

BHARATHIAR UNIVERSITY: COIMBATORE – 641 046
DEPARTMENT OF EDUCATION
POST GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION
(Regular/Part-time)
(For the students admitted from the academic year 2019-20 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. Part time candidates can be allowed only for Air force Personnels, School Principals and Headmasters

2. DURATION OF THE COURSE

The course shall not extend over a period of one year. It will be treated as week end programme to Air force personnels, School principals, Headmasters and Officers.

3. SCHEME OF EXAMINATIONS:

Paper Code	Name of the paper	University Examinations			
		Dur. in Hours	Max. Marks		
			CIA	Uni.Ex am	Total
17PGDEA01	Educational Administration	3	25	75	100
17PGDEA02	Trends in Educational planning and 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: Introduction

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

UNIT II: Factors Influencing Educational Administration

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

UNIT III: Issues in Educational Administration

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

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

References:

- Reddy, G. L., Vanaja, M., & Dogra, S. (2016). School Management and Issues In Education (1st ed.). Neelkamal.
- Charters, W.W. Jr. et al. (1965) Perspective on Educational Administration and the Behavioral Science. University of Oregon, Centre of Advanced Study of Educational Administration,
- Dull, L.E.W. (1960). Criteria for Evaluating the Supervision Programme in School. System Findlay, Ohio,
- Hicks, H.J. (1960) Educational Supervision in Principle and Practice. New York: The Ronald Press Company,
- Chandra Kant, L.S. et al (1957), Educational Administration - What it means. Delhi: Ministry of Education,
- Barr, A.S., Burton, W.H. and Brueckner (1947). Supervision. New York: Appleton Century Crafts,
- Mort, P.R. (1946). Principles of School Administration. New York: McGraw Hill Book Company Inc.
- Ayer, F.C. (1914). Fundamentals of Instructional Supervision. New York: Harper and Row,

Course Prepared by: Dr. G. Singaravelu

Course Verified by: Dr. G. Singaravelu

Expert- Dr. S. Mani

PAPER II: Trends in Educational planning and 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 Agencies of 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 Administration

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

Reference

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

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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

- Sachdeva, M.S,(2018). School Organization, Administration and Management
- Mukharji, S.N. (2013). Administration of Education in India
- Sidhu, K.S.(2012). School Organization and Administration. (1.ed). Sterling Publishers;
- Vashost, S.R.(2008). Theory of Educational Administration- Anmol Publication
- Pandya, .S.R. (2004). Administration and management of Education. Himalaya Publishing House
- Namita Roy Chaudhary(2001). Management in Education- A. P.H. Publishing Corporation, New Delhi.
- Mathur, S.S. (1969). Educational Administration and Management
- Hardwick Landuyt, (1966). Administrative Strategy and Decision making

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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: Dynamics of Leadership

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

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 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:

- 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.
- 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.
- Bass, B. (1997). Does the transactional/transformational leadership transcend organizational and national boundaries? *American Psychologist*, 52, 130-139.
- 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.
- Foster, J. E. (1993). Reviews of research: Retaining children in grade.
- Kingdon, J. (1984). *Agendas, alternatives and public policies*. Boston: Little, Brown and Co. *Childhood Education*, 70 (1), 38-43.

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