



GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

*POST GRADUATE DIPLOMA IN
EDUCATIONAL LEADERSHIP AND
MANAGEMENT*

(Scheme & Syllabus)

Session: 2012-13 onwards

University School of Education

GGSIIP University

POST GRADUATE DIPLOMA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

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|----------------------------------|---|---|
| Programme | : | Post Graduate Diploma in Educational Leadership and Management |
| <u>Duration</u> | : | 12 Months |
| <u>Semesters</u> | : | 2 |
| <u>Proposed Intake</u> | : | 25 |
| <u>Eligibility</u> | : | Graduate in any discipline with minimum 50%. Preference will be given to those working in the education sector and having degree or diploma in Education. |
| <u>Selection Criteria</u> | : | The candidates shall be selected by the school through a written test of 50 marks, a group discussion of 30 marks and a personal interview of 20 marks. |
| <u>Mode of Publicity</u> | : | The advertisement for the said course shall be placed in leading national dailies and a separate brochure shall be brought out for the same. |

Vision

Post Graduate Diploma in Educational Leadership and Management(PGDELM) is designed with a vision to enhance, sharpen and develop the knowledge, skills competencies and sensitivity of an educational manager by undertaking exhaustive professional learning and development through a post graduate diploma course that impacts our leadership practices and managerial styles for building sustainable institutions in every aspect.

Mission

This one-year regular postgraduate diploma is designed to prepare education professionals for managerial roles within the primary, secondary and tertiary education sector. The programme includes study of the education policy environment, the legal and social context, the principles of leadership in education, and the culture of educational institutions. The course provides participants with an opportunity to develop their insights into leadership in education, and also to undertake a particular practical project related to their own work. A

wide variety of methodologies – lectures, seminars and workshops are used throughout with a selection of key guest speakers from the international and national context brainstorming on relevant areas of Educational Administration and Management, RTE, Leadership development and other relevant themes.

The course is designed particularly for Teachers, Head Teachers / Principals and Prospective Educational Leaders in the Indian Primary, Secondary and Higher Education sectors in schools, colleges, universities and other organizations working in this sector.

Objectives of the course:

- To provide an advance understanding of the management concepts and their application in education environment.
- To provide a contemporary and academically sound, yet practice-oriented, form of sustained professional development in educational management and leadership that is stimulating, critically reflective and relevant to the educational setting.
- To develop and upgrade the skill of human resource development in order to nurture diversity holistically and create a cadre of committed and competent educational managers and leaders.

POST GRADUATE DIPLOMA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Scheme of Examination and Course Outline (Total Credits: 48)

Semester – I

Credits: 24

| S. No. | Course Code | Title of the course | Teaching Hours per Week and Credits |
|------------------|-------------|---|-------------------------------------|
| Theory | | | |
| 1. | PGDELM 101 | Educational Administration and Management | 3 + 2 |
| 2. | PGDELM 103 | Educational Leadership | 3 + 2 |
| 3. | PGDELM 105 | Research and Innovation | 3 + 2 |
| Practical | | | |
| 4. | PGDELM 151 | Case Study (documenting best practices for in Educational Management and Leadership) | Credits – 5* |
| 5. | PGDELM 153 | Panel Discussions and Group Discussions, Weekly Seminars, Role Plays and Simulation Exercises, Personality Development Workshops. | Credits – 4* |

Semester – II

Credits: 24

| S. No. | Course Code | Title of the course | Teaching Hours per Week and Credits |
|------------------|-------------|--|-------------------------------------|
| Theory | | | |
| 1. | PGDELM 102 | Trends in Educational Leadership and Management | 3 + 2 |
| 2. | PGDELM 104 | Governance and Legal Framework of Education | 3 + 2 |
| Practical | | | |
| 3. | PGDELM 152 | Internship (Field Visits of Institutions/Organisations documenting best practices in Educational Leadership and Management.) | Credits – 8* |
| 4. | PGDELM 154 | Project: On the current practices/trends in the field of Educational Leadership and Management. | Credits – 6* |

*** The Case Study and Project are a compulsory component of PGDELM programme. It aims at providing students with an academic space to explore study and reflect upon a chosen theme in Educational Management and Administration. The theme is usually related to any of the papers which the student is studying. The identified theme is then consolidated into a proposal and pursued by the student in the second semester.

**** Total Credits for the course = 48. The student shall have to earn all the credits.

THE DESIGN OF THE COURSE CONTENT FOR THEORY PAPERS:

The course content for each paper would comprise of four inter-related units. The first Semester has three theory papers and the second semester has two theory papers.

