

SNDT Women's University

(www.sndt.ac.in)

Syllabus – Masters in Education Management



SNDT Women's University
1, Nathibai Thackersey Road,
Mumbai 400 020
Revised – 2014-15

Education Management

Department of Education Management offers one year part time diploma in Education Management which is also approved by the department of higher education Government of Maharashtra and UGC is equivalent to two refresher courses this course is well in demand in the field of educational institute / schools. The programme also aims to create opportunities for working women executives to participate in the academic environment.

Due to increasing number of educational institutes and global competition among them, there is strong need to train people working in educational institutions to have the in-depth knowledge of management skills at various levels. Department tries to fulfill the aspiration of management learning of educationists and administrators with the program: **Masters of education management (MEM)**.

Masters of Education Management (MEM) is designed to enhance, sharpen, and develop the knowledge, skills, and sensitivity as an educational leader and manager by undertaking persistent professional learning and development through a master degree that impacts upon our leadership practices.

FACULTY: MANAGEMENT

Objectives of the course

1. To provide an advance understanding of the management concepts and their application in education environment.
2. To provide a contemporary and academically sound, yet practice-oriented, form of sustained professional development and learning that is stimulating, critically reflective, and relevant to the educational setting.
3. To upgrade the skill of human resource development, and various aspects those are related to the management diversity.

Eligibility:

- i) Women's graduate in any discipline. Preference will be given to teachers and those Working in the education sector.
- ii) Those who have completed the diploma in Education management of the SNDT Women's University may be considered for admission to the second year of this course directly.
- iii) Those who have complete the first year of the course and do not wish to pursue the course further will be awarded a diploma in education management of SNDT Women's University.

SNDT Women's University
1, Nathibai Thackersey Road, Mumbai 400020
SYLLABUS FORMAT

Faculty Name: Management

Course Name: Masters in Educational Management (MEM)

TWO YEAR COURSE:

FIRST YEAR

SCHEME: Semester I

Code No.	Subject	Hours	Credits	internal	external	Total marks
1001	Introduction to Education Management	60	4	50	50	100
1002	Principles & Techniques of Mgmt for Educational administrator	60	4	50	50	100
1003	Organizational behavior	60	4	50	50	100
1004	Statistics in Education management	60	4	50	50	100
1005	Research Methodology in Education Management	60	4	50	50	100
	Total	300	20	250	250	500

SCHEME: Semester II

Code No.	Subject	Hours	Credits	internal	external	Total marks
2001	Curriculum Management & Planned Change	60	4	50	50	100
2002	Resource management	60	4	50	50	100
2003	Technologies for Learning	60	4	50	50	100
2004	Organizational Theories structure and Design in Education Management	60	4	50	50	100
2005	Project: project report and viva	60	4	50	50	100
	Total	300	20	250	250	500

SECOND YEAR

SCHEME: Semester III

Code No	Subject	Hours	Credits	internal	external	Total marks
CC3001	Emerging issues related to Education management	60	4	50	50	100
CC3002	Finance Management in Education System	60	4	50	50	100
CC3003	Organizational Development	60	4	50	50	100
CC3004 (Elective)	Marketing Management in Education	60	4	50	50	100
CC3005	Quantitative Models in Education Management	60	4	50	50	100
	Total	300	20	250	250	500

SCHEME: Semester IV

Code No	Subject	Hours	Credits	internal	external	Total marks
4001	Leadership in Education	60	4	50	50	100
4002	Intern ship (120 x 2) =	240	8	100	100	200
4003	Dissertation - Education Management	120	8	100	100	200
	Total	300	20	250	250	500

Note: cc = core courses.

25 Marks, 1 credit, 15Hrs (1 lecture=1 hour)

Elective-

Introduction to marketing concept

Marketing information system

Performance and control

Marketing of education services

FIRST YEAR: FIRST SEMESTER

1) INTRODUCTION TO EDUCATION MANAGEMENT

COURSE CODE: 1001

Objectives:

- i) To help participants to understand the education as a system, concepts of management in relation to education.
- ii) To provide participants an understanding of social relevance and need of diverse education, the role of educational policy and governance of Indian Universities.
- iii) To make the participant to understand the strategies of management in education, and education legislation.
- iv) To understand the basics of curriculum design, quality control in education setting
- v) To enable participants to look perceptively and analytically at the educational organization in which they work.
- vi) To understand the important basic concept of finance and marking in education.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Education as a system: An overview- Education management Concept of management in education
	Higher Education as a sub system: social relevance and the need for diversification, growth and Development, problems and perspective, future of higher education, quality and Education
	The New Education Policy- Plan of action: implication for higher education, National Perspective plan for women: women's Education, special needs
2	Role of Universities

	<p>functions, structure, organization and governance of universities:</p> <p>Policy development and implementation</p>
	<p>Strategic management: Historical background , Theory and practices</p>
	<p>Educational legislation : Rule and regulation</p>
3	<p>Foundations of the Curriculum:</p> <p>Philosophical Perspective of curriculum design and Psychological Perspectives of curriculum design</p>
	<p>Quality control</p> <p>Theories of quality control, assurance and management and their application in educational settings</p>
4	<p>Non-formal education and Adult Education: methods and techniques, functional literacy, Women empowerment.</p>
	<p>Concept of finance in education and Concept of marketing in education</p>

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial

Methodology:

- Conceptual inputs
- Self study
- Individual exercise
- Group exercise

References

1. Sharma R. C. (2002). National Policy on Education. Mangal: Deep Publication.
2. Aggrawal J. C. (2005). Education Policy in India (5th ed.). Shipra Publication.
3. Shivavarudrappa G. (2006). Philosophical approach to Education : Himalaya Publication
4. Shippy, Dorothy(2006). School Reform, Corporate Style .Chicago, 1880-2000. Lawrence, KS: University Press of Kansas.
5. Altbach, Philip G. & Umakoshi, Toru.(2004). Historical perspectives and contemporary challenges in Education Policy Borrowing . Baltimore, MD: Johns Hopkins University Press.
6. Koteen J. (1997). Strategic management in public and nonprofit organizations in managing public concerns in an era of limits (2nd ed). Praeger.
- 7 Aggrawal J. C. (2011). Development of Education System in India . Shipra Publications.
8. Aggrawal J. C. (2009). Education Policy in India . Shipra Publications.
9. Reddeppa Reddy, M.C. & Adinarayana Reddy , P. (2007) . Education and Women empowerment. Amol Publications.
10. Bourai, H.H.A. & Uniyal, B.P. (2005). Challenges in Administration of Higher Education . Amol Publications

2) PRINCIPLES AND TECHNIQUES OF MANAGEMENT FOR EDUCATIONAL ADMINISTRATORS

Course Code: 2001

Objectives:

- i) To orient participants of the concepts, techniques and practice of management as applicable to their work
- ii) Specifically to assist them to recognize the importance of data and information, conflict resolutions and human relations in the context of education management.
- iii) To understand the nuances of management essential to leaders
- iv) To understand the process of decision making and problem solving in various critical situation
- v) To understand the staffing pattern and evaluate the performance of the employees

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	<p>Introduction to Concept of Management, Scope, Functions and Principles of Management.</p>
	<p>Evolution of Management thought: Classical Theory of Management Neo classical theory of management Modern theory of Management</p>
	<p>Stages in the management process in an educational organization – an overview: Basic elements of management process decision-making, problem solving, human relations, communication</p>
2	<p>Planning Concepts and practices – relating to Planning: Process, procedure, techniques, Strategic planning, Operational planning in educational organizations</p>

	<p>Organization: Organizational Process, Organizational structure & design, Components of organizational structure, Mapping of organizational structure, Appraisal of the organization (SWOT Analysis) Components of a control system in an educational organization</p>
3.	<p>Staffing: Nature & Scope of Staffing, Manpower Planning, Selection & Training</p>
	<p>Performance Appraisal: nature and scope of performance appraisal, process of performance appraisal, types of performance appraisal.</p>
	<p>Directing: Meaning and definition of direction features and elements of direction, principals of direction process and techniques of direction, Leadership and delegation</p>
4	<p>Decision Making: Policy making in educational organization strategies of policy making in educational organization and decisions in an educational organization, Process of decision making, Implementation of decision and Evaluation of decisions.</p>
	<p>Behavioral dimension of decision making Problem solving approaches and techniques for creative problem solving .</p>

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

- a. Participatory mode of teaching
- b. Role play
- c. Case study
- d. Simulation exercise
- e. Self study

Selected Reference:

1. Koontz H. (2009). Essentials of Management. McGraw Hill publications.
2. Koontz H., Cyril O' Donnell, & Heinz Weihrich. (2010). Essentials of Management. McGraw Hill publications,
3. De C. Robbins(2014). Fundamentals of Management: Essential concepts and applications Prentice Hall publications.
4. Hannagan (2009). Management: Concepts and Practices . Prentice Hall publications.
5. Mejia G. & Balkin. (2011). Management . Prentice Hall publications.
6. Terry G. R. & Franklin. (2012). Principles of Management. Publisher Literary Licensing, LLC.
7. Parik Uday & Rao T.V. (2004). Performance Management and Appraisal Systems . Response Books, New Delhi

3) ORGANIZATIONAL BEHAVIOUR

Course Code: 1003

Objectives:

1. To focus on the continuous improvement of the effectiveness of organizations and their members.
2. To understand why people and groups in organizations feel and behave as they do.
3. To identify processes and methods that can improve the behavior and attitudes of organizational members and, thus, their effectiveness.
4. To develop and enhance the skills as an organizational member and a manager.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Organizational Behavior An introduction to organization behavior Organization behavior and the New Workplace
	Theories of Organizational Behavior Taylorism and scientific management The Human relations Movement Theory X and Theory Y Schools of thought in Organizational behavior
2	International Dimensions of Organizational Behavior Organizational Behavior in the 21 st century Understanding the globalization for education managers Understanding attitudes to globalization Future of Globalization

	Cross –National Convergence and divergence
	<p>Diversity and Individual Differences:</p> <p>perception _ process of perception</p> <p>Theories of perception</p> <p>Attribution,</p> <p>Theories of attribution , Impression management</p> <p>motivation</p>
3	<p>Learning and Reinforcement</p> <p>Process of learning</p> <p>Theories of learning</p> <p>Reinforcement</p> <p>Positive and negative reinforcement</p>
	<p>Job Design,</p> <p>Importance of job design</p> <p>Factor affecting job design</p> <p>Goal Setting,</p> <p>Definition of goal setting</p> <p>Theories of goal setting</p> <p>Work Arrangements</p> <p>Definition of work arrangement</p> <p>Patter of work arrangement</p>
	<p>Group</p> <p>The Nature of Groups</p> <p>Teamwork and</p> <p>Work Group Design</p>
4	Basic Attributes of Organizations

	Organizational Design and Learning, Organizational Culture
	<p>. Power and Politics</p> <p>Definition of power and politics</p> <p>Bases of Power</p> <p>Importance of Power and politics in organization</p>
	<p>Communication :</p> <p>Types of communication ,</p> <p>importance of communication</p>
	<p>Conflict and Negotiation</p> <p>Definition of conflict</p> <p>Types of conflict</p> <p>Types of conflict management styles</p> <p>Definition of negotiation</p> <p>Differences Between conflict management and negotiation</p> <p>Process of negotiation</p>

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial.

