, ग.,&गद्रे, ल. रा. (2016). भारतीय शिक्षणाचा इतिहास ज्ञ. विद्यापीठ प्रकाशन.

11. नरवणे, म. (2021). भारतीय शिक्षणाचे आयोग व समिती. आरती पब्लिकेशन.

12. शेटकर, ग.,शेवतेकर, श., &जोशी, श. (2018). भारतीय शिक्षणाचा इतिहास. मृण्मयी प्रकाशन.

Swami RamanandTeerthMarathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER:III
Paper Code: IEDUCT1202
Title: **EDUCATIONAL TECHNOLOGY**

Credits: 4   Teaching Hours: 60
===

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic Understanding of Educational Psychology: Familiarity with how students learn and interact in classroom settings.
3. Introductory Knowledge of ICT in Education: Basic awareness of technology tools and their application in education.

Course Objectives:

1. To introduce the concept, nature, and process of communication in educational settings.
2. To explore the role and educational functions of various mass media, including traditional and modern tools.
3. To develop an understanding of the systems approach and its application in instructional design.
4. To familiarize learners with innovative teaching methods such as programmed learning, team teaching, and e-learning.
5. To enable students to integrate media and technology effectively in the teaching-learning process.

Course Outcomes:

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

- **CO1.** Analyze the process and types of classroom communication for effective teaching-learning.
- **CO2.** Evaluate the educational impact and usage of mass media such as TV, radio, newspapers, and folk media.
- **CO3.** Apply the principles of systems approach to develop instructional designs in education.

- **CO4.** Demonstrate the use of innovative educational technologies like programmed learning and e-learning tools.
- **CO5.** Design and implement technology-integrated teaching strategies to enhance learner engagement and outcomes.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	**UNIT-I**	**COMMUNICATION PROCESS**	
	1.1	Concepts, Nature.	
	1.2	Process, Components.	15
	1.3	Types of classroom communication.	
2.0	**UNIT-II**	**MASS MEDIA APPROACH IN EDUCATIONAL**	
	2.1	Functions of Mass Media.	15
	2.2	Television, Radio.	
	2.3	Literature, News Papers, Folk Media.	
3.0	**UNIT-III**	**SYSTEMS APPROACH**	
	3.1	Concept, Meaning of System Approach.	
	3.2	Principles & Characteristics of System Approach.	15
	3.3	Development of an Instructional System	
4.0	**UNIT-IV**	**INNOVATIONS IN EDUCATIONAL TECHNOLOGY**	
	4.1	Programmed learning.	15
	4.2	Team teaching.	
	4.3	E-learning	
		Total	60

Reference Books:

1. Pawar, G. R., &Hatte, S. S. (2024). Educational technology and ICT. Shree Prakashan.

2. Arulsamy, S., &Shivakumar, P. (2020). Application of ICT in education.Neelkamal Publications.

3. Bhatia, K. K., & Singh, J. (2018). Essentials of educational technology and school management.Tandon Publications.

4. Sunder, I. (2017). Teaching and learning through information and communication technology. Sarup Book Publishers Pvt. Ltd.

5. Srivastava, A. K. (2019). Educational technology.Kunal Books.

6. Talesra, H., Shukul, M., & Sharma, U. (2016). Challenges of educational technology trends globalization. Authors Press.

7. Arulsamy, S., &Sivakumar, P. (2020). Application of ICT in education.Neelkamal Publications.

8. Dash, B. C. (2021). A textbook of educational technology.Wisdom Press.

9. Bansal, S. K. (2015). Internet technology.APH Publications.

10. Leon, A., et al. (1999). Fundamentals of information technology.Vikas Publishing House Pvt. Ltd.

11. Babola, D. T. (1998). Microsoft World. Prentice Hall of India Pvt. Ltd.

12. Basandra, S. K. (2001). Computers today.Galgotia Publishers Pvt. Ltd.

13. Bharihoke, D. (2000). Fundamentals of information technology.Pentagon Press.

14. Bloom, R. S. (1974). Taxonomy of educational objectives. McKay Co., Inc.

15. Chauhan, S. S. (1983). Innovations in teaching-learning process.Vikas Publishing House Pvt. Ltd.

16. Mane, M. S. (2016). Educational technology.ChandralokPrakashan.

17. Honcok, A. (1977). Planning for educational mass media. Longman Group Ltd.

18. Jain, M., et al. (2000). Information technology concepts.BPB Publications.

19. Sharma, A. R. (2018). Educational technology.

20. Yeole, S. (2019). Educational technology.

21. Kulkarni, S. S. (2016). Introduction to educational technology.

22. Moirsund, D. (2004). Project-based learning using information technology.

23. Rawat, S. C. (2015). Essentials of educational technology.

24. शेवतेकर, श. (2016). शैक्षणिक तंत्रविज्ञान.

