

POST GRADUATE DIPLOMA IN EDUCATIONAL PLANNING
MANAGEMENT AND ADMINISTRATION (PGDEPMA)

SCHEME AND SYLLABUS

152

CENTRE FOR ADULT CONTINUING EDUCATION AND EXTENSION
University of Kerala, Vikas Bhavan P.O., Trivandrum - 695033

UNIVERSITY OF KERALA

POST GRADUATE DIPLOMA IN EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION (PGDEPMA)

1. Introduction

The course is designed and implemented by the Centre for Adult Continuing Education & Extension, University of Kerala which will be organised through the Institute of Distance Education.

2. The Need

The need for instituting a Post-Graduate Diploma in Educational Planning Management and Administration arose from the following considerations:

- * There is increasing demand from officers in-service to undergo academic programmes offered by the Universities in Educational Planning and Management.
- * Providing technical support to the educational planners / managers / administrators / implementers in educational planning & management.
- * Satisfying the educational needs of officers in service through Continuing Education system.

3. Objectives of the PGDEPMA

- * Equipping the participants with modern scientific principles of planning management and administration.
- * Overall quality improvement including skill development of educational officers in general education and higher education.
- * Providing knowledge and skill in financial control and management.
- * Providing educational opportunities for officers in service to enrich their knowledge and experience through continuing education programme.

4. Target Group

- * The present educational programme is designed for the following groups
- * College/Higher Secondary School Principals, HMs of High schools/ UP/LPS
- * Educational officers like AEOs, DEOs, DDs, etc.
- * Teachers from HSS, HS, and Colleges
- * Other Educational functionaries in service
- * Those who are not in service are also encouraged to apply for admission

5. Course Duration

The duration of the course will be one year (12 months)

6. Course Materials

The materials for the course will be developed by the teachers and experts in the field. The course materials will be despatched to students with instruction at regular intervals.

7. Eligibility for admission

Bachelor's Degree in any discipline from a recognised university or any other equivalent educational qualification recognised by the University of Kerala.

8. Personal Contact Programme

Contact classes will be arranged to support the students in their learning process. Two programmes will be arranged during the year (one programme for 10 days.) The venue of the contact programme will be University Campus, Kariavattom, Trivandrum. New centres will be notified later, if required. All the candidates are directed to attend the contact programme without fail (The minimum attendance for the contact programme is 75%).

9. Scheme of examination

Part - A : Core Papers		Maximum Marks		
		Written Uty.Exam.	Internal (Assignment)	Total
Paper I	Educational Planning and Development	80	20	100
Paper II	Educational Management and Administration	80	20	100
Paper III	Total Quality Management in Education	80	20	100
Paper IV	Financial Administration	80	20	100
Paper V	Organisational Behaviour	80	20	100
Part-B : Optional Paper (Offer any one)				
Paper VI A	Management of Higher Education	80	20	100
Paper VI B	Management of School Education			
Total Marks		480	120	600

10. Examination System

Part A : Core Papers - Five papers / Part B: One Optional paper
University written examination : 80 marks per paper.

Each paper will have a duration of three hours (80X6) = 480 marks
Internal assignments 20 marks per paper (20X6) = 120 marks

The candidate will have to submit four assignments (Internal valuation for one paper. (Five marks for one assignment - 5X4 = 20 marks).

The Assignments must be sent to The Director, Centre for Adult Continuing Education & Extension, University of Kerala, Vikas Bhavan, P.O Thiruvananthapuram, Pin - 695 033 (Telephone 0471- 2302523) for evaluation.

If the assignments are not submitted within the prescribed time limit the candidate will lose his/her marks for the assignments. (Details related to assignments will be given in the course material.)

11. Classification

1. English shall be the medium of instruction and examination.
2. The minimum marks required to pass the examination shall be 40% marks in the aggregate.
3. Candidates who secure 60% marks in the aggregate shall be declared to have passed in First class and those securing 75% on the aggregate, will be declared to have passed with distinction.
4. Candidates who secure an aggregate of 50% marks shall be declared to have passed in the examination with second class.

PAPER I

EDUCATIONAL PLANNING & DEVELOPMENT

Unit I Introduction

Educational planning : origin, concept and scope. Historical perspective of educational planning since independence. Process of developing five year plans with special reference to education. A survey of various Education Commission reports.

Unit II Educational planning

Types of educational planning. Methodology of planning. Approaches to Educational planning : Manpower, social demand and rate of return approaches. Institutional planning. Education- employment linkage.

