



SelaQui Institute of Management, Dehradun

SYLLABUS WITH CREDITS

CERTIFICATE (1 SEMESTER)&DIPLOMA (2 SEMESTERS) COURSES IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

(EML)

DURATION 2-4 YEARS FOR COMPLETING ALL 4 SEMESTERS(72 CREDITS)

SEMESTER 1 COURSE 1

PERSONAL EFFECTIVENESS (PE)

CREDITS 20 STUDY HOURS 600 MARKS 600

- 101 (MBA /EML/PE) Self Awareness
- 102 (MBA /EML/PE) Social Awareness and Social Motivators
- 103 (MBA /EML/PE) Relationship Management
- 104 (MBA /EML/PE) Communication Skills
- 105 (MBA /EML/PE) IT Skills/IT Skills in Education
- 106 (MBA /EML/PE) Crisis Management
- 107 (MBA /EML/PE) Event Management
- 108 (MBA /EML/PE) **Boot Camp**

SEMESTER 2 COURSE 2

INSTRUCTIONAL LEADERSHIP (IL)

CREDITS 20 STUDY HOURS 600 MARKS 600

201 (MBA /EML/IL) Developmental Psychology

202 (MBA /EML/IL) Curriculum Content and Development

203 (MBA /EML/IL) Educational Evaluation

204 (MBA /EML/IL) Classroom Management

205 (MBA /EML/IL) Essentials of Counseling

206 (MBA /EML/IL) Instructional Pedagogy

207 (MBA /EML/IL) Fostering Life Skills

208 (MBA /EML/IL) Action Research (PROJECT)

SEMESTER 3 COURSE 3

INSTITUTIONAL MANAGEMENT (IM)

CREDITS 16 STUDY HOURS 480 MARKS 480

301 (MBA /EML/IM) Building and Sustaining Institutes

302 (MBA /EML/IM) Collaborating with other Stakeholders

303 (MBA /EML/IM) Legal Policy and Regulations

304 (MBA /EML/IM) Organizational Behavior

305 (MBA /EML/IM) Financial Management

306 (MBA /EML/IM) Human Resource Management

307 (MBA /EML/IM) Support Services

308 (MBA /EML/IM) PROJECT

SEMESTER 4 COURSE 4

STRATEGIC LEADERSHIP

CREDITS 16

STUDY HOURS 480

MARKS 480

401 (MBA /EML/SL) Strategic Dispositions and Educational Reform

402 (MBA /EML/SL) Indian Policy Framework

403 (MBA /EML/SL) Global Networks in Education

404 (MBA /EML/SL) Leading and Managing Change

405 (MBA /EML/SL) Private Schools and State Schools-Compete or Collaborate

406 (MBA /EML/SL) Transformational Leadership

407 (MBA /EML/SL) PROJECT (PLAN FOR YOUR SCHOOL)

408 (MBA /EML/SL) BOOT CAMP

EVALUATION SCHEME FOR MBA (EML) FOR ALL 4 SEMESTERS

COURSE CODE	COURSE NAME	CREDITS	MARKS	INTERNAL EVALUATION		EXTERNAL EVALUATION	
				Theory	Practical	Theory	Practical
101/MBA/EML/PE	Self Awareness	3	90	10 (Class Test)	10 (Talk to be delivered in class)	50 (Final Theory Exam by University)	20 Personality Test by University Psychologist
102/MBA/EML/PE	Social Awareness and Social Motivators	2	60	10 (Class Test)		50 (Final Theory Exam by University)	
103/MBA/EML/PE	Relationship Management	3	90	10 (Class Test)	10 (Project Planning)	50 (Final Theory Exam by University)	20 Project Report Evaluation and Viva voce by University examiner
104/MBA/EML/PE	Communication Skills	4	120	10 (Observation of communication skills in the classroom)	30 (Planning and organizing any activity for the class)	50 (Final Theory Exam by University)	30 Planning and organizing any activity for the school and report writing on it followed by Viva voce
105/MBA/EML/PE	IT Skills/IT Skills in Education	3	90	10 (IT based assignment)	10 Practical on IT Skills	50 (Final Theory Exam by University)	20 Practical by University Examiner
106/MBA/EML/PE	Crisis Management	2	60		10 Identification of crisis and plan proposal for its management	50 (Final Theory Exam by University)	