Methodology:

- a. Participatory mode of teaching
- b. Role play
- c. Case study
- d. Simulation exercise
- e. Self study

Reference:

1. Robins S.P. (2012). Organizational Behavior (15th ed.). PHI Learning / Pearson Education.
2. Fred Luthans (2010). Organizational Behavior (12th ed.). McGraw Hill publications .

3. Champoux, J. E. (2000). *Organizational behavior: Essential tenets for a new millennium*. South Western College Publishing.
4. Hersey, P., & Blanchard, K. H. (2000). *Management of organizational behavior* (8th ed.). Prentice-Hall.
5. Champoux, J. E. (2000). *Organizational behavior: Essential tenets for a new millennium*. Southwestern College Publishing
6. Hersey, P., & Blanchard, K. H. (2012). *Management of Organizational Behavior* (10th ed.). Prentice-Hall.
7. Katherine Miller, (2005). *Organizational Communication: Approaches and Processes*., P Wadsworth Publishing Company

4) STATISTICS IN EDUCATION MANAGEMENT

Course Code: 1004

Objectives.

1. Understand statistical concepts and analyses.
2. Apply statistical techniques to describe and present data.
3. Apply statistical analysis for inference and prediction to solve typical research and work related problems.
4. Prepare a clear and accurate report of a quantitative analysis of an academic, administrative, social, and business problem.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Basic statistical concepts: meaning and scope of statistics, presentation of statistical data : tables , graphs and charts
	Summarization of statistical : frequency distribution of observations , skewness and kurtosis of distribution
	Measurement of Central tendency : Mean, Median , Mode
2	Probability Theory and Probability Distributions Concepts, additive, multiplicative, conditional probability rules, Baye's Theorem, Binomial, Poisson and Normal distributions characteristics and applications of NPC
	Sampling distribution for mean, proportion, variance, and random sample

3	Standard normal (z), Chi-square variance,
	Test of hypothesis: Tests for specified values of means, proportion, and standard deviation. t-test, Test of goodness of fit.
4	Correlation: Correlation (Karl Pearson's) Correlation (Spearman's Coefficients), Methods of computing simple correlation.
	Regression : Simple Linear Regression and Multiple regression
	Analysis of variance (ANOVA) One way ANOVA

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial.

Methodology:

- a. Participatory mode of teaching
- b. Role play
- c. Case study
- d. Simulation exercise
- e. Self study

References

1. Levin R. I. & Rubin D.S.(2008). Statistics for Management . Dorling Kindersley Publisher
2. Levin R.I. , Rubin D.S., Rastogi S., Siddiqui M.H. (2012). Statistics for Management . Dorling Kindersley publisher
3. Anderson, D.R. , Sweeney D.J., & Thomas A. (2010). Essentials of Statistics for Business and Economics . Cenage Learning publisher.
4. Anderson, D.R. , Sweeney, D.J. Ythomas A., Williams (2009). Quantitative Methods for Business. Cenage Learning publisher

5. Anderson, D.R., Sweeney, D.J., & Williams, Cochran . (2013). Statistics for Business & Economics . Cengage Learning publisher

6. William L. Carlson, & Betty Thorne (1996). Applied Statistical Methods: For Business, Economics, and the Social Sciences. Prentice Hall

7. Curwin, J. & Slater, R. (2008). Quantitative Methods for Business Decisions (2008) . Cengage Learning EMEA

5) RESEARCH METHODOLOGY IN EDUCATION MANAGEMENT

Course Code: 1005

Objectives:

- i). Participants will critically examine the general range techniques employed in educational research those which lead to change. They will study the range of methodologies associated with their subjects and apply the knowledge in the preparation of a research proposal.
- ii). To understand the relevance and scope of research in education management
- iii). To understand the qualitative and quantitative research methodology
- iv). To understand the research process:
- v). To understand the process of data collection: primary and secondary

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Research Methodology Definition of research methodology Relevance and scope of research in education management
	Research approaches which incorporate or lead to educational change: Qualitative approach Quantitative approach Pragmatic approach to research methodology
2	Definitions and philosophical underpinnings of educational quantitative, qualitative and mixed methods research methodologies
	Research process : identification of research problem, research design

	<p>Data collection methodology : primary data collection (reliability, validity), secondary data collection (library, reference)</p>
3	<p>Analysis techniques: summarization of data, frequency distribution, measurement of central tendency, relative dispersion skew ness, kurtosis correlation</p>
	<p>Hypothesis testing : t-test, f-test, analysis of variance</p>
4	<p>Reliability Types of reliability Method of reliability</p> <p>Validity Types of validity Method of finding validity</p>
	<p>Research proposal preparation: Steps of research proposal writing</p>
	<p>Literature searching, selection and review Reference writing in APA style</p>