Unit III Organisation

Organizational structure of Indian education (Central level, State level and district level). Globalisation and impact on the education system and change in the funding pattern, planning and management system.

Unit IV Role of various organisations

Role expected and played : MHRD, UGC, NCERT, NIEPA, NCTE, AICTE, CBSE, NAAC, SCERT, DIET, Local Self Governments etc. A study on the programmes like DPEP, MLL, SSA, SOPT, Lok Jambush, Sikshakarmi etc. Role played by international agencies like UNICEF, UNESCO, UNDP, UNFPA, World Bank, WHO etc, in educational planning and development.

Unit V Problems and Possibilities

Problems in planning process. A critical analysis of the ongoing programmes at school level, college level and university level. Prioritisation of educational needs and planning. Decision making : Significance and techniques. Effective planning and development in education.

References

1. Combs, P.H. (1968) What is Educational Planning, Paris, IIEP
2. Govinda B. (1997). Module on institutional planning. Module No.12 in Varghese N.V. (Ed.). Modules on District planning in Education. NIEPA, New Delhi.
3. Psacharopoulos (1985) Planning of Education : Where do we stand Washington. The World Bank.
4. Johnson, Richard A (1970) Management system and society : An introduction. California. Good year
5. Chhabra T.N. (2001). Principles, practices of management. Dhanappa Rai & Co. (p)Ltd., Naisasak, Delhi.
6. Hector Correa (1969). Qualitative Methods of Educational Planning International text book company, UNESCO. Pennsylvania.
7. Agarwal R.D. (2000). Organisation and management. Tata Mc. Graw Hill, New Delhi - 110 008.

PAPER II

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Unit I Introduction to management

Meaning, concept and scope of management. Management of Education. Policy making - policy execution - policy appraisal - some emerging issues - centre - state relationship - centralization - decentralisation, control, autonomy and accountability. Education planning - plan implementation - evaluation of the plan - education extension - school complexes.

II Introduction to Administration

Meaning of educational administration. Need and scope of educational administration. Educational administrations as compared with other branches of administration. Organisational structure and functions of educational administration at centre and state levels. System and process of co-ordination at various levels. Role of local bodies in educational administration.

Unit III Organizational development

Objectives and values of organisational development. Management by objectives. Organizational communication. Interpersonnel relations. Management of motivation. Conflict management. Stress management. Time management.

Unit IV Decentralization

Decentralisation of authority - delegation of authority. Selection and training. Manpower planning. Local level planning. Training - significance - methods. Resource management in the context of changing global scenario.

Unit V Inspection and supervision

The modern concept of inspection and supervision. Current practice and procedures of inspection of schools and colleges. Recruitment and training of inspecting and supervisory officers. Changing role of inspection and supervision. Alternative approaches for academic supervision. Educational supervision.

References

1. Arumugan P. (1992) Management Development, UDH publishing house, New Delhi.
2. Sharma R.N.(2000) Indian Education into Millenium, Subhi publications. Delhi-35
3. Shukla P.D. (1983), Administration of Education in India, Vikas publishing house Pvt.Ltd., New Delhi.
4. Travers Alfred W (1988), Supervision : Techniques and new dimensions, New Jersey, Prentice Hall.

5. Kochar S.K. (1981), Successful supervision and inspection, New Delhi sterling.
6. Aggrawal R.D. (1982) Law of Education and Educational institutions (three volumes), Law Blook Co., Allahabad.
7. Terry I. Wiedmer & Vicki L. Harrvis :(1997) Implications of TQM in Education. The Educational Forum.Vol.61 Summer.

PAPER III

TOTAL QUALITY MANAGEMENT IN EDUCATION

Unit I Principles and practices

Theory and practice of TQM. Concept of quality. Quality control, quality assurance and total quality. Service quality. Educational and its customers. TQM - Continuous improvement . Internal marketing. Teaching as profession. Professionalism and the customer focus. Quality of learning. Barriers in TQM implementation.

Unit II Institutional assessment and teamwork

Assessment of an institution. Indicators of quality. Institutional Assessment Instrument (IAI) introduction types. Methods of assessment. Team work. Why teams? Effective Vs. ineffective teams. Creative conflicts. Leadership. Diversity of roles in teams. Development of teams.

Unit III Transformational Leadership

Leadership in schools. Research studies on school leadership. Capacity building of school heads. Developing transformational leadership. Situational analysis. Decision making. Classroom teaching competence. Discipline. Daily attendance. Results. Sports and games. Indiscipline.