					ent		
107/MBA/EML/PE	Event Management	2	60		30 Draw Complete Plan for an event and execute it in you school		30 Viva by university examiner On the report of the event
108/MBA/EML/PE	Boot Camp	1	30		15 Planning and Participation in the activities of the camp		15 (Viva voce by University Examiner on report of boot camp)
201/MBA/EML/IL	Developmental Psychology	4	120	10 Class Test	30 Practical Assignment on conducting psychological tests on school students	50 (Final Theory Exam by University)	30 Viva voce on reports of the psychological tests
202/MBA/EML/IL	Curriculum, Content and Development	2	60	10 Assignment on development of content on one theme		50 (Final Theory Exam by University)	
203/MBA/EML/IL	Educational Evaluation	2	60	10 Assignment on Evaluation		50 (Final Theory Exam by University)	
204/MBA/EML/IL	Classroom Management	2	60	10 Assignment on classroom management techniques		50 (Final Theory Exam by University)	
205/MBA/EML/IL	Essentials of Counseling	3	90	10 Assignment	20 Organizing counseling sessions for school students and presentation of	50 (Final Theory Exam by University)	10 Viva voce

					report		
206/MBA/EML/IL	Instructional Pedagogy	4	120	20 Assignment on Innovative Lesson Plans	20 Class Teaching through Innovative methods	50 (Final Theory Exam by University)	30 Teaching Practice exam
207/MBA/EML/IL	Fostering Life Skills	2	60	10 assignment on any one life skill		50 (Final Theory Exam by University)	
208/MBA/EML/IL	Action Research	1	30		15 Planning and Conducting Action Research		15 Viva Voce)
301/MBA/EML/IM	Building and Sustaining Institutes	2	60	10 assignment		50 (Final Theory Exam by University)	
302/MBA/EML/IM	Collaborating with other Stakeholders	3	90	10 Assignment	15 Project on collaboration and presentation of report	50 (Final Theory Exam by University)	15 Viva on the project
303/MBA/EML/IM	Legal Policy and Regulatory framework	2	60	10 Class test		50 (Final Theory Exam by University)	
304/MBA/EML/IM	Organizational Behavior	2	60	10 Assignment on organizational behavior		50 (Final Theory Exam by University)	
305/MBA/EML/IM	Financial Management	2	60	10 Assignment on Effective Financial management		50 (Final Theory Exam by University)	
306/MBA/EML/IM	Human Resource Management	2	60	10 Assignment on		50 (Final Theory	

				Effective Human Resource management		Exam by University)	
307/MBA/EML/IM	Support Services	2	60	10 Assignment on Support Services Hiring		50 (Final Theory Exam by University)	
308/MBA/EML/IM	PROJECT	1	30		15 Planning and Presentation of Report		15 Viva voce by University
401/MBA/EML/SL	Strategic Dispositions and Educational Reform	3	90	10 (Class Test)	10 Strategic Plan for School	50 (Final Theory Exam by University)	20 Viva voce on the plan
402/MBA/EML/SL	Indian Policy Framework	2	60		10 Class Discussion	50 (Final Theory Exam by University)	
403/MBA/EML/SL	Global Networks in Education	2	60		10 (Debate Competition)	50 (Final Theory Exam by University)	
404/MBA/EML/SL	Leading and Managing Change	2	60		10 (Participation in group discussion)	50 (Final Theory Exam by University)	
405/MBA/EML/SL	Private Schools and State Schools- Compete or Collaborate	1	30		10 (Debate)		20 Inter College Debate Competition
406/MBA/EML/SL	Transformational Leadership	3	90	10 Class Test	10 Project Proposal	50 (Final Theory Exam by University)	20 Viva on the Project Report
407/MBA/EML/SL	Plan For Your School	2	60	10 Class Test	20 Preparation of Detailed Plan		30 Viva by the University Examiner on the