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Cohen, L. Manion, L. & Morrison, K. (2007). Research Methods in Education. (6th Ed.). Publisher: Routledge Falmer
2. Wiersma, W. & Stephen G. J. (2008). Research Methods in Education: An Introduction.(9th ed.) . Publisher: Routledge Falmer
3. Foundations for research: Methods of enquiry in Education and Social Sciences, (2003) by Kathleen D. Marrias and Stephen D. Lapan, publisher: Routledge
4. Kerlinger, F.N. & Howard B. L. (1999). Foundation of Behavioral Research (1999). Cengage Learning
5. Bruce L. B. ,Bernard, H.R. & Ryan, G.W. (2009). Analyzing Qualitative Data: Systematic Approaches. Sage Publications.
6. Quali F.N., Kerlinger F.N. & Howard B. L.. (2006).Quantitative Research Methods for the Social Sciences. Publisher: Allyn & Bacon.
7. Kothari C.R. (2010). Research Methodology: Methods and Techniques . New Age International, Wishwa Publications,

SECOND SEMESTER

1) CURRICULIM MANAGEMENT AND PLANNED CHANGE

Course Code: 2001

Objectives:

- i) To develop an understanding of the ways in which learning can most effectively be managed in educational institutions.
- ii) To identify the needs for change and the various approaches to planned change;
- iii) To analyze the aspects of educational change and provide an appreciation of different approaches to planned change in the light of organizational development
- iv) To analyzed how to diagnose the organizational problem from top to bottom
- v) To understand the change process, resistance and transformation in detail.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Curriculum Definition of curriculum planning & designing for formal education planning & designing informal education
	Organization of Curriculum & evaluation of Curriculum
	Need for review and revision of curriculum Process of curriculum revision
2	Curriculum Development process Managing the Process of curriculum changes
	Teaching and learning Strategies for teaching / learning Developing values Making decisions Reflective

3	<p>Concept of planned change : Definition and nature of planned change Process of planned change Planned change in institutional development</p>
	<p>Models of planned change : Steps in planned change Lippitt's Model of planned change and Havelock's change model</p>
	<p>Handling resistance to change : Strategies to overcome to resistance to change Implementing change.</p>
4	<p>Techniques of planned change – force field analysis, Problem Solving Techniques</p>
	<p>Organizational diagnosis: exchange model, process consultation 'diagnostic process</p>

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

Conceptual inputs
Individual / group exercises
Discussion
Simulation

Selected Reference:

1. Aggarawal J.C. & Gupta R. (2005).Curriculum Development: Toward learning without Burden and Quality of Education – An Evaluation . Amol Publications
2. Ajit Singh (2007). Curriculum and Instruction . Amol Publications.
3. Kalsa & Singh R.R. (1997). Curriculum Construction . Sage Publications.
4. Carter McNamara (2006). Field Guide to Consulting and Organizational Development: A Collaborative and Systems Approach to Performance, Change, and Learning. Authenticity Consulting, LLC.
5. Brown, T. & Collins H.(2009). Change by Design: How design thinking transform organization and Inspires Innovation . Sage Publications.

6. Thomas G. C., & Christopher G. W. (2009).Organization Development and Change .
Cengage Learning publications.
7. Beerel, A. (2009). Leadership and Change Management. Sage Publications

2) RESOURCE MANAGEMENT

Course Code: 2002

a) Human Resource Management:

Objectives:

- i) To provide an insight in and understanding of concepts of human resource management within the educational organization.
- ii) To become aware of the personal management functions.
- iii) To understand the techniques of time, stress and conflict management
- iv) To enable the participants to have an understanding of costing, budgeting and resource mobilization / allocation.
- v) To provide participants with the knowledge that can increase the effectiveness of Budget formulation

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	The concept of human relations in educational organizations: Group dynamics, Motivating people
	Communication: Importance of communication in educational organization Informal communication, Effective communication, Process of communication, Models of communication Formal communication in organizations: Meetings, Written communication
2	Personal & Professional Performance: Self awareness, Interpersonal relation (week-end workshop)
	Staff development Orientation of staff development : need for staff development , Objectives goals , and process of staff development, types of staff development -Student development

3	Time management stress management
	Conflict management
	Office management : Introduction of office management Overview of office functions, Record management and material management, Work simplification
4	. b. Finance Management: Basic Accounts: Auditing or accounts – internal / external and its control, Sources, revenues and grants, Resource planning / mobilization / allocation
	Educational institution and the optimal use of funds. -Different avenues of investment available to an educational institution and the optimal use of funds. -Financial accountability & viability: - Perspective planning, Evaluation techniques - midterm appraisal of the financial plan
	Budget formulation: Modern budgeting practices, Monitoring & reviewing

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

Selected Reference:

1. Sarah, G. & Williams, S. (2014). Human Resources Management. Oxford University Press, India.
2. Pareek, U. & Rao , T.V. (2006). Designing and Managing Human Resource Systems. Oxford and IBH Publishing.

3. Pareek , U. (2003).Behavioral Processes in Organizations. Publisher Jain Book agencies.
- 4.Pareek , U. (2009). Human relations workshop. Handbook for Human resource Initiatives and interventions.. Mahaveer Jain & Parth Sarathi (Eds.) Annual Publications.
5. Kishor, R. (2013) .Financial Management. Taxman.
6. Maheshwari S. N. & Maheshwari S.K . (2012).An Introduction to Accounting. Vikas Publication House Pvt. Ltd.

