

PG Diploma in School Management and Administration

Syllabus

UNIVERSITY DEPARTMENT

Program Code: PGDSMA

2023 – 2024 onwards



BHARATHIAR UNIVERSITY

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

Coimbatore - 641 046, Tamil Nadu, India

PROGRAM EDUCATIONAL OBJECTIVES (PEOS)

The Post Graduate Diploma in School Management and Administration program enable the students to acquire Educational administrative skill to attain within one year after graduation.

| Program Educational Objectives (PEOs) | |
|---|--|
| Objectives of the programme will be learners able to: | |
| PEO1 | Understanding the concept of Growth and Development of Educational Management |
| PEO2 | Acquaint with the content, organization of school education, curriculum, infrastructure, resources needed. |
| PEO3 | Examine the existing school management programmes from the point of policy and its relevance to the demands of present day school realities. |
| PEO4 | Gain the insight into the multiple roles of teachers and understand the organizational culture. |
| PEO5 | Develop competence in evaluation of various components of school management and administration. |
| PEO6 | Design activities based on the needs of teachers. |
| PEO7 | Critically examine the role and contribution of various agencies and regulating Bodies in enhancing the quality school management. |
| PEO8 | Understand and appreciate the research perspectives on various practices in school education. |
| PEO9 | Feed professional attitudes, values and interests needed to function as an administrator. |
| PEO10 | Involve in Outcome Based Education in all subjects. |

PROGRAM SPECIFIC OUTCOMES(PSOS)

| | |
|---|---|
| After the successful completion Post Graduate Diploma in School management and Administration program, the students are expected to | |
| PSO1 | Differentiate between School Administration and Management |
| PSO2 | Evaluate different Educational planning on School Administration and Management |
| PSO3 | Create different methods in Educational Planning and Supervision |
| PSO4 | Gain insight and reflect on the concept and the status of school management. |
| PSO5 | Academic Administrative and Management Capacities |
| PSO6 | Continuous Academic Development |
| PSO7 | Commitment towards society and professional development |
| PSO8 | Professional Communication Skills |
| PSO9 | Independent and Team Work Capacities |
| PSO10 | Professional Ethics |



| Program Outcomes (POs) | |
|---|--|
| 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 PGDSMA course.

2. DURATION OF THE COURSE

Duration of the course is one year

3. MEDIUM OF INSTRUCTION AND EXAMINATIONS

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

4. COURSE DESCRIPTION (Theory Components)

| | |
|---------------------|------------|
| Theory Courses | 16 credits |
| Project Work | 4 credits |
| Practical Component | 12 credits |

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% (internal 25 marks and external 25 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 PGDSMA.

(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 PGDSMA.

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 five units in each paper.

| Course Code | Title of the Course | Credits | Hours | | Maximum Marks | | |
|-------------|--|-----------|--------|-----------|---------------|------------|------------|
| | | | Theory | Practical | CIA | ESE | Total |
| 1A | Core – I Growth and Development of Educational Management | 4 | | | 50 | 50 | 100 |
| 1B | Core–II: Dimensions of Educational management | 4 | | | 50 | 50 | 100 |
| 1C | Core–III: School Education | 4 | | | 50 | 50 | 100 |
| 1E1 | Elective-I: Distance and Open Learning | 4 | | | 50 | 50 | 100 |
| 1E2 | Elective-II: Project Work | 4 | | | 50 | 50 | 100 |
| 1P1 | Practicum Components | 12 | | | 200 | 100 | 300 |
| | Total | 32 | | | 450 | 350 | 800 |

8. INTERNAL ASSESSMENT

1. Two tests – each for 10 marks (aggregate) - 20 Marks
2. Group discussion / Seminar - 10 Marks
3. Assignment - 10 Marks
4. Attendance - 10 Marks

Total - 50 Marks

9. 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: -

- Section – A: Short answer questions 10 x 2 = 20 Marks
Section – B : Essay type questions 5 x 6 = 30 Marks

Total - 50 Marks

10. PROJECT WORK

The marks for Viva – Voce examination is for a maximum of 100. 60 marks for dissertation, the external examiner will award 20 marks for dissertation evaluation and 20 marks for viva-voce.

