



Programme Guide

Diploma in School Leadership and Management



DIRECTORATE OF DISTANCE EDUCATION MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

Accredited 'A+' Grade by NAAC

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DIRECTORATE OF DISTANCE EDUCATION
MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University, Accredited 'A+' Grade by NAAC)

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare
Maulana Azad National Urdu University
Sachibowli, Hyderabad, Telangana as
Accredited
with CGPA of 3.36 on four point scale
at A⁺ grade
valid up to December 19, 2027*

Date : December 20, 2022



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Dear Learner,

Welcome to the Diploma in School Leadership and Management offered by the Directorate of Distance Education (DDE) at Maulana Azad National Urdu University (MANUU). We are delighted to have you as part of this program and are confident that you will find it both engaging and valuable.

At MANUU, we are committed to providing high-quality education through distance learning. While you may have prior experience with correspondence education, it is important to understand that distance education has its unique characteristics. This Programme Guide has been created to address any questions or concerns you may have regarding this mode of learning and your chosen program.

As a new learner in this program, it is natural to have doubts and concerns, especially if you are unfamiliar with distance education. You may encounter challenges or questions along the way, and it is important to have support during such times. However, reaching out for assistance might seem daunting, leading to feelings of isolation.

This Programme Guide aims to alleviate any sense of isolation and provide answers to some of your questions. It offers an overview of the Diploma in School Leadership and Management program and familiarizes you with the distance education mode of learning. Additionally, it provides guidelines on study materials, assignments, term-end examinations, and counselling sessions.

Our primary objective is to ensure that you have a smooth and enriching learning experience throughout the program. We encourage you to utilize this Programme Guide as a valuable resource whenever you need assistance or information.

We wish you great success in your academic journey with DDE, MANUU. May this program bring you immense knowledge and growth.

Best regards,

Prof. Razaullah Khan
Director
Directorate of Distance Education (DDE)
Maulana Azad National Urdu University (MANUU)

1. About the University

Maulana Azad National Urdu University (MANUU) is a Central University, established in 1998 by an Act of Parliament with all India jurisdictions. The headquarters and main campus of the University is in Hyderabad, spread over 200 acres. MANUU is recognized as a major higher education service provider across the country through regular and distance mode programmes in Urdu medium. The Academic activities of the University commenced with distance education programmes in 1998 and regular programmes in 2004. The University is named after Maulana Abul Kalam Azad, a scholar par excellence, a prolific writer, an inimitable orator, a great freedom fighter, a visionary of the post-independent Indian education system and an architect of technical and scientific education in Independent India.

Vision

To provide access to quality education through Urdu medium, while adhering to the inclusive policy.

Mission

To empower socially, economically and educationally marginalized sections of the society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation through ODL and regular modes of education.

Mandate

The Mandate of the University is:

- To promote and develop the Urdu language.
- To impart education and training in vocational and technical subjects through the medium of Urdu.
- To provide wider access to people desirous of pursuing programmes of higher education and training in Urdu medium through teaching on the campus as well as through distance mode and
- To focus on women's education.

Schools and Departments of the University

In pursuit of its vision and mission, the University has established Seven (7) School of Studies and 20 Departments of the studies to impart various academic programmes under

regular mode. The University established 02 satellite campuses at Lucknow (UP) and Budgam near Srinagar (J&K). Apart from these Satellite Campuses, 17 Off Campus Institutions are functioning across India. About 6,000 students are pursuing various programmes in regular mode.

The Departments are currently offering 79 academic programmes, (25 Ph.D., 21 PG, 10 UG, 03 PG Diploma, 01 Advance Diploma, 06 Diploma, and 02 Certificate programmes) in the regular mode. The University also offers 06 Technical Diploma Programmes under 05 Polytechnics and 05 Vocational Certificate Programmes under 03 Industrial Training Institutes. The University has adopted a Choice Based Credit System (CBCS). The candidates, interested in regular programmes of the University, may visit the University website www.manuu.ac.in or <https://manuu.edu.in/>

2. Directorate of Distance Education (DDE)

Every aspirant of education cannot afford to go to the Universities/Colleges to pursue his/her goals in education through regular/ campus mode. Distance Mode of Education is a tool for providing education by taking it to the doorstep of the aspirants. It reaches the unreached. Distance Mode of Education known as Open Distance Learning (ODL) is more suitable and apt for those who want to improve their knowledge and qualification by staying at home or by doing their daily routine/professional work. It requires to attend a few classes at their respective Learner Support Centres (LSCs) opted by them.

The Directorate of Distance Education offers various academic programmes in distance mode and operates through a network of 9 Regional Centres (RCs) and 5 Sub-Regional Centres (SRCs) and around 156 Learner Support Centres (LSCs) catering to around Fifty Thousand students at their doorsteps.

The Instructional Media Centre (IMC), Centre for Information Technology (CIT), Directorate of Translation and Publications (DTP) and Centre for Internal Quality Assurance (CIQA) support the Directorate of Distance Education academically and technically to enrich the programmes under Distance Education. The University's Instructional Media Centre prepares video lectures to provide anytime, anywhere learning environment to the learners through its dedicated IMC YouTube channel accessible at <https://www.youtube.com/imcmanuu> and www.youtube.com/c/IMCMANUU/videos A large repository of audio-visual educational programmes has already been prepared by the Media Centre and new lessons are regularly produced and uploaded. Soft copies of Self Learning Material (SLM) are also being provided to the learners through University's website at weblink (<http://manuu.edu.in./dde/self-learning-material>).

In its endeavour to make ODL programmes more vibrant and to enhance quality for the benefit of the ODL learners, Directorate of Distance Education (DDE) has introduced Choice Based Credit System (CBCS) for UG & PG programmes. As per UGC-DEB regulations, the curriculum of various ODL programmes has been revised and synchronized with that of regular mode. Accordingly, the SLMs are being prepared. Directorate of Distance Education (DDE) has vigorously started adopting Information and Communication Technology (ICT) in its academic and administrative functioning. Admissions to all Directorate of Distance Education (DDE)

DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

3. OVERVIEW OF THE PROGRAMME

The Diploma in School Leadership and Management program is designed to equip individuals with the necessary skills, competencies, and values to effectively lead and manage educational institutions. It aims to create a talented and competent team of administrators who can enhance the capacity and performance of schools. This program aligns with MANUU's mission of providing professional and technical education in the Urdu medium and through Open and Distance Learning (ODL) for the Urdu-speaking population. It also emphasises school leadership in the National Education Policy (NEP) 2020.

4. OBJECTIVES OF THE PROGRAMME

1. Provide essential knowledge in school administration, management, and leadership.
2. Foster a positive attitude among aspirants to become successful and dynamic leaders.
3. Prepare world-class school leaders who contribute to India's growth in various domains.
4. Enhance leadership and management skills for academic leadership positions.
5. Educate aspirants from socially and economically disadvantaged groups (SEDG) for leadership and administrative positions in schools (NEP 2020 Para 6.19).
6. Disseminate modern concepts of school leadership, administration, and management.
7. Familiarize aspirants with the application of information and communication technology (ICT) in education, administration, and management.
8. Enable aspirants to understand Total Quality Management (TQM) in education and the role of school stakeholders.

5. RELEVANCE OF THE PROGRAM WITH HEI MISSION AND GOAL

- The program fulfils MANUU's mandate of providing professional and technical education in the Urdu medium.
- It aligns with MANUU's goal of providing education through ODL for the Urdu-speaking population.
- The program addresses the emphasis on nurturing school leadership in the NEP 2020.
- It caters to the needs of socially and economically disadvantaged groups (SEDG) as per NEP-2020.
- The program caters to the needs of Urdu medium aspirants.
- In certain states of India, the course in school management is a prerequisite for promotion or appointment as a headmaster.

6. APPROPRIATENESS OF PROGRAMME

The Diploma in School Leadership and Management program is well-suited for aspiring learners who wish to upgrade their skills and step into the world of administration and management through distance learning. The program offers course materials in digital form on the website and provides printed materials through postal services. Learners can access and study the materials at their convenience, making it a flexible learning option. Assignments will be provided to enhance learning outcomes through online multiple-choice questions (MCQs) as well as offline questions.

