

**SNDT Women's University**  
([www.sndt.ac.in](http://www.sndt.ac.in))

**Syllabus – Post Graduate Diploma in  
Education Management**



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

# **Education Management**

Department of education management established in 1986, was the result of recognition of Government of India about the importance of management in education, health, and agriculture (documented in “challenges of education”). Department aims at manpower development with a view to generate a positive culture of involvement in developing management alternatives and models to suit the requirement in the field of education.

## **Post Graduate Diploma in education management**

The Post Graduate Diploma in Education Management Course is designed to provide an opportunity for academic personnel to come together and examine relevant managerial concepts and techniques and their application to an educational set up, with a view to enhance professional efficiency and effectiveness. Thus the focus is on the application of theoretical insights and management concepts to educational life situational.

### **Objectives of the course**

1. To provide an understanding of basic management concepts and their application in an education environment.
2. To upgrade skills in areas such as interpersonal communication, leadership and team building, strategic planning, decision making etc, necessary for effective management.
3. To improve the individual performance as managers, so as to enhance the efficiency and effectiveness of their organizations.

### **Course Details:**

#### **1. Duration**

The Post Graduate Diploma in Education Management course is a one year (two semesters) diploma course.

### **Eligibility**

Women graduate in any discipline. Preference will be given to candidates with administrative experience in educational institutions.

#### **1. Medium of Instruction**

English.

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

**Institute Name: Dept. of Education Management**  
**Faculty Name: Management**  
**Course Name: Post Graduate Diploma in Education Management**

**One Year Course**  
**First Semester**

Sub. 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

**Second Semester**

Sub. 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

# Post Graduate Diploma in Education Management

## 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	<b>Education as a system:</b> An overview- Education management Concept of management in education
	<b>Higher Education as a sub system:</b> social relevance and the need for diversification, growth and Development, problems and perspective, future of higher education, quality and Education
	<b>The New Education Policy-</b> Plan of action: implication for higher education,

	<p>National Perspective plan for women:  women's Education,  special needs</p>
<b>2</b>	<p><b>Role of Universities</b>  functions, structure, organization and governance of universities:  Policy development and  implementation</p>
	<p><b>Strategic management:</b>  Historical background ,  Theory and practices</p>
	<p><b>Educational legislation :</b> Rule and regulation</p>
<b>3</b>	<p><b>Foundations of the Curriculum:</b>  Philosophical Perspective of curriculum design  and Psychological Perspectives of curriculum design</p>
	<p><b>Quality control</b>  Theories of quality control,  assurance and management and  their application in educational settings</p>
<b>4</b>	<p><b>Non-formal education and</b>  Adult Education:  methods and techniques,  functional literacy,  Women empowerment.</p>
	<p><b>Concept of finance in education and</b>  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

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

	<p>Process, procedure, techniques, Strategic planning, Operational planning in educational organizations</p>
	<p><b>Organization:</b> Organizational Process, Organizational structure &amp; 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><b>Staffing:</b> Nature &amp; Scope of Staffing, Manpower Planning, Selection &amp; Training</p>
	<p><b>Performance Appraisal:</b> nature and scope of performance appraisal, process of performance appraisal, types of performance appraisal.</p>
	<p><b>Directing:</b> Meaning and definition of direction features and elements of direction, principals of direction process and techniques of direction, Leadership and delegation</p>
4	<p><b>Decision Making:</b> 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><b>Behavioral dimension of decision making</b> 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	<b>Organizational Behavior</b> An introduction to organization behavior Organization behavior and the New Workplace
	<b>Theories of Organizational Behavior</b> Taylorism and scientific management The Human relations Movement Theory X and Theory Y Schools of thought in Organizational behavior
2	<b>International Dimensions of Organizational Behavior</b> Organizational Behavior in the 21 <sup>st</sup> century Understanding the globalization for education managers

