

# PG Diploma in Educational Administration

## Syllabus

**UNIVERSITY DEPARTMENT**

**Program Code: PGDEA**

**2023 – 2024 onwards**



**BHARATHIAR UNIVERSITY**

**(A State University, Accredited with “A++” Grade by NAAC,  
Ranked 21<sup>st</sup> among Indian Universities by MHRD-NIRF)**

**Coimbatore - 641 046, Tamil Nadu, India**

<b>Program Educational Objectives (PEOs)</b>	
The Post Graduate Diploma In Educational Administration program enable the students to acquire Educational administrative skill to attain within one years after graduation	
PEO1	Understanding the concept of Educational Administration and Educational Management
PEO2	Analyzing different in Educational Planning and Administration
PEO3	Creating awareness about Educational Supervision and Finance Management
PEO4	Developing leadership quality in the field of Education



<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion Post Graduate Diploma In Educational Administration program, the students are expected to	
PSO1	Differentiate between Educational Administration and Educational Management
PSO2	Evaluate different Educational planning on Educational Administration
PSO3	Create different methods in Educational Supervision
PSO4	Inherit different leadership quality.



<b>Program Outcomes (POs)</b>	
On successful completion of the Post Graduate Diploma In Educational Administration program	
PO1	Acquaint students with the emerging concept of Educational Administration.
PO2	Acquire knowledge on different organization of Educational Administration
PO3	Understand the importance and need of educational supervision and inspection
PO4	Inherits the external and internal control over Educational Administration



**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 and other students can be treated as regular programme.

**3. MEDIUM OF INSTRUCTION AND EXAMINATIONS**

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

**4. PASSING REQUIREMENTS**

- (i) A candidate shall be declared to have passed the examination in a subject if he/she secured not less than 50% (internal 13 marks and external 38 marks) 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.

**5. 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.

**6. SYLLABUS**

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

## 7. QUESTION PAPER PATTERN

### Internal Assessment

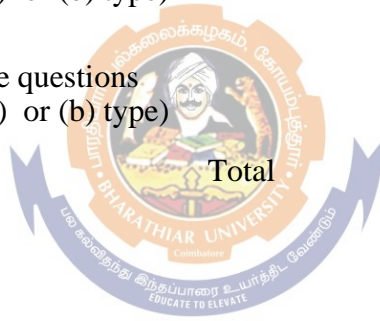
1. Two tests – each for 15 marks (aggregate)	-	15	Marks
2. Group discussion / Seminar	-	05	Marks
3. Assignment	-	05	Marks
Total	-	25	Marks

### Question Paper Pattern

The pattern of Question Paper will be as follows:

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

<b>Section – A:</b> Objective type questions.	10 x 1 = 10 Marks
<b>Section – B:</b> Short answer questions ( either (a) or (b) type)	5 x 5 = 25 Marks
<b>Section – C:</b> Essay type questions ( either (a) or (b) type)	5 x 8 = 40 Marks
<b>Total</b>	<b>75 Marks</b>