7. LEARNING OUTCOMES OF THE PROGRAMME

The Diploma in School Leadership and Management (DSLML) Programme aims to equip students with the necessary knowledge, skills, and competencies to become effective school leaders and administrators. The following learning outcomes are based on the objectives of the programme:

- Demonstrate a comprehensive understanding of the principles and theories of school leadership and management.
- Apply effective leadership strategies and techniques in educational settings to enhance the overall performance of schools.
- Analyze and evaluate educational administration and management practices to identify areas for improvement and implement effective solutions.
- Develop and implement curriculum plans and instructional strategies that align with educational goals and standards.
- Demonstrate proficiency in human resource management, including recruitment, training, and performance evaluation, to create a positive and productive school environment.

- Apply financial management principles and practices to ensure efficient allocation of resources in educational institutions.
- Understand the legal and governance aspects of educational systems and ensure compliance with relevant laws and regulations.
- Analyze and utilize educational research and data to make informed decisions and improve educational outcomes.
- Integrate technology effectively in educational settings to enhance teaching, learning, and administrative processes.
- Understand and promote inclusive practices, including special education, and create an inclusive learning environment.
- Demonstrate an understanding of quality assurance processes in education and implement strategies for continuous improvement.
- Develop effective communication and interpersonal skills to establish positive relationships with stakeholders, including students, parents, teachers, and community members.
- Exhibit ethical leadership qualities and adhere to professional standards and codes of conduct in educational leadership and management.

These learning outcomes reflect the intended knowledge, skills, and attitudes that students will acquire upon successful completion of the DSLM programme. Through a combination of theoretical knowledge, practical application, and critical thinking, graduates will be prepared to take on leadership roles in educational institutions and contribute to the improvement of the education system.

8. ELIGIBILITY

The DSLM Programme is open to all learners who have successfully completed the 10+2 examination or its equivalent.

9. DURATION

The DSLM Programme has a duration of one year, which is divided into two semesters. However, students have the flexibility to complete the programme within two years, according to their convenience.

10. MEDIUM OF INSTRUCTION

The Medium of Instruction for the DSLM Programme is Urdu Only.

11. PROGRAMME FEE

The Programme fee for the DSLM Programme is Rs. 4500/- (Rupees Four Thousand Five Hundred only). The fee is to be paid in a single instalment at the time of admission. Once the tuition fee is paid, you will remain enrolled in the Programme, even if you take longer than one year to complete the Diploma. However, please note that the fee is valid for up to 2 years from the date of admission and is applicable only to the Diploma in School Leadership and Management.

12. FEE REFUND

The refund of fees will be processed as per the University's policy.

13. PROGRAMME STRUCTURE

Semester-I					
Course Code	Course Title	Credits	Marks		Total Marks
			Internal	External	
DDL101CCT	Educational Administration and Management	4	30	70	100
DDL102CCT	Planning and Management in Schools	4	30	70	100
DDL103CCT	Educational Leadership	4	30	70	100
	Total	12	90	210	300
Semester-II					
Course Code	Course Title	Credits	Marks		Total Marks
			Internal	External	
DDL1 201CCT	Organizational Behavior	4	30	70	100
DDL1 202CCT	Total Quality Management in Education	4	30	70	100
DDL1 203CCT	ICT in Educational Administration and Management	2	15	35	50
DDL1 204CCT (P)	Case Study/Field Experience	2	50	-	50
	Total	12	125	175	300
	Grand Total (Semesters I & II)	24	215	385	600

The Diploma Programme consists of seven courses, each carrying either 4 or 2 credits, making a total of 24 credits. At MANUU, one credit is equivalent to 30 hours of the learner's study time. Therefore, a 4-credit course is expected to require approximately 120 study hours, while a 2-credit course would need around 60 study hours to complete. This estimate considers the time required to comprehend the course material, watch related videos, participate in counselling sessions, and complete any practical work associated with each course. Overall, the entire Programme demands approximately 720 hours of dedicated study time. However, please note that this estimation serves as an average and individual study durations may vary.

14. MODE OF EDUCATION

The DSLM Programme instructional system includes the multi-media approach, i.e., self-instructional print material, audio/video lessons, assignments, counselling sessions and practical work in schools and workshops.

14.1. Printed and Digital Material

The self-learning materials in printed form for both theory and practical components of the Programme shall be provided. The print material for each course shall be in the form of blocks. Each block will consist of 4 units. The Self Learning Material (SLM) shall be sent by registered post. The university shall not be responsible for loss or delay by the postal department. Soft copies of Self Learning Material (SLM) are also being provided to the learners through University's website at web link; <http://manuu.edu.in./dde/self-learning-material>

14.2. Audio and Visual Lessons

The audio and video lessons are supplementary material for the enhancement of understanding of the subject. They will be used during counselling and workshop sessions at respective Programme centres. A large repository of audio-visual educational programmes has already been prepared by the Media Centre and new lessons are regularly produced and uploaded. Students and PCs can access the audio-visual resources of IMC at <https://www.imcmanuu.com/>. Further students can also access the video lessons available on the YouTube Channel of the Instructional Media Center at <http://youtube.com/u/imcmanuu>.

14.3. ASSIGNMENTS

In accordance with the regulations, assignments are an essential and mandatory component of the instructional system for each theory course. The number of assignments required depends on the credit value of the course. A 4-credit course will have two assignments, while a 2-credit course will have one assignment. The assignments for 4-credit courses will carry 30 marks each, while the assignments for 2-credit courses will carry 15 marks. It is mandatory to submit these assignments to the respective Programme Centers (PCs) as per the specified schedule.

14.4.COUNSELLING

Academic counselling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counselling sessions. The counselling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, projects, assignments, time management, study skills etc. There shall be one academic counselling session (one each semester) of 36 study hours (6 days including Saturday and Sunday).

Counselling sessions for the programme will be held at your designated Programme Centre. In order to keep you informed and prepared, the counselling schedule will be provided to you in advance. This schedule will outline the specific Blocks that will be discussed during each

counselling session on a particular day. It is recommended that you familiarize yourself with the Blocks scheduled for discussion prior to attending the counselling session. This will ensure that you are well-prepared and able to actively participate in the session.

Participating in the counseling sessions will greatly benefit you and we highly recommend your attendance. It is important to note that attending counselling sessions is a mandatory requirement for successfully completing the Diploma Programme. Without attending any counselling sessions, it will not be possible to fulfil the requirements of the program.

14.5.CASE STUDY/FIELD EXPERIENCE

The Case Study/Field Experience is a component of the DDLM204CCT course, carrying 2 credits and accounting for 50 marks.

Students are required to choose any two of the following options for their Case Study/Field Experience:

1. Conduct a Project Work based on Leader Behavior, Managerial Effectiveness, or an Allied topic.
2. Prepare a comprehensive legal framework encompassing central and state governing laws that regulate school education.
3. Develop an Institutional Development Plan.
4. Identify and collect data on an issue or problem related to Administrative Behavior.
5. Administer a tool relevant to Leadership or an administrative aspect and submit a detailed report.
6. Visit a school for a duration of one week, observe and analyse the administrative functionaries, and submit a report.

Transaction/Key Details:

- The Case Study/Field Experience should be conducted in any educational institution, such as a Primary, Secondary, Higher Secondary, or College level.
- Students are required to submit a report that has been supervised and certified by an experienced onsite supervisor, administrator, or Head of the educational institution.

15. Effective Study Tips for the Diploma in School Leadership and Management

As you embark on your journey to successfully complete the Diploma in School Leadership and Management programme, it is natural to seek guidance on how to study effectively. By incorporating a systematic approach to your studies, you can make the learning process easier and more interesting. Here are some useful tips to help you excel in your studies:

1. Plan Your Work Schedule:

To ensure a smooth progression through the programme, it is essential to plan your work

schedule carefully. Allocate dedicated time slots for studying, considering your domestic and social commitments. Communicate your study needs to your colleagues and family members, emphasizing the importance of uninterrupted study time. Stick to a regular timetable to maintain consistency in your studies.

2. Start Early:

As soon as you receive your reading materials, begin working on them without delay. Avoid procrastination and embrace a proactive approach. The programme primarily relies on printed materials, although there may be additional audio and video resources and counseling sessions. Focus primarily on the printed Blocks provided, as they contain vital information that will adequately prepare you for the final examinations.

