**Bloom's Taxonomy Levels:**      1. Remember    2. Understand    3. Application   4. Analysis    5. Evaluation    6. Creation

## Programme Name: POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)

**Programme Specific Outcome (PSO)**

PSO1      To develop Educational Managers with adequate knowledge, skills and attitude.

PSO2      To enhance the understanding of how the Education System in India is managed.

PSO3      To prepare the educational leaders at all levels

## Syllabus of Courses

| | | | | |
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| | **The Maharaja Sayajirao University of Baroda**<br>**Faculty Education and Psychology**<br>**Department of Educational Administration** | **Academic Year** | | **2018-20** |
| **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** | | | |
| **Year** | I    ~~Core / Elective~~ / Foundation<br>**EEA-4101-Introduction to Educational Management** | **Credits / Hours per week** | | **03** |
| **Semester** | I    Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | | **100** |
| **Mode of Transaction** | Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show | | | |

**Course Outcome (CO) EEA4101**
CO1 Understand the concept of Educational Management
CO2 Gain a systemic view of management of education and its functions
CO3 Aware of the various sub-systems operating within the Management dimension of Educational system

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ | Relevance to Local (L)/ National | Relation to Gender (G), Environ |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | Entrepreneurship (Ent)/ Skill Development (SD) | (N)/ Regional (R)/Global (G) developmental needs | ment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| **UNIT - I** | **Introduction to Educational Management**<br>a) Educational Management: Meaning and Importance<br>b) Educational System: Macro and Micro dimensions, Relationship with sub-system.<br>c) Theories of Educational Management<br>d) Vision, Mission, Goals - Institutional, Regional, National and International needs and priorities | 15 | | 2 | CO1 | PSO1 | | | |
| **UNIT - II** | **Principles and Functions of Educational Management**<br>a) Principles of Management- Henri Fayol<br>b) Functions of Management<br>• Planning<br>• Organizing<br>• Staffing<br>• Directing<br>• Controlling | 15 | | 4 | CO2 | PSO2 | SD Emp Ent | G N R L | ES PE |
| **UNIT - III** | **Policy making in Educational Management**<br>a) Policy making in Education<br>b) Relevant Indian Educational Policies<br>c) Quality Concerns in Educational Management;<br>  i. Autonomy- Accountability<br>  ii. Ethics in Educational Management | 15 | | 5 | CO3 | PSO3 | | | |

**PRACTICUM**

**UNIT-I:**

1. Visit any educational institution and meet the head of the institution. Find out from him/her the following:
   (i)     Goals and values of that institution. (General & Specific)
   (ii)    Techniques, methods and skills used in the institutions for class from teaching.

2. Visit any two educational institutions of the same level and size. Collect the following information from the heads, teaching and non-teaching staff of those institutions.
(i) Structure of management followed in the institution.
(ii) Note down from the rules and regulation of the institution about the roles and responsibilities of people in the institution at different levels.(Govt. & Institutions Rules).
(iii) Number and nature of groups and subgroups in the institution. Interrelationship of people in the institution.

## UNIT-II

In consultation with the head of an educational institution, select any programme to be organized in the near future. You observe the programme from day one, about its planning, organizing, co-ordinating, and evaluation. In the end, prepare a report and submit your report to the teacher concerned of the course, for evaluation purpose.

## UNIT-III

1. Visit any educational institution and find out from the manager as to what are their policies, if they have any, find out the following from him.
   (i) How have they formulated the policies?
   (ii) What care has been taken to execute them?
   (iii) How has they been appraised?

2. Prepare a two page not on the main points recommended by the National Policy on Education 1992, MHRD. Govt. of India.
3. Write the constitutional provisions about, the role of state and Centre in our Indian Constitution.
4. Visit a school, where the Principal will be managing everything and visit another school of the same level and size where the Principal has given most of his work to be managed by his colleagues. You observe the efficiency of management in both the institution. Give your critical remarks.

**Reference Books**
1. Banghart, F.W.A. (1969). Educational systems Analysis, Macmillan Co; London
2. Bhatt K.S. & Ravishankar S. (1985). Administration of Education: New Perspectives and View Points, Delhi
3. Bush T. and Kogen M. (1994). Directors of Education, George Allem and Urwin,London
4. Derek, T. and Jane W. (1994). The Reality of School Management Basil Blackwell , Ltd.
5. Getyels, J.W, et al (1968). Educational Administration as a Social Process. Harper & ROW, New York,
6. Kaufman, R. A. (1972). Educational System Planning, Prantice Hall Inc;N. Jersey
7. McGrath, J.H. (1972). Planning Systems for School Executives. In text Educational Publishers S. Francisco
8. Shukla M.C. (1998). Business Organisation and Management , New Delhi
9. Tyler, W. (1988). School Organization: A Sociological Perspective- Crown Helm, London
10. Umans, S. (1972). Management of Education, Pitman publishing , London
11. Vashit S.R. (1994). School Aministration, Anmol Publication, New Delhi
12. Wali B,M. & Yalawar Y.B. !998). Business Management and Policy, Delhi

13. Weihrich & Knootz H. (1993). Management: A Global Perspective (10th Edition), Mc. Grow Hill INC, New York
14. Weihrich &Knootz H. (1990). Essentials of Management (5th Edition), Mc. Grow Hill INC, New York

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| POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM) |||||

| Year | I | ~~Core / Elective~~ / Foundation<br>**EEA-4102: ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT OF EDUCATION** | **Credits / Hours per week** | **03** |
|---|---|---|---|---|
| **Semester** | **I** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | |

**Course Outcome (CO) EEA4102**

CO1 Understand organizational behavior (OB) as a concept in management of education;

CO2 Understand the individual and the group dynamics as components of OB, with special reference to personality, motivation and leadership;

CO3 Understand and appreciate conflict as an inescapable phenomenon that needs to be managed productively.

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD) | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs | Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | (PE) | | |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Organizational Behavior: Meaning and Concept**<br>a) Definition of organization and its major tasks<br>b) Different Types of Organization<br>c) Organization at different levels | 12 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **OB in Education: The Individual and the Group Personalities**<br>a. Personality aspects:<br>  i. Intrinsic: Physical, Mental, Emotional, and Spiritual<br>  ii. Extrinsic: Social and Professional.<br>b. Intrapersonal Communications an Interpersonal Communication.<br>  i. Johari Window<br>  ii. Transactional Analysis | 15 | | 5 | CO1 | PSO1 | SD Emp Ent | N | ES G HV PV |
| UNIT - III | **OB in Education: Conflict Management**<br><br>a. Intra-personal: Frustration-Defense<br>b. Mechanisms-Goal Conflict<br>c. Interpersonal: Strategies lose-lose to Win-win.<br>d. Organizational: Strategies for managing organizational conflict | 18 | | 6 | CO3 | PSO3 | | | |

**PRACTICUM**

UNIT-I: Visit any educational institution and prepare a report on relationship amongst teachers, students, Principal, Parents, and Community which affect the effectiveness of the institution.