25. सारंग, श. (2008). सूक्ष्मअध्यापन. कुसुमप्रकाशन.

26. येवले, स.,&भोसले, र. (2017). शैक्षणिक तंत्रविज्ञान. फडकेप्रकाशन.

27. दुनाखे, अ. (2018). शैक्षणिक तंत्रविज्ञान.

28. खुरपे, जी. टी.(2019). शैक्षणिक तंत्रविज्ञान आणि आयसीटी.

29. जगताप, ह. ना. (2015). प्रगत शैक्षणिक तंत्रविज्ञान. नूतनप्रकाशन.

Swami RamanandTeerthMarathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
GENERIC ELECTIVE (GE)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER:III
Paper Code: IEDUGE1201
Title: **EDUCATIONAL GUIDANCE AND COUNSELING**
Credits: 2   Teaching Hours: 30
==

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of human development and learning theories.
3. Familiarity with educational psychology concepts.

Course Objectives:

1. To enable students to understand the meaning, scope, and significance of guidance and counselling in education.
2. To develop insight into the various types of guidance and counselling and their application in educational settings.
3. To acquaint students with the aims, need, and techniques of career guidance.
4. To enhance knowledge about mental health, hygiene, and adjustment mechanisms in learners.
5. To prepare students to implement guidance programs at various educational levels effectively.

Course Outcomes:

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

- **CO1.** Explain the fundamental concepts, scope, and importance of educational guidance and counselling.
- **CO2.** Differentiate and apply various types of guidance and counselling techniques appropriately.
- **CO3.** Analyze career guidance strategies and factors influencing career choices in students.
- **CO4.** Identify symptoms and causes of maladjustment and recommend measures for mental well-being.

- **CO5.** Design and evaluate guidance and counselling programs at school and higher education levels.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**GUIDANCE**	8
	1.1	Meaning, Concept, Scope & Nature of Guidance.	
	1.2	Need & Importance of Guidance.	
	1.3	Types of Guidance.	
2.0	UNIT-II	**COUNSELING**	8
	2.1	Meaning, Concept of Counseling.	
	2.2	Need & Techniques of Counseling.	
	2.3	Types of Counseling.	
3.0	UNIT-III	**CAREER GUIDANCE**	6
	3.1	Aims & Importance of Career Guidance	
	3.2	Factors affecting Career choice & Career adjustment	
	3.3	Guidance programmer at Different levels.	
4.0	UNIT-IV	**MENTAL HEALTH**	8
	4.1	Concept of Mental Health & Mental Hygiene	
	4.2	Adjustment Mechanisms	
	4.3	Causes and Symptoms of Maladjustment	
		Total	30

Reference Books:

1. Kochar, S. K. (2006). Educational and vocational guidance in secondary schools. Sterling Publishers Pvt. Ltd.
2. Chowdhary, S. (2006). Guidance, counseling and career information.VinodPustakMandir.
3. Gupta, S. (2005). Career and counseling education.Kalpaz Publications.
4. Chandra, R. (2000). Career information and guidance and counseling.Isha Books.
5. Bengalee, M. D. (1999). Guidance and counseling.Sheth Publishers.
6. Barki, B. G., &Mukhopadhyay, B. (2000). Guidance and counseling: A manual. Sterling Publishers Pvt. Ltd.
7. गुळवणी, म. (2011). मार्गदर्शन व समुपदेशन.नित्यनुतन प्रकाशन.
8. दुनाखे, अ. (1998). शैक्षणिक समुपदेशन आणि मार्गदर्शन. नुतनप्रकाशन.
9. इनामदार, इ.,&भोसले, स. (2006). शालेय व्यवस्थापनाचे शिक्षण. समृद्धी प्रकाशन.