3. Engage Actively with the Material:

Read each unit carefully, paying attention to the key points presented. Utilize the blank space in the margins of the printed pages to jot down important notes and comments. Attempt to answer the "Check Your Progress" questions that accompany the units. Remember, these answers are not to be submitted. They serve as self-assessment tools to help you evaluate your progress and ensure you comprehend the content. If you are dissatisfied with your answers, analyze where you went wrong. Occasionally, you may even find alternative answers that are equally valid. These exercises will strengthen your understanding of the material acquired during your initial reading.

By following these study tips, you can enhance your learning experience and effectively grasp the concepts covered in the Diploma in School Leadership and Management programme. Remember to stay organized, maintain a consistent study schedule, and actively engage with the course material to achieve successful outcomes.

16. DETAILS OF THE COURSES

The Diploma in School Leadership and Management (DSLML) programme consists of seven courses (2 Semesters) that provide a combination of theoretical and practical knowledge. These courses are designed to equip students with the necessary skills and understanding to excel in school leadership and management roles. Here is a brief description of each of the seven courses:

Semester: I

DSL101 Educational Administration and Management

Total credit :4

Marks: 100

Objectives:

the course will enable the future educational leader to:

- understand in depth significance and Scope of Educational Administration and Management
- enable to choose best practices of Educational Administration and Management
- grasp Emerging Approaches in educational management and Administration
- understand Educational Policy Planning at various levels and its Implementation
- deal with Decentralization in Educational Management and Administration
- understand role of various agencies in educational management and administration

Block 1 Introduction to Educational Management and Administration

Unit 1 Introduction and Scope of Educational Management

- 1.1 Meaning and concept of Educational Management
- 1.2 Scope of Educational Management
- 1.3 Principals of Educational Management
- 1.4 Functions of Educational Management

Unit 2 Introduction and Scope of Educational Administration

- 2.1 Meaning and concept of Educational Administration
- 2.2 Scope of Educational Administration
- 2.3 Principals and Functions of Educational Administration
- 2.4 Difference between Educational Management and Educational Administration

Unit 3 Educational Administrative Theories

- 3.1. Individual Fulfillment theory
- 3.2. Scholarly Discipline theory
- 3.3. Educational Technology Oriented Theory
- 3.4 Eclectic theory of Administration

Unit 4 Educational Management-theories and practices

- 4.1 Classical theory and System theory of Educational Management
- 4.2 Human Relation and Management theories
- 4.3 Organizational Behavior theory
- 4.4 Contingency and Situational theory

Block 2 New Trends in Educational Administration and Management

Unit 1 Models of Educational Managements

- 1.1 Collegial Model of educational management
- 1.2 Political Model of educational management
- 1.3 Subjective and Ambiguity Model of educational management
- 1.4 Cultural Model

Unit 2 Emerging Approaches in educational administration

- 2.1 Concept of innovative approaches in educational administration
- 2.2 Types of innovative approaches in educational administration
- 2.3 Rational & challenges in innovative approaches in educational administration
- 2.4 Strategies management education, stake holder interactive & social media Management.

Unit 3 Thrust areas of educational management & administration

- 3.1 Quality assurance for excellence in pedagogy & experiential learning
- 3.2 Performance management, sustainability & educational administration
- 3.3 Educational branding talent acquisition, green HRN, and sustainable consumption
- 3.4 Project formulation & appraisal, social mobilization, disaster management

Unit 4 Educational Administration and management: NEP2020 Approach

- 4.1 Efficient Resourcing and Effective governance through school cluster
- 4.2 School cluster
- 4.3 Governance of Schools
- 4.4 Cooperation between Public & private schools, Bal Bhavan etc.

Block 3 Dimensions and Decentralization in Educational Management and Administration

Unit 1 Educational Policy Planning: National level

- 1.1 Policy formulation & policy planning
- 1.2 Organizational structure
- 1.3 Role of national bodies
- 1.4 Coordination, networking, partnership

Unit 2 Educational Policy Planning: State level

- 2.1 Policy planning in educational management.
- 2.2 Organizational structure & policy implementation
- 2.3 Centre state relation
- 2.4 Coordination, networking, partnership

Unit 3 Decentralize Planning

- 3.1 Decentralize planning: meaning, significance and Principles.

- 3.2 Popular Participation
- 3.3 Goals of Decentralized Planning
- 3.4 Actions and Ways Needed for Decentralized Planning

Unit 4 District and Local Self-Governance Bodies

- 4.1 Decentralize planning at district & sub-district level
- 4.2 Role of Local Self-Governance bodies
- 4.3 Community participation
- 4.4 Practicing Decentralized Planning

Block 4 Central and State Laws & Affiliation Norms

Unit 1 Central Laws governing School Education

- 1.1 RTE 2009
- 1.2 Kendriya vidyalay
- 1.3 Navodya Vidyalaya
- 1.4 Kasturba Gandhi Vidyalaya

Unit 2 Affiliation Norms at Central Level (CBSE, ICSE etc.)

- 2.1 CBSE A brief introduction
- 2.2 CBSE Affiliation Norms
- 2.3 ICSE A brief Introduction
- 2.4 ICSE Affiliation Norms

Unit 3 Programmes and Policies in School Education

- 3.1 Need and Significance of Educational Programmes and Policies
- 3.2 Policies in School Education Pre Independence
- 3.3 Policies in School Education Post Independence
- 3.4 Programme as per policy in School education

Unit 4 Recent Initiatives in School Education

- 1.1 Foundational literacy
- 1.2 Vidyanjali
- 1.3 Talking Books
- 1.4 SQAAF(School Quality Assessment Frame Work)

Practicum:

- Critically evaluate the education administration theory being practiced in your school.
- Critically examine any two administration education models.
- Enlist the innovative approaches in education administration in your school Suitable examples. Elaborate any one Government policy upload by your school

Reading material

- Kaufman, R. & Grise, P. (1995). Auditing your educational strategic plan: Making a good thing better. Thousand Oaks, CA: Corwin Press, Inc.
- Bryson, J.M., & Famum, K.A., (1996). Creating and implementing your strategic plan: A Workbook for public and nonprofit organizations. San Francisco: Jossey-Bass.
- Castaldi, B., (1994). Educational facilities: Planning, modernization, and management. Boston:
- Hack, W., Candoli, R., & Ray, J. (2001). School business administration: A planning approach. (8th ed.) Boston: Allyn and Bacon.
- Kaufman, R., (1988). Planning educational systems. Lancaster, PA: Technomic.
- Kaufman, R., Herman, J., & Waters, K., (1996). Educational planning: Strategic, tactical, operational. Lancaster, PA: Technomic.
- Rebore, R. (1998). Personnel administration in education. (5th ed.) Boston: Allyn and Bacon.
- Webb, L.D. & Norton, M.S. (1999). Human resources administration. (3rd ed.) Upper Saddle River, N.J.: Merrill.
- Bhatnagar R.P.& Educational administration, supervision, planning Agarwal and finance.
- Chatterjee, S. K.: Development Administration, Surjeet Publication, 1996,Delhi.
- Premila, C.S. : Educational planning &Management, Sterling PublishersPvt.Ltd.,1997.
- Jaygopal, R.: Human Resource Development: Conceptual analysis And strategies, SterlingPublishingPvt.Ltd.1997.
- Mukherjee, S.S.: Theory and practice of Management Education in India: Today and Tomorrow.
- Chatterjee, S.K.: Development Administration, Surjeet Publishing, 1997.
- Mathur, S. S.: Educational Administration and Management, The associated publishers, Ambala Cant-1,1999.
- National Education Policy, Govt. of India 2020
- Tony, B.: Theories of Educational Management, Paul Chapman,1995.
- Jagannath Mohanty: School Administration Supervision and Organization, Shipra publication 2011
- T.K.D. Nair: School Planning Management A Democratic Approach Shipra publication 2009

DSL M102 Planning & Management in School

Total Credit:4

Marks: 100

Objectives: the course will enable the future educational leader to:

- understand and practice the concept of Institutional development planning,
- understand various dimensions of curriculum Transactions,
- acquaint with Human resource & Infra Structure Management
- understand the delicacies of Financial Management & Office Management

Block 1 Institutional development planning for 21st century

Unit 1 Institutional Development Plan

- 1.1 Concept and Meaning, Significance of Institutional development plan
- 1.2 Principals of Institutional development plan,
- 1.3 Role of Head of the Institution in Institutional development planning
- 1.4 Designing of Institutional development plan.