INSTRUCTIONS FOR THEORY PAPERS

1. Each paper would have five questions in all. The student shall have to attempt all the five questions. All questions will be of twelve marks each.
2. Question no. 1 would be of objective/short question answer type and would cover all the four units of the course content in each paper. It will have eight sub parts out of which the students would be required to attempt any four parts choosing atleast one from each unit.
3. Question no. 2 to 5 shall be essay type questions covering each unit of the course content.
4. Each essay type question, based on each unit will be set so as to give internal choice to the students.
5. The pattern of model test paper along with relevant instruction for paper setters shall be supplied by the school to the examination branch.

PRACTICUM

The PGDELM course involves Case study, Project, Sessional Tasks such as Group Discussions, Simulation Exercises, Role Plays, Weekly Seminars and Workshops on Personality Development in order to equip the students with the leadership and management skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

Semester – I

Paper I: Educational Administration and Management

Course Code: PGDELM101

Lectures: 3, Tutorial: 2

Objectives:

- To develop an understanding of the concepts, techniques and practice of management as applicable to their work.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of educational management.

Unit I Educational Administration and Management: Concept and Scope

- Concept of Educational Management and Stages in the Management Process
- Theories of Management (Classical, Neo-Classical and Modern and their implications for Education)
- Administrative Structure of Education at different levels
- Transparency in Educational Administration

Unit II Educational Planning

- Approaches to Educational Planning
- Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations)
- Micro Planning, School Mapping and Development Plans
- Decentralised Planning and Management: Concept and Scope

Unit III Management of Resources in Organisations

- Management of Physical Resources
- Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)
- Financial Management and Budgeting
- Office Management (overview of office functions, record management and material management, work simplification.)

Unit IV Application of ICT in Educational Management

- Maintenance of Resources in an Institution
- ICT-A Tool for Resource Management
- Barriers to effective use of Technology
- Software for Record Keeping

Semester – I

Paper II: Educational Leadership

Course Code: PGDELM103

Lectures: 3, Tutorial: 2

Objectives:

- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.

Unit I Leadership: Concept and Dynamics

- Concept and functions of Leadership
- Theories of leadership and management in educational organizations
- Theories of leadership and management styles including emotional intelligence
- Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centered leadership)

Unit II Leadership Roles: Challenges and Perspectives

- Leadership for the learning community
- Developing leadership and management skills and insights
- Values, vision and moral purpose in educational leadership
- Leading and managing educational change and improvement
- Issues of diversity in educational organizations, including issues related to gender and multiculturalism

Unit III Leadership and Organisational Behaviour

- Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture
- Diversity and Individual Differences: perception and Attribution, motivation
- The Nature of Groups: teamwork and Work Group Design
- Conflict, Negotiation and Stress management

Unit IV Leadership for Sustainable Development

- Peace Education for Promoting Tolerance
- Disaster Risk Reduction and Management
- Human Rights Education
- Environmental Education: Challenges and Prospects for Institutions

Semester I

PAPER III: Research and Innovation

Course Code: PGDELM105

Lectures: 3, Tutorial: 2

Objectives:

- To develop an understanding of scientific concepts in research.
- To apply research techniques to describe and present data.
- To apply statistical analysis for inference and prediction to solve typical problems in educational management and leadership.

Unit I Educational Research: Meaning, Nature, Type and Scope

- Scientific inquiry: role of assumption, paradigms and approaches in research
- Positivist and Non-positivist paradigms.
- Qualitative and Quantitative research
- Fundamental research, applied research, normative survey, survey, evaluative, historical, developmental, case study, documentary, ethnography, action research.

Unit II Research data and its analysis

- Sources of educational data: primary sources and secondary sources (interdisciplinary approach)
- Sampling techniques: concept, need, probability and non-probability samples, sampling errors and their control.
- Techniques and tools of data collection: observation, interview, questionnaire, scale, inventory, checklist, content analysis, reliability and validity of tools
- Analysis and interpretation of data. Computer application (Use of computer in statistical analysis)

Unit III Research Design, Elementary Statistical Methods and Report Writing

- Formulating research proposal: identification of a research problem; review of related research and literature
- Formulation of hypotheses and Research questions;
- Research design and Procedure; Data analysis techniques; time scheduling and chapterisation.
- Writing the dissertation/thesis including References and Bibliography
- Tabulation and graphical representation of data; Measures of Central Tendency and Variability.