3) TECHNOLOGIES FOR LEARNING

Course Code: 2003

Objective:

- To critically examine the use of technologies in learning and teaching and to develop effective strategies for the application of this knowledge to professional practice.
- To understand the role of management information system in educational institutions
- To have the practical knowledge of use of computers.
- To understand the various models of learning and teaching and its impact on the use of education technology.
- To understand the implications of education technology for curriculum in particular and society in general.
- To understand the cultural, ethical issue involve in the use of technology

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	<p>Information Management: role of management information system, information needs of management, conventional information system, information system in educational institutions</p>
	<p>Information Technology: introduction to computer, use of computers in administration, teaching, and research, Computerized management of information systems.</p>
	<p>Education technology Education technology as a field of knowledge, Education technology and its history , Alternative models of education technology Approaches of education technology.</p>
2	<p>Learning and teaching Models of learning & teaching Impact of use of education technology</p>

	<p>The changing role of the educator Changing role of educator in information-rich environment Changing role of educator and technology-rich environments</p>
3	<p>Implications of education technology Implication of education technology for the curriculum Implication of education technology for society in general</p>
	<p>Issues in education Technology Bicultural issues in education technology Ethical issues in education technology equity issues in education technology</p>
4	<p>Evaluation of educational software Theories and practices. Software evaluation process Metaphor as an evaluative Approach , Software as a facilitator of learning , software as a virtual class □</p>
	<p>Evaluation of new technology The evaluation & application of new learning technologies Evolution & emerging learning technologies</p>
	<p>Strategies and effective management Developing strategies for the effective management of education technologies.</p>

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial**

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References

1. Chun Wie Choo (2002). Information Management for the Intelligent Organization: The Art of Scanning the Environment. Information Today
2. Laudon K. C. & Laudon J. P. (2012). Essential of Management Information Systems. Practice Hall,
3. Neil M. Duffy & Michael Assad (1980). Information Management. Oxford University Press.

4. Peter, R. & Carlos, C. (2012). Database systems: Design, Implementation and Management- Course technology. Joe Sabatino
5. Joseph J. L. (2002). Adaptive Technologies for Learning & Work Environments. Joe Sabatino
6. Stephen, H. & Cummings, M.(2009).Management Information System for the Information Age . Irwin Professional Pub.
7. McNurlin, B., Ralph H. S., & Ralph, S. (2009). Information Systems Management in Practice. Sprague. Prentice Hall,

4) ORGANIZATIONAL THEORIES, STRUCTURE, AND DESIGN IN EDUCATIONAL MANAGEMENT

Course Code: 2004

Objectives:

- 1-Students will be able to analyze and critique organization theories in the context of leading and managing educational teams and organizations.
- 2- Students will understand how to assess the existing organization for the improvement
- 3- Students will understand the determinants of organizational structure like technology and environment
- 4- Students will understand importance of people relationship and its establishment
- 5-The course will focus on collaborative decision-making, organizational culture and change management.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	<p>Principles of organizational theory</p> <ul style="list-style-type: none"> -Classical theory -Human relation theory -Contingency/decision theory -Modern systems theory -Theories and principles of team and organizational structure and effectiveness in educational management
	<p>Theories of collaborative decision-making</p> <ul style="list-style-type: none"> Importance to business practices Importance to business theory A theory of alliance performance
2	<p>Theories of educational change and organizational culture:</p> <ul style="list-style-type: none"> Strong vs weak culture Effects of organizational culture Organizational change
	<p>Organization structure</p> <ul style="list-style-type: none"> Types of organization Simple structure Functional structure Divisional structure Matrix structure

	<p>Team based structure</p> <p>Network structure</p> <p>Impact of organizational structure</p>
	<p>Assessing the existing organization: (educational institutions) - structures and its effectiveness</p>
3	<p>Determinants of structure</p> <p>Technology determinants : project technology jobbing/unit/one-off technology batch technology small-batch technology large-batch technology line/mass production technology continuous-process technology</p> <p>Environmental determinants Contextual determinants</p>
	<p>Importance of People relationship: Meaning, definition Methods of People relationship</p>
4	<p>Understanding of organization structure and design</p> <p>Work process and system Decision making and structure Leadership People</p>
	<p>Power and authority in organization</p> <p>Definition of power Definition of authority Process of power and authority in organization Delegation of power and authority in organization</p>
	<p>Designing of organizational in changing environment Factors affecting organizational design</p>

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Robbins , S. P. (2009). Organization Theory: Structure, Design, and Applications. Pearson Education India,
2. Mary, J. H. & Cunliffe , A. L. (2012). Organization Theory: Modern, Symbolic and Postmodern Perspectives .Oxford University Press
3. Baligh ,H. H. (2006). Organizations Structures. Springer Book Archives
4. Robbins, S. P., & Mathew, M. (2009). Organization Theory: Structure, Design, and Applications. Pearson Education.
5. Richard , L. Daft. (2012). Organization Theory and Design. Cengage Learning.
6. Jay, S., Steven , J. O. & Yong, S. J. (2004). Classics of Organization Theory. Cengage Learning

5) PROJECT: PROJECT REPORT AND VIVA- VOCE

Course Code: 2005

Class Contact: 60 Hours **Credits:** 4

Students are supposed to carry out research work and write a research paper based on the understanding of research methodology. They will be allowed to do the action research based project work.

Students are supposed to work semester long project based on their understanding about management, human resource and curriculum management in educational institution.

Their project has to incorporate their knowledge of research methodology in detail. Participants are expected to undertake a project which requires a systematic investigation, based upon previous research in the related field, where they can extend the current state of knowledge.