UNIT-II Visit any educational institution and find out from the Principal as to what he/she does to understand the different personality aspects of his/her colleagues.

UNIT-III: Visit any educational institution and study the different strategies adopted by the educational manager, to resolve conflict in his/her organization.

**REFERENCES**

1. Athos, A. G. and Robert E. C.(1968) Behaviour in Organizations. Prentice-Hall, New Jersey
2. Chandan,J.S. (1997). Management Theory and Practice, New Delhi
3. Cohen, A. R., et al. (1976). Effective Behaviour in Organizations. Richard D. Irwin Inc. Illinosis
4. Dwivedi, R.S. (1995). Human Relations and Organisational Behaviour: A Global Perspective, New Delhi
5. Fontana, D. (1990). Social Skills at Work. British Psychological society, Ceicester

6.  Grasha, A. F. and Danial S. K. (1980). Psychology of Adjustment & Competence. Winthrop, Mass.
7.  Herbert, T. (1976). Dimensions of Organizational Behaviour, MC Millian publishing Co., New York
8.  Heuriegal, D. and John W. S. (1976). Organizational Behaviour : Contingency Views, West Publishing Co., New York
9.  Holt, R. R.(1971). Assessing Personality : Harcourt, Brace, Jevanorich Inc., New York
10. Journard , S. N. (1963). Personal Adjustment, Macmillon Co., New York
11. Luthans, F. (!981). Organizational Behaviour. McGraw-Hill Intenational Book Co., Tokyo
12. Mabry, E. A. and Richard E. B.(1980). The Dynamics of small Group communication, Prentice-Hall Inc., New Jersey
13. Maltz, M. (1964). The Magic Power of Self-Image Psychology. Pocket Books, New York
14. Milton, C. R. (1981). Human Behaviour in Organizations. Prentice-Hall Inc., New Hall Jersey
15. Naspier, R. W. and Matti K. G. (1973). Groups: Theory & Experience. Houghton Miffin Co., Boston
16. Robertson, I.T. and Cray L. (1983). Cooper:Human Behaviour in Organizations. MacDonald & Evans. Ltd., London
17. Sharma, B.M. (1997). Theory of Educational Administration, New Delhi
18. Weihrich & Knootz, H. (1990). Essentials of Management: (5th Edtion), Mc. Grow Hill Inc, NewYork
19. Weihrich & Koontz H. (1993). Management: A Global Prespective (10th Edition)., Mc. Grow Hill Inc, New York
20. Weihrich & Koontz H. (1997). Management Innovative Global Patterns, New Delhi

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| Year | I | ~~Core / Elective~~ / Foundation<br>**EEA4103: LEADERSHIP AND MOTIVATION IN EDUCATIONAL MANAGEMENT** | **Credits / Hours per week** | 03 |
|---|---|---|---|---|
| **Semester** | I | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | 100 |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | |

**Course Outcome (CO) EEA4103:**
CO1 To understand the need of leadership and motivation concepts in educational management.
CO2 To understand the various theories of leadership and motivation.
CO3 To see the implications of different theories of educational leadership and motivation in educational organizations

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD) | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs | Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Meaning and Concept of Leadership and Motivation**<br>a. Need of Understanding leadership theories<br>b. Need of understanding Motivation theories<br>c. Role of educational leader in educational management of leader and motivator | 15 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **Theories of Motivation**<br>a. Maslow''s Hierarchy of Needs: Self-Actualization,<br>b. Mc Clelland theory of motivation<br>c. Achievement Motivation<br>d. Affiliation Motivation<br>e. Power Motivation | 14 | | 5 | CO2 | PSO3 | SD Emp Ent | G | G HV PE |
| UNIT - III | **Theories and Styles of Leadership**<br>a. Trait theory<br>b. Behavioral theories:<br>c. Neo-Charismatic theories<br>d. Power as an essential component of leadership | 16 | | 5 | CO3 | PSO3 | | | |

**PRACTICUM**

UNIT-I. Study the meaning and concept of educational leadership and motivation from any two books of educational management and prepare a summary report.

UNIT-II: Visit any educational institution and study the ways and means, the leader uses to develop achievement motivation amongst his/her staff.

UNIT-III: Visit any educational institution and study different leadership styles power-bases used by the Educational manager under different situations.

**REFERENCES**

1. Cohen, A. R. et al (1976). Effective Behaviour in Organizations. Richard D. Irwin Inc. Illinosis
2. Grasha, A.F. and Danial S. K. (1980). Psychology of Adjustment & Competence. Winthrop, Mass
3. Herbert, T. T. (1976). Dimensions of Organizational Behaviour, MC Millian publishing Co., New York
4. Heuriegal, D. and John W. S. (1976). Organizational Behaviour. : Contingency Views, West Publishing  Co., New York
5. Holt, R. R. (1971). Assessing Personality : Harcourt, Brace, Jevanorich Inc., New York
6. Journard , S. N. (1963). Personal Adjustment, Macmillon Co., New York
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9. Milton C. R (1981). Human Behaviour in Organizations. Prentice-Hall Inc., New Hall Jersey
10. Naspier, R. W. and Matti K. G. (1973). Groups: Theory & Experience. Houghton Miffin Co., Boston
11. Robertson, I.T. and Cray L. C. (1983). Behaviour in Organizations. MacDonald & Evans. Ltd., London

## CORE PAPERS

| | | | | |
|---|---|---|---|---|
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| **Year** | **I** | **Core / ~~Elective / Foundation~~**<br>**EEA-4104: Methodology of Action Research** | **Credits / Hours per week** | **03** |
| **Semester** | **I** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | |

**Course Outcome (CO) EEA2001**

CO1   To know the meaning and concept of action research.

CO2    To know the steps of conducting action research.

| CO3 | To formulate action research problem. |
| CO4 | To conduct an action research and prepare its report. |

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD) | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs | Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Meaning and concept of Action Research**.<br>a. Meaning of action research and its importance.<br>b. Need of action research for educational managers.<br>c. Types of action research.<br>d. Limitations and Merits of action research. | 10 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **Process of Conducting Action Research**<br>a. Identification of Problem<br>b. Diagnosis of the Problem<br>c. Identifying the causes<br>d. Title of the study & major objectives of the study<br>e. Preparation of the Action Plan<br>f. Implementation of the Action Plan<br>g. Evaluation of the Action Plan conducted.<br>h. Reporting of the Research | 15 | | 5 | CO2 | PSO1 | SD Emp | N G | HV |
| UNIT - III | **Formulation of research Problem** | 12 | | 5 | CO3 | PSO3 | | | |
| UNIT-IV | **Analysis and interpretation of data**<br>a. Descriptive statistics; Mean, Median, Mode, SD, Mean Deviation, Quartile Deviation, Average | 8 | | 4 | CO3 | PSO3 | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Deviation. | | | | | | | | |

     b. Graphical representation of data.
     c. "t" test , Chi-square test
     d. Qualitative analysis of data.