408/MBA/EML/ SL	BOOT CAMP	1	30		20 Planning, organizing and Participation in various activities of the camp		Plan 10 Report to be evaluated by the University
		TOTAL CREDITS = 72	TOTAL MARKS =2160	INTERNAL THEORY EXAM MARKS= 240	INTERNAL PRACTICAL EXAM MARKS =320	UNIVERSITY THEORY EXAM MARKS =1250	UNIVERSITY PRACTICAL EXAM MARKS= 350

SEMESTER 1 MODULE 1

PERSONAL EFFECTIVENESS (PE) (20 CREDITS) (600 STUDY HOURS) (600 MARKS)

INTRODUCTION

School Leader's persona is critical to connect meaningfully with all other stakeholders in the school i.e. Learners, teachers, non-teaching staff, management and parents. Hence personal effectiveness of the school leader conditions the whole atmosphere of the school and ultimately learning outcomes for students in classrooms. Amongst several other sub-components of personal effectiveness the school leaders must have awareness of self, awareness of society, some motivations which come from society and they must be efficient in managing their relations. They need to have excellent communication skills with right use of language and they should be able to make use of IT skills for their profession.

Apart from instructional leadership and administrative services they have to lead organizing of many cultural and other types of events, which need proper planning and execution. And also they sometimes have to face and manage crisis of various kinds.

All this forms the course content of Personal Effectiveness which would form basis for further professional development of the school leaders.

STRUCTURE

- **101**(MBA /EML/PE) Self Awareness and Management (3 Credits) (90 Study Hours)
- **102** (MBA /EML/PE) Social Awareness and Social Motivators (2 Credits) (60 Study Hours)
- **103** (MBA /EML/PE) Relationship Management (3 Credits) (90 Study Hours)
- **104** (MBA /EML/PE) Communication Skills (4Credits) (120 Study Hours)

- **105** (MBA /EML/PE) IT Skills/IT Skills in Education (3 Credits) (90 Study Hours)
- **106** (MBA /EML/PE) Crisis Management (2 Credits) (60 Study Hours)
- **107** (MBA /EML/PE) Event Management (2 Credits) (60 Study Hours)
- **108** (MBA /EML/PE) **Boot Camp** (1 Credit) (30 Study Hours)

Details of all papers have been given as under.

101 (MBA /EML/PE)SELF AWARENESS AND MANAGEMENT

Awareness and Management of self is the key to awareness and management of environment around comprising of i.e. other individuals, society, relationships physical environment, etc. Self management in all its aspects i.e. physical, social, emotional, intellectual, spiritual is of utmost importance for all other management.

OBJECTIVES:

- Understanding Self As A Person
- Developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Use techniques to improve the personal profile and impact
- Emotional self-control, Trustworthiness, Conscientiousness, Optimism, Achievement orientation, Initiative
- Developing life skills i.e. decision-making, problem solving, creative thinking, critical thinking, stress management

UNIT –I KNOWING SELF

Roles and Responsibilities, Strengths and Weaknesses, Aspirations, Expectations, Expectations from various roles, Emotional State, Emotional Quotient, Spiritual Quotient

UNIT –II MANAGEMENT

Basic concepts of management, principles of management, elements of management, Theories of management

UNIT - III MOTIVATION

Concept of Motivation, Theories of Motivation, What motivates individuals, leadership and motivational skills; what needs to be improved, how to improve? Interests and Hobbies, Creative Expressions Introspection- Food for thought

UNIT – IV PERSONALITY

First Impression, Personality; Physical and Mental Fitness, How to keep healthy, Body Language, Kinesthetic, Facial Expressions, hands movements, indications of approval and disapproval of people's behavior, Formal and Informal Dressing.

