Certificate Course

in

Educational Administration and Management

(6 Months Course)

Course Curriculum

Kanyashree University

Krishnagar Govenment College Campus, Krishnagar,

Dist-Nadia, Pin-741101

West Bengal, India

Course Structure

Course Code	Title of the Course	Credits	Hours	Marks
Theory Paper				
CCEAM-01	Introduction to Educational Administration	4	4×15 = 60	100
CCEAM-02	Introduction to Educational Management	4	4×15 = 60	100
CCEAM-03	Introduction to Educational Leadership	4	4×15 = 60	100
CCEAM-04	Educational Planning	4	4×15 = 60	100
Practicum				
CCEAM-05	Action Research	2	2×15 = 30	50
	Seminar Presentation	2	2×15 = 30	50
Total		**16**	**300**	**500**

CCEAM-01: Introduction to Educational Administration

Total Credits : 4	Full Marks : 100
Each Credit : 15 hours	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

After completion of the course student will be able to –

- Know about Educational administration
- Understand critical examination of a wide range of topics central to administration, and their application to the field of education.
- Explore major historical developments in the field, as well as differing theoretical stances.
- Understand how to use theory to make
- Make sense of educational practice in productive ways.
- Describe the functions of Educational Administration
- Describe the nature and scope of Educational Administration

Unit 1: Educational Administration: An Introduction

- Meaning and nature of Educational Administration
- Educational Administration as a part of General administration
- Theories of Educational Administration
- Scope of Educational Administration
- Functions of Educational Administration

Unit 2: Development of Modern Concept of Education

- The period between 1975- present day
- Impact on theory and practice of Educational Administration
- Specific trend in Educational Administration
- Decision making
- Organizational Development

Unit 3: Educational Administration in India

- The central Government

- Role of State Governments

- State administrative machinery and Local Bodies

- Private Agencies

- Administrative machinery of Private Agencies

Unit 4: Types of Educational Administration

- Totalitarian Educational Administration

- Democratic Educational Administration

- Merits of Democratic Educational Administration

- Teacher Development

- Factors determining the character of Administration

Suggested Readings:

- Young, J. and Levin, B. (2002). Understanding Canadian Schools: An Introduction to Educational Administration, (third edition) Chapter Three.   Scarborough, ONT: Nelson Publishing.

- Corson, D. (1998). Changing Education for Diversity. Philadelphia: Open University Press. Chapter 2, Building Community-Based Education Through Critical Policy Making.

- Joshee, R. & Johnson, L. (2005). Multicultural education in the United States and Canada:

- The Importance of National Policies. In N. Bascia, A. Cumming, Datnow, K. Leithwood & D. Livingstone (Eds.) International Handbook of Educational Policy. (pp. 53-74). Springer

CCEAM-02: Introduction to Educational Management

Total Credits : 4	Full Marks : 100
Each Credit : 15 hours	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

After completion of the course student will be able to -

- Develop an understanding of concept of educational management.

- Know about different theories of educational management.

- Know about different sectors of educational management.

- Develop an understanding about recent trends in educational management.

- Identify the role and application of ICT for educational management.

Unit 1: Educational Management: An Introduction

- Meaning and concept of educational management

- Definition, leader vs manager

- Characters and historical perspectives

- Types of manager

- Functions of manager

- Nature and scope of educational management

- Importance of educational management

Unit 2: Theoretical Framework of Educational Management

- Main characters of theories of educational management

- Functions of theories of educational management

- Theories of educational management- Classical theory, Human Relation theory, theory of organizational behaviour, Contingency and Situational theory, Theories of Human Management in organization management, System theory of management.

- Models of educational management- Formal model, collegial model, Political model, Subjective model, Ambiguity model, Cultural model.

Unit 3: Sectors of Educational Management

- Formal Sector- education system, school education, higher education, National Knowledge Commission.

- Non formal sector- categorization of non formal education, issues in educational management, open and distance learning in non formal education, Educational Policies.

- Governmental sector- Constitutional position, educational system, Government interventions, National Education Commission.

- Non-Governmental sector- Alternative education, Private initiatives, Open and Distance Education, Inclusive Education and Role of NGOs.

Unit 4: Recent Trends in Educational Management

- History of management models- the classical era of management

- New trends in educational management

- Total Quality Management and Decentralized management

- Autonomy and Accountability- Academic Autonomy, Administrative Autonomy and Financial Autonomy.

- School based management, Leading and learning organization, Transformational leadership

Suggested Readings:

- Agrawal, Rashmi & Rao, BVLN (2010). *Learning Disabilities (Teaching Learning Strategies),* Shipra Publications.

- Fayol,Henry.General and Industrial Administration (New York : Pitam Publishing Corporation,1949

- Jackson,John H.,and Cyril P.Morgan.Organization Theory (Engleweed Cliffs), N.J.:Prentice-Hall,1982.

- Jackson,John H.,and Cyril P.Morgan.Organization Theory.:Prentice- Hall,1982.

- Austin,Larry M.,and James R.Burns.Manegement Science,New York; The Macmillan Company,1985.

- Bush, T.(2003). Theories Of Educational Manegement (3rd edn),London :Sage.