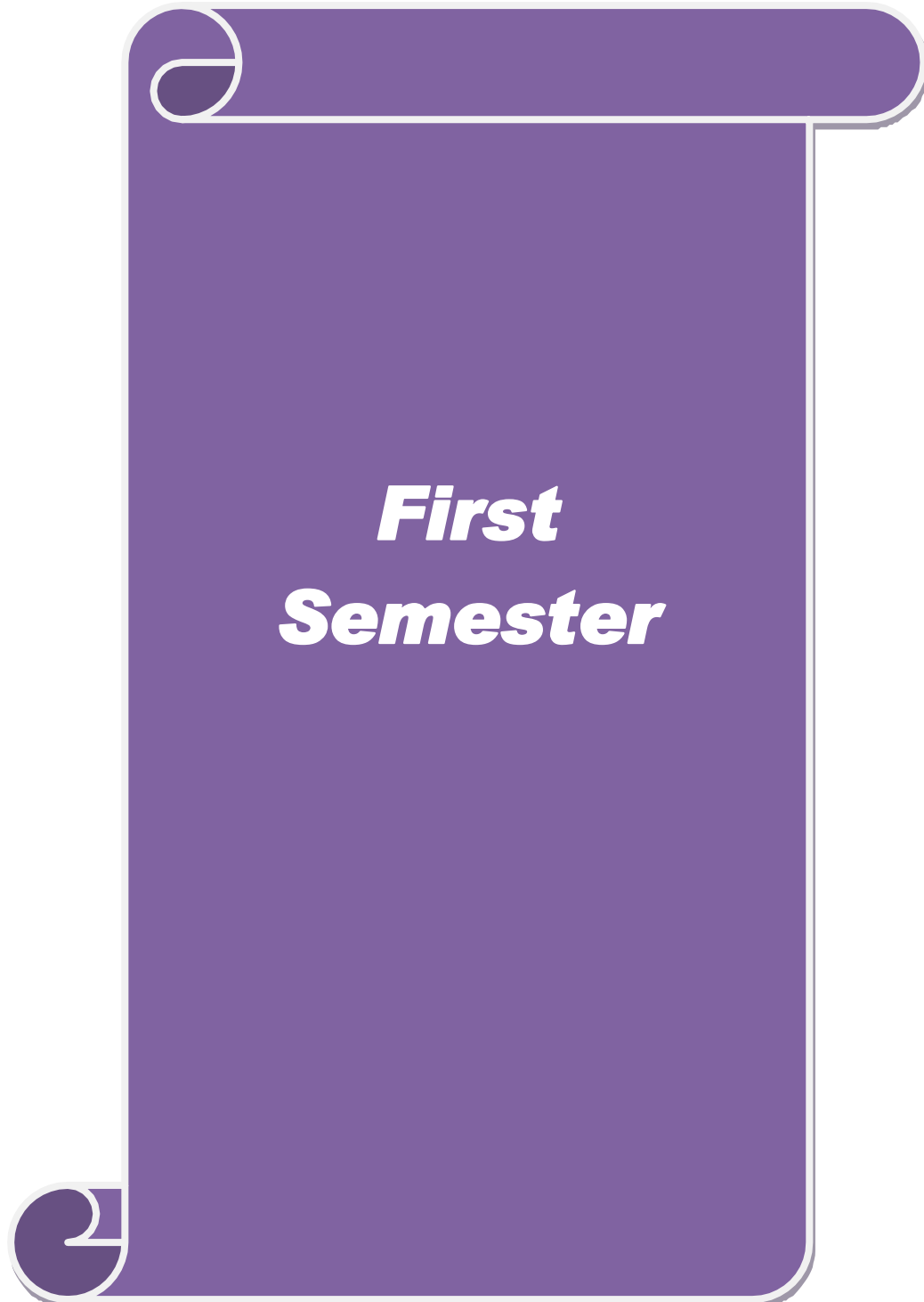
**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**PG Diploma in Educational Administration**

*(For the students admitted during the academic year 2023 – 24 onwards)*

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
<b>FIRST SEMESTER</b>							
20PGD EA01	Educational Administration	4	3	-	25	75	100
20PGD EA02	Trends in Educational planning and Administration	4	3	-	25	75	100
20PGD EA03	Educational Supervision and Finance Management	4	3	-	25	75	100
20PGD EA04	Educational Leadership	4	3	-	25	75	100
<b>Grand Total</b>		16	12	-	100	300	400