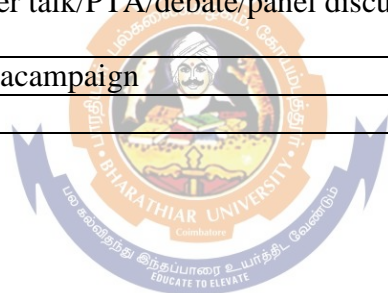
- Project – 50 Marks
Viva – Voce – 50 marks

11. PRACTICUM COMPONENTS (300Marks/12credits)

| S.No. | Teaching competency/Records/Reports | Marks allotted | Credits |
|--------------|-------------------------------------|----------------|-----------|
| 1 | Psychology Experiments | 100 | 4 |
| 2 | Case Study | 50 | 2 |
| 3 | Action Research | 50 | 2 |
| 4 | School Based Activities* | 100 | 4 |
| Total | | 300 | 12 |

SCHOOL BASED ACTIVITIES (4 Credits)

| Sl.No. | Name of the Record and Report of the SBA | Marks allotted |
|--------|---|----------------|
| 1 | Maintenance of registers and records | 20 |
| 2 | Addressing the school assembly | 10 |
| 3 | Conducting sociometric test in the classroom | 10 |
| 4 | Content analysis exercise | 10 |
| 5 | Administration of Intelligence test, personality test and Attitude test to one student and analysis of result | 10 |
| 6 | Preparation of the cumulative records | 10 |
| 7 | Preparation of school timetable | 10 |
| 8 | Organizing career talk/PTA/debate/panel discussion /Quiz programme | 10 |
| 9 | Organization of a campaign | 10 |
| | TOTAL | 100 |



| | | | | | |
|--|--|--|----------------------------|-----------------|----|
| Course code | 1A | TITLE OF THE COURSE | | | |
| Core | | GROWTH AND DEVELOPMENT OF EDUCATIONAL MANAGEMENT | 4 | - | 4 |
| Pre-requisite | Students must have previous knowledge about growth and development of educational management | | Syllabus Version | 2023-24 | |
| Course Objectives: | | | | | |
| The main objectives of this course, the student-teachers will be able to : | | | | | |
| <ol style="list-style-type: none"> 1. Acquaint students with the emerging concept of Growth and Development of Educational Management. 2. Help students to understand the various factors which affect the character of Growth and Development of Educational Management. 3. Acquaint students with issues in Growth and Development of Educational Management. | | | | | |
| Expected Course Outcomes: | | | | | |
| On the successful completion of the course, student will be able to: | | | | | |
| 1 | Know about the process of Growth and Development of Educational Management | | | | K1 |
| 2 | Understand the factors affecting Growth and Development of Educational Management | | | | K2 |
| 3 | Inherits the external and internal control over Growth and Development of Educational Management | | | | K4 |
| 4 | Understand the role of teachers on Growth and Development of Educational Management | | | | K2 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | |
| Unit:1 | Introduction to Educational Management | | | 20 hours | |
| Educational Management: An overview – Definition of Management - Management and Administration- A terminological conflict-Educational Management-Skills needed by Administrators and Managers. | | | | | |
| Unit:2 | Historical Perspective Of Educational Management | | | 20 hours | |
| Introduction-Development of Educational Management in Pre-Independence Era-Development of Educational Management in the post-Independence Era. | | | | | |
| Unit:3 | Educational Management: Theories, Process And Techniques | | | 20 hours | |
| Theories, models and process in educational management-Principles and Techniques in Educational Management-Management of Innovation. | | | | | |
| Unit:4 | Issues In Educational Management | | | 20 hours | |
| Sectorial Dimensions in Education Management, Formal Sector-Non-Formal Sector-Governmental Sector-Non-Governmental Sector. | | | | | |
| Unit:5 | Emerging Trends In Educational Management | | | 2 hours | |
| Various Emerging Approaches in Educational Management- Comparative Perspectives-Roles & Application of Information and Communication-Technologies (ICT's) – Action Research Approach. | | | | | |
| | | | Total Lecture hours | 82 hours | |