CCEAM-03: Introduction to Educational Leadership

Total Credits : 4	Full Marks : 100
Each Credit : 15 hours	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives:

At the end of this course, the students will be able to –

- Develop an understanding of the concept of educational leadership.
- Acquire the skills necessary to become a leader.
- Know about different theories of leadership.
- Develop the knowledge about Conflict management.
- Know about leadership and management.

Unit 1: Concept of Educational Leadership

- Meaning and Concept of Educational Leadership
- Types or Leadership Style- Autocratic ,Democratic, Laissez faire
- Functions
- Characters of an Ideal Leader
- Advantages and Disadvantages of different types of leadership

Unit 2: Leadership Theories

- Theories-Trait Theory, Behavioural Theory, Contingency Theory, Transformational Theory, Transactional Theory
- Models of Educational Leadership
- Total Quality Management
- Advantages and Disadvantages of different theories
- Educational Implications of different theories

Unit 3: Leadership Skills

- Meaning and Concept of Leadership Skills
- Development of leadership and Management skills
- Educational Leadership

- Leadership in Schools, Colleges and Universities
- Leadership roles

Unit 4: Leadership and Management

- Leadership and Change management
- Leadership and Teamwork
- Leadership and Motivation
- Leader Vs Manager
- Similarities between Leadership and Management

Suggested Readings:

- Waters,J.T. & Marzano,R.J. (2006). School District Leadership that works. Denver, Co: Mid – Continental Research for Edu. & Learning.
- Ragik,T.A. & Swanson, A.D.(2010). Fundamental Concepts of Educational Leadership & Management (3rd Ed). New York: Allyn & Bacon.
- Chemers, m.(1997). An integrative theory of leadership Lawrence Erlbaum Associates, Publishers.
- Chin,Roger (2015). "Examining teamwork & leadership in the field of public administration, leadership & management." Team performance management.
- Donald, Markwell. "Instincts to Lead" : On Leadership Peace & Education. Connor Court : Australia.2013.
- Arvey, R.D.,Rotundo, M., Johnson, W., Zhang, Z.,Mc Gue, M. (2006). The determinants of leadership role occupancy: Genetic & Personality factor. The Leadership Ouarterly.
- Foti, R.J., Hauenstein,N.M.A. (2007). Pattern & variable approaches in leadership emergence & effectiveness. Journal of Applied Psychology. 92(2): 347-355.
- Zaccaro ,S.j.(2007). Trait based perspective of leadership American Psychologist. 62(1):6-16.
- Lussier, R.N. & Achua, C.F. (2010). Leadership, Theory , Application & Skill Development (4th Ed). Mason, Ohio : South Western Cengage Learing.
- Scouller, J.(2011). The three levels of leadership : How to develop ypou leadership presence, knowhow & Skill. Cirencester ; Management Book 2000.

CCEAM-04: Educational Planning

Total Credits : 4	Full Marks : 100
Each Credit : 15 hours	Assignment : 20 Marks
Examination Duration : 3 hours	Theory : 80 Marks

Objectives

After completion of the course student will be able to-

- Define Educational Planning

- Know about Types of Educational Planning

- Understand the Approaches of Educational Planning

- Learn about Methodology of Educational Planning

- Understand the implementation of educational planning at school level.

Unit 1: Educational Planning

- Meaning, concept, nature and types of educational planning;

- Strategies and steps involve in educational Planning;

- Theoretical foundation of educational Planning;

- Place of educational institution in educational planning.

Unit 2: Approaches of Educational Planning

- Approaches; sector-wide approaches to educational planning;

- Changing landscapes of educational planning;

- Social context of educational planning;

- Essential conditions for effective educational planning; Changing approached to educational planning.

Unit 3: Strategic Planning in Education

- Concept and methodology of strategic planning in education;

- Education-sector analysis/diagnosis; identification of education development issues and priorities;

- Setting plan targets and estimation of financial and human resource requirements;

- Budgeting technique; Results-based planning and management frame-work.

Unit 4: School Mapping

- School as an institutional organization;
- Different types of institutional planning found in school (micro-planning and school improvement planning);
- Role of school administrators in educational planning- role of principals and teachers , measures to strengthen institutional planning;
- School disaster management planning.

Suggested Readings:

- Government of India. (1986). National Policy on Education. Department of Education, MHRD, New Delhi.
- Government of India. (1992). National Policy on Education. Department of Education, MHRD, New Delhi.
- Naik,J.P.(1979). Education Commission and After, chapter 11, Allied Publishers, New Delhi.
- Government of India, MHRD (1986), National Policy on Education, New Delhi.
- Aggarwal J.C. (1967): Educational Administration, School Organization and Supervision, Acharya Book, New Delhi.
- Drucker, p.f (1954): The Practices of Manegement Herper & Row, New York.
- Dean, j. (1995). Managing thr primary school (2nd ed). London: Routledge.
- Preedy, M. (1993). Managing the Effective School. Buckingham: Oppen University Press.
- Ontario, (2002) Supporting Teaching Excellence: Teacher Performance Appraisal Manual.

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CCEAM-05: Practicum

Action Research

Total Credits : 2	Full Marks : 50
Each Credit : 15 hours	Practicum: 50 Marks

Seminar Presentation

Total Credits : 2	Full Marks : 50
Each Credit : 15 hours	Practicum: 50 Marks