Course code	23PGD EA01	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Educational Administration</b>	<b>80</b>	<b>16</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Students must have previous knowledge about Educational Administration		<b>Syllabus version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ol style="list-style-type: none"> <li>1. Acquaint students with the emerging concept of Educational Administration.</li> <li>2. Help students to understand the various factors which affect the character of educational Administration.</li> <li>3. Acquaint students with issues in Educational Administration.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Know about the process of Educational Administration					K1
2	Understand the factors affecting Educational Administration					K2
3	Inherits the external and internal control over Educational Administration					K4
4	Understand the role of teachers on Educational Administration					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Introduction</b>				<b>20 hours</b>	
Changing concepts of Educational Administration, efficiency versus human relations-controversy, Process of administration.						
<b>Unit:2</b>	<b>Factors Influencing Educational Administration</b>				<b>20 hours</b>	
Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).						
<b>Unit:3</b>	<b>Issues in Educational Administration</b>				<b>20 hours</b>	
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.						
<b>Unit:4</b>	<b>Programme for Professionals Growth</b>				<b>20 hours</b>	
Programme for professionals, growth of teachers and improvement of instructional program.						
<b>Unit:5</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Practice on Educational administration						
					<b>Total Lecture hours</b>	<b>82 hours</b>
<b>Text Book(s)</b>						
1	Reddy, G. L., Vanaja, M., & Dogra, S. (2016). School Management and Issues In Education (1st ed.). Neelkamal.					
2	Balasubramaniam.M, (2020). Educational Administration and Management. TamilNadu: Royal Book Publishing.					

<b>Reference Books</b>	
1	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.
2	Dull, L.E.W. (1960).Criteria for Evaluating the Supervision Programme in School. System Findlay, Ohio,
3	Hicks, H.J. (1960) Educational Supervision in Principle and Practice. New York: The Ronald Press Company.
4	Chandra Kant, L.S. et al (1957), Educational Administration - What it means.Delhi: Ministry of Education.
5	Barr, A.S., Burton, W.H. and Brueckner (1947). Supervision. New York: Appleton Century Crafts.
6	Mort, P.R. (1946). Principles of School Administration. New York: McGraw Hill Book Company Inc.
7	Ayer, F.C.(1914).Fundamentals of Instructional Supervision. New York:Harper and Row,
8	Reddy, G. L., Vanaja, M., & Dogra, S. (2016). School Management and Issues In Education (1st ed.). Neelkamal.
9	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,
10	Dull, L.E.W. (1960).Criteria for Evaluating the Supervision Programme in School. System Findlay, Ohio.
11	Hicks, H.J. (1960) Educational Supervision in Principle and Practice. New York: The Ronald Press Company.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://www.researchgate.net/publication/323755942_Education_Planning_and_Administratio_n">https://www.researchgate.net/publication/323755942_Education_Planning_and_Administratio_n</a>
2	<a href="http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx">http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx</a>
Course Designed By: <b>Dr. P. Janardhana Kumar Reddy</b>	

COs	PO1	PO2	PO3	PO4
CO1	S	S	M	S
CO2	S	S	S	M
CO3	S	S	M	M

\*S-Strong; M-Medium; L-Low

Course code	23PG DEA0 2	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Trends in Educational planning and Administration</b>	<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Students must have previous knowledge about Educational Planning		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course, the student will be able to :						
<ul style="list-style-type: none"> <li>• Understand the concept of different types of planning in Education</li> <li>• Know the importance of communication skill in Educational Administration.</li> <li>• Analyze the role of state and central machinery for Educational Administration.</li> </ul>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Understand the importance of different planning on Educational Administration					K2
2	Analyze different informational Technology on Educational Administration					K4
3	Differentiate the various kinds organization of Educational Administration					K4
4	Evaluate the modern trends in Educational Management					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Planning in Education</b>				<b>20 hours</b>	
Meaning and Nature of Planning - Approaches to Educational Planning -Perspective Planning - Institutional planning, its importance, Man Power planning, Man power forecasting.						
<b>Unit:2</b>	<b>Communication</b>				<b>20 hours</b>	
Communication skills, (Verbal, non-verbal-written), Barriers and distortions in communication Information Systems- Modern Information Technology.						
<b>Unit:3</b>	<b>Agencies of Educational Administration</b>				<b>20 hours</b>	
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.						
<b>Unit:4</b>	<b>Trends in Educational Administration</b>				<b>20 hours</b>	
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.						
<b>Unit:5</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Different Agencies of Educational Administration						
<b>Total Lecture hours</b>					<b>82 hours</b>	