| Reference Books | |
|---|---|
| 1 | Aggarwal, J.C. (2007). Recent developments and trends in Education, New Delhi: Shipra. |
| 2 | Bush, T. and West-Burnham, J. (Ed) (1994). The Principles of Educational Management Longmen Publication. |
| 3 | National Curriculum Framework for School Education (2000), NCERT, Delhi. |
| 4 | Sinha, Shabnam: Elementary Education in India from Encyclopedia of Indian Education Rajput, J.S. (General Editor, NCERT Vol-I, New Delhi) 2005. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://www.researchgate.net/publication/323755942_Education_Planning_and_Administration |
| 2 | http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx |
| Course Designed By: Dr. K. VIJAYARANI | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | M | S | S | S | S | S | S | S | L | S |
| CO2 | M | S | S | S | S | S | S | S | L | S |
| CO3 | M | S | S | S | S | S | S | S | L | S |
| CO4 | M | S | S | S | S | S | S | S | L | S |
| CO5 | M | S | S | S | S | S | S | S | L | S |

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

| Course code | 1B | TITLE OF THE COURSE | L | T | P | C |
|--|--|---|-------------------------|---|----------------|-----------------|
| CORE PAPER | | DIMENSIONS OF EDUCATIONAL MANAGEMENT | 04 | - | - | 04 |
| Pre-requisite | Learners must have basic understanding about educational management | | Syllabus Version | | 2023-24 | |
| Course Objectives: | | | | | | |
| The main objectives of this course, the student-teachers will be able to : 1. Acquaint students with the emerging concept of Educational Management. 2. Help students to understand the various factors which affect the character of Educational Management. 3. Acquaint students with issues in Educational Management. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Know about the process of Educational Management | | | | | K1 |
| 2 | Understand the factors affecting Educational Management | | | | | K2 |
| 3 | Inherits the external and internal control over Educational Management | | | | | K4 |
| 4 | Understand the role of teachers on Educational Management | | | | | K2 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | VARIOUS ASPECTS OF EDUCATIONAL MANAGEMENT | | | | | 19hours |
| Educational management - Concept, Nature and Scope - Aspect of Educational Management, Planning, Organizing and Controlling. Human Resource Management – Conflict Management and Time Management. | | | | | | |
| Unit:2 | EDUCATION PLANNING AND SUPERVISION | | | | | 19hours |
| Educational Planning - Meaning and Nature - Approaches to Educational Planning : Perspective Planning, Institutional Planning - Educational supervision - meaning, nature and types - Qualities of an effective supervisor, Planning and organizing supervisory activity. | | | | | | |
| Unit:3 | EDUCATIONAL POLICY MAKING BODIES AT NATIONAL LEVEL | | | | | 12 hours |
| Constitutional Provisions - Ministry of Human Resource Development: Department of Education - Central Advisory Board of Education (CABE) - Planning Commission - Schemes/Programmes as a Consequence of Educational Policy : Non-Formal Education, Operation Blackboard Scheme, National Programme of Nutritional Support to Primary Education, Kasturba Gandhi Balika Vidyalaya (KGBV), Teacher Education, Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Vocationalisation of Secondary Education at +2 Level. | | | | | | |
| UNIT : 4 | EDUCATIONAL POLICY MAKING BODIES AT STATE LEVEL | | | | | 16 hours |
| Process of Policy Formulation - Bodies Associated with the policy planning and | | | | | | |

