

BHARATHIAR UNIVERSITY: COIMBATORE – 641 046
DEPARTMENT OF EDUCATION
POST GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION
 (For the students admitted from the academic year 2017-18 onwards)

1. ELIGIBILITY

The candidates who have UG degree on any discipline with 50% marks from any recognized universities are eligible for admission to PGDEA course.

2. DURATION OF THE COURSE

The course shall extend over a period of one year.

3. SCHEME OF EXAMINATIONS:

Paper Code	Name of the paper	University Examinations			
		Dur. in Hours	Max. Marks		
			CIA	Uni.Exam	Total
17PGDEA01	Educational Administration	3	25	75	100
17PGDEA02	Educational planning and Trends in Educational Administration	3	25	75	100
17PGDEA03	Educational Supervision and Finance Management	3	25	75	100
17PGDEA04	Educational Leadership	3	25	75	100
Total			100	300	400

4. MEDIUM OF INSTRUCTION AND EXAMINATIONS

The Medium of instruction and examination for all the papers shall be in English.

5. PASSING REQUIREMENTS

- (i) A candidate shall be declared to have passed the examination in a subject if he/she secured not less than 50% in the University examinations.
- (ii) A candidate who successfully completes the course and passes the examinations prescribed in all the subjects of study shall be declared to have been qualified for the PGDEA.

- (iii) If a candidate does not complete the course successfully within a period of two years from the date of his/her joining he/she will not be eligible to receive the PGDEA.

6. CLASSIFICATION OF SUCCESSFUL CANDIDATES

- (i) All the candidates securing not less than 60% of the aggregate marks and they have passed the examination in every subject within one year of joining the course shall be declared to have passed in **FIRST CLASS**.
- (ii) Other successful candidates shall be declared to have passed the examinations in **SECOND CLASS**.

7. SYLLABUS

The syllabus for various subjects shall be clearly demarcated into four units in each paper.

PAPER I: Educational Administration

Objectives:

- To acquaint students with the emerging concept of Educational Administration.
- To help students to understand the various factors which affect the character of educational administration.
- To acquaint students with issues in educational administration..

UNIT I:

Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II:

Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III:

Issues in Educational Administration – Center, state and local bodies, Centralization and decentralization in India, state and private enterprise, existing Problems of administration in India, external controls and internal controls, equalization of educational opportunities.

UNIT IV:

Programme for professionals, growth of teachers and improvement of instructional program.

References:

- Ayer, F.C.: Fundamentals of Instructional Supervision. New York: Harper and Row, 1914.
- Barr, A.S., Burton, W.H. and Brueckner: Supervision. New York: Appleton Century Crafts, 1947.
- Chandrakant, L.S. et al.: Educational Administration - What it Means. Delhi: Ministry of Education, 1957.
- Charters, W.W. Jr. et al.: Perspective on Educational Administration and the Behavioral Science. University of Oregon, Centre of Advanced Study of Educational Administration, 1965.
- Dull, L.E.W.: Criteria for Evaluating the Supervision Programme in School. System Findlay, Ohio, 1960.
- Hicks, H.J.: Educational Supervision in Principle and Practice. New York: The Ronald Press Company, 1960.
- Mort, P.R.: Principles of School Administration. New York: McGraw Hill Book Company Inc., 1946.

PAPER II: Educational planning and Trends in Educational Administration

Objectives

The learners can

- Understand the concept of different types of planning in Education
- Know the importance of communication skill in Educational Administration.
- Analyze the role of state and central machinery for Educational Administration.

Unit- 1 Planning in Education

Meaning and Nature of Planning - Approaches to Educational Planning -Perspective Planning -Institutional planning, its importance, Man Power planning, Man power forecasting.

Unit – 2 Communication

Communication skills.(Verbal, non-verbal-written),Barriers and distortions in communication.Information Systems- Modern Information Technology.

Unit – 3 Machinery for educational Administration

Central Machinery (CABE,NCTE,UGC,) / State Machinery for educational Administration, Organization and functions of directorate of Education.Roll of Central Govt., State Govt., and local bodies in education at all levels.

Unit- 4 Trends in Educational Management

Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.Organizational compliance, Organizational Development and PERTModern trends in Educational Management.