UNIT V TIME MANAGEMENT

Importance of time management, Realizing value of time, How to manage time, Efficiency vs. Effectiveness, Fundamental rules, High-productivity activities, review of own Routine, Leisure Time Management, Interests and Hobbies, Creative Expressions, Keeping track of own time, Identifying time wasters, Action plan to eliminate waste of time at work, Getting organized, The agenda: the key tool, Parts of an agenda, Prioritizing lists, Locking up your schedule, A functional work station, Optimizing your work environment, Daily discipline Planning, Multi-tasking, Self-management, Balance, Our roles and duties, the mission, Freedom of action

The power of written goals, Planning your goals, Productive periods, perception of urgency, The unexpected – causes & reactions, The Priorities Quadrant, The Mentality of Plenty, Designing Your Personal Action Plan

SUGGESTED READINGS

- The Seven Habits of Highly Effective People by Stephen Covey
- Feel the Fear and Do It Anyways by Susan Jeffers
- The 4-Hour Workweek and Timothy Ferriss
- "The Success Principles" by Jack Canfield.
- "As A Man Thinketh!" by James Allen.
- *getting things done*, which is a great book for simple project management n' whatnot.
- 7 Strategies for Wealth & Happiness by Jim Rohn
- Unlimited Power also by Tony Robbins
- The One Minute Manager by Ken Blanchard
- Secrets of the Millionaire Mind by Harv Eker
- Science of Getting Rich by Wallace Wattles
- Think and Grow Rich by Napoleon Hill
- Win-Win Negotiating: Turning Conflict Into Agreement Fred E. Jandt
- When Smart People Fail: Rebuilding Yourself for Success Carole Hyatt
- What You Can Change and What You Can't: The Complete Guide to Successful Self-Improvement Martin E. Seligman
- What to Say When you Talk To Yourself Shad Helmstetter
- What Makes the Great Great Dennis Kimbro

- Watercooler Wisdom: How Smart People Prosper In the Face of Conflict, Pressure, and Change Keith Bailey

102 (MBA /EML/PE)SOCIAL AWARENESS AND SOCIAL MOTIVATORS

Education does not take place in a vacuum. It is essentially a social process. Schools are social enterprises. The transaction of teaching and learning occurs in social, economic, cultural and historical contexts of the teachers and learners. Understanding these historically and comprehensively for building commensurate learning environment and process is critical to school and student success. Education needs to be according to the needs and aspirations of society. Society provides resources; both human and material for education and education adds to the quality of life in the society. So both compliment one another. School Leaders must understand society in its totality to make education relevant and useful for the society and make optimum use of societal resources for education

Some leaders are born and some are made by the circumstances. Society contributes a lot in the making of second type of leaders. There have been many great leaders in history whose life inspires others to follow their path. There are role models in the family, society and at global level in various fields such as education, sports, films etc. who motivate us also to do something big in life. Moreover certain circumstances and opportunities in personal life and society also help develop leadership qualities in individuals. Rewards, recognitions of individuals and institutions and even rebelling actions and raising voice against bad practices of society such as caste system, dowry, bias against girl child, corruption etc. act as social motivators.

This course aims at studying and sharing motivational stories for the purpose of getting inspired and motivated.

OBJECTIVES:

- To make the school leaders aware of their social environment; the environment from which their learners and teachers come with their beliefs, assumptions, emotional attachments, values, culture, habits, attitudes aspirations and hopes.
- Develop Empathy which is the most important personal quality which a leader needs to possess to get connected with their students, parents, and members of community; from local to national and global.
- Sensitizing school leaders about their social responsibility
- Service- Orientation of the school leaders.
- Understanding interdependence of various individuals, groups, professionals, social institutions.

UNIT - I FAMILY

Concept of Family, Types of Families: Joint-family, nuclear family, extended family, single parent family, broken family, disturbed family, addicted family members, socio-economic status etc., Role of Family in the education of child, first generation learners, Impact of different types of families on the development of child, Drug addiction, substance abuse, Counseling and Rehabilitation, Family counseling for the welfare of child

UNIT - II COMMUNITY

Concept of Community, Child and community, School and Community, Community resources for education; identification of human, material and institutional resources from community which can be utilized by the school for teaching-learning process, motivation etc., Partnership of school and community

UNIT - III SOCIETY

Concept of Society, Contribution of Education in the development of society, Understanding Unity in Diversity in