| | | |
|---|---|-----------------|
| implementation : State Boards of School Education, English Language Teaching Institutes, State Publication/ Text Book Board, State Council of Educational Research and Training, State Institute of Educational management and training Educational management at the state level and its implementation : District Institute of Education and Training (DIETs), Adult Education, State Specific Schemes - Policy formulation at state level. | | |
| UNIT : 5 | DECENTRALISED MANAGEMENT IN EDUCATION | 16 hours |
| Concept of Decentralisation – Significant features of decentralized planning – Decentralisation of Education in India – CABE Committee on Decentralised Management of Education (1993) – Community Mobilisation and Participation. | | |
| Total Lecture hours | | 82 hours |
| Reference | | |
| 1 | Belvel, Patricia Sequeira. (2010). Rethinking classroom management (2 nd ed.). California:Corwin. | |
| 2 | District primary Education programme – Madhya Pradesh Phase – 1, 1994-95, Action Plan, (Govt. of Madhya Pradesh document, Ed. CIL). | |
| 3 | Harper,H.(2018).Management in Further Education : Theory and Practice (Routledge Library Editions: Education Management (1 st ed.). Routledge | |
| 4 | Kocher,S.K.(2011). Successful super vision and inspection. New Delhi: Sterling Publishers. | |
| 5 | Mishra.(2005).Managementofspecialeducationalresearch.Coimbatore:GlobalBooks Syndicate. | |
| 6 | Morphetetal.,(1974).Educationalorganizationandadministration.NewJersey:Prentice-Hall.26 | |
| 7 | NarasimhaChary,D.P.(2016).SchoolOrganizationandManagement(1sted.).Neel Kamal | |
| 8 | Narayana.(2005).Schooladministrationandmanagement.Coimbatore:GlobalBooks Syndicate. | |
| 9 | Osula,Bramwell&Ideboen,Renae.(2010).10winningstrategiesforleadersin classroom.New Delhi:Sage | |
| 10 | Saxena,D. Lall.R(2018).EducationalAdministrationandManagement(1sted.). | |
| 11 | Sood.(2005).ManagementofschooleducationinIndia.Coimbatore:GlobalBooks Syndicate. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.cliffsnotes.com/study-guides/principles-of-management/the-evolution-of-management-thought/behavioral-management-theory | |
| 2 | http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf | |
| 3 | http://edst.educ.ubc.ca/programs/educational-administration-leadership/ | |
| 4 | https://corporatefinanceinstitute.com/resources/careers/soft-skills/management-skills/ | |
| 5 | http://www.bhutanaudit.gov.bt/frmai/index.php/elements-institutional/ | |
| CourseDesigned By: Dr. T.PREMALATHA | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | M | S | S | S | S | S | S | S | L | S |
| CO2 | M | S | S | S | S | S | S | S | L | S |
| CO3 | M | S | S | S | S | S | S | S | L | S |
| CO4 | M | S | S | S | S | S | S | S | L | S |
| CO5 | M | S | S | S | S | S | S | S | L | S |