- Normal probability curve- its important properties and simple applications. Correlation and regression: product moments and rank difference coefficient of correlation, regression equations.
- Inferential statistics: sampling distributions, hypotheses testing, interval estimation. Inference about population means.
- Frequency comparison: Chi-square, T ratio and Variance analysis.

Unit IV Innovations and Best Practices

- Innovations at primary, secondary and tertiary sectors in management and leadership (Individuals and Institutions.)
- Best Practices and Case Studies
- Models and Governance and Educational Administrations
- Models of Management and Leadership

PRACTICUM (Semester I)

Total Credits: 9

The PGDELM course involves Case study, Sessional Tasks such as Group Discussions, Simulation Exercises, Role Plays, Personality Development, Workshops and Weekly Seminars in order to equip the students with the leadership and management skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

| Sr. No. | Course Code | Practical | Teaching Hours per Week and Credits |
|----------------|--------------------|---|--|
| a) | PGDELM 151 | Case Study (documenting best practices for in Educational Management and Leadership) | Credits – 5* |
| b) | PGDELM 153 | Panel Discussions and Group Discussions, Weekly Seminars, Role Plays and Simulation Exercises, Personality Development Workshops. | Credits – 4* |

Semester – II

Course Code: PGDELM102

Lectures: 3, Tutorial: 2

Paper IV: Trends in Educational Leadership and Management

Objectives:

- To sensitize the students with respect to emerging trends in Educational Leadership and Management
- To develop an understanding of Globalization and its impact on Education
- To enable students to appreciate the role of PPP in Education
- To acquaint the students with respect to the dynamics of Total Quality Management in Education.

Unit I Globalisation and Education

- Globalisation: Concept and Scope
- International Organisations and Agreements
- Impact of Globalisation on Education
- Globalisation: Education challenges

Unit II Response to Globalisation: Indian Landscape

- Educational Management in India: Historical Perspective
- Privatisation of Education: Status and Problems
- Global Schools and Universities: Catering Market Demand
- Global Curriculum: Scope and Types

Unit III Entrepreneurship in Education

- Community Participation in Education
- Public Private Partnership in Education: Concept and Scope
- Educational Entrepreneurship and Collaborations and models.
- Corporate Social Responsibility initiatives in Education
- Structuring and Regulating a CSR initiative

Unit IV Institutional Autonomy & Accountability

- Concept of Institutional Autonomy
- Relationship between Academic Freedom and Institutional Autonomy
- Accountability: Types and Procedures
- Regulation, Monitoring and Compliance: Concept and Types
- Total Quality Management in Education

Semester – II

Course Code: PGDELM104

Lectures: 3, Tutorial: 2

Paper V: Governance and Legal Framework of Education

Objectives

- To develop an understanding of the dynamics of different regulations and acts pertaining to Education.
- To sensitize the students to the role and responsibilities of Institutional Leaders.
- To acquaint the students with respect to the implications of the RTE in management of education.
- To enable students to appreciate the emerging trends in Educational Management.

Unit I Educational Governance: Social and Legal Context

- Acts and Regulations (Special Reference to RTI and RTE)
- Educational Legislation, analysis of policy and implementation
- Advisory and Regulatory Bodies in education (State and Nation level)
- Role of accreditation bodies in Education

Unit II Governance at Institutional level

- Role and Responsibilities of Heads of the Institutions
- Defining the role of different stakeholders in Education
- Supervision for Institutional Development
- Comparison of Indian educational institutions with the other countries' like Japan, U.S.A., U.K. with respect to models of governance.

Unit III Right to Education: Implications for Management of Education

- Management of Education: Changing Scenario after RTE
- Fundamental Right to Education in India: An Overview
- Dynamics of Implementation of RTE
- RTE: Challenges and Prospects in India

Unit IV Contemporary issues in Educational Governance

- Understanding the Social and Economic context of Indian Education
- Organisational Leadership :Inclusion of the Educationally Marginalised
- Responding to diversity through Inclusive Education
- Understanding and Managing Self: Life Skills Perspective

PRACTICUM (Semester II)

Total Credits: 14

The PGDELM course involves Project, Sessional Tasks such as Internship (Field Visits) in order to equip the students with the leadership and management skills needed to emerge as Institutional Leaders.

| Sr. No. | Course Code | Practical | Teaching Hours per Week and Credits |
|----------------|--------------------|--|--|
| a) | PGDELM 152 | Internship (Field Visits of Institutions/Organisations documenting best practices in Educational Leadership and Management.) | Credits – 8* |
| b) | PGDELM 154 | Project: On the current practices/trends in the field of Educational Leadership and Management. | Credits – 6* |