**PRACTICUM**

1. Evaluate an action research report submitted by any student of last year and comment specifically as to how you can improve on it.

2. Select a small topic of action research and find out as to how you can diagnose the problem, prepare an action plan and implement the same. Also plan how you can evaluate its success?

**REFERENCES**

1. Bryman, A. (2002). Social Research Mthods, 2nd edn. Oxford University Press. Oxford, USA
2. Charlse, C.M. and Mertler, C.A. (2002). Introduction to Educational Research, Pearson Custom Publishing, Boston, Massachustts
3. Cooke, B. and Cox, J.W. (2005). Fundamentals of Action Research, Sage Publications, New Delhi
4. Quereshi, M. (2005). Educational Research, Anmol Publication Pvt. Ltd., New Delhi
5. Sharma, S.R. (1994). Encyclopedia of Modern Educational Research: Methods of Educational Research, ( Vol.I-V) Anmol Publications, New Delhi

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|---|---|---|---|---|
| **Year** | I | **Core /** ~~Elective / Foundation~~<br>**EEA 4105: RESOURCE MANAGEMENT IN EDUCATION** | **Credits / Hours per week** | 03 |
| **Semester** | I | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | 100 |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | |

**Course Outcome (CO) EEA2001**
CO1 Understand the meaning, concept and process of Resource Management;
CO2 View the management of different resources (human, material, financial, time and curriculum) from both the administrative and managerial dimensions;
CO3 Integrate the understanding of the administrative and managerial dimensions of management of resources in education.

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD) | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs | Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Resource Management in Educational Institutions**<br>a) Meaning and Concept<br>b) Nature and Component: Identification, Optimization, Replenishment, and Appraisal<br>c) Types of resources: Human, Material (physical), Financial, Time, and Curriculum | 15 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **Personnel Management**<br>a) Administrative dimensions<br>b) regulations and procedures (routinised operations pertaining to recruitment, training, allocations, promotions, terminations, benefits, service conditions, etc.,)<br>c) as a supportive function<br>d) Managerial dimensions as a dynamic, innovative function<br>e) Personnel with respect to their motivation, creative development, human relating training for professional improvement, etc.<br>f) Some critical issues in the effective integration of the administrative and managerial dimensions. | 10 | | 5 | CO2 | PSO3 | SD Emp Ent | N G | G HV PE |
| UNIT - III | **Management of Curriculum, Time, Material and Finance**<br>a) Management of Curriculum: Administrative | 20 | | 5 | CO3 | PSO3 | | | |

| dimension and Managerial dimension<br>b) Management of Materials: Administrative dimension and Managerial dimension<br>c) Management of Finance: Administrative dimension and Managerial dimension<br>d) Management of Time: Administrative dimension and Managerial dimension<br>e) Issues wherein, the creative managerial aspects off sets the scarcity factors. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

**PRACTICUM**

**UNIT-I:** Visit any educational institution and note down the various types of resources and classify them under the following headings.

(ii)     Personnel or human resources

(iii)    Material resources

**UNIT-II:**

1. Visit any educational institution to know, what procedures he/she follow in staffing his/her institution. Make a report of the same.
2. Report the problems, encountered by the educational managers in procurement, utilization, and maintenance of various resources through making visit to at least five education institutions.

**UNIT III:**

   Visit any one school and observe, interact with administrators and report as to how the educational resources are used creatively.

**REFERENCES**

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2. Brookes, J.ER.et al. (1976). School Time-Tabling, Unit 9. The Open university Press, London
3. Castetter & Ovsiew (1960). Budgeting for Better Schools. Prentice Hall Inc., N.J.
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5. Decenzo, D.A. and Robbins, S.P. (1997). Personnel and Hunman Resource Management (3rd Edt)., Prentice Hall of India , New Delhi
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10. Preedy, M. (1989). Apprpaches to Curriculum Management, Open University Press
11. Roe, W.H. (1961). School Business Management, McGraw-Hill Book Co., New York
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14. Vaizey, J. (1962). The Economics of Education , Faber & Faber, London
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| **Year** | **I** | **Core / Elective / Foundation**<br>**EEA 4106: PREPARATION AND**<br>**PRESENTATION OF RESEARCH**<br>**PROPOSAL** | **Credits / Hours per week** | | **02 Credits / 30 Hrs** |
| **Semester** | **I** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | | **50** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | | |

**Course Outcome (CO) EEA2001**

CO1 To conceptualize an action research problem and develop an action research proposal to solve the problem under the guidance of a teacher allotted for research guidance.

CO2 To develop the skills of develop research proposal and presentation skills.

CO3 To participate in all the proposal presentation and develop the skill of articulating question and carry out discussion.

CO4 To develop the skill of steering a discussion by chairing seminar sessions.

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Develop | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) develop | Relation to Gender (G), Environment and Sustainability (ES), Human |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | ment (SD) | mental needs | Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|

**COURSE OUTLINE**: There is no prescribed course unit. The concerned guide of the respective students will provide guidance to study literature in educational administration and educational policies and problems of India and foreign countries. They will select a topic of their choice having relevance to current problems and issues in educational management and write an Action Research Proposal.

# SEMESTER-II

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| **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** |||||
|---|---|---|---|---|
| **Year** | **I** | Core / ~~Elective / Foundation~~ **EEA4201: ICT IN EDUCATIONAL MANAGEMENT** | **Credits / Hours per week** | **03** |
| **Semester** | **II** | Year of Introduction: 1992 Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Online, Practical, Field visits | | |

**Course Outcome (CO) EEA2001**
CO1  To know and appreciate the use of ICT in educational management.
CO2  To acquire the skills of using Microsoft word, Office automation software package, Accounting package, teleconferencing, internet surfing etc.