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



| Course code | 1C | TITLE OF THE COURSE | L | T | P | C |
|--|--|--|-------------------------|----------|-----------------|----------|
| Core | | SCHOOL EDUCATION | 4 | - | - | 4 |
| Pre-requisite | | Students must have previous knowledge about School Education | Syllabus Version | | 2023-24 | |
| Course Objectives: | | | | | | |
| The main objectives of this course, the student-teachers will be able to : | | | | | | |
| <ul style="list-style-type: none"> ➤ Comprehend the different forms of school Education ➤ Identify the merits and limitations of different management approaches inschool management and administration. ➤ Understand the various theories of educational administration. ➤ Describe the role of headmaster and headmistress in school management. ➤ Identify the role of agencies that provide financial support to education. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Know about the process of School Education | | | | | K1 |
| 2 | Understand the factors affecting School Education | | | | | K2 |
| 3 | Inherits the external and internal control over School Education | | | | | K4 |
| 4 | Understand the role of teachers on School Education | | | | | K2 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | EDUCATION : AN OVERVIEW | | | | 20 hours | |
| Education: Origin, Concept and Scope of Education- Historical Perspective of Education: Since independence- Process of developing Five year plan with special reference to education. | | | | | | |
| Unit:2 | SCHOOL EDUCATION | | | | 20 hours | |
| School Education Meaning,Concept and Scope- Types of Education Board: ICSE,CBSE,Matriculation- School Management: Concept, Definition, Characteristics and Scope- Participatory and Non-participatory Management | | | | | | |
| Unit:3 | LEADERSHIP IN SCHOOLS | | | | 20 hours | |
| Leadership in Schools:Meaning, Research studies on School leadership, Capacity building of School heads- Classroom teaching competencies, Discipline, Daily attendance, Results, Sports and games, Indiscipline. | | | | | | |
| Unit:4 | PLANNING AND MANAGEMENT | | | | 20 hours | |
| Principles of Managing an institution- Planning for infrastructure- Personnel, Capacity building - Management of HRD - Material facilities of Infrastructural management - Financial Management of School- Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, | | | | | | |

UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education ches, industry and external aids.

| | | |
|---|------------------------------|-----------------|
| Unit:5 | SCHOOL ADMINISTRATION | 2 hours |
| Administration and role classification: Time table – Role of Headmaster / Headmistress and Teachers in school administration. - Conduct of Examination - Curricular and co-curricular activities - Profession role of teachers in school - Maintenance of school records - Examination system and assessment. | | |
| Total Lecture hours | | 82 hours |

| Reference Books | |
|---|---|
| 1 | National Policy on Education-1986, New Delhi, MHRD |
| 2 | Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26. |
| 3 | Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205- 224. |
| 4 | Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London: Falmer Press. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x |
| 2 | http://www.researchgate.net/publication/3889467 Manpower forecasting A discrete-event object-oriented simulation approach |
| Course Designed By: Dr. K. PREMA | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | M | S | S | S | S | S | S | S | L | S |
| CO2 | M | S | S | S | S | S | S | S | L | S |
| CO3 | M | S | S | S | S | S | S | S | L | S |
| CO4 | M | S | S | S | S | S | S | S | L | S |
| CO5 | M | S | S | S | S | S | S | S | L | S |

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

| Course code | 1D | TITLE OF THE COURSE | L | T | P | C |
|--|--|----------------------------|------------------|---------|-----------------|----|
| Core | | Distance And Open Learning | 4 | - | - | 4 |
| Pre-requisite | Students must have previous knowledge about distance and open learning | | Syllabus Version | 2023-24 | | |
| Course Objectives: | | | | | | |
| The main objectives of this course, the student-teachers will be able to : | | | | | | |
| <ol style="list-style-type: none"> 1. Acquaint students with the emerging concept of distance and open learning. 2. Help students to understand the various factors which affect the character of distance and open learning. 3. Acquaint students with issues in distance and open learning. | | | | | | |
| Expected Course Outcomes: | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |
| 1 | Know about the process of distance and open learning | | | | | K1 |
| 2 | Understand the factors affecting distance and open learning | | | | | K2 |
| 3 | Inherits the external and internal control over distance and open learning | | | | | K4 |
| 4 | Understand the role of teachers on distance and open learning | | | | | K2 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | |
| Unit:1 | Open Learning Education | | | | 20 hours | |
| Foundation of Open Learning - Evolution of Open Learning – Understanding Open Learning in India – NIOS and IGNOU subsystems of Open Education. | | | | | | |
| Unit:2 | Distance Education | | | | 20 hours | |
| Distance Education – Need and Relevance of Distance Education – Principles of Distance Education – History of Distance Education – Generations of Distance Education – Changing Scenario of Distance Education. | | | | | | |
| Unit:3 | Management Of Media And Materials In Open Learning | | | | 20 hours | |
| Basics of course development – Development of SLM – Planning and Development of multimedia course wise – Computer and web based media – Interactive multimedia. | | | | | | |
| Unit:4 | Management Of Teaching – Learning System | | | | 20 hours | |
| Management functions – Planning – Organizing – Staffing – Leading - Controlling – Management of Teaching – Learning system – Academic and Administrative management – Management of Academic Programmes in Distance Education. | | | | | | |
| Unit:5 | Management Of Evaluation System | | | | 2 hours | |
| Concept of Evaluation – Management of Evaluation in Distance Education – Continuous Assessment system in Distance Education. | | | | | | |
| Total Lecture hours | | | | | 82 hours | |