Unit 2 IDP in the context of NEP 2020

- 2.1 IDP for Holistic Development of Students
- 2.2 IDP for service to the Institution and Community
- 2.3 IDP for highest level of Accreditation
- 2.4 IDP for financial probity and involving Stakeholders.

Unit 3 SWOC (strength, weakness, opportunities, and challenges) Analysis

- 3.1 SWOC analysis: Concept and meaning.
- 3.2 Need and Significance of SWOC
- 3.3 Steps and stages in SWOC
- 3.4 Application of SWOC

Unit 4 IDP Template

- 4.1 Significance of IDP Template
- 4.2 Types of IDP Template
- 4.3 Preparation of IDP template
- 4.4 Specimen Template for IDP

Block 2 Curriculum Transaction: Planning and Management

Unit 1 Curriculum Transaction

- 1.1 Curriculum Transaction concept and meaning
- 1.2 Curriculum Transaction: nature and significance
- 1.3 Components of Curriculum Transaction
- 1.4 Role of Head in Curriculum Transaction

Unit 2 Evaluation Management

- 2.1 Evaluation Management: Concept and Meaning
- 2.2 Evaluation Management: Nature and Significance
- 2.3 Components and Process of Evaluation Management
- 2.4 Role of Head in Evaluation Management

Unit 3 Managing Academic Resources

- 3.1 Importance of Academic Resources
- 3.2 Types of Academic Resources: Conventional and Digital
- 3.3 Procuring and Managing Local Academic Resources
- 3.4 Problems and Solutions in Managing Academic Resources.

Unit 4 Co-Curricular Activities Management

- 1.5 Importance of Co-Curricular Activities
- 1.6 Types of Co-Curricular Activities: Cultural Literary and Sports
- 1.7 Difficulties in Organizing Co-Curricular Activities
- 1.8 Co-Curricular Activities: Collaboration and Implementation

Block 3 Human & Material Resources Management

Unit 1 Human Resource Management

- 1.1 Human Resource Management: concept, meaning and Scope
- 1.2 Characteristics of an effective HRM
- 1.3 HRM: Handling Teaching and Non-Teaching Staff
- 1.4 Grievances management

Unit 2 Student Support System

- 2.1 Student Support System Meaning & Scope
- 2.2 Need of Student Support System
- 2.3 Types of Student Support Systems
- 2.4 Role of Head in Providing Student Support System.

Unit 3 Managing Physical Resources

- 3.1 Physical resources need & Significance
- 3.2 Type of Physical resources
- 3.3 Minimum requirement of Physical resources: Building, library, laboratory, playground etc.
- 3.4 Sustainable utilization of Physical Resources

Unit 4 Optimum Utilization of Infrastructure

- 4.1 Meaning of Optimum Utilization of Infrastructure
- 4.2 Significance of Optimum Utilization of Infrastructure in Indian context
- 4.3 Avoiding underutilization of physical resources
- 4.3 Strategies for Optimum Utilization of Infrastructure

Block 4 Financial Management & Office Management

Unit 1 Educational Finance: Concept, Scope, and Present Scenario

- 1.1 Educational finance meaning & importance
- 1.2 Scope of Educational finance
- 1.3 Present Scenario of Educational finance
- 1.4 The Sources of finance for Education in India

Unit 2 Mobilizing Financial Resources: Governmental, Philanthropic, CSR and Other

- 2.1 Ways of mobilizing financial resources
- 2.2 Government financial resources for education
- 2.3 Philanthropic financial resources for education
- 2.4 CSR (community social responsibility funds)

Unit 3 Budgeting, Accounting and Auditing, Government Financial Regulation (GFR)

- 3.1 Budget preparation
- 3.2 Books of account
- 3.3 Auditing of accounts
- 3.4 Government financial regulation

Unit 4 Office Management

- 4.1 Office Management meaning, Significance
- 4.2 Scope of Office Management
- 4.3 Office automation
- 4.4 Records & register

Practicum

- Prepare IDP for your school.
- Critically evaluate your school ID in the light of NEP-2020
- Make a SWOC analysis of your school
- Slate the role of head in curriculum transactions & give suitable examples.
- Being a head of the school, how the grievances of students, teachers and community is managed? prepare a draft.

Reading material:

- D.S.Gill: Educational Administration and Organization Management, Saurabh Publishing House 2014
- Ms. Suman Chauhan: Education Administration and Management, KSK Publishers and Distributors, 2014
- Tara Chand Ravi Prakash: Advance Educational Administration, Kanishka Publishers 2012
- Ravula Krishnaiah & others: School Organization & Management, Neelkamal publications Pvt. 2018

- T.K.D. Nair School Planning and Management And Democratic approach, Shipra Publications 2004
- Rajib Shah , Jayanta Mete: ICT in Education, APH publishing Corporation 2017
- Vinaja, M. & Others: Information & Communication Technology (ICT) in Education, Neelkamal Pvt. Ltd.2015

DSL103 EDUCATIONAL LEADERSHIP

Total Credit:4

Marks: 100

Course Objectives

The course will enable aspirants:

1. To learn about the fundamentals of Leadership, its styles, and Types
2. To aware the learners about the role of personality in building effective leadership
3. To understand the importance of Multiple and Emotional intelligence in educational Leadership
4. To prepare the learner to assess leadership and there by strengthen their leadership qualities
5. To learn various leadership theories and enable the learners to apply in their professional life
6. To provide knowledge on various leadership skills and develop them

Block I: Fundamentals of Leadership

UNIT: 1 Introduction to Leadership

- 1.1.Leadership: Meaning , concept , nature , elements and Characteristics of leadership
- 1.2.Qualities of an Effective Leader, Functions of an Educational Leader
- 1.3.Leadership Styles: Autocratic Leadership, Democratic Leadership and Laissez-faire Leadership
- 1.4.Leadership Types: Effective Leaders, Problem Leaders and Inefficient Leaders

UNIT: 2 Leadership and Personality

- 2.1. Personality: Meaning, Concept and relationship with Leadership
- 2.2. Personality Theories: Type Theory, Type cum Trait Theory and Trait Theory
- 2.3. Integrated Personality for leadership, The Role of Personality in Leader Effectiveness
- 2.4. Assessment of Personality: Projective and Non-Projective Techniques

UNIT: 3 Leadership and Intelligence

- 3.1. Intelligence: Meaning, Concept, and relationship with Leadership
- 3.2. Aspects of Leader Intelligence, Multiple Intelligence for Leadership
- 3.3. Emotional Intelligence, Social Intelligence Meaning, Concept, and relationship with Leadership
- 3.4 Characteristics of emotionally & socially intelligent person, Implication of EQ&SQ in School Leadership

UNIT: 4: Assessment of Leadership

- 4.1. Leadership Assessment: Meaning, Nature, Scope, and Importance
- 4.2. Self-Assessment: Introspection, Check list, Self-Assessment Scale

- 4.3. Peer Assessment, Third Party Assessment and 360-degree Assessment: Observation, Questionnaire, and Leadership Scales
- 4.4. Standardization of Leadership Assessment Tools and its Characteristics

Block 2: Leadership Theories

UNIT: 1 Classical Theories of leadership and Goal setting

- 1.1. Leadership Theory: Great man theory and Trait Theory
- 1.2. Behavioral Theory-Role Theory, Managerial Grid Theory
- 1.3. Goal Setting Behavior and Leadership, Steps of Goal Setting for successful leadership.
- 1.4. Principles of Goal setting, Importance of goal setting in Educational Leadership

UNIT: 2: Situational and Contingency Theories of leadership

- 2.1. Situation Theory of Leadership: Hersey and Blanchard situational leadership theory
- 2.2. Vroom and Yettons Normative model, House Path goals Theory of Leadership
- 2.3. Contingency Theory, Meaning Concept, Fiedler Contingency Theory
- 2.4. Cognitive Resources Theory, Strategic Contingency Theory