Methodology:

Conceptual inputs
Oral presentation
Exercises

Selected Reference:

1. Wiersma , W., & Stephen, G. J. (2008). Research Methods in Education: An Introduction. (9th ed.) : Routledge Falmer .
2. Kathleen, D. M. & Stephen, D. L. (2003). Foundations for research: Methods of enquiry in Education and Social Sciences. Routledge Falmer.
3. Kerlinger, F.N. 7 Howard, B. L. (1999). Foundation of Behavioral Research. Publisher: Cengage Learning
4. Michael, V.P. (2010). Research for Management. Himalaya Publishing House
6. Louis, C. & Marison L. (2007). Research Methods in Education. London.

SECOND YEAR: SEMESTER THREE

1) EMERGING ISSUES RELATED TO EDUCATION MANAGEMENT

Course Code: CC3001

Objectives:

- i. Participants will critically examine and compare educational system of other countries in comparison to understanding of Indian educational system.
- ii. They will have the deep understanding of various organizational levels of education.
- iii. Participants will understand about various agencies who control the educational system.
- iv. Participant will understand the role of various bodies controlling and regulating secondary and higher education.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Ethical and spiritual issues in education management Ethics in education management Value in education management Spiritual issues in education management
	International education system Comparison of Indian education system with the other countries' educational system Indian education system in relation with Japan, Indian education system in relation with USA Indian education system in relation with U.K. . Indian education system in relation with Germany ,China etc.
	Privatization of educational institutions Privatization of educational institutions and its importance Privatization of educational institutions and its problems)
2	Linkage with advance and professional courses Population health, ICT, Business, entrepreneurship, waste management etc.

	<p>Roll of technical and non-technical education system - Roll of UGC, Roll of AICTE, Roll of AIMS etc. in technical and non – technical education system</p>
3	<p>Organizational levels of education : pre primary, primary, secondary, higher education, growth and development, problems and challenges, and social relevance of various level of education</p>
	<p>Agencies of control in educational system – Internal Agencies of control in educational system and External Agencies of control in educational system</p>
4	<p>Roll of CBSC, Roll of ICSC, Role of IB, and Role of SSC in secondary and higher secondary school.</p>
	<p>Policy development for higher education Implementation of policy for higher education.</p>
	<p>Educational Legislation, Education and training act Qualification and quality assurance Institute of technology Act University college Galway Act Rule and regulation policy analysis</p>

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Bansal, V.K. (2011). Challenges in Higher Education in 21st Century. Amol Publications.
2. Dhar, B.B. (2008). Higher Education system. Amol Publications.
3. Carol J. S. (2007). Challenges in Higher Education: Developing Psychological, Survival and Academic Skills. Amol Publications.
4. Singh, M. S. (2007). Education in Emerging Global society. Amol Publications
5. Thorat, S. (2010). Higher Education in India, “Emerging Issues Related to Access, Inclusive and Quality.
6. Bruno, J.E. (1992). Emerging Issues in Education: Policy Implications for the School. Lexington Books.
7. Sharma, D. (2012). Comparative and International Education Globalization Framework and Difference. Sage publications.

2) FINANCE IN EDUCATION SYSTEM

Course Code: CC3002

Objectives:

1. Creating awareness of financial aspect in educational system
2. To understand the scope and importance financial accounting in education Institutions
3. To understand the detail theories of management, analyzing the fund flow.
4. To understand the basic accounts and accounting management systems.
To understand the cost management which essential for the education management .in detail

Class Contact: 60 Hours Credits: 4

Module No.	Topic and Details
1	Financial accounting Scope and importance of financial accounting Accounting concept and conventions, Balance sheet Related concepts of financial accounting (related to educational system)
	Theories of Financial Management Decision Theory Normative theory Bucket theory of financial management
2	Fund flow analysis: analysis of statement of long term sources and uses of funds, working capital based fund flow statements, cash flow statements, cash flow statements
	Sources of term finance: term loans, fixed deposits

	Evaluating the quality of educational institutions, financing educational institutions, cost management in educational administration, audit of the educational institutions
3	Funding of the educational institutions: Sources of finance for educational institutions, internal generation as a source of finance
	Basic accounts: auditing of accounts, sources, revenues and grants, financial accountability and viability, budget formulation
4	Accounting and management system control Accounting and management system control in educational system
	Loan grant, standard casting, and budgetary control
	Cost management: Private Educational Institution and Public Educational institution.

Note: Out of 100 marks, 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial.

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Brigham , E. F. & Davas, P. R. (2012). Financial Management. Cengage Learning

2. Bodie, Z. , Kane , A., & Marcus, A.J. (2012). Essentials of Investments. Cengage Learning.
3. James, C. V. H., Martin, J.W. (2005). Fundamental of Financial Management. Prentice Hall
4. Brigham E.F.& Michael, C. E. 92013). Financial Management: Theory & Practice . Cengage Learning
5. Kishor R. (2013). Financial Management. Taxman
7. Maheshwari, S. N. & Maheshwari, S.K. (2012). An Introduction to Accounting .Vikas Publication House Pvt. Ltd.

