

Semester	II
Paper Number	
No.of credits	5 + 1
Paper Title	CC-5: Educational Management, Administration and Leadership
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<ul style="list-style-type: none"> • <i>Understand the conceptual aspects involved in school administration and management</i> • <i>Appreciate the perspectives of administration and management of school issues, strategies and practices</i> • <i>Understand the Educational Administration and management at different levels and their functioning.</i> • <i>Understand the role of different stakeholders in management and administration of academic institutions.</i> • <i>explain the quality control measures in management</i> • <i>Develop the skills in preparing and maintaining the school records.</i> • <i>Become aware and understand about different domains of change management.</i> • <i>Understand the objective, function and working process of different Indian and International Quality Assurance Agencies</i> • <i>Justify the importance of e-governance and use of ICT for Educational Management and Administration</i>
Syllabus	<p>Module 1 (30 Marks)</p> <p>Unit-I: Educational Management and Administration-1</p> <ul style="list-style-type: none"> • Meaning, Principles, Functions and importance of Educational Management and Administration • Institutional building, POSDCORB, CPM, PERT, Management as a system • SWOT analysis, Taylorism <p>Unit-II: Educational Management and Administration-2</p>

- Educational Administration as a process
- Administration as a bureaucracy
- Human relations approach to Administration
- Organizational compliance, Organizational development, Organizational climate

Unit-III: Leadership in Educational Administration

- Meaning and Nature of Leadership in Educational Administration
- Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic

Unit-IV: Models of Leadership

- Blake and Mouton's Managerial Grid
- Fiedler's Contingency Model
- Tri-dimensional Model
- Hersey and Blanchard's Model
- Leader-Member Exchange Theory

Module 2: (30 Marks)

Unit-V: Concept of Quality and Quality in Education

- Indian and International perspective
- Evolution of Quality: Inspection, Quality Control
- Quality Assurance, Total Quality Management (TQM), Six sigma
- Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-VI: Change Management

- Meaning
- Need for Planned change
- Three Step-Model of Change (Unfreezing, Moving, Refreezing)
- The Japanese Model of Change: Just-in-Time, Pokayoke. Appraisal Costs, Failure costs and Preventable costs
- Cost Benefit Analysis, Cost Effective Analysis.

Unit-VII: Indian and International Quality Assurance Agencies:

- Objectives, Functions, Roles and Initiatives:
 - National Assessment Accreditation Council [NAAC]
 - National Board of Accreditation [NBA]
 - Quality Council of India [QCI]
 - International Network for Quality Assurance Agencies in Higher Education [INQAAHE]
- Performance Indicators
- Role of Internal Quality Assurance Cell [IQAC]

	<ul style="list-style-type: none"> • Recommendation of NEP-2020 <p>Unit-VIII: E-governance and Information Technology</p> <ul style="list-style-type: none"> • E-governance-Concept, scope, need and importance • Models of e-governance • ICT for Educational Management and Administration
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show
Practicum	<p>Anyone:</p> <ul style="list-style-type: none"> • A Case Study on best practices in School Management • A Case Study on best practices of a Corporate House and its implications in an educational institution
Readings	<ul style="list-style-type: none"> • Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya Book Depot. • Ananda W.P. Gurung (1984). <i>General Principles of Management for Educational Planner and Administrators</i>, Paris: UNESCO. • Bhagia, N.M. (1990). <i>Educational Administration in India and other Developing Countries</i>, Commonwealth Publishers, New Delhi • Bhatia, K.K & Singh, Jaswant : Principles and practice of school management, Tandan publications books Market , Ludhiana • Bhatnagar, R.P & Agarwal, Vidya: Education administration, Supervision , Planning and financing, Surya Publication, Meerut. • Bush, Tony & Les, Bell (2002). <i>The principles & Practice of educational management</i>, London: Paul Chapman Publishing. • Dash. B.N. (1996) School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt.Ltd. • Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau. • Halpin, Andrew.W (1966) Theory and Research in Administration', New York: Macmillan Company. • Koortz, Harold & Weihrich, Heinz: Essential of management an international perspective, Tata McGraw – Hill publishing Company Limited New Delhi. • Mahajan, Baldev and Khullar, K.K. (2002). <i>Educational administration in Central Government: Structures, Processes, and Future Prospects</i>. Vikas Publication house Pvt.Ltd. New Delhi. • Mathur. S.S. (1990). <i>Educational Administration and Management</i>, Ambala: Indian publication • Mukhopadhyay, M. (2005). <i>Total Quality Management in Education</i>. New Delhi: Sage Publications. • NUEPA (1971). <i>Modern Management Techniques in</i>

	<p><i>Educational Administration</i>, New Delhi: Asian Inst. Of Educational Planning and Administration.</p> <ul style="list-style-type: none"> • NUEPA(1986).<i>Educational Management in India</i>, New Delhi: NUEPA. • Pandya, S.R.(2011): Administration and Management of Education, Himalaya Publishing House, Mumbai • Paroi, Sumit, <i>e-Governance in Higher Education Institutions of West Bengal Status and Prospects</i>, [Doctoral thesis] https://shodhganga.inflibnet.ac.in/handle/10603/224024 □ • Roger, Smith (1995). <i>Successful School Management</i>, McGraw Hill, Tokyo. • Sindhu, Kulbir Singh: School organisation and administration, sterling, publishing, private Limited, New Delhi • Thakur D and Thakur, D.N.(1997): Educational Planning and Administration, Deep and Deep Publication, New Delhi.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