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ | Relevance to Local (L)/ National | Relation to Gender (G), Environ |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | Entrepreneurship (Ent)/ Skill Development (SD) | (N)/ Regional (R)/Global (G) developmental needs | ment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|
| Unit - I | **ICT in Educational Management**<br>a) Meaning and concept of ICT<br>b) Need and importance of ICT in Educational Management<br>c) Different forms of ICT in Educational Management.<br>d) Advantages and limitations of ICT use in Educational Management | 10 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **Use of Microsoft word in Administration of Education**<br>a) File creating, editing,<br>b) Mail merge<br>c) Formatting<br>d) Table creating<br>e) Calculation | 12 | | 3 | CO3 | PSO3 | SD<br>Emp<br>Ent | G | ES<br>HV<br>PV |
| UNIT - III | **Office Automation in Educational Organizations**<br>a) Use of ICT in office automation.<br>b) Data base creating and managing; Admission, Examination, Record keeping. | 10 | | 3 | CO3 | PSO3 | | | |
| UNIT - IV | **Use of Internet in Educational Management**<br>a) Internet use<br>b) E- mail use<br>c) Tele-conferencing and emerging technologies in education | 13 | | 3 | CO3 | PSO3 | | | |

**PRACTICUM**

1. Visit any educational institution and on list the software and hardware technology which are being used by the teachers, principal, and office staff in their tasks. Conduct an interview with the principal, to find out the difficulties in using these technologies and any step taken by the administrator regard in this.
2. Practice the use of Microsoft word and data base in managing education.

**REFERENCES**

1. Campbell, J. D. and James, V. R. (2006). <u>Uptime: Strategies for Excellence in Maintenance Management</u>Productivity Press
2. Joey F. George, et al. (2004). Object-Oriented System Analysis and Design, Prentice Hall, USA
3. Leilly, R.T. (2006). The Handbook of Office Automation, Universe, USA
4. Mehdi, K.P. (2000). Challenges of Information Technology Management in the 21st Century, IRMA International Conference

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|---|---|---|---|
| | **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (<u>PGDEM</u>)** | | |

| Year | I | Core / ~~Elective / Foundation~~<br>**EEA4202: COMMUNICATION AND DECISION MAKING IN MANAGEMENT OF EDUCATION** | **Credits / Hours per week** | **03** |
|---|---|---|---|---|
| **Semester** | **II** | Year of Introduction: 2001<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen<br>Problem solving, Film Show | | |

**Course Outcome (CO) EEA4202**

CO1 To develop an understanding and appreciation of the significant role of communication in educational administration and management with special reference to Decision- making.

CO2 To develop an understanding of the kinds of communication, relevant to administration and management of education at various structural levels.

CO3 To critically appraise the existing systems of communication and decision-making in Indian Education Systems at micro / macro level.

CO3 To provide a basic understanding and to develop an appreciation for the complexities and issues involved in decision making process in educational management, with specific reference to Indian education system.

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability | Relevance to Local (L)/ | Relation to Gender (G), |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | (Emp)/ Entrepre neurship (Ent)/ Skill Develop ment (SD) | National (N)/ Regional (R)/Glob al (G) develop mental needs | Environ ment and Sustaina bility (ES), Human Values (HV)and Professio nal Ethics (PE) |
|---|---|---|---|---|---|---|---|---|
| Unit - I | **Significance of communication and decision making in educational management**<br>    a) Meaning and definition<br>    b) Importance of communication and decision making in management process.<br>    c) Role of communication and decision making in educational management process.<br>    d) Issues involved and strategies adopted to overcome them. | 10 | | 2 | CO1 | PSO1 | | | |
| UNIT - II | **Nature of Communication in the Management of Education.**<br>**a. Forms of communication**<br>Verbal and non-verbal<br>Upward and downward<br>Formal and informal;<br>Inter-personal and intrapersonal<br><br>**b. Purposes of Communication**<br>Informational<br>Functional<br>Directive<br>Clarificatory / Questioning<br>Suggestive<br><br>**c. Communication Blocks** | 20 | | 4 | CO2 | PSO2 | SD<br>Emp | G<br>N | ES<br>HV<br>PE |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Individual differences<br>Situations<br>IQ<br>Defense mechanism<br>Attitudes<br>Channels of communication within educational structures at different levels. | | | | | | | | |
| UNIT - III | **Nature of Decision making in Educational Management Process.**<br>**A. Types of Decisions:**<br><br>  a) Short term and long term,<br>  b) Personal and Institutional<br>  c) Routine and Unique Policy Decision<br>  d) Executive Decisions, Operational / Functional Decisions.<br><br>**B. Approaches and Techniques of Decision-Making Process:**<br><br>**Approaches of decision making:**<br><br>Rationalistic, Humanistic, Integrative<br><br>**Techniques of decision making:**<br><br>  a) Participative-Brainstorming,<br><br>  b) Delphi technique,<br><br>  c) Nominal group techniques,<br><br>  d) Staff/Professional discussions.<br><br>  e) Some Issues involved in Decision Making & Strategies adopted to overcome | 15 | | 5 | CO4 | PSO3 | | | |

**PRACTICUM**
  UNIT-I:

Visit any educational institution and review the notices and letters written by the head of that institution to the students and teachers. Write down the purposes of those letters and notices one can include parents also.

UNIT-II

1. The managers communicate both in written and an oral form. Observe a manager in any educational institution and find out as to why the manager chooses to communicate in a particular mode.

2. Identify the different channels of communication, used by an educational manager. Prepare a report on the same. UNIT-III:

1. Visit any educational institution and observe the different types of decisions taken by the educational manager at the micro level and criteria kept in mind.

2. Identify some of the routine and creative decisions taken by the administrator in his/her day to day functioning and critically review the decisions taken by him/her.

3. Examine the different decision-making techniques used by an administrator of an educational institution.

**REFERENCES**
1. Baird, J. E. (1977). The Dynamics of Organizational Communication, Harper & Row, New York
2. Burgoon, M. & Michael R. (1978). Human Communication . Holt, Rinehart & Winston, New York
3. Chandan, J.S. (1986). Fundamental of Modern Management, New Delhi
4. Crockhite, G. (1976). Communication and Awareness. Cummings Publishing Co., Mass
5. Goel, S.D. (1987). Modern Management Techniques. Deep & Deep Publications, New Delhi
6. Handy, W. V. (1967). Communication and Organisational Behaviour. Richard D. Irwing Inc., Illinois
7. Luthans, F. (1981). Organizational Behaviour. McGraw-Hill International Book Co., Tokyo
8. Roger, S. (1995). Successful School Management, Sage publishers, London
9. Tortoriello, T. R.et. al (2005). Communication in the Organizarion, Mc Graw Hill, NY
10. Weihrich & Koontz H. (1990). Essentials of Management (5th Edition), Mc. Graw Hill INC, New York
11. Worral, N. (1980). People and Decisions. Longman, Longman, London

# POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)

| Year | I | Core / ~~Elective / Foundation~~<br>**EEA4203: Preparation and Presentation of conceptual paper** | **Credits / Hours per week** | | **02** |
|---|---|---|---|---|---|
| | | | | | |
| **Semester** | **II** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | | **50** |
| **Mode of Transaction** | | Individual discussion with guiding teacher on daily basis | | | |

**Course Outcome (CO) EEA 4203**

CO1 To critically review the literature in educational management.