	<p>Understanding attitudes to globalization</p> <p>Future of Globalization</p> <p>Cross –National Convergence and divergence</p>
	<p><b>Diversity and Individual Differences:</b></p> <p>perception _ process of perception</p> <p>Theories of perception</p> <p><b>Attribution,</b></p> <p>Theories of attribution , Impression management</p> <p>motivation</p>
3	<p><b>Learning and Reinforcement</b></p> <p>Process of learning</p> <p>Theories of learning</p> <p>Reinforcement</p> <p>Positive and negative reinforcement</p>
	<p><b>Job Design,</b></p> <p>Importance of job design</p> <p>Factor affecting job design</p> <p><b>Goal Setting,</b></p> <p>Definition of goal setting</p> <p>Theories of goal setting</p> <p><b>Work Arrangements</b></p> <p>Definition of work arrangement</p> <p>Patter of work arrangement</p>
	<p><b>Group</b></p>

	<p>The Nature of Groups</p> <p>Teamwork and</p> <p>Work Group Design</p>
4	<p><b>Basic Attributes of Organizations</b></p> <p>Organizational Design and</p> <p>Learning, Organizational Culture</p>
	<p><b>. Power and Politics</b></p> <p>Definition of power and politics</p> <p>Bases of Power</p> <p>Importance of Power and politics in organization</p>
	<p><b>Communication :</b></p> <p>Types of communication ,</p> <p>importance of communication</p>
	<p><b>Conflict and Negotiation</b></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 (15<sup>th</sup> ed.). PHI Learning / Pearson Education.
2. Fred Luthans (2010). Organizational Behavior (12<sup>th</sup> 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 (10<sup>th</sup> 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	<b>Basic statistical concepts:</b> meaning and scope of statistics, presentation of statistical data : tables , graphs and charts
	<b>Summarization of statistical :</b> frequency distribution of observations , skewness and kurtosis of distribution
	<b>Measurement of Central tendency :</b> Mean, Median , Mode
2	<b>Probability Theory and Probability Distributions</b> Concepts, additive, multiplicative, conditional probability rules, Baye's Theorem, Binomial, Poisson and Normal distributions characteristics and applications of NPC
	<b>Sampling distribution</b> for mean,

	proportion, variance, and random sample
3	<b>Standard normal (z),</b> Chi-square variance,
	<b>Test of hypothesis:</b> Tests for specified values of means, proportion, and standard deviation. t-test, Test of goodness of fit.
4	<b>Correlation:</b> Correlation (Karl Pearson's) Correlation ( Spearman's Coefficients), Methods of computing simple correlation.
	<b>Regression :</b> 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 . Cengage Learning publisher.
4. Anderson, D.R. , Sweeney, D.J. Ythomas A., Williams ( 2009). Quantitative Methods for Business. Cengage 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 qualitative 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
<b>1</b>	<b>Research Methodology</b> Definition of research methodology Relevance and scope of research in education management
	<b>Research approaches which incorporate or lead to educational change:</b> Qualitative approach Quantitative approach Pragmatic approach to research methodology
<b>2</b>	<b>Definitions and philosophical underpinnings</b> of educational quantitative, qualitative and mixed methods research methodologies
	<b>Research process :</b> identification of research problem, research design

	<p><b>Data collection methodology :</b>  primary data collection (reliability, validity),  secondary data collection (library, reference)</p>
3	<p><b>Analysis techniques:</b>  summarization of data,  frequency distribution,  measurement of central tendency,  relative dispersion skew ness, kurtosis  correlation</p>
	<p><b>Hypothesis testing :</b>  t-test,  f-test,  analysis of variance</p>
4	<p><b>Reliability</b>  Types of reliability  Method of reliability</p> <p><b>Validity</b>  Types of validity  Method of finding validity</p>
	<p><b>Research proposal preparation:</b>  Steps of research proposal writing</p>
	<p><b>Literature searching, selection and review</b>  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. (6<sup>th</sup> Ed.). Publisher: Routledge Falmer
2. Wiersma, W. & Stephen G. J. ( 2008). Research Methods in Education: An Introduction.( 9<sup>th</sup> 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	<b>Curriculum</b> Definition of curriculum planning & designing for formal education planning & designing informal education
	<b>Organization of Curriculum &amp; evaluation</b> of Curriculum
	<b>Need for review and revision of curriculum</b> Process of curriculum revision
2	<b>Curriculum Development process</b> Managing the Process of curriculum changes
	<b>Teaching and learning</b> Strategies for teaching / learning Developing values Making decisions Reflective