Unit IV Strategic Planning

Strategic planning for quality, Strategic. Q.M. Vision, mission, values and goals. Market research. SWOT analysis. Developing long term institutional strategies. Quality policy and quality plan. The cost and benefits of quality. Cost of prevention & failure. Monitoring and evaluation - immediate, short - term and long term.

V Implementation

Implementing TQM. Stages of adoption of innovation. Categories of adopters. Structural aspects of change. TQM and quality of change. Roadmap of TQM : Asses, plans, deploy & sustain. HRD for quality improvement. Conditions for the effectiveness of TQM. Institutional Management.

References

1. Oakland J.S., Total quality management. Oxford, Heinemann, 1989
2. Lessem, R. Total quality Learning : Building a Learning organisation. Cambridge, Basil Blackwell, 1991.
3. Saths E., TQM in education. I & II ed. Philadelphia, Korgan page, 1996.
4. Murgatroyd S. and Morgan C. TQM and the school. Buckingham, Open university. 1993.
5. Lal H., TQM : A practical approach. New Delhi. New Age International publishers. 1990.
6. Lewis, R.G, Smith, Douglas H. Total quality in higher education. Florida, St.Luice press, 1994.
7. Total quality Management in Education : Select readings. NIEPA, New Delhi. 1999.

PAPER IV

FINANCIAL ADMINISTRATION

Unit I Introduction

Concepts on financial administration - objectives and functions - financial administration and economic development - current economic and education policy and its impact on financial administration.

Unit II Cost of Education and Mobilisation of Resources

Texonomy of costs - elements of cost - individual and institutional costs - recurring and non-recurring cost - techniques of ascertaining the cost of education - importance of resources in education - estimation of resource requirements for education - identification of sources - private and public - fees - loans - taxes- scope of raising extra / additional funds needed.

Unit III Allocation and Utilisation of Resources.

Principles of Resource Allocation - Fixation of priorities and distribution of resource - Allocation of resources in annual plans, five year plans etc. Centre-state-institutional relations in financing education- recent patterns in utilisation of resources - problems and prospects in allocation and utilisation of resources.

Unit IV Financial Management

Budgetary methods and practices in Education - types of budgets - Z BB - preparation of budgets estimation forecasting of financial requirements - financial control, techniques of financial control - financial ratio analysis.

Unit V Accounting and Audit

Accounting and audit - introduction - meaning - methods -accounting and audit codes practiced in Education - reporting and remedies - performance audit.

References

1. Van Horne : Fundamentals of Financial management. EEE. 1985., New Delhi.

Pandey I.M., Financial Management

3. Public Financing of Education : "Review of the institutional frame work" by P.R. Panchamukhi, Studies in Educational Reform in India Vol.V Economics of Educational Finance, Himalaya, Bombay. 1989.
4. "Analysis of Finances for Education" by Jandhyala. B.G.Tilak, Modules in Educational Planning, Module 10. NIEPA, New Delhi.
5. Plan formulation by N.V. Vargheese. Modules on Educational Planning, Module 3. NIEPA., New Delhi.
6. Introduction to Cost analysis by Henry M. Levin . Cost Effectivness Apremier. Sage. New Delhi. 1983.

PAPER V

ORGANIZATIONAL BEHAVIOUR

Unit I Introduction

Definition of OB - levels of analysis - contributing disciplines to the understanding of OB - contemporary applications and challenges of OB. Developing a perspective : theoretical perspectives of human behaviour psycho - analytic framework, behaviouristic framework, social learning framework, cognitive framework - development and use of criteria and predictors; performance outcomes - effectiveness.

Unit II Attention and Perception

Factors affecting attention and perception - social perception - impression formation and management strategies - applications in organizational setting. Motivation, Definition - Theories of motivation : Content theories - Process theories Applications. Emotions. Charecteristics of emotions - causes of emotions - anxiety and depression, agression - job stress - stress management techniques - emotional intelligence. Personality, Definition - theories - values, beliefs, attitudes - job satisfaction - measuring personality - personality typology - applications in organizations.

Unit III Decision Making and Communication

Decision making models - reasoning and problem solving - factors affecting decision making - Heuristics, creativity in decision making - ethics in decision making. Communication. Types of communication. Communication process - factors affecting communication - channels of communication - barriers to effective communication - improving interpersonal and organisational communication. Interpersonal dynamics. Developing interpersonal awareness - jo-hari window - transactional analysis - empathy and assertiveness.