3) ORGANIZATIONAL DEVELOPMENT

Course Code: CC3003

Objectives:

- To improve the ability to manage competing demands for participants attention and effort.
- Develop organizational development techniques for dealing with internal and external changes in the organization.
- Understand organizational development concepts from a systems theory viewpoint to implement changes and improve efficiency of the organization
- To understand the process of transformation in the organization
- To understand the various intervention techniques, can be use for the betterment of the organization

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Organizational Development Introduction to Organizational Development History and theories of organizational development : system theory of organizational dvelopment
	Organizational diagnosis; Process of organizational diagnosis Methodology to assess the stated existing organization Case study
	Study of Organizational Climate Study of organizational culture
2	Impact of globalization on organizational development Factor driving globalization Global market forces Global technological factors Global cost forces Political and micro economic factor

3	Organizational Transformation: process involve in organizational transformation , steps involve in organizational transformation Strategies of organizational transformation
	Organizational Interventions : The role of sensitivity training, Virtual Reality Training Simulations
	Selected intervention techniques for educationists Transactional Analysis and Grid training in organizational development
4	Organizational effectiveness Understanding of organizational effectiveness assessment of organizational effectiveness
	Alternative to downsizing; Career Development Interventions
	Organizational Development in health care Organizational development in , schools, Organizational Development in public sector

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Cummings, & Worley (2009). Organization Development and Change. Thomson South Western

- 2 French , W.L. & Bell, C.H. (2005). Organization Development: Behavioral Science Interventions for Organization Improvement.. Prentice Hall.
4. . Essentials of Organization Development & Change(2005) by Cummings & Worley South-Western College Publishing.
5. Brenda, B. J., & Brazzel M.(2006). The NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives . John Wiley & Sons,
6. Cheung, M.Y.J., Linda, J. , & Holbeche . (2011). Organizational Development: A Practitioner's Guide for OD and HR.: Kogan page .
7. David L. B., Burke , W. W. 9 2005). Reinventing Organization Development: New Approaches to Change in Organizations .: Wiley & Sons,
8. Nevis, Edwin C.(1998). Organizational Consulting: A Gestalt Approach. Cambridge, MA: GIC Press.
9. Britt, T.W., & Jex, S.M. (2008). Organizational Psychology: A Scientist-Practitioner Approach (2 ed.). New York, NY: Wiley.

4) MARKETING MANAGEMENT IN EDUCATION

Course Code: 3004 (elective)

Objective:

- 1.- To introduce the basic concept of marketing and marketing of educational services.
2. - Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society
- 3.- Students will analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.
- 4.-To understand theories and concepts of relationship marketing

- 5.- To understand role of marketing research in decision making

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Introduction to marketing concept : Definition of marketing Relevance of marketing in India, marketing structures and systems
	Environmental Scanning Industry analysis Competitor analysis SWOT analysis and marketing opportunity analysis
2	Marketing information system : marketing research, marketing planning
	Promotion decision : communication process; promotion strategies with reference to consumer and industrial product (in relation to education)

3	<p>Performance and control: marketing audit: definition and meaning of marketing audit Steps for conducting marketing audit</p>
	<p>Notion of quality and effectiveness, quality and accountability, Quality standards and systems in educational improvement.</p>
	<p>Theories and concepts of relationship marketing Virtual relationship marketing Customer relationship Service marketing Non profit and social marketing</p>
4	<p>Marketing of education services Method of marketing Ethics in marketing Being leader in education services</p>
	<p>Role of marketing research in decision-making. Definition of marketing research Purpose of marketing research Process of Decision making Evaluation of Decision Making</p>
	<p>Analyze the marketing system, study the characteristics of consumer behavior, define market segmentation target markets in context of external and internal customer</p>

Note: This course is offered as an elective (CBCS), students can choose the paper credit wise (1 credit , 15 hours, 25 marks are allotted for each module).

-Out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial.

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Kotler P. & Armstrong , G.(2012). Principles Of Marketing: An Asian Perspective. McGraw-Hill.
2. Ries, A., & Trout, J. (2002). Positioning: The Battle for Your Mind. McGraw-Hill
3. Glencoe (2012). Marketing Essentials: McGraw Hill
4. Wood, M.B. (2010). Essential Guide to Marketing Planning .Prentice Hall
5. Wilson, A. (2002). The Marketing Audit Handbook: Tools, Techniques and Checklists to Exploit Your Marketing Techniques. Kogan Page Business Books
6. Biswas S. (2011). Relationship Marketing: concepts , Theories, and cases. PHI Learning Pvt. Ltd.

5).QUANTITATIVE MODELS IN EDUCATION MANAGEMENT

Course Code: CC3005

Objectives:

- 1-To understand the quantitative approaches to measure the individual differences
- 2- To understand the various measurement techniques
- 3- To understand the process of test construction. Administration and usage of objective test for measuring various skills
- 4- To understand the setting scoring pattern for various examinations

- 5-To use the appropriate statistical tools to analyze data

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	Principles of individual differences- History of measurement of individual differences Dimensions of individual differences Quantitative approaches to measurement of individual differences
	Characteristics of scientific measurement techniques: Empirical measurement technique Systematic, replication Scale of measurement: Nominal, ordinal, Interval, and Ratio
	Reliability and validity Testing reliability Theories of reliability Methods of validity, Types of validity Standardization.
2	Test construction- Process of test construction procedures of test construction and scaling techniques
	Administration and Usage of objective test for: measuring aptitude, measuring attitude, measuring Intelligence, measuring social skills and measuring creativity
3	Quantitative assessment: motivation and moral, Approaches to objectivity in Personal Interview Assessment
	Quantitative techniques for personal assessment: Factor analysis,

	analysis of variance, correlation Regression.
4	Setting scoring patterns: Using Tests
	Scoring in final evaluation: Weighted Sores
	Human Resource Audit Definition and meaning of Human resource audit Process of human resource audit Importance of Human resource audit in education