| Reference Books | |
|---|--|
| 1 | Das, S.K.(2008) Media courseware development: Basics MEW 034, PGDET, IGNOU. |
| 2 | Thorpe, M (1998), Evaluating Open and Distance Learning, Longman Group (UK) Ltd. |
| 3 | Distance Education Council (2010). Retrieved on 25.05.2010 Evans, T., & Nation, D. 200. Changing University Teaching: Reflections on creating educational technologies. Kogan Page: London. |
| 4 | Garg,S.K., Venkaiah, V., Puranik, C., and Panda, S. (2006). Four decades of Distance Education in India.Viva Books Pvt Ltd: New Delhi. Holmberg, B.(2005). The evolution, principles and practices of distance education. Bibliotheks- und Informations system der Universitat Oldenburg.p.13.Retrieved on 20.05.2010 |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6978.1967.tb00474.x |
| 2 | https://www.educationforallindia.com/page175.html |
| Course Designed By: Dr. P.Udayakumar | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | M | S | S | S | S | S | S | S | L | S |
| CO2 | M | S | S | S | S | S | S | S | L | S |
| CO3 | M | S | S | S | S | S | S | S | L | S |
| CO4 | M | S | S | S | S | S | S | S | L | S |
| CO5 | M | S | S | S | S | S | S | S | L | S |

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

PROJECT WORK

Project work constitutes an important component of the programme. The purpose is to provide practical experience in the scientific process of research. The candidate is required to identify a research problem in the area of school management and administration. The following steps should be followed in the project

STEP 1 SELECTING A RESEARCH PROBLEM

STEP 2 PREPARING A RESEARCH PROPOSAL

A research proposal must have information about the following:

1. What you are proposing to do?
2. How you plan to do it?
3. Why you selected the proposal strategy.

The following categories of information should be carried in the proposal

- Definitions' problems and limitations;
- A statement of the objectives of the study;
- A list of hypotheses(if you are testing any);
- The research instrument(s) you are planning to use;
- The information on sample size and sampling design;
- Information on data processing procedures;
- An outline of the proposal chapters for report;(if possible)
- A proposed time frame.

STEP 3 CARRYING OUT THE DISSERTATION WORK

STEP 4 TEST DEVELOPMENT

STEP 5 ANALYSIS AND INTERPRETATION OF DATA

STEP 6 WRITING THE RESEARCH REPORT

REFERENCES

Bell, John, (1993) Doing Your Research Project A Guide for First-Time Researchers in Education and Social Science Buckingham: Open University Press.

- Borg, W. R. and Gall, M. D. (1979). Education Research: An Introduction (3rd ed.). London: Longman.
- Best, John W. and James V. Kahn, (1992) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Buch, M. B. (ed) (1996) Fifth Survey of Research in Education, New Delhi: NCERT.
- Cohen, Louis, Lawrence, Manion and Morrison, Keith (2000). Research methods in education (5th edn.). London: RoutledgeFalmer.
- Dash, N.K. (2007). Block 3 Data collection and analysis, C-6 Methodology of Educational Research, New Delhi: Indira Gandhi National Open University