UNIT: 3: Modern Leadership Theories

- 3.1. Transformational Theory: Leader Member Exchange Theory (LMX), Bass Transformational Theory
- 3.2. Transactional Theory: Burns Transactional Theory, Kouzes and Posner leadership theory
- 3.3. Charismatic Leadership: Meaning Concept, Characteristics of Charismatic Leader
- 3.4. Participative Leadership, Meaning Concept, Advantages of Participative Leadership, styles of Participative Leadership

UNIT: 4 Strategic Leadership

- 4.1. Strategic Leadership: Meaning and Concept, Functions
- 4.2., Difference between Strategic Leadership and Strategic Management, Strategic leadership Skills
- 4.3. Types of Strategic Leadership, Qualities of Strategic Leader, SWOC Analysis and Leadership
- 4.4. Transaction Analysis and Leadership: Ego States and Life Positions

BLOCK 3 LEADERSHIP SKILLS-I

UNIT1: Decision Making Skill and Time management Skill

- 1.1. Decision Making Skills: Meaning and Concept, Nature and Steps in Decision Making
- 1.2. Factors affecting decision making, Theories of Decision making: Normative Decision Theory and Optimal Decision Theory
- 1.3. Time management Skill: Meaning, concept and Benefits of Time management
- 1.4. Consequence of No Time Management, Techniques and tips for time management

UNIT: 2 Social Skills and Communication Skill

- 2.1. Social Skills: Meaning, concept and nature, Importance
- 2.2. Characteristics of a socially skilled person and Techniques to improving social skills
- 2.3. Communication Skills: Meaning, concept, nature and Characteristics of an effective communication
- 2.4. Different type of communication skill, Techniques to improve communication skills among Leaders

UNIT:3 Stress Management and Analytical Thinking Skills

- 3.1. Stress Management: Meaning, Concept and nature, Causes and symptoms of stress
- 3.2. Effect of stress on Leadership, Stress coping strategies, Role of leaders in managing stress of self and subordinates
- 3.3. Analytical Thinking and Leadership: Meaning Concept and steps and Aspects
- 3.4 Strategies to Improve Performance of Analytical Leaders

Unit: 4 Conflict Resolutions Skill and Diplomatic Skill

- 4.1. Conflict resolution Skill: meaning and concept and Nature, Importance of Conflict resolution in Educational Leadership
- 4.2. Conflict resolution Skill: Steps, Styles and techniques in conflict resolution, Ways to improve Conflict resolution Skill among educational Leaders
- 4.3. Diplomatic Skill: meaning and concept and Nature, Importance of Diplomatic Skill in Educational Leadership
- 4.4. Techniques to develop diplomatic skills among Educational leaders

BLOCK 4: LEADERSHIP SKILLS-II

UNIT: 1 Self Awareness Skill and Critical Thinking Skills

- 1.1. Self-Awareness: Meaning, Concept, Types &, Level
- 1.2. Need for and importance of being self-aware as an educational leader
- 1.3. Development of Self Awareness and Techniques to improve
- 1.4. Critical Thinking: meaning, Concept and Aspects, Leader as a Critical Thinker

UNIT: 2 Creative Thinking Skills and Motivation Skill

- 2.1. Creative Thinking: Meaning, concept and nature
- 2.2. Characteristics of Creative Educational leadership, Importance of Creative Thinking in Educational Leadership
- 2.3. Motivation: Meaning, Concept and nature, Role of Motivation in Educational Leadership
- 2.4. Theory of Motivation and Leadership: Maslow's Theory of Motivation, Achievement Motivation

UNIT: 3 Empathy, Problem Solving & ethical Leadership

- 3.1. Empathy: Meaning, Concept and Types, Importance of Empathy in Educational Leadership

- 3.2. Barrier to empathy, Tips to develop empathy among educational leaders
- 3.3. Problem solving skill: Meaning, Concept and steps & importance
- 3.4. Ethical aspect of leadership and its importance

Unit: 4 Leadership and Change Management

- 4.1. Change Management: Concept, Meaning & Type of organizational change, Relationship between Leadership and change Management
- 4.2. Change Management Models: ADKAR Model, Lewin's Change Management Mode, McKinsey 7-S Model, Nudge Model, Kotter's Model and Deming Cycle (PDCA) Model
- 4.3. Change Management in Educational Institution: Benefits and Challenges
- 4.4. Principles of Change Management, Change Management Skills for Effective Educational

Practicum

- Being a Head, how you will transform your school as best leader.
- Describe a situation where you solved the school problem in a strategic manner.
- How you manage stressful situation in your school.
- In conflicting situation, what strategies are adopted by yourself as head

Suggested Reading

- Bottery, M. (2004) *The Challenges of Educational Leadership*. London: PCP.
- Grace, G. (1995) *School Leadership: Beyond Educational Management*. London: The Falmer Press.
- Gunter, H.M. (2001) *Leaders and Leadership in Education*. London: PCP.
- Leithwood, K., Jantzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*. Buckingham: OUP.
- MacBeath, J. (1998) *Effective School Leadership*. London: PCP.
- Thomson, P. (2009) *School Leadership, Heads on the Block?* London: Routledge.
- Baron, R. A. (2005). *Psychology*. New Delhi: Prentice-Hall.
- Bass, B. M. & Riggio, R. E. (2006). *Transformational Leadership* (Second Ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Bernard, H. W. (1965). *Psychology of Learning and Teaching*. New York: McGraw Hill.
- Burns, J. M. (1978). *Leadership*. New York. Harper & Row.
- Fiedler, F. E. (1967). *A Theory of Leader Effectiveness*. New York: McGraw Hill.
- Goleman, D. (1998, Nov/Dec). What makes a Leader?. *Harvard Business Review*, Vol.79, issue 11.
- Halpin, A. W. (1957). *Manual for the Leader Behavior Description Questionnaire*. Columbus, OH: Bureau of Business Research, Ohio State University..

- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: The Free Press.
- Vroom, Victor H & Yetton, Philip W, (1973). *Leadership and Decision Making*, Pittsburgh: University of Pittsburgh Press.

Semester II

DSL201 Organizational Behavior

Total Credit 4

Marks: 100

Objectives:

The course will enable students to

1. Understand the conceptual framework of management and organizational behaviour and correlate them to manage 21st century organizations.
2. Gain in-depth knowledge about dynamics of organizational behaviour
3. Develop an insight of principles and techniques of group dynamics.
4. Enhance their understanding of effective decision making and communication strategies
5. Analyze and develop coordination and teamwork in the organization.
6. Acquire knowledge about conflict resolution techniques and their application in school management.

Block 1 INTRODUCTION TO ORGANISATIONAL BEHAVIOUR

Unit 1 Organization and Organizational Behaviour

- 1.1 Concept and basic attributes of Organization
- 1.2 Organizational Behaviour: Concept, micro and macro-organizational behavior
- 1.3 Nature of Organizational Behaviour
- 1.4 Significance of Organizational Behaviour

Unit 2 Organizational Behaviour –Conceptual Framework

- 2.1 Introduction
- 2.2 Cognitive Framework
- 2.3 Behaviouristic Framework
- 2.4 Social Cognitive Framework

Unit 3 Organizational Behaviour - Models

- 3.1 Autocratic Model
- 3.2 Collegial Model
- 3.3 Custodial Model
- 3.4 Supportive Model, System Model

Unit 4 Organization Behaviour and Individual perspective

- 4.1 Individual Behaviour: concept, Determinants of Behaviour

- 4.2 Personality, work attitude
- 4.3 Motivation
- 4.4 Perception and Emotions

BLOCK 2 DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

Unit 1 Organization Structure

- 1.1 Meaning, key factors in Organizational structure
- 1.2 Need & significance of a sound Organizational structure
- 1.3 Types of Organizational structure
- 1.4 Components and dimensions of Organization Structure

Unit 2 Organizational Culture

- 2.1 Organizational culture: meaning, nature, importance
- 2.2 Factors affecting organizational culture
- 2.3 Dimensions of organizational culture
- 2.4 Mechanism to create sustaining organizational culture

Unit 3 Organizational Change and Development

- 3.1 Organizational change: concept
- 3.2 Need for change, resistance to change
- 3.3 organizational development: Concept and theories of planned change
- 3.4 Organizational diagnosis (OD) interventions

Unit 4 Organizational Effectiveness

- 4.1 Concept of organizational effectiveness
- 4.2 Objectives of organizational effectiveness
- 4.3 Dimensions of organizational effectiveness
- 4.4 Achieving organizational effectiveness

BLOCK 3 GROUP BEHAVIOUR in ORGANIZATIONS

Unit 1 Groups and Organizations

- 1.1 Group: Meaning, definitions
- 1.2 Nature and Features of a Group
- 1.3 Types of Groups and importance
- 1.4 Factors responsible for formation of groups

Unit 2 Group Dynamics

- 2.1 Concept and Principles of group dynamics, group cohesiveness
- 2.2 Determinants of group Behaviour and interpersonal relationships
- 2.3 Team building and teamwork, stages of team development
- 2.4 Creating and managing effective teams

Unit 3 Decision Making in Organizations

- 3.1 Decision making: meaning, concept, significance
- 3.2 Elements of decision making
- 3.3 Factors affecting decision making
- 3.4 Group decision making techniques

Unit 4 Organizational Communication

- 4.1 Communication: concept, Process of managerial communication
- 4.2 Types of Organizational communications
- 4.3 Factors affecting communication in organizations
- 4.4 Effective Communication Strategies (The Johari Window, Transactional Analysis, Lateral Thinking, Delphi technique, etc.)