**Note: out of 100 marks 50 marks are allotted for the internal assignments (term work).
3 hours per week will be given for the tutorial.**

Methodology:

- Conceptual inputs
- Individual exercise
- Group exercise

References:

1. Urbina Susana (2004). Essentials of Psychological Testing. Wiley publications
2. Groth-Marnat, G. (2009).Handbook of Psychological Assessment.Sage publications
3. Sandra A. M., & Leslie A. M. (2010). Foundations of Psychological Testing: A Practical Approach . Sage publication
4. Bartram , D. & Lindley, P. (2010). Psychological Testing. Sage Publications.
5. Elizabeth, O., Nancy, L., Nadeen , M., Kaufman, L. & Kaufman , A. S. (2009). Essentials of Assessment Report Writing. Sage publications.
6. Cronbach, L. J. (1990). Essentials of Psychological Testing. Harper & Row Limited.
7. Cozby, P. & Bates, S. (2011). Methods in Behavioral Research. (11th ed.). McGraw – Hill.

SECOND YEAR: SEMESTER FOUR

1) LEADERSHIP IN EDUCATION

Course Code: 4001

Objectives:

- Students will critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Aspects of leadership related to the management of diversity will be explored.
- Students will understand importance of emotional intelligence in relation with leadership.
- understand the student centered leadership
- Central to critical enquiry in this course is the concept of educational leadership.

Class Contact: 60 Hours **Credits:** 4

Module No.	Topic and Details
1	<p>leadership and management: Definition of leadership Theories of leadership An overview of leadership and management , a historical perspective</p>
	<p>Strategic management and leadership Process of strategic management Approaches to strategic management Strategy support and strategy process</p>
	<p>Emotional intelligence and leadership Meaning and definition of emotional intelligence Importance of understanding others as well as own emotions Dimensions of emotional intelligence Measuring the emotional intelligence and leadership competency</p>
2	<p>Leading and managing educational change Leading and improving education Transformational leadership Situational leadership Case study: education leaders</p>
	<p>Leadership for the learning community</p>

	Leadership in nonprofit organization Social change Philanthropy
3	Developing leadership skills , Developing management skills , Developing insights, Developing values, Developing vision and Developing moral purpose in educational leadership
	Role of leader in effective problem solving in education Role of leaders in effective decision making in education
4	Theories and models of educational leadership – including curriculum , professional, academic, instructional and student-centered leadership
	Theories of reflective practice and self-development Argyris and Schon’s double loop learning Kolb’s experiential learning Gibbs Model of reflection etc.
	Issues of diversity in educational organizations, including issues related to biculturalism, gender and Multiculturalism etc.

Note: out of 100 marks 50 marks are allotted for the internal assignments (term work). 3 hours per week will be given for the tutorial

Methodology:

- Conceptual inputs
- Case discussion
- Individual exercise
- Group exercise

References:

1. Woods P. (2005). Democratic Leadership in Education: Leading Teachers, Leading Schools Series. Sage publications
2. Shapiro, J.P. ,& Jacqueline A. S. (2010). Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas. Routledge
3. Morrill, R.L., & Rowman, P. (2010). Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities .Littlefield Education ,
4. Marshall, C., & Oliva, M. (2009). Leadership for Social Justice: Making Revolutions in Education. Pearson
5. Owens , R. G. & Valesky, T. (2010).Organizational Behavior in Education: Adaptive Leadership and School Reform. Pearson
6. Marion, R. (2005). Leadership in Education: Organizational Theory for the Practitioner. Waveland Pr Inc.
7. Robertson (2011). Leadership and learning. Sage publications

2) INTERSHIP IN EDUCATION MANAGEMENT

Course Code: 4002

Objectives

1. – Internship will provide the participants an opportunity to test their interest in a particular career (teaching, administrator).
- 2-The students will develop skills in the application of theory to practical work situation.
- 3-The participants will develop skills and techniques directly applicable to their career.
- 4-Participants will develop employment records that will enhance employment opportunities.
- 5-Participants will get an in-depth knowledge of the formal functional activities of a participating organization.
- 6.-Participants have to strengthen their professional skills and interpersonal relationships in working settings.

Class Contact: 240 Hours **Credits:** 8

Duration: six weeks, five working day, eight hours per day

Internship placement will be with any organizations, educational institutions, Govt. organizations, NGO's for an internship, subject to the approval of the internship coordinator.

-Each student will be required to prepare a detailed plan within a week of joining the agency for internship, which will be submitted to Department Advisor (and later on approval with the Agency mentor).

-At the end of the Internship she will prepare a write up on achievement of the goals mentioned in the detailed plan and also her reflections.

-Each student will be required to maintain the diary in which daily/weekly activities will be recorded. This will be sent to Agency mentor and Department Advisor on weekly basis.

-At the end of the internship student will submit a report in about 2000-2500 words.

-Evaluation of internship will be done internally and externally.

3) DISSERTATION- EDUCATION MANAGEMENT

Course Code: 4003

Objective: Participants will successfully complete a dissertation that contributes to the knowledge base of Education Management. Participants are expected to choose the topics which are contemporary in the field of education management and need to be research, and help the institute to lead.

Class Contact: 120 Hours **Credits:** 8

Dissertation

Students will be given guidance and further reading on basic research approaches and tools, and will be expected, where possible to conduct a small research project in their own work environment. The project is likely to be based on the investigation of a leadership or management issue leading to recommendations for improvement and action. The investigation could take the form of empirical research or it could be based on desk research making use of already available data.