<b>Text Book(s)</b>	
1	Arulsamy, S., & Jeyadevi, J.(2018). <i>Educational Management</i> . Hyderabad:Neelkamal Publications Private Ltd.
2	Balasubramaniam. M, (2020). <i>Educational Administration and Management</i> . TamilNadu: Royal Book Publishing.
<b>Reference Books</b>	
1	Samier E (e.d) (2003) <i>Ethical Foundations for EducationalAdministration</i>
2	Altrichter, H.&Elliot J (2000) <i>Images of Educational Change</i> Buckingham: Open University
3	Dale, R. (1998) <i>Markets and Education NSW</i> : Allen &Unwin
4	Middlewood, D. and Lumby, J. (1998) <i>Strategic Management in Schools and Colleges</i> London: Paul Chapman Publishing.
5	Lingard, B .et al (1997) <i>Educational Policy and the Politics of Change</i> London:Rout ledge
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://www.researchgate.net/publication/323755942_Education_Planning_and_Administratio_n">https://www.researchgate.net/publication/323755942_Education_Planning_and_Administratio_n</a>
2	<a href="https://www.educationforallinindia.com/page175.html">https://www.educationforallinindia.com/page175.html</a>
3	<a href="http://www.naac.gov.in/docs/Archives/Recruitment/Recruitment%20rules.pdf">http://www.naac.gov.in/docs/Archives/Recruitment/Recruitment%20rules.pdf</a>
<b>Course Designed By: Dr. P. Janardhana Kumar Reddy</b>	

COs	PO1	PO2	PO3	PO4
CO1	M	S	M	S
CO2	S	M	S	S
CO3	M	S	M	S

\*S-Strong; M-Medium; L-Low

Course code	23PG DEA0 3	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>	<b>Educational Supervision and Finance Management</b>		<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Students must have previous knowledge about Educational Supervision and Finance Management		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course, the student will be able to :						
<ol style="list-style-type: none"> <li>To critically examine the financial management of government, private and co-operative patterns of investment in Education.</li> <li>To sensitize the learners about quality management in Education</li> <li>To understand the importance and need of educational supervision and inspection</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Remember the principles of Educational Management					K1
2	Analyze the role of NAAC on Educational Management					K4
3	Evaluate for different types of Educational supervision					K5
4	Create different techniques of manpower forecasting					K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Finance Management</b>				<b>20 hours</b>	
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.						
<b>Unit:2</b>	<b>Quality Management in Education</b>				<b>20 hours</b>	
Meaning and importance of Quality - Quality in Higher Education - Accreditation Concept-Meaning, parameters. Role of NAAC						
<b>Unit:3</b>	<b>Educational Supervision and Inspection</b>				<b>20 hours</b>	
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.						
<b>Unit:4</b>	<b>Education and Manpower Planning</b>				<b>20 hours</b>	
Concept of Manpower Planning; Forecasting Manpower needs; Techniques of Manpower forecasting; Limitation of Manpower forecasting.						
<b>Unit:5</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Different Types of Supervision, New Trends on Supervision						
<b>Total Lecture hours</b>					<b>82 hours</b>	