Reference

- Altrichter H and Elliot J (2000) Images of Educational Change Buckingham : Open University
- Bush T (1989) Managing Education: Theory and Practice Milton Keynes : Open University
- Dale R (1998) Markets and Education NSW : Allen & Unwin
- Lingard B et al (1997) Educational Policy and the Politics of Change London : Routledge
- Middlewood, D and Lumby J (1998) Strategic Management in Schools and Colleges London : Paul Chapman Publishing
- Samier E (ed) (2003) Ethical Foundations for Educational Administration

PAPER III: Educational Supervision and Finance Management

Objectives:

- To critically examine the financial management of government, private and co-operative patterns of investment in education.
- To sensitize the learners about quality management in Education
- To understand the importance and need of educational supervision and inspection

Unit -1 Finance Management-

National budget of Education - Principles of Educational finance - Methods of Financing Education - Source of Income Govt, Private and co-operative patterns of investment in education past, present and future., - Grant – in-aid principles, practices, types and procedure in- respect of University level. Cost of Education.

Unit- 2 Quality Management in Education

Meaning and importance of Quality - Quality in Higher Education - Accreditation Concept- Meaning, parameters. Role of NAAC

Unit – 3 Educational Supervision and inspection

Meaning and Nature of Educational Supervision - Supervision as service activity - Supervision as process and functions - Supervision as educational leadership - Modern Supervision ,New trends and techniques and planning, controlling in service training - Functions of a supervisor, Defects in existing system of supervision, Remedies.

Unit-4: Education and Manpower Planning

Concept of Manpower Planning; Forecasting Manpower needs; Techniques of Manpower forecasting; Limitation of Manpower forecasting.

References

- School Organisation and Administration- M.S. Sachdeva
- Management in Education- Namita Roy Chaudhary A. P.H. Publishing Corporation, New Delhi.
- Educational Planning and Management Premila Chandrasekaran, Sterling Publication Pvt. Ltd.
- Educational Administration and Management – S.S. Mathur
- Theory of Educational Administration- S.R. Vashist
- Efficient School Management and Role of Principals- Alka Karla
- Administrative Strategy and Decision making- Hardwick Landuyt
- Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
- Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V. Murthy, Delhi Daoba House
- School Organisation and Administration- U.S. Sidhu
- Administration of Education in India- S.N. Mukharji
- Educational Administration Principles and Practices- S.S. Mathur

Paper IV: Educational Leadership

Objectives:

- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.

Unit I: Leadership: Concept and Dynamics

Concept and functions of Leadership - Theories of leadership and management in educational organizations - Theories of leadership and management styles including emotional intelligence. Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centered leadership)

Unit II: Leadership Roles: Challenges and Perspectives

Leadership for the learning community - Developing leadership and management skills and insights - Values, vision and moral purpose in educational leadership - Leading and managing educational change and improvement - Issues of diversity in educational organizations, including issues related to gender and multiculturalism

Unit III Leadership and Organizational Behaviour

Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture - Diversity and Individual Differences: perception and Attribution, motivation - The Nature of Groups: teamwork and Work Group Design - Conflict, Negotiation and Stress management

Unit IV Leadership for Sustainable Development

Peace Education for Promoting Tolerance - Disaster Risk Reduction and Management - Human Rights Education - Environmental Education: Challenges and Prospects for Institutions

References:

- Basom, M., Yerkes, D., Norris, C., & Barnett, B. (1996). Using cohorts as a means for developing transformational leaders. *Journal of School Leadership*, 6 (1), 99-112.
- Bass, B. (1997). Does the transactional/transformational leadership transcend organizational and national boundaries? *American Psychologist*, 52, 130-139.
- Basu, O.N., Dirsmith, M.W., & Gupta, P.P. (1999). The coupling of the symbolic and the technical in an institutionalized context: The negotiated order of the GAO's audit reporting process, *American Sociological Review* 64 (4), 506-526.
- Biddle, B.J., & Berliner, D.C. (2002). Small class size and its effects. *Educational Leadership*, 59 (5), 12-23.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38 (4), 379-396.
- Foster, J. E. (1993). Reviews of research: Retaining children in grade. *Childhood Education*, 70 (1), 38-43.
- Kingdon, J. (1984). *Agendas, alternatives and public policies*. Boston: Little, Brown and Co.