3	<p><b>Concept of planned change :</b>  Definition and nature of planned change  Process of planned change  Planned change in institutional development</p>
	<p><b>Models of planned change :</b>  Steps in planned change  Lippitts's Model of planned change and  Havelock's change model</p>
	<p><b>Handling resistance to change :</b>  Strategies to overcome to resistance to change  Implementing change.</p>
4	<p><b>Techniques of planned change –</b>  force field analysis,  Problem Solving Techniques</p>
	<p><b>Organizational diagnosis:</b>  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	<b>The concept of human relations in educational organizations:</b> Group dynamics, Motivating people
	<b>Communication:</b> Importance of communication in educational organization Informal communication, Effective communication, Process of communication, Models of communication Formal communication in organizations: Meetings, Written communication
2	<b>Personal &amp; Professional Performance:</b> Self awareness, Interpersonal relation (week-end workshop)
	<b>Staff development</b> Orientation of staff development : need for staff development , Objectives goals , and process of staff development,

	types of staff development -Student development
3	<b>Time management</b> <b>stress management</b> <b>Conflict management</b>
	<b>Office management :</b> Introduction of office management Overview of office functions, Record management and material management, Work simplification
4	. <b>b. Finance Management:</b> Basic Accounts: Auditing or accounts – internal / external and its control, Sources, revenues and grants, Resource planning / mobilization / allocation
	<b>Educational institution and the optimal use of funds.</b>  -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
	<b>Budget formulation:</b> 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	<b>Information Management:</b> role of management information system, information needs of management, conventional information system, information system in educational institutions
	<b>Information Technology:</b> introduction to computer, use of computers in administration, teaching, and research, Computerized management of information systems.
	<b>Education technology</b> Education technology as a field of knowledge, Education technology and its history , Alternative models of education technology Approaches of education technology.

2	<p><b>Learning and teaching</b> Models of learning &amp; teaching Impact of use of education technology</p>
	<p><b>The changing role of the educator</b> Changing role of educator in information-rich environment Changing role of educator and technology-rich environments</p>
3	<p><b>Implications of education technology</b> Implication of education technology for the curriculum Implication of education technology for society in general</p>
	<p><b>Issues in education Technology</b> Bicultural issues in education technology Ethical issues in education technology equity issues in education technology</p>
4	<p><b>Evaluation of educational software</b> Theories and practices. Software evaluation process Metaphor as an evaluative Approach , Software as a facilitator of learning , software as a virtual class □</p>
	<p><b>Evaluation of new technology</b> The evaluation &amp; application of new learning technologies Evolution &amp; emerging learning technologies</p>
	<p><b>Strategies and effective management</b> 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 EDUCATION 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><b>Principles of organizational theory</b></p> <ul style="list-style-type: none"> <li>-Classical theory</li> <li>-Human relation theory</li> <li>-Contingency/decision theory</li> <li>-Modern systems theory</li> <li>-Theories and principles of team and organizational structure and effectiveness in educational management</li> </ul>
	<p><b>Theories of collaborative decision-making</b></p> <ul style="list-style-type: none"> <li>Importance to business practices</li> <li>Importance to business theory</li> <li>A theory of alliance performance</li> </ul>
2	<p><b>Theories of educational change and organizational culture:</b></p> <ul style="list-style-type: none"> <li>Strong vs weak culture</li> <li>Effects of organizational culture</li> <li>Organizational change</li> </ul>

	<p><b>Organization structure</b>  Types of organization  Simple structure  Functional structure  Divisional structure  Matrix structure  Team based structure  Network structure  Impact of organizational structure</p>
	<p><b>Assessing the existing organization:</b>  (educational institutions) - structures and its effectiveness</p>
3	<p><b>Determinants of structure</b>  Technology determinants : project technology  jobbing/unit/one-off technology  batch technology  small-batch technology  large-batch technology  line/mass production technology  continuous-process technology  Environmental determinants  Contextual determinants</p>
	<p><b>Importance of People relationship:</b>  Meaning, definition  Methods of People relationship</p>
4	<p><b>Understanding of organization structure and design</b>  Work process and system  Decision making and structure  Leadership  People</p>
	<p><b>Power and authority in organization</b>  Definition of power  Definition of authority  Process of power and authority in organization  Delegation of power and authority in organization</p>
	<p><b>Designing of organizational in changing environment</b>  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. ( 9<sup>th</sup> 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.