Block 4. CONFLICTS AND NEGOTIATIONS

Unit 1 Conflicts in Organizations

- 1.1 Conflicts: Concept, definitions, & Process
- 1.2 Causes and consequences of Conflicts Sources of conflict
- 1.3 Different Approaches of Conflict, levels of Conflict
- 1.4 Types of Conflicts, The Positive and Negative Sides of Conflict

Unit 2 Conflict Management

- 2.1 Conflict resolution: concept, Process of conflict management
- 2.2 Significance of managing conflicts
- 2.3 Strategies for preventing Conflict, negotiation and bargaining strategies
- 2.4 Approaches in conflict Management

Unit 3 Skills and Techniques for Conflict Management

- 3.1. Techniques for Conflict Management - Lobbying, Persuasion, Dialogue, consultation.
- 3.2. Trust building, defusing anger, anger management, building rapport, empathetic listening, one-on-one conversation, recognizing different issues and viewpoints,
- 3.3. Transparent and empathetic communication, sharing of information and position, conflict analysis and joint costing,
- 3.4. Transforming competitive negotiation to collaborate, explore, and choose alternatives and formalizing agreements.

Unit 4 Role of Leaders in Negotiation and Conflict Resolution:

- 4.1. Negotiation: hard, Soft, competitive and win-win, Outcome of negotiation: zero sum, positive sum, and negative sum. – Mediation: evaluative and facilitative, Conciliation and hybrid.

- 4.2. Role of Leaders in Conflict Management
- 4.3. Kinds of leadership in conflict management: The demagogue, manager and mediator facilitator
- 4.4. Keys for leader as mediator: visioning, systems thinking, presence, inquiry, conscious conversation, dialogue, bridging, innovation and crisis intervention and management.

Practicum

- Find and categorize strategies and activities that help in motivate your team.
- Suggest changes in your school as an organization for development.
- As a team leader, find out strategies that improve group cohesiveness with suitable situations
- Role of Head in resolving school management conflicts, state examples along with resolving strategies

References

- Fred Luthans, Organisational Behaviour, 11th edition, New Delhi: Mc Graw Hill,2009.
- Griffin, Ricky W: Organisational Behaviour, Houghton Mifflin Co., Boston.
- Hellrigal, Slocum and Woodman, Organisational Behavior, Cengage Learning, 11th Edition 2007.
- Hersey, Paul, Kenneth H. Blanchard and Dewey E. Johnson: Management of Organisational Behaviour: Utilising Human Resources, Prentice Hall, New Delhi.
- Luthans, Fred: Organizational Behaviour, McGraw-Hili, New York.
- Mc Shane & Von Glinov, Organisational Behaviour, 4th Edition, Tata Mc Graw Hill, 2007.
- Paul Heresy, Kenneth H. Blanchard, and Dewey E. Johnson, Management of Organisational Behaviour: Leading Human Resources, 2008
- Robbins, Stephen P: Organizational Behavior" Prentice Hall, New Delhi.
- Sanghi Seema, Organisational Behaviour, Pearson, 2011
- Sukla, Madhukar: Understanding Organisations: Organisation Theory and Practice in India, Prentice Hall, New Delhi.
- Steers, Richard M. and J. Stewart Black: Organizational Behavior, Harper Collins College Publishers, New York
- Udai Pareek, Understanding Organisational Behaviour, 2nd Edition, Oxford Higher Education, 2004.

DSL202 Total Quality Management in education

Total Credit: 4

Marks: 100

Objectives: the course will enable the future educational leader to:

- understand Conceptual framework of Quality Management in Education,
- know various Components of Quality Management in Education,
- understand theoretical basis and Paradigms of School Assessment,
- enable Strategic planning for Total Quality Management in Education

Block 1 Quality Management in Education

Unit 1 Quality Management in Education: Conceptual Framework

- 1.1 Quality Education concept
- 1.2 Quality Education meaning and definition
- 1.3 Objectivity and subjectivity in defining Quality
- 1.4 TQM in Education

Unit 2 Defining Quality in Education

- 2.1 Difference in deciding Quality in Industrial product and Education
- 2.2 Views about Quality Education
- 2.3 Factors determining Quality Education
- 2.4 Quality education: Sound theoretical basis

Unit 3 Total Quality Management in Education

- 3.1 Total Quality Management in Education: Conceptual Journey
- 3.2 Foundations of Total Quality Management in Education
- 3.3 Challenges in Total Quality Management in Education
- 3.4 Significance of Total Quality Management in Education in Schools

Unit 4 Total Quality Management: The Deming's Chain Reaction

- 4.1 Deming's Chain Reaction Wheel: Meaning and concept
- 4.2 Significance of Deming's Chain Reaction Wheel
- 4.3 Deming's Fourteen points for TQM
- 4.4 Educational implication of Deming's Fourteen points

Block 2 Components of Quality Management in Education

Unit 1 School as a System

- 1.1 School as a System: An Overview
- 1.2 School as a System: Educational Implication
- 1.3 Schools and its Sub systems ,
- 1.4 School Sub System: relationship and effects on each other

Unit 2 Changing Expectations from School

- 2.1 Changing face of School
- 2.2 Student At the centre
- 2.3 New expectations and demands
- 2.4 Technique and strategies to fulfill expectations

Unit 3 School Management a Teamwork

- 3.1 Collective Management in Schools
- 3.2 Organizational Evolution and collective Management
- 3.3 Collective Management, Personal leadership, Qualities of effective Organization
- 3.4 Some important Organizational Issues and solutions

Unit 4 Quality Education and human Resources Development

- 4.1 Prerequisites of Quality Education and human Resources Development
- 4.2 Fields of attachment for HRD
- 4.3 Demands of Attachment with School
- 4.4 Important aspects of TQM in education and HRD

Block 3 Standard Setting and Accreditation of schools

Unit 1 Theoretical Basis of School self Assessment

- 1.1 Meaning of School Self-Assessment
- 1.2 Objectives School self Assessment
- 1.3 Characteristics of the School Self Evaluation
- 1.4 School Self Evaluation Model Processes and Operations

Unit 2 Standard Setting and Accreditation of schools: NEP 2020

- 2.1 Standard Setting and Accreditation: Meaning, Concept and Scope
- 2.2 NEP 2020: Standard Setting and Accreditation
- 2.3 School accountability, school assessment Standard Setting: meaning and concept and 2.4
- 2.4 School accountability, school assessment Standard Setting: NEP2020

Unit 3 Paradigms of Assessment

- 3.1 Various Angles of school Assessment
- 3.2 Traditional School vs Desired Standard School
- 3.3 Dimensions of school Assessment concept, resources
- 3.4 Benchmarks of School Assessment

Unit 4 Challenges in School Assessment

- 4.1 Inconsistencies in belief and Practice
- 4.2 Un realistic planning and inadequate preparation
- 4.3 Ineffective implementation strategy
- 4.4 Un planned introduction of Reforms and insufficient Support Services

