

SYLLABUS

Post Graduate Diploma in Educational
Management and Leadership

(Semester System)
Examinations 2020 – 2021

Faculty of Education

Panjab University
Chandigarh -160014

**POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT
AND LEADERSHIP
(Through Open and Distance Mode)**

Course Overview

The aim of this multidisciplinary one-year (two semesters) programme, is to enhance the administrative skills and operational abilities of those who have been assigned to or who aspire to lead an academic institution. This diploma will provide a comprehensive knowledge about the theoretical aspects, familiarize with the practical aspects of existing educational management, and offer insights to adopt a futuristic approach. This course will help the aspirants to acquire and upgrade skills in areas such as interpersonal relationship, leadership and team building, strategic planning and decision-making necessary for effective management.

Value of the Course: There has been a constant rise in the demand for visionary teachers/administrators with an in-depth understanding of learning processes and this course is meticulously designed to respond to the professional needs of such individuals. It acquaints the candidates with practical knowledge and skills necessary to run an educational institution. This PG diploma will meet the ever-increasing demand for trained manpower in educational organizations. It will be apt for teachers willing to switch over from teaching to administrative job and will be ideal for principals and institutional heads looking for up gradation in their administrative skills.

Internal Assessment: Internal assessment in each theory paper will be based on sessional work and assignments. Assignments will contain theory questions as well as sessional work will include practical/field work involving self-reflection. Assignments will be of 10 marks and sessional work will be of 15 marks in each theory paper.

COURSE STRUCTURE

Semester-I

Papers	Titles	Internal Marks	External Marks	Total	Credits
I	Introduction to Educational Administration and Management	25	75	100	5
II	Educational Policy, Plans, and Programmes	25	75	100	5
III	Organizational Behavior	25	75	100	5
	Submission of Project Proposal (Non-Credit)	--	--	--	--
	Total Marks	300			15

Semester-II

Papers	Titles	Internal Marks	External Marks	Total	Credits
IV	Emerging Concepts in Educational Management	25	75	100	5
V	Educational Leadership: Western and Indian Perspectives	25	75	100	5

Course Outline

Paper-I

INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Total Marks: 100
External Theory:75
Internal Assessment:25
Credits: 5

COURSE OBJECTIVES

The students will be able to:

- Explain concepts of educational administration and educational management.
- Get acquainted with the evolutionary of educational administration in India.
- Critically analyze the role of various governmental and voluntary agencies at national, state, and local level bodies responsible for educational administrations.
- Appreciate the constitutional imperatives in the field of education.
- Understand the technology empowered monitoring systems in education.

Note:Examiner will set 9 questions in all, selecting two each from four units. The 9th question will be compulsory and will consist of four short answer type questions spread over the entire syllabus. Student is required to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit- I

Concept and nature and scope of educational administration and management, difference between administration and management.

Evolution of Educational Administration from Colonial era to present times. Challenges to educational administration in Contemporary India.

Unit – II

- a) Administrative structure for educational administration in India at national, state, and local levels.
- b) Role of Ministry of Human Resource Development, University Grants Commission, in educational administration and management.

Unit - III

- a) Constitutional provisions for education in India; Center-State relationship with respect to educational administration.
- b) Role of private philanthropic sector and other voluntary organizations in educational administration and management

Unit – IV

Paper – III

ORGANIZATIONAL BEHAVIOR

Total Marks: 100
External Theory: 75
Internal Assessment: 25
Credits: 5

Objectives:

After studying this paper, the students will be able to:

- understand the concept of organizational behavior and its importance.
- aware of organizational roles and its implications.
- assess the implications of organizational climate for organizational effectiveness
- appreciate the role of educational administrator in shaping up organizational culture.
- recognize the role of administrator in conflict management in organization.
- understand the concept of Job satisfaction and motivation of teachers and role of administrator in enhancing these.