Swami RamanandTeerthMarathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
VOCATIONAL & SKILL ENHANCEMENT COURSE (SEC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER:III
Paper Code: IEDUVC1201
Title: **ACTION RESEARCH**

Credits: 2   Teaching Hours: 30
==

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational research and its types.
3. Knowledge of teaching-learning processes and classroom dynamics.

Course Objectives:

1. To develop an understanding of the meaning, nature, and characteristics of action research in education.
2. To differentiate action research from fundamental and applied research.
3. To acquaint learners with the step-by-step process of conducting action research.
4. To enable learners to design, implement, and evaluate classroom and school-based action research projects.
5. To build skills in reporting action research findings ethically and professionally for educational improvement.

Course Outcomes:

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

- **CO1.** Explain the concept, nature, and scope of action research in the educational context.
- **CO2.** Identify suitable problems for action research and formulate effective action hypotheses and plans.
- **CO3.** Use appropriate data collection tools and techniques for implementing action research in classrooms or schools.
- **CO4.** Analyze, interpret, and evaluate the outcomes of action research for instructional improvement.

- **CO5.** Prepare and present comprehensive action research reports while adhering to ethical standards and applying findings for professional growth.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**INTRODUCTION TO ACTION RESEARCH**	8
	1.1	Meaning, Nature, and Characteristics of Action Research	
	1.2	Difference between Fundamental Research, Applied Research, and Action Research	
	1.3	Scope and Importance of Action Research in Education	
2.0	UNIT-II	**PROCESS OF ACTION RESEARCH**	8
	2.1	Steps of Action Research: Identifying the Problem to Reporting	
	2.2	Techniques and Tools for Data Collection in Action Research	
	2.3	Formulating Action Hypothesis and Action Plan	
3.0	UNIT-III	**DESIGNING AND IMPLEMENTING ACTION RESEARCH**	6
	3.1	Selection of the Problem and Designing the Intervention	
	3.2	Implementation Strategies: Classroom-Based and School-Based Interventions	
	3.3	Data Analysis, Interpretation, and	

		Evaluation of Action Research Outcomes	
4.0	UNIT-IV	**REPORTING AND APPLICATION OF ACTION RESEARCH**	
	4.1	Format and Writing of Action Research Report	8
	4.2	Ethical Considerations in Action Research	
	4.3	Application of Action Research for Professional Development of Teachers	
		Total	30

Reference Books:

1. Best, J. W., & Kahn, J. V. (2006). Research in education (10th ed.). Pearson Education.

2. Corey, S. M. (1953). Action research to improve school practices. Teachers College Press.

3. Koul, L. (2009). Methodology of educational research (4th ed.). Vikas Publishing House.

4. McNiff, J., & Whitehead, J. (2011). All you need to know about action research (2nd ed.). Sage Publications.

5. Mills, G. E. (2017). Action research: A guide for the teacher researcher (6th ed.). Pearson.

6. Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). Routledge.

7. Stringer, E. T. (2013). Action research (4th ed.). Sage Publications.

8. शिंदे, एस. डी.(2018). ऍक्शन रिसर्च. नित्यनूतन प्रकाशन.

9. पाटील, बी. जी.(2020). शैक्षणिक कृती संशोधन. विद्या प्रकाशन.

10. जोशी,एस. के.(2019). शिक्षणातील कृती संशोधन. नूतनप्रकाशन.

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER: IV
Paper Code: IEDUCT1251
Title: **CONTEMPORARY EDUCATION IN INDIA**

Credits: 4   Teaching Hours: 60
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Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.

2. Basic understanding of the history and structure of the Indian education system.

3. Familiarity with key constitutional and policy documents related to education.

Course Objectives:

1. To explore the historical evolution and constitutional foundations of the Indian education system.
2. To understand the development and impact of various educational policies and reforms in India.
3. To critically examine the current issues, challenges, and inequalities in the Indian education system.
4. To assess the influence of recent innovations and technological trends in shaping contemporary education.
5. To analyze the transformative role of NEP 2020 in addressing educational quality, equity, and teacher education.

Course Outcomes:

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

- **CO1.** Describe the historical background and constitutional provisions related to education in India.
- **CO2.** Interpret the objectives and implications of major educational policies including NEP 2020.
- **CO3.** Analyze issues of access, equity, and quality in the context of contemporary Indian education.