Block 4 Strategies for Total Quality Management in Education

Unit 1 Strategic planning for Total Quality Management in Education

- 1.1 vision Mission and Goal, SWOC Analysis
- 1.2 Strategic planning for TQM in Education
- 1.3 Quality policy and Quality planning
- 1.4 Cost and benefit of TQM and Monitoring Evaluation

Unit 2 Tools for Strategic planning of TQM in Education

- 2.1 Tool and Strategy: meaning and differences
- 2.2 Brain storming, Affinity Net Work, Fish bone diagram
- 2.3 Force field Analysis, Process charting, Flow chart
- 2.4 Pareto Analysis, Career Path mapping, Quality Function Deployment

Unit 3 Quality Framework

- 3.1 Quality Framework: Meaning and Definition
- 3.2 Components of Quality Framework.
- 3.3 Role of Leader in framing Quality Frame work
- 3.4 Execution of Quality framework in School

Unit 4 Executing Total Quality Management in Education

- 4.1 Programme Of Action of TQM in Education
- 4.2 Steps in the Journey of TQM in Education
- 4.3 Change and TQM
- 4.4 Milestones in Execution

Practicum

- To enhance the standard & quality of your school what role you will play.
- Enlist the challenges faced by the head in TQM of in education.
- How you can fulfil the society demands and expectation in changing scenario.
- To reach standard set by NEP-220, what change are expected in your school.

Reading material:

- بدرالاسلام: ہمہ جہتی معیار تعلیم کا انصرام، مرکزی مکتبہ اسلامی پبلشرز، نئی دہلی 2015
- بدرالاسلام: فن تعلیم و تربیت جلد دوم، مرکزی مکتبہ اسلامی پبلشرز، نئی دہلی 2020
- بدرالاسلام: تعلیمی اداروں کی درجہ بندی بذریعہ خود اکتسابی، مرکزی مکتبہ اسلامی پبلشرز، نئی دہلی 2011
- Edward Sallis: Total Quality Management in Education, www.ebookstore.tandf.co.uk 2005
- Marmar Mukhopadhyay: Total Quality Management in Education, Sage publication, ebook, 2020

- Syeda Begum & Others, Total Quality Management in Education, Taylor & Francis ebook, 2020
- K.Sreeja Sukumar & S. Santosh Kumar: Total Quality Management in Education, Abhijeet Publication 2014
- Abdennasser Naji: Total Quality Management in Education, Independence published.

DSL203 ICT in Educational Administration and Management

Credit:2

Marks: 50

Objectives:

After studying this course, students will be able to-

- provide an overview of applications of ICT for school administration and management.
- Understand the role of ICT in school record keeping and its maintenance
- Utilize various technologies for Record keeping and Scheduling
- use technology effectively for communication
- Use different types of assistive technology in educational Administration
- explore the application of UDL approach in classroom
- plan, manage, and implement appropriate ICT infrastructure
- develop a technology plan for school

Block-I ICT in School Administration & Management

Unit-1. ICT in School Management and Administration

- 1.1. Meaning and definitions: ICT in Educational Management
- 1.2. Meaning and definitions: ICT in Educational Administration
- 1.3. Scope of ICT in Educational Management & Administration
- 1.4. Need & Importance of ICT in Educational Management & Administration

Unit-2. Tools in Educational Administration and Management

- 2.1 Role of Information Management and Process
- 2.2. Process and Tools in educational administration & Management
- 2.3. Tools and Techniques for Automation and Data Sources in School
- 2.4. State and National Level Database in Education

Unit-3: Application of ICT in Educational Management (E-Governance)

- 3.1. Paperless Administration
- 3.2. Online assignments
- 3.3. Allocation of Duties among Teachers and Staff
- 3.4. Managing Assessment and Evaluation

Unit 4 Digital Administration

- 4.1 On Line conferencing: Platforms
- 4.2 Google doc, Sheets, Slides and Forms
- 4.3 Educational App: Concept and importance in educational Administration

4.4 Artificial Intelligence: concept and importance in educational Administration

Block-II ICT Infrastructure and Assistive Technology

Unit 1. Managing ICT Infrastructure of the School

- 1.1. Record Keeping
- 1.2. Scheduling
- 1.3. Communicating with Stake holders
- 1.4. School Management Tools

Unit 2. ICT Managed School Processes

- 2.1. Automated and ICT Managed School Processes
- 2.2. School Management Information System
- 2.3. Infrastructure and its Maintenance
- 2.4. Technology Plan for the School

Unit 3. Assistive Technology

- 3.1. Concept, Meaning Assistive Technology
- 3.2. Nature and significance of Assistive Technology
- 3.3. Types of Digital Assistive Technology
- 3.4. Advantages and Limitations of Assistive Technology

Unit 4. Use of ICT in Financial Management

- 4.1. Managing Students' Fee Records
- 4.2. Managing School Budget
- 4.3. Accounting
- 4.4. ICT for Resource Planning and Sharing

Practicum

- Students' enrollment record on data sheet
- Office Automation Tool
- Enlist the pros & cons of use of AI in school administration & management.
- Use of ICT in financial management of your school.

Suggested Readings:

- Geoffrey Crisp (2011). Teacher's Handbook on e-Assessment. Australian Learning and Teaching Council Ltd, an initiative of the Australian Government retrieved from http://transformingassessment.com/sites/default/files/files/Handbook_for_teachers.pdf
- Gielen, G. (2010). E-communication 4 Schools 2 Parents. Eden 2010 Annual Conference. Media Inspirations for Learning. 9-12 June 2010 Valencia. Available at <http://www.edenonline.org>

- Keakopa, S. M. (2003). Record keeping and ICT Development: Experiences from Botswana School of Library Archive and Information Studies. University College, London. Available at www.hotincil.com.
- Merkley, D., Schmidt, D., Dirksen, C., & Fulher, C. (2006). Enhancing parent-teacher communication using technology: A reading improvement clinic example. *Contemporary Issues in Technology and Teacher Education*, 6(1), 11-42. Available at <http://www.citejournal.org/vol6/iss1/languagearts/article1.cfm>
- Olmstead, C. (2013). Using technology to increase parent involvement in schools. *Tech trends: Linking Research & Practice to Improve Learning*, 57(6), 28-37.
- Redecker Christine (2013). *The Use of ICT for the Assessment of Key Competences*. Luxembourg: Publications Office of the European Union retrieved from https://www.academia.edu/6470937/The_Use_of_ICT_for_the_Assessment_of_Key_Compences
- Open Admin for Schools retrieved from <https://www.schoolforge.net/education-software-download/open-admin-schools>
- Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*, Alexandria, VA: Association for Supervision and Curriculum Development, 2002.

DSL204P Case Study/Field Experience

Credits: 2

Marks: 50

Learning outcomes:

After completion of case study or field work:

- Aspirants will gain the real administrative field experience
- Aspirants will understand the administrative Behaviour of the leaders
- Aspirants will compare and analyze different administrative roles of leaders

Any Two of the following

1. Conduct a Project work based on Leader Behavior or Managerial Effectiveness or Allied topic.
2. Prepare a legal framework consisting central and state governing laws governing school education.
3. Prepare an Institutional Development Plan
4. Identify any issue/problem related to Administrative Behaviour and collect data.
5. Administration of a tool related to Leadership or and administrative aspect and submit a report.
6. Visit a school for 1 week and submit a report about the administrative functionaries.

Transaction

- To be conducted in any school (Primary. Secondary/Higher Secondary/College level)
- Submit a report supervised and certified by a qualified onsite supervisor/administrator/Head.

17. STUDENTS' SUPPORT SERVICES

For providing support to its learners, the University has 20. Programme Centres throughout the country. These Programme Centres are coordinated by the respective Programme Centre coordinators. These Programme Centres function under the respective Regional/Sub-Regional Centres. At the programme Centres, the learners interact with the Academic Counselors as well as their peer group, refer to books in the library, watch Videos etc. Counselling activities are also conducted at these centres. For any queries, they can contact their respective Programme Centre Coordinator.

18. EVALUATION:

The system of evaluation for both theory and practical work is as follows:

A. Theory

Evaluation of theory courses comprises the following aspects:

Self-evaluation exercises within each unit of study (non-credit).

Continuous evaluation in the form of periodic compulsory assignments. This carries a weightage of 30% for each course. There shall be 2/1 assignments per course of 4/2 credit.