Note: Examiner will set 9 questions in all, selecting two each from four units. The 9th question will be compulsory and will consist of four short answer type questions spread over the entire syllabus. Student is required to attempt five questions, selense e 62(d)-2.80892(dm)1.40381(i

SEMESTER-II

Paper-IV

EMERGING CONCEPTS IN EDUCATIONAL MANAGEMENT

Total Marks: 100
External Theory: 75
Internal Assessment: 25
Credits: 5

Objectives:

After studying this paper, the students will be able to:

- identify the elements of effective organizational communication and barriers in it.
- communicate effectively in organization.
- understand the process of decision making and its importance in organizations.
- utilize this knowledge to make effective decisions as administrator.
- comprehend the concept of management by objectives and its significance.
- aware of various organizational changes and forces behind it.
- appreciate the role of administrator towards organizational change.
- understand the concept and process of organizational development.
- realize the importance of Organizational Development.
- familiar with the PERT and its benefits.
- discuss the concept, types, approaches and agencies for performance appraisal and its importance.

Note: Examiner will set 9 questions in all, selecting two each from four units. The 9th question will be compulsory and will consist of four short answer type questions spread over the entire syllabus. Student is required to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

Unit-I

- a) Communication: Meaning, types, process, uses importance, elements of effective organizational communication, barriers and ways to reduce barriers.

- b) Decision-making: Concept, characteristics, types of organizational decisions, process of decision making, models of decision making, factors influencing decision making, problems in execution of decisions in organizations.

Unit-II

- a) Management by Objectives (MBO): Concept, process, principles, significance and MBO in educational set-up.
- b) Organizational Change: Meaning, types, goals, process, forces for change, reactions to change, reasons for failure, role of educational administrator in facilitating change.

Unit-III

- a) Organizational Development: Concept, characteristics, goals, process, OD interventions and benefits for educational organizations
- b) PERT: Concept, process, PERT chart and role of PERT in educational organizations.

Unit-IV

- a) Performance appraisal: Concept, types, principles, importance approaches and problems, SWOT, and TOWS analysis.
- b) Agencies of Performance Appraisal for school and higher education in India and abroad. NAAC and International Network for Quality Assurance Agencies for Higher Education (INQAAHE).

Sessional Work:

Preparation of PERT chart for one specific event and conduct SWOT analysis of one educational institution.

Suggested Readings

- Austin, J. R., & Bartunek, J. M. (2003). Theories and Practices of Organizational Development. *Handbook of Psychology*. Available at https://www2.bc.edu/~bartunek/representative%20publications_files/Austin%20&%20Bartunek.pdf
- Chen, J. M., Suen, M. W., Lin, M. J., & Shieh, F. A. (2001). Organizational change and development. *The National Civil Servant Training Institution*, 2(16),
- Fullar, J. W. (1981). *MBO [Management by Objectives]: A primer for educational managers*.
- International Network for Quality Assurance Agencies for Higher Education (INQAAHE). (1991). <https://www.inqaah.org/>
- Kezar, A. J., & ERIC Clearinghouse on Higher Education. (2001). *Understanding and facilitating change in higher education in the 21st century*. Washington, DC: ERIC Clearinghouse on Higher Education.

- Knoff, H. M. (2009). Best practices in strategic planning, organizational development, and school effectiveness. Project ACHIEVE. Little Rock, AR: Incorporate Press.
- Krueger, D. (1992). *Strategic Management and Management by Objectives*. Small Business Institute Director's Association.
- [REDACTED] management. *International Education*. 2129(anagnt5 111 ref 0 0)3.2129(e)2.808(c0J R14.28 Tf

Unit – IV

- a) Impact of educational leadership on organizational effectiveness.
- b) Assessment of Leadership: Multifactor Leadership Questionnaire (MLQ); Self-appraisal techniques, developing emotion intelligence and effective leadership practices to enhance their performance as leaders.

Sessional Work:

Interview with five educational administration and observation report on prevalent leadership styles.

Suggested Readings:

- Bryman, A. (2007). *Effective leadership in higher education*. London: Leadership Foundation for Higher Education.
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Paper-VI
Project Work

Total Marks: 100