- **CO4.** Evaluate the role of digitalization and vocational education in current educational practices.
- **CO5.** Apply the concepts of policy reforms to propose improvements in education for inclusive and holistic development.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**HISTORICAL BACKGROUND AND CONSTITUTIONAL PROVISIONS**	
	1.1	Evolution of Education in India: Pre-independence and Post-independence	
	1.2	Constitutional Provisions Related to Education: Articles 45, 46, 21A, 30	15
	1.3	Right to Education Act (RTE) 2009 and its Implications	
2.0	UNIT-II	**POLICIES AND PROGRAMS IN INDIAN EDUCATION**	
	2.1	National Policy on Education (1986), Revised in 1992	15
	2.2	National Education Policy 2020: Vision, Objectives and Reforms	
	2.3	Major Government Initiatives: SSA, RMSA, SamagraShiksha	
3.0	UNIT-III	**CONTEMPORARY ISSUES AND CHALLENGES IN EDUCATION**	
	3.1	Equity, Access, and Quality in Education	15
	3.2	Gender Disparity, Inclusive Education and Marginalized Groups	
	3.3	Role of Education in National Integration and Social Change	

4.0	UNIT-IV	TRENDS AND INNOVATIONS IN INDIAN EDUCATION	
	4.1	Digital Education and ICT Integration in Classrooms	
	4.2	Vocational Education, Skill Development, and Experiential Learning	15
	4.3	Role of NEP 2020 in Teacher Education and Assessment Reforms	
		Total	60

Reference Books:

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2. Government of India. (1986). National Policy on Education 1986.Ministry of Human Resource Development.

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Faculty of Interdisciplinary Studies
Major in Education (DSC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER: IV
Paper Code: IEDUCT1252
Title: **EDUCATIONAL ADMINISTRATION AND MANAGEMENT**
Credits: 4   Teaching Hours: 60
===

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of educational systems and school structures.
3. Familiarity with foundational concepts of education, teaching-learning processes, and organizational roles in institutions.

Course Objectives:

1. To develop an understanding of the concepts, nature, and scope of educational administration and management.
2. To differentiate between administration, management, supervision, and planning within educational institutions.
3. To explore various types of educational management and the significance of leadership roles.
4. To understand the principles and processes of institutional planning and school organization.
5. To analyze modern trends and challenges in educational administration and explore strategies for professional development.

Course Outcomes:

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

- **CO1.** Explain the fundamental concepts and principles of educational administration and management.
- **CO2.** Distinguish effectively between administration, supervision, planning, and management functions in education.
- **CO3.** Apply leadership and management theories in real-life school administration contexts.

- **CO4.** Design and assess institutional plans, understanding the role of the headmaster/principal in school management.
- **CO5.** Evaluate current trends and challenges in educational administration and propose strategies for overcoming them through professional growth.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**CONCEPT AND SCOPE OF EDUCATIONAL ADMINISTRATION**	
	1.1	Meaning, Nature, and Objectives of Educational Administration	15
	1.2	Scope and Principles of Educational Administration	
	1.3	Difference between Administration, Management, Supervision, and Planning	
2.0	UNIT-II	**EDUCATIONAL MANAGEMENT**	
	2.1	Concept, Nature, and Need of Educational Management	15
	2.2	Types of Management: Democratic, Autocratic, and Laissez-faire	
	2.3	Role of Leadership in Educational Management	
3.0	UNIT-III	**INSTITUTIONAL PLANNING AND ORGANIZATION**	
	3.1	Institutional Planning: Meaning, Importance, and Characteristics	15
	3.2	School Organization: Structure, Functions, and Components	
	3.3	Role of Headmaster/Principal in Educational Administration	
4.0	UNIT-IV	**MODERN TRENDS AND CHALLENGES IN EDUCATIONAL ADMINISTRATION**	
	4.1	Trends in Educational Administration: Decentralization, E-Governance, and Autonomy	15
	4.2	Challenges in Educational Administration: Financial, Administrative, and Human Resource	
	4.3	Capacity Building and Professional Development of Educational Administrators	
		Total	60

Reference Books:

1. Pawar, G. R., Ghodke, M. S., Swami, D. S., &Hatte, S. S. (2024). School management and administration. Shree Prakashan.
2. Aggarwal, J. C. (2010). Landmarks in the history of modern Indian education (7th ed.). Vikas Publishing House.
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6. Government of India. (2020). National Education Policy 2020. Ministry of Education.
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12. पवार, ना. ग. (2015). उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक.पप्री प्रकाशन.
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17. नरवणे, म. (2018). भारतीयशिक्षणाचेआयोगवसमित्या.विद्याप्रकाशन.
18. निकाळजे, ए. डी. (2020). नवीन राष्ट्रीय शिक्षण धोरण 2020 – एक समीक्षण. श्रीविद्याप्रकाशन.
19. हिंगणे, ए. (2015). भारतातील आधुनिक शिक्षण: एक ऐतिहासिक विश्लेषण. सानेगुरुजी ग्रंथमाला.
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21. जाधव, बी. टी. (2021). भारतातील समकालीन शैक्षणिक धोरणे. ज्ञानदीप प्रकाशन.

Swami RamanandTeerthMarathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
GENERIC ELECTIVE (GE)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER: IV
Paper Code: IEDUGE1251
Title: **EDUCATIONAL LEADERSHIP AND MANAGEMENT**

Credits: 2   Teaching Hours: 30
===

Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic Understanding of Educational Theories and Systems:
3. Familiarity with Contemporary Educational Policies and related reforms

Course Objectives:

1. To introduce the key concepts and importance of educational leadership and management.
2. To explore various leadership theories and styles relevant to educational institutions.
3. To develop skills for school management practices.
4. To enable critical reflection on inclusive, ethical, and transformative leadership in schools.
5. To promote interdisciplinary and community-oriented perspectives for holistic school development.

Course Outcomes:

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

- CO1. Differentiate between educational leadership and management and explain their interconnected roles.
- CO2. Analyze various leadership theories and apply them to real-world school contexts.
- CO3. Design school improvement plans integrating participative and strategic management techniques.

- CO4. Demonstrate understanding of inclusive, ethical, and culturally responsive leadership practices.
- CO5. Critically evaluate the impact of leadership on school climate, student outcomes, and community engagement.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**FOUNDATIONS OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**	7
	1.1	Meaning, Nature, and Importance of Educational Leadership and Management	
	1.2	Leadership vs. Management: Conceptual Differences and Synergy	
	1.3	Theories of Leadership (Trait, Behavioral, Transformational, Distributed)	
2.0	UNIT-II	**LEADERSHIP STYLES AND APPROACHES IN EDUCATION**	7
	2.1	Participative, Instructional, Transformational, and Servant Leadership	
	2.2	Role of the Leader as Visionary, Communicator, and Change Agent	
	2.3	Case Studies of Effective Educational Leaders in India and Globally (Interdisciplinary Perspective)	
3.0	UNIT-III	**SCHOOL MANAGEMENT AND INSTITUTIONAL PLANNING**	8
	3.1	School as a Learning Organization: Planning, Organizing, Directing, Supervising	
	3.2	Participative Decision-Making and School Development Plans (SDPs)	
	3.3	Resource Management: Human, Physical, Financial and Technological Integration (NEP-2020 Digital Initiatives)	
4.0	UNIT-IV	**LEADERSHIP FOR INCLUSIVE AND HOLISTIC EDUCATION**	8
	4.1	Ethical and Values-Based Leadership for Inclusive Education	
	4.2	Promoting Equity, Gender Sensitization, and Well-being in Schools	
	4.3	Leadership for Life Skills, Art Integration, Sustainability, and Community Engagement	
		Total	30

Reference Books:

1. Bush, T. (2011). Theories of educational leadership and management (4th ed.). Sage Publications.

2. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5-22.

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8. Kouzes, J. M., & Posner, B. Z. (2017). The leadership challenge: How to make extraordinary things happen in organizations (6th ed.). Wiley.

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14. Bhatmager R.P. &Agarwal V. (1986), educational administration, international publishing house.

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21. जाधव, एन. जी. (२०२०). नवीन शैक्षणिक धोरण व नेतृत्व. मुंबई: विद्या प्रतिष्ठान.

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23. कांबळे, डी. टी.(२०२१). समकालीन शैक्षणिक व्यवस्थापन. औरंगाबाद: दीपक पब्लिकेशन.

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25. देशमुख, पी. डी.(२०१७). शाळेतील नेतृत्व व निर्णय प्रक्रिया. पुणे: सृजन प्रकाशन.

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27. लोखंडे, ए. डी. (२०२२). राष्ट्रीय शैक्षणिक धोरण २०२० आणि शाळा व्यवस्थापन.औरंगाबाद: ज्ञानदीप प्रकाशन.

<p style="text-align:center">Swami Ramanand TeerthMarathwada University, Nanded
Faculty of Interdisciplinary Studies
Major in Education (DSC)
VOCATIONAL & SKILL ENHANCEMENT COURSE (SEC)
UNDERGRADUATE SECOND YEAR PROGRAMME
SEMESTER: IV
Paper Code: IEDUVC1251
Title: EDUCATIONAL EVALUATION</p>

Credits: 2   Teaching Hours: 30
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Curriculum Details:

Course Pre-requisites:

1. Eligibility as per university guidelines.
2. Basic understanding of teaching-learning processes and educational psychology.
3. Familiarity with concepts of curriculum, assessment, and student learning behavior.

Course Objectives:

1. To understand the concepts of measurement, assessment, and evaluation and distinguish among them.
2. To explore principles and various approaches of evaluation in education.
3. To examine instructional objectives and relate them to appropriate methods of evaluation.
4. To develop knowledge of tools and techniques used in both quantitative and qualitative assessment.
5. To gain an understanding of psychological tests related to intelligence, personality, and aptitude.

Course Outcomes:

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

- **CO1.** Explain the concepts and interrelationship among measurement, assessment, and evaluation in educational settings.
- **CO2.** Identify and apply appropriate evaluation approaches including formative, summative, continuous, and remedial methods.
- **CO3.** Formulate instructional objectives using Bloom's taxonomy and align them with evaluation techniques.
- **CO4.** Utilize suitable tools and techniques for educational evaluation, ensuring validity and reliability.
- **CO5.** Interpret the results of standardized psychological tests to understand learners' intelligence, personality, and aptitude.

Module No.	Unit No.	Name of the Topic	Hrs. Required 1 Hrs. = 60 Minutes
1.0	UNIT-I	**MEASUREMENT & EVALUATION**	
	1.1	Concept of Measurement, Assessment and Evaluation	
	1.2	Principles and Aspects of Evaluation	8
	1.3	Meaning, Importance and difference among Measurement, Assessment and Evaluation	
2.0	UNIT-II	**INSTRUCTIONAL OBJECTIVES & APPROACHES OF EVALUATION**	
	2.1	Taxonomy of instructional objectives	
	2.2	Evaluation Approach: Formative Evaluation, Summative Evaluation, Qualitative Evaluation, Quantitative Evaluation	6
	2.3	Continuous Evaluation, Remedial Evaluation	
3.0	UNIT-III	**TOOLS, TECHNIQUES OF EVALUATION**	
	3.1	Characteristics of good measuring instruments and factors affecting them.	
	3.2	Tools of Evaluation: **(a) Quantitative –** Written, Oral and Practical	8
	3.3	Tools of Evaluation: **(b) Qualitative** – Observation, Rating Scale, Checklist Projective &Sociometry Techniques	
4.0	UNIT-IV	**PSYCHOLOGICAL TESTS**	
	4.1	**Psychological Tests:** Concept, Nature and Introduction of Standardized Tests	
	4.2	**Measurement of Intelligence:** Concept, and Nature	
	4.3	**Assessment of personality:** Concept, and Nature	8
	4.4	**Aptitude Test** – Concept, and Nature	
		Total	30

Reference Books:

1. Bloom, B. S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals Longmans, Green.

2. Gronlund, N. E. (2004). Assessment of Student Achievement (8th ed.). Pearson Education.

3. Gay, L. R. (2000). Educational Evaluation and Measurement: Competencies for Analysis and Application (6th ed.). Merrill/Prentice Hall.

4. Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education (7th ed.). Pearson Education.

5. Ebel, R. L., &Frisbie, D. A. (1991). Essentials of Educational Measurement (5th ed.). Prentice Hall.

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7. Anastasi, A., &Urbina, S. (1997). Psychological Testing (7th ed.). Prentice Hall.

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17. शेटकर, ग.,शेवतेकर, श., &जोशी, शो. (2015). शैक्षणिक मूल्यमापन व संख्याशास्त्र. मृण्मयी प्रकाशन.