<b>Text Book(s)</b>	
1	Balasubramaniam.M (2020). Educational Administration and Management. TamilNadu: Royal Book Publishing.
2	
<b>Reference Books</b>	
1	Sachdeva, M.S,(2018). School Organization, Administration and Management
2	Mukharji,S.N. (2013). Administration of Education in India
3	Sidhu, K.S.(2012). School Organization and Administration. (1.ed). Sterling Publishers;
4	Vashost, S.R.(2008). Theory of Educational Administration- Anmol Publication
6	Namita Roy Chaudhary(2001).Management in Education- A. P.H. Publishing Corporation,NewDelhi.
7	Mathur, S.S. (1969).Educational Administration and Management
8	HardwickLanduyt, (1966).Administrative Strategy and Decision making
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x">https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x</a>
2	<a href="https://www.researchgate.net/publication/3889467_Manpower_forecasting_A_discrete-event_object-oriented_simulation_approach">https://www.researchgate.net/publication/3889467_Manpower_forecasting_A_discrete-event_object-oriented_simulation_approach</a>
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COs	PO1	PO2	PO3	PO4
CO1	S	S	S	S
CO2	M	S	S	M
CO3	M	S	S	M

\*S-Strong; M-Medium; L-Low

Course code	23 PGDE A04	TITLE OF THE COURSE	L	T	P	C
<b>Core</b>		<b>Educational Leadership</b>	<b>80</b>	<b>16</b>		<b>4</b>
<b>Pre-requisite</b>	Students must have previous knowledge about Educational Leadership		<b>Syllabus Version</b>		<b>2023-24</b>	
<b>Course Objectives:</b>						
The main objectives of this course, the student-teachers will be able to :						
<ol style="list-style-type: none"> <li>1. Critically examine the core and contemporary leadership theories relevant to educational practice and settings.</li> <li>2. Sensitize the students about new changes and challenges in leadership of institutions.</li> <li>3. Develop capacities for being efficient and effective educational leaders.</li> </ol>						
<b>Expected Course Outcomes:</b>						
On the successful completion of the course, student will be able to:						
1	Know about the functions of Educational Leadership					K1
2	Understand the factors affecting Educational Leadership					K2
3	Inherits the organizational behavior of Educational Leadership					K4
4	Evaluate the disaster risk Reduction and Management					K2
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>						
<b>Unit:1</b>	<b>Dynamics of Leadership</b>				<b>20 hours</b>	
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)						
<b>Unit:2</b>	<b>Leadership Roles</b>				<b>20 hours</b>	
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						
<b>Unit:3</b>	<b>Organizational Behaviour</b>				<b>20 hours</b>	
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						
<b>Unit:4</b>	<b>Leadership for Sustainable Development</b>				<b>20 hours</b>	
Peace Education for Promoting Tolerance -Disaster Risk Reduction and Management - Human Rights Education -Environmental Education: Challenges and Prospects for Institutions						
<b>Unit:5</b>	<b>Contemporary Issues</b>				<b>2 hours</b>	
Issues related to gender and multiculturalism						
					<b>Total Lecture hours</b>	
					<b>82 hours</b>	

<b>Text Book(s)</b>	
1	Balasubramaniam.M., (2020) <i>Educational Administration and Management</i> . Royal Book publishing.
2	
<b>Reference Books</b>	
1	Biddle, B.J., & Berliner, D.C. (2002). Small class size and its effects. <i>Educational Leadership</i> , 59 (5), 12-23.
2	Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. <i>Journal of Educational Administration</i> , 38 (4), 379-396.
3	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, <i>American Sociological Review</i> 64 (4), 506-526.
5	Basom, M., Yerkes, D., Norris, C., & Barnett, B. (1996). Using cohorts as a means for developing transformational leaders. <i>Journal of School Leadership</i> , 6(1).99-112.
6	Foster, J. E. (1993). Reviews of research: Retaining children in grade.
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]</b>	
1	<a href="https://www.qub.ac.uk/courses/postgraduate-taught/leadership-sustainable-development-msc/">https://www.qub.ac.uk/courses/postgraduate-taught/leadership-sustainable-development-msc/</a>
2	<a href="http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx">http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx</a>
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COs	PO1	PO2	PO3	PO4
CO1	M	S	S	S
CO2	S	S	S	M
CO3	M	S	S	M

\*S-Strong; M-Medium; L-Low