The term-end examination has a weightage of 70% of the total for each course.

B. Practical's

Evaluation of practical courses comprises the following aspects:

Continuous evaluation of school-based activities/ Project/ Field based Experience/ Case study.

Evaluation of performance in counselling-based activities.

19. IMPORTANT INFORMATION FOR STUDENTS:

Programme Guide Updates:

Please note that the rules and regulations outlined in this Programme Guide are subject to change. However, any modifications will be communicated to you through supplementary circulars well in advance. We recommend that you keep all the letters and documents sent by the University, including this Programme Guide and any additional supplements, easily accessible for future reference. While the University maintains a record of your progress, it is advisable that you maintain your own record for comparison, if required.

Effective Communication:

We strive to address all types of communication, including letters and applications, as promptly as possible. To ensure efficient correspondence, we kindly request that you keep your letters concise and clear. If your letters contain irrelevant details or are written using ambiguous or objectionable language, it may delay our response to your queries. Before reaching out to us, please thoroughly review this Programme Guide as we may have already addressed your queries. It is crucial to carefully follow the instructions provided.

Contact Numbers for Grievances

***Student Support Service Unit: 04023008463, 040-23120600 (Ext: 2207 & 2208)
and Toll Free No.18004252958 (ssu.dde@manuu.edu.in)***

Examination Branch: 040-2300 6605, 2300 8408; (distance.exam@manuu.edu.in)

Website: www.manuu.edu.in

Seeking Assistance:

If you encounter any difficulties or problems while progressing through this Programme, we encourage you to contact us for assistance. Additionally, we advise you to reach out to the Coordinator of your Study Centre for timely information and support.

Disclaimer:

Please be aware that this text is provided for illustrative purposes only and may not accurately reflect the specific policies and guidelines of the Diploma in School Leadership and Management (DSLMM) programme offered by the Directorate of Distance Education (DDE) at MANUU. For the most accurate and up-to-date information, please refer to the official website of the university.

20. ACADEMIC CALENDAR

S. No	Activity	Schedule
I SEMESTER		
1.	Issue of Notification	25th June 2023
2.	Last date for registration of ONLINE application form with payment of Registration fee	25 th August, 2023
3.	Last date for payment of admission fee	31st August, 2023
4.	Despatch of SLM/eSLM	Sep- Oct 2023
5.	Counselling-cum-Contact Sessions	Nov/Dec, 2023
6.	Submission of online/offline Assignments and Project wherever applicable	1 st Week of January-2024
7.	Semester End Examination	Feb-March 2024
8.	Declaration of Result	Within 45 days from the last examination
II SEMESTER		
9.	Dispatch of SLM/e-SLM	Mar-April, 2024
10.	Counselling-cum-Contact Sessions	April-May, 2024
11.	Submission of online/offline Assignments and Project wherever applicable	1 st week of July, 2024

12.	Semester End Examination	Aug-September, 2024
13.	Declaration of Result	Within 45 days from the last examination

21. LIST OF PROGRAMME CENTRES

Sr. No.	Programme Centre	Coordinator with contact number	Concerned Regional Centre
1	Directorate of Distance Education, MANUU Campus, Gachibowli-500 032 Hyderabad	Prof. Shaheen Altaf Shaikh 9100497138	DDE Headquarters, Gachibowli, Hyderabad -500 032
2	Dept. of Education & Training, MANUU Campus, Gachibowli, Hyderabad-500032, (TS)	Dr. V. S. Sumi 9581645757	SRC, Hyderabad Room No. 607, 6th Floor, Haj House Building, Opp, Public Garden Nampally, Hyderabad, Telengana– 500001
3	Osmania College of Education, H.No. 11/9 Peta, Kawadi Street, Kumool, Andhra Pradesh.	Dr. S. Mumtaz Begum 9848357405	
4	Panchsheel College of Education, Street Gajulpet, Dist. Nirmal, 504 106 (TS)	Dr. Abdul Naveed 9948808786	
5	MANUU College of Teacher Education, DRP Educational Campus, Opp: Taj Residency, Mahmood Pura, Rauza Bagh, Aurangabad - 431 001 (MS)	Dr. Badarul Islam 9860954935	
6	Marthwada College of Education, Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad - 431 001 (MS)	Dr. Shaikh Shakeel Majeed 9923020030	Mumbai Regional Centre, MANUU, Plot No. 60, Lane - G, Sector - 8, Near Modern School, Vashi, Navi Mumbai - 400 703. (MS)
7	Iqra College of Education, G.No. 25/2, Iqra Nagar, Shirsoli Road, Mohandi Shivar, Jalgaon - 425 001 (MS)	Mr. Irfan Iqbal Shaikh 9923444387	
8	A.M. College of Education, Khatoon Educational Campus, Malegaon-423 203, Nasik (MS)	Dr. Shaikh Mujeeb Shaikh Zameer 7385006625	
9	Jamia College of Education, Jamia Campus Molgi Road, Akkalkuwa, Nandurbar - 425415 (MS)	Dr. Sajid Pinjari 7378501725	

10	Al-Ameen College of Education, Hosur Road Near Lal-Bagh Main Gate, Behind Al-Ameen Tower Bangalore, 560027, Karnataka	Dr. H.R. Sudha 9845557580	Bangaluru Regional Center, MANUU, Al-Ameen College of Education, Near Lal Bagh, Main Gate, Hosure Road, Bangaluru - 560027.
11	Anjuman-E-Islam's College of Education, Mangoli Road, Vijayapur - 586 101, Karnataka	Dr. Nahidaanjum Bagali 8217699627	
12	MANUU College of Teacher Education, Shaheen Nagar, Shahapur Gate, Bidar - 585 401, Karnataka.	Dr. Mohd Talib Ather Ansari 8171861845	
13	MANUU College of Teacher Education, Shanti Nagar, Behind Holy Family School, Godarmau Airport Road Gandhi Nagar Bhopal - 426036 (MP)	Dr. Afaque Nadeem Khan 9981995549	Bhopal Regional Centre, MANUU, MANUU Bhopal Campus, Shanti Nagar Behind Holy Family School, Near Prakash Vidyalaya, Airport Road, Gonder May Bhopal-462036
14	Dr. Zakir Hussain Teacher Training Institute, Surury Campus, PB No. 52, Station, Dargah Road, Burhanpur - 450 331 (MP)	Dr. Zaki Anwar 9826627310	
15	MANUU College of Teacher Education, Ilyas Ashraf Nagar Chandan Patti, Laheria Sarai, Darbhanga, Bihar	Dr. Shafayat Ahmed 7091490018	Darbhanga Regional Center MANUU Mohalla - Ismail Ganj (Near Khan Lodge), Laheria Sarai, Darbhanga - 846 001 (Bihar).
16	MANUU College of Teacher Education, Danishgah Islamia High School Campus, School Lane, Hutton Road Asansol-713301,	Mr. Syed Tauquir Imam 8637088250	Kolkata Regional Centre, MANUU, 1A/1, Mohsin Hall, 3rd Floor, Chatu Babu Lane, P.O: Entally, Kolkata-700 014 West Bengal
17	MANUU College of Teacher Education, Nuh, MANUU Satellite Campus, Village Palla, District Nuh Mewat-122107 (HR)	Dr. Ansarul Hasan 8218038996	Delhi Regional Centre, MANUU, 164, First Floor, Sukhdev Vihar, Near Masigarh Church, New Delhi – 110 025
18	MANUU College of Teacher Education, Al-Tarin, ITI, Behjoi Road, Sambhal- 244 302 (UP)	Dr. Farha Deebea Bazmi 8899948755	

19	Al-Fatima Education Society, B.Ed. College, Goinpura, Phulwarisharif, Patna - 801 505	Dr. Md. Anwar 9308568805	Patna Regional Centre, MANUU, 2nd floor Bihar State Co-op Bank, Building Ashok Rajpath, Near B.N. College, Patna-800004 (Bihar)
20	MANUU College of Teacher Education, Humhama, Ompora Road Near KSERT College, Srinagar-190021	Dr. Mohd Shakeel 9797430168	MANUU Regional Centre, Srinagar House No. 18-B, Opposite Beeco Gallery, Jawahar Nagar, Srinagar Jammu and Kashmir - 190008