Unit IV Group dynamics and Leadership

Groups, Definition and Classification of groups - Development of groups - group structure - roles, norms and status - group decision making - group dynamics. Teams - developing high performance teams. Leader

ship: Definition - leaders Vs. managers - leadership theories and models - leadership roles and skills - leadership development.

Power and politics: Definition - bases of power - power tactics and strategies - political implications of power. Conflicts: Different views of conflict - conflict process - levels of conflict - conflict resolution strategies - negotiation - developing negotiating skills.

Unit V Organizational structure and design

Principles of organizational design - patterns of organizational design - contemporary approaches. Organizational culture - nature - definition - effects of organizational culture and employee preference - developing and maintaining organisational culture. Organizational change and development. Forces of change - resistance to change, planned change model - organizational development.

References 1. Organizational behaviour - concepts, controversies and applications. Stephen P. Robins.

2. Organizational behaviour: Fred Luthans.
3. Behaviour in Organization: Jerald Green Berg Robert A. Baren
4. Fundamentals of Organizational Behaviour: Michael R. Carrel, David S. Jennings, Christina Heavrin
5. Organizational Behaviour: Arnold H.J. and Feldman D.C.
6. Organizational behaviour: Kelly.J
7. Structure of organizations: Henry Mintzberg.

OPTIONAL PAPER VI A MANAGEMENT OF HIGHER EDUCATION

Unit I Planning and management of Higher Education

Concept of planning and management of higher education-retrospect and prospect, structure and organisation of higher education in Indian Universities - types - structure and functions.

Unit II Education Commissions, Policies and Allied Institutions

Kothari Commission - Acharya Ramamoorthy Commission - Yashpal Commission, Education Policies - Policy perspectives in Higher Education and national policy on education. Higher Education as perceived by Five Year Plans.

Unit III Constitutional provisions

Constitutional provisions on Higher Education - Higher Education in the context of Indian social scenario. Issues and problems in higher education- innovations in higher education - emerging trends. UGC, NIEPA, NCTE, CSIR, NAAC, MHRD, AICTE and ICSSR: Role and functions.

Unit IV Planning and Management

Principles of managing an institution of higher learning - planning for infrastructures, personnel, capacity building - management of HRD - material facilities and infrastructural management - personnel management -management and mobilisation of community resources - conflict Management - stress management - accountability in higher education - measurement of accountability - Universities and autonomy. Autonomous institutions of higher learning.

Unit V Administration and role classification

Duties and responsibilities - VC, PVC, Registrar, Finance Officer and functions of Statutory Bodies, Principal, administrative duties of principal - conduct of examination - curricular & co-curricular activities - extension and field outreach activities - professional role of a teacher in higher education - Professional ethics and professionalism among

Maintenance of school records, examination system and assessment, administrative network of education in Kerala, role of local bodies in school administration, co-ordination with other departments.

Unit V Management of Schools

Management of personnel, motivation, leadership, duties and responsibilities of officials - H.M/ Principal, AEO, DEO, D.D, ADPI, DPI, Financial management of schools - budgetting, accounting procedures, financial code, auditing, Kerala Education rules, Kerala Service Rules.

Job satisfaction, job stress and organisational climate. Information Technology & School Management, Participatory Management.

References

1. National policy on education - 1986, New Delhi, MHRD.
2. Nayar P.R. & others, 1982, The Teachers and Education in Emerging Indian Society, New Delhi.
3. Govinda.R, 1997, Decentralization of Educational Management : Experiences from South Asia, IIEP, UNESCO.
4. Stoops E & Rafferty M.L., 1961, Policies and Trends in School Administration, Newyork, Ginn company.
5. Owens Rober G, 1970, organizational Behaviour in Schools, USA, Engle wood.
6. Lane, Willard R, 1966, Foundations of Educational Administration - A Behavioural Analysis, Newyork, MacMillan
7. Passi.B.K., 1976 , Becoming Better Teacher - Micro Teaching Approach, Ahamedabad, Sahitya Mudralaya.
8. Rayes P, 1990, Teacher and their Work Place; Commitment, Performance and Productivity, London, Sage Publication.
9. Mond. Shariffkhan, 1983, School Administration, New Delhi, Jackson Publication.
- 10 Kochhar S.K., 1981, Successful Supervision and Inspection, New Delhi, Sterling.