CO2 To Enable students to conceptualize educational management problems.

CO3 To develop a paper on new concepts and present the same

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD) | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) developmental needs | Relation to Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| | There is no prescribed course unit. The concerned guide of the respective students will provide guidance to study literature in educational administration and educational policies and problems of India and foreign countries. They will select a topic of their choice having relevance to current problems and issues in educational | **30** | | **5** | **CO3** | **PSO3** | **SD** | **L** | **PE** |

| | | |
|---|---|---|
| management and write a conceptual paper. | | |

**PRACTICUM**

Students shall carry out the following assignment for further understanding

1. Select a topic of their interest on educational management and write a paper to make presentation in the seminar.

| The Maharaja Sayajirao University of Baroda<br>Faculty Education and Psychology<br>Department of Educational Administration | Academic Year | **2018-20** |
|---|---|---|

### POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)

| | | | | | |
|---|---|---|---|---|---|
| **Year** | **I** | Core / ~~Elective / Foundation~~<br>**EEA4204: Writing of Action Research Report** | **Credits / Hours per week** | | **05 Credits / 75 Hrs** |
| **Semester** | **II** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2015 | **Maximum Marks / Grade** | | **100** |
| **Mode of Transaction** | | Individual guidance and discussion with guiding teacher. Finalization of report with guiding teacher. | | | |

**Course Outcome (CO) EEA4204**

**CO1** To carry out an action research project scientifically

CO2 To prepare tools for data collection analyze and interpret the data collected in action research as per objectives and hypotheses

CO3 To prepare a report of the action research work carried out by them during the academic year

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) | Relation to Gender (G), Environment and Sustainability (ES), |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | Develop ment (SD) | develop mental needs | Human Values (HV)and Professio nal Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| | Preparation of the report and submission under the guidance of a teacher | **75** | | **5** | **CO3** | **PSO3** | **SD** | **L** | **PE** |

# OPTIONAL PAPERS

| | | | |
|---|---|---|---|
| **The Maharaja Sayajirao University of Baroda** **Faculty Education and Psychology** **Department of Educational Administration** | | **Academic Year** | **2025-2026** |
| **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** | | | |
| **Year** | **I** | ~~Core~~ / Elective / ~~Foundation~~ **EEA 4006 : Management of Education at the Foundational Stage** | **Credits / Hours per week** | **04** |
| **Semester** | **II** | Year of Introduction: 1992 Year of Syllabus Revision: 2025 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experimen Problem solving, Film Show, Field visit | | |

**Course Outcome**
CO1 To understand the Nature of Education at Foundational Stage
CO2 To understand the Educational Policies and Programmes of Education at Foundational Stage
CO3 To explore the Curriculum and Pedagogical Approaches of Education at Foundational Stage
CO4 To understand the Development of Learning Resources of Education at Foundational Stage

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Element s of Employa bility (Emp)/ Entrepre | Relevan ce to Local (L)/ National (N)/ | Relation to Gender (G), Environ ment and |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | neurship (Ent)/ Skill Development (SD) | Regional (R)/Global (G) developmental needs | Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Introduction to Education at Foundational Stage**<br><br>a. Concept, scope, and significance of foundational stage of education (ages 3–8)<br>b. Theories related to the Foundational stage of Education:<br>  • *Jean Piaget's Cognitive Development Theory (Preoperational Stage (ages 2–7)*<br>  • *Erikson's Psychosocial Development Theory: Stages; {Autonomy vs. Shame and Doubt (ages 1–3) and Initiative vs. Guilt (ages 3–6)}*<br>  • *Albert Bandura's Social Learning Theory (Observational Learning)*<br>c. Management of Foundational Education | 10 | | 2 | CO1 | PSO1 | SD Emp Ent | G N | G PE HV |
| UNIT - II | **Educational Policies and Programmes for Foundational Stage of Education**<br>a) NEP 2020 and Foundational Stage reforms<br>b) NCF for Foundational Stage (NCF-FS 2022): key features and structure<br>c) Foundational literacy and numeracy (FLN): Goals and Strategies<br>d) International Perspectives at policies on the management of Education at Foundational Stage | 20 | | 4 | CO2 | PSO2 | | | |

| UNIT - III | **Curriculum and Pedagogical Approaches at Foundational Stage of Education**<br>a) Planning and Organization of learning Resources<br>b) Qualities of teacher and teacher professional development at foundational stage of education<br>c) Pedagogical strategies at foundational stage of Education: storytelling, rhymes, games, art-based learning, Play-Based Learning<br>d) Assessment Practices at Foundational Stage: Observation-based, formative, informal , child progress card<br>e) Concept and Importance of Home-School Partnership | 20 | | 5 | CO3 | PSO3 | | | |
|---|---|---|---|---|---|---|---|---|---|
| UNIT - IV | **Unit 4: Development of learning resources for Foundational Stage of Education**<br>a. Principles of resource design at Foundational stage of Education<br>(simplicity, safety, engagement, inclusion)<br>b. Types of Learning Resources:<br>• **Teaching aids**: Print materials, hands-on materials, Environment as a learning resource<br>• **Digital tools**: Open educational resources, interactive e-content<br>c. Barriers to resource development in rural/under-resourced settings | 10 | | 5 | CO3 | PSO3 | | | |

**PRACTICUM**
Review the latest five year plan of Government of India with specific focus on Education and Development.
**REFERENCES**
1. NEP 2020 – Ministry of Education, Government of India
2. NCF for Foundational Stage (2022) – NCERT
3. Position Paper on ECCE (NCERT)
4. Kaul, V. (2019). Early Childhood Education and Development in India.
5. NIPUN Bharat Guidelines (2021) – Ministry of Education
6. Montessori, M. (1964). The Montessori Method

7. Heikka, J., Waniganayake, M., & Hujala, E. (2013).Leadership in early childhood: Theoretical and empirical foundations. Early Years: An International Journal of Research and Development, 33(1), 1–8. https://doi.org/10.1080/09575146.2013.771446

8. Brown, C. P. (2010).School readiness and the management of early learning. International Journal of Educational Management, 24(1), 48–61. https://doi.org/10.1108/09513541011013016

9. Aubrey, C., Godfrey, R., & Harris, A. (2013).How do they manage? An investigation of early childhood leadership. Journal of Early Childhood Research, 11(2), 95–104. https://doi.org/10.1177/1476718X13492976

10. Douglass, A. L. (2017).Leadership for quality early childhood education and care. OECD Education Working Papers, No. 169. OECD Publishing. https://doi.org/10.1787/6e563bae-en

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|---|---|---|
| **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** | | |

| Year | I | Core / Elective / Foundation<br>**EEA 4007: Management of Education at the Preparatory Stage** | **Credits / Hours per week** | **04** |
|---|---|---|---|---|
| Semester | II | Year of Introduction: 1992<br>Year of Syllabus Revision: 2025 | **Maximum Marks / Grade** | **100** |
| Mode of Transaction | | Lecture, Discussion, Case Study, Experiments, Problem solving, Film Sho | | |

**Course Outcome**

CO1 To understand the Nature of Education at Preparatory Stage

CO2 To understand the Educational Policies and Programs of Education at Stage

CO3 To explore the Curriculum and Pedagogical Approaches of Education at Preparatory Stage

CO4 To understand the Development of Learning Resources of Education at Preparatory Stage

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepre | Relevance to Local (L)/ National (N)/ | Relation to Gender (G), Environment and |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | Entrepreneurship (Ent)/ Skill Development (SD) | Regional (R)/Global (G) developmental needs | Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| **UNIT - I** | **Introduction to Education at Preparatory Stage**<br><br>a. Concept, nature, and scope of education at the preparatory stage (age group 8 -11 years)<br>b. Theories related to the Preparatory stage of Education:<br> • *Jean Piaget's Cognitive Development Theory (Concrete Operational Stage (ages 7–11)*<br> • *Erik Erikson's Psychosocial Development Theory (Industry vs. Inferiority (ages 6–12)*<br> • *Albert Bandura's Social Learning Theory*<br> • *Jerome Bruner's Constructivist Theory (Enactive, Iconic, Symbolic Representation of knowledge)*<br>c. Management at Preparatory Education | 10 | | 2 | CO2 | PSO1 | SD Emp Ent | L N | ES HV PV |
| **UNIT - II** | **Educational Policies and Programmes of Education at Preparatory Stage**<br>a. NEP 2020 and Preparatory Stage reforms<br>b. NCF for Preparatory Stage (NCF-2022): key features and structure<br>c. Samagra Shiksha Abhiyan (SSA 2.0) focus on Preparatory stage of education<br>d. International Perspectives at policies on the management of Education at Preparatory Stage | 20 | | 5 | CO4 | PSO2 | | | |

| UNIT - III | **Curriculum and Pedagogical Approaches of Education at Preparatory Stage**<br>a) Planning and Organization of learning Resources at Preparatory Stage of Education<br>b) Qualities of teacher and teacher professional development at foundational stage of education<br>c) Pedagogical Approaches at the Preparatory Stage (Board wise)<br><br>  • *CBSE: Holistic and experiential learning*<br>  • *ICSE: Strong subject focus with literature-rich curriculum*<br>  • *IB PYP: Transdisciplinary, concept-driven learning*<br>  • *IGCSE: Global themes and skill-building*<br>  • *State Boards: Textbook-oriented with emerging reforms*<br><br>d) Concept and Importance of Home-School Partnership | 20 | | 5 | CO5 | PSO3 | | | |
|---|---|---|---|---|---|---|---|---|---|
| UNIT - IV | **Development of learning resources of Education at Preparatory Stage**<br>a. Principles of resource design at Preparatory stage of Education (simplicity, safety, engagement, inclusion)<br>b. Types of Learning Resources:<br>  • **Teaching aids**: Print materials, hands-on materials, Environment as a learning resource<br>  • **Digital tools**: Open educational resources, interactive e-content<br>c. Barriers to resource development in rural/under-resourced settings | 10 | | 5 | CO5 | PSO3 | | | |

**Reference Books/Documents/Research Papers/Articles**

1. NEP 2020 – Ministry of Education, Government of India
2. NCF for Foundational Stage (2022) – NCERT
3. Position Paper on ECCE (NCERT)
4. Kaul, V. (2019). Early Childhood Education and Development in India.
5. NIPUN Bharat Guidelines (2021) – Ministry of Education
6. Montessori, M. (1964). The Montessori Method
7. Brown, C. P. (2010).School readiness and the management of early learning. International Journal of Educational Management, 24(1), 48–61. https://doi.org/10.1108/09513541011013016
8. Aubrey, C., Godfrey, R., & Harris, A. (2013).How do they manage? An investigation of early childhood leadership. Journal of Early Childhood Research, 11(2), 95–104. https://doi.org/10.1177/1476718X13492976
9. Sibi, K. K., & Miranda, J. J. (2022).21st century principal leadership in higher education: Challenges and preparedness. International Journal of Education and Management Studies, 12(1), 52–57.
10. Alfaro, C. (2018).The sociopolitical struggle and promise of bilingual teacher education: Past, present, and future. Bilingual Research Journal, 41(4), 413–427.
11. Kumar, R., & Lauermann, F. (2018).Cultural beliefs and instructional intentions: Do experiences in teacher education institutions matter? American Educational Research Journal, 55(3), 419–452.
12. CBSE Curriculum Documents (Grades 3–5)
13. ICSE (CISCE) Syllabus Outline
14. IB PYP Framework Documents

| | | The Maharaja Sayajirao University of Baroda **Faculty Education and Psychology** **Department of Educational Administration** | Academic Year | 2025-26 |
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| | | **The Maharaja Sayajirao University of Baroda** **Faculty Education and Psychology** **Department of Educational Administration** | Academic Year | 2025-26 |
| | | **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** | | |
| **Year** | **I** | ~~Core /~~ Elective / ~~Foundation~~ **EEA 4008 : Management of Education at the Middle Stage** | **Credits / Hours per week** | **04** |
| **Semester** | **II** | Year of Introduction: 1992 Year of Syllabus Revision: 2025 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Online, Practical, Field visits | | |

**Course Outcome**

CO1 To understand the nature of Education at Middle Stage

CO2 To understand Educational Policies and Programmes for Middle Stage

CO3 To explore Pedagogical Approaches at Middle Stage

CO4 To understand Learning Resources at Middle Stage

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) | Relation to Gender (G), Environment and Sustainability (ES), |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | Development (SD) | developmental needs | Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|
| **UNIT - I** | **Introduction to Education at Middle Stage**<br><br>a) Nature, significance and structure of Education at Middle stage<br>b) Understanding middle stage learners<br>c) Characteristics and challenges of middle stage learners<br>d) Theories of learning:<br> • Cognitive Development Theories: Jean Paget, Jerome Bruner<br> • Social Learning Theories: Albert Bandura | 10 | | 2 | CO1 | PSO1 | SD Emp | G R N | G PE |
| **UNIT - II** | **Educational Policies and Programmes for Middle Stage of Education**<br>a) National Policy on Education 2020<br>b) NCF's Middle Stage Education<br>c) International policies on Middle Stage: Curriculum, Assessment, Resources | 20 | | 4 | CO2 | PSO2 | | | |
| **UNIT - III** | **Curriculum and Pedagogical Approaches at Middle Stage of Education**<br>**A. Management of Curriculum at Middle Stage: National Level**<br>State Board School System, Central Board of Secondary Education (CBSE)<br>**International Level**<br>International Baccalaureate (IB)<br>The ICSE Board<br>**B. Pedagogical Approaches**<br>• **IKS**- Storytelling and Folklore, Community and Relationships, Hands-on Learning, Computational Thinking, Design Thinking | 20 | | 5 | CO3 | PSO3 | | | |

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|---|---|---|---|---|---|---|---|---|---|
| | • Constructive Approach<br>• Collaborative Approach<br>• Reflective Approach<br>**C. Development of Learning Resources for Middle Stage of Education**<br>• Teaching Aids: Audio Visual Aids, Interactive Whiteboard (IWB), PowerPoint/ Slide Presentations<br>• Digital Content: role of Artificial Intelligence, Smart classrooms | | | | | | | | |
| **UNIT - IV** | **Management of Student Assessment and Governance and Capacity Building of Teachers:**<br>**A) Management of Student Assessment**<br>• Subject Enrichment<br>• Projects Based Activities<br>• Pen Paper Exam<br>• PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)<br>**B) Governance and Capacity Building of Teachers for Quality Education:**<br>• SWAYAM/DIKSHA (Technology Platform) for online training of teachers<br>• Multidisciplinary Approach for teacher training<br>• Continuous Professional Development | 10 | | 5 | CO3 | PSO3 | | | |

**PRACTICUM**

Student will select any report and study it critically and prepare a critical report about its application to elementary education

Student will visit schools of different types and prepare a report about its management differences.

**REFERENCES**

1. Bandura, A. (1986). Social foundation of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.
2. Bishop, P.A.; Harrison, L.M. The Successful Middle School: This We Believe; Association for Middle Level Education: Westerville, OH, USA, 2021. [Google Scholar]
3. Chikumbu, T.J and Makamure, R. (2000). Curriculum theory, design and assignment (Module 13). Canada: The Common wealth of Learning.
4. Dewey, John. (1996). The child and the curriculum. Chicago: The University of Chicago Press
5. Dole, S. (2005, pp.123–132). Numeracy. In D. Pendergast and N. Bahr (Eds.), Teaching Middle Years Rethinking Curriculum, Pedagogy and Assessment. Cross Nest, NSW: Allen & Unwin.
6. Bialik M., Fadel C. Skills for the 21$^{st}$ Century: What Should Students Learn? (2015). Center for Curriculum Redesign Boston, Massachusetts. URL:www.curriculumredesign.org
7. Ginsburg, H., & Opper, S. J. A. (1979). Piaget's theory of intellectual development (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
8. Glatthorn, A.A Boschee, F and Whiteheed, B.M. (2009). Curriculum leadership: strategies for development and implementation, New Delhi: Sage
9. Piaget, J., Gruber, H. E., & Vonèche, J. J. (1977). The essential Piaget. New York, NY: Basic Books
10. Oliver, Beverly et al. (2010). Mapping the Curriculum for Quality Enhancement: Refining a Tool and Processes for the Purpose of Curriculum Renewal, Proceedings of AuQF2010 PDF

| | The Maharaja Sayajirao University of Baroda<br>**Faculty Education and Psychology**<br>**Department of Educational Administration** | **Academic Year** | **2025-26** |
|---|---|---|---|

## POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)

| Year | I | ~~Core~~ / Elective / ~~Foundation~~<br>**EEA 4009 : Management of Education at the Secondary Stage** | **Credits / Hours per week** | **04** |
|---|---|---|---|---|
| Semester | II | Year of Introduction: 1992<br>Year of Syllabus Revision: 2025 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Case Study, Experiments, Problem solving, Film | | |

**Course Outcome (CO) EEA2001**

CO1 To understand the purpose of Education at Secondary Stage Education

CO2 To understand the policies and programs of Education at Secondary Stage

CO3 To explore the Pedagogical Approaches at secondary Stage of Education

CO4 To understand the Learning Resources at Secondary Stage of Education

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill | Relevance to Local (L)/ National (N)/ Regional (R)/Global (G) | Relation to Gender (G), Environment and Sustainability (ES), |
|---|---|---|---|---|---|---|---|---|---|

| Unit | Content | | | | | | Development (SD) | developmental needs | Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| Unit - I | **Introduction to Education at Secondary Stage**<br>a) Nature and scope of Education at Secondary Stage<br>b) Understanding Secondary Stage learners<br>c) Characteristics and challenges of secondary stage learners<br>d) Theories of Education at Secondary stage:<br>• Erikson's theory: Identity versus identity confusion<br>• Piaget's theory: The Formal Operational Stage | 10 | | 2 | CO2 | PSO1 | | | |
| UNIT - II | **Educational Policies and Programmes for Secondary Stage of Education**<br>a) Mudaliar Commission-52-53<br>b) Kothari commission<br>c) National Policy on Education1968<br>d) National Policy on Education1986<br>e) National Policy on Education 2020<br><br>f) NCFSE-2023 | 20 | | 5 | CO4 | PSO2 | SD Emp Ent | R N | ES PE HV |
| UNIT - III | **Unit 3: Curriculum and Pedagogical Approaches at Secondary Stage of Education**<br>**A. Curriculum Boards: National Level**<br>• State Boards<br>• Central Board of Secondary Education (CBSE)<br>• National Institute of Open Schooling (NIOS)<br>**International Level**<br>• International Baccalaureate (IB)<br>• Cambridge International Examinations (CIE)<br>• The ICSE Board<br>**B. Pedagogical Approaches**<br>• **IKS-Indigenous pedagogy:**<br>• Holistic Approach<br>• Sustainability and Harmony with Nature<br>• Experiential and empirical knowledge: Community | 20 | | 5 | CO5 | PSO3 | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Practice<br>• Adaptability and flexibility<br>• Respect for Elders and Traditional Knowledge<br>• **Sports integrated learning**<br>• **Art integrated learning**<br>• **Game based learning**<br>• **Technology Based Learning** | | | | | | | | | |
| **UNIT - IV** | **Management of Student Assessment and Governance and Leadership**<br>**Management of Student Assessment**<br>• School Based Assessment: Formative Assessment: observation, quizzes, and classroom discussions<br>• Summative Assessment: Exams, Projects, and Presentations<br>• Public Examination: Board certification<br>• **PARAKH** (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)<br>**Governance and Leadership**<br>• Teacher Development<br>• Continuous Professional Development<br>• SWAYAM/DIKSHA (Technology Platform) for online training of teachers<br>**Quality Assurance at Secondary Stage of Education**<br>• **Norms, Regulations and Quality Assurance Agencies**:<br>• External Quality Assurance: Role of DEO<br>• Internal Quality Assurance: Role of School Principal. Supervisors | 10 | | 5 | CO5 | PSO3 | | | | |

**Reference Books/Documents/Research Papers/Articles**

1. Claude Mathis (1965) Implications of Modern Learning Theory for the Secondary School, The High School Journal Vol. 48, No. 7, Educational Psychology: Part II (Apr., 1965), pp. 411-418 (8 pages) Published By: University of North Carolina Press
2. Chakravarty, G and S.P. Pal (1994), Human Development Profile of Indian States, Working Paper No. 42, National Council of Applied Economic Research, New Delhi
3. Hans V Knudsen, Secondary Education Issues and challenges
4. World Bank (2003) Secondary Education in India, Report No.2, Discussion Paper, South Asia Human Development Sector, Washington, DC Teaching and Learning in Secondary Schools Using Social Learning Theory February 2024 Journal of Research Innovation and Implications in Education DOI: 10.59765/ndfw8253ric

| | The Maharaja Sayajirao University of Baroda<br>Faculty Education and Psychology<br>Department of Educational Administration | Academic Year | | 2025-26 |
|---|---|---|---|---|

| **POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT (PGDEM)** | | | | |
|---|---|---|---|---|
| **Year** | **I** | ~~Core~~ / Elective / ~~Foundation~~<br>**EEA 4010 : Management of Higher Education** | **Credits / Hours per week** | **04** |
| **Semester** | **II** | Year of Introduction: 1992<br>Year of Syllabus Revision: 2025 | **Maximum Marks / Grade** | **100** |
| **Mode of Transaction** | | Lecture, Discussion, Online, Practical, Field visits | | |

**Course Outcome (CO) EEA 4003A**

CO1 To understand the Nature of Higher Education

CO2 To understand the Educational Policies and Programmes of Higher Education

CO3 To explore the Curriculum and Pedagogical Approaches of Higher Education

CO4 To understand the Development of Learning Resources of Higher Education

| Unit No. | Topic/Unit | Contact Hours | Weightage (%) | BT Level | CO | PSO | Elements of Employability (Emp)/ | Relevance to Local (L)/ National | Relation to Gender (G), Environ |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | Entrepreneurship (Ent)/ Skill Development (SD) | (N)/ Regional (R)/Global (G) developmental needs | ment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE) |
|---|---|---|---|---|---|---|---|---|---|
| **UNIT - I** | **Introduction to Higher Education**<br>a) Aims, objectives of Higher Education and Types of Higher Educational Institutions in India<br>b) Structural Reforms in Higher Education:<br>• ***Institutional restructuring***: *Multidisciplinary institutions and phasing out of single-stream colleges,*<br>• ***Undergraduate education reforms****: 4-year multidisciplinary UG programs, multiple entry-exit*<br>• ***Credit-based academic bank (ABC),***<br>• ***Integration of vocational education*** | 10 | | 2 | CO1 | PSO1 | Emp Ent | R N | G PE |
| **UNIT - II** | **Educational Policies and Programmes for Higher Education**<br>a. Rastriya Uchatara Shikshya Abhiyan<br>b. National Education Policy (NEP) 2020: Vision for Higher Education<br>• Promote Research and Innovation<br>• Integration of Vocational Training<br>• Multidisciplinary Education<br>• Internationalization<br>• Curriculum Flexibility and Credit Transfer<br>• Digitalization Of Teaching-Learning Process<br>• Inclusivity in Higher Education<br>• Governance and Leadership in Higher Education | 20 | | 4 | CO2 | PSO2 | | | |

| UNIT - III | **Pedagogical Approaches and development of Learning resources in Higher Education**<br>a) Pedagogical Approaches: Innovative pedagogies; flipped learning, blended learning, problem-based learning, self-learning, lifelong learning and design thinking<br>b) Development of learning resources: SWAYAM, Moodle, Google Classroom, Canva, e-modules, MOOCs, OERs,<br>c) Emerging issues and challenges in Higher Education | 20 | | 5 | CO3 | PSO3 | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNIT - IV | **Unit 4: Governance and Student Assessment in Higher Education**<br>a. Accountability and transparency<br>b. Indicators for quality assurance of Higher Education Institutions:<br><br>• National Assessment and Accreditation Council (NAAC)<br>• National Institutional Ranking Framework (NIRF)<br>c. Four Verticals of Higher Education Commission of India (HECI)<br> • National Higher Education Regulatory Council (NHERC)<br> • National Accreditation Council (NAC)<br> • Higher Education Grants Council (HEGC)<br> • General Education Council (GEC)<br>d. **Student Assessment:** Rubrics, e-portfolios and peer assessment | 10 | | 5 | CO3 | PSO3 | | | |

**Practicum**

1. Visit any school and prepare a detailed report on the school policies and programs in operation
2. Visit the school website of at least ten schools and review their philosophy
3. Review the National Curriculum Framework 2005 prepared by NCERT

**REFERENCES**

1. MHRD (2006) Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India.
2. Planning Commission (1999). Approach paper to the Tenth Five-year Plan (2002-2007). Planning Commission. New Delhi
3. UGC (2005). Research Handbook: Towards nurturing research culture in higher education institutions in India.
4. P. G., & Salmi, J. (2011). The Road to Academic Excellence
5. Agarwal, P. (2009). Indian Higher Education: Envisioning the FutureCurrent UGC Guidelines, RUSA Frameworks, and Policy Briefs
6. Mangal, S.K. & Mangal, Uma (2019). Essentials of Educational Technology.
7. Richey, R.C., Klein, J.D. & Tracey, M.W. (2010).The Instructional Design Knowledge Base: Theory, Research and Practice.
8. Balzer, W. K. (2010).Lean higher education: Increasing the value and performance of university processes. CRC Press.
9. Birnbaum, R. (1991).How colleges work: The cybernetics of academic organization and leadership. Jossey-Bass
10. Kaplin, W. A., & Lee, B. A. (1995).The law of higher education: A comprehensive guide to legal implications of administrative decision making (3rd ed.). Jossey-Bass.

## EEA 4220C09  Internship

**Maximum Marks: 50 (Practical)**

**Course Credits: 04**

**The Report should consist  of the following tasks:**

1) Prepare a case study of the internship school and the innovative activities that the school undertakes.

2) Prepare a detailed analysis of the timetable preparation in the school. (Master timetable, school academic calendar as well as the teacher timetable). Refer to Government Regulations regarding teacher work load, number of working days, etc)

3) Prepare a case study of a School Principal. Interview the Principal of a school in the context of leadership styles, quality education, teacher professional development, community school partnership, Challenges and future directions, etc.

4) Prepare a report on the teacher professional development opportunities in the school and their perceptions of the programmes and suggestions for improvement.

5) Prepare a report on the various records that the school maintains for administrative purposes. (Records related to Students, Teachers, Examination, Finance, HR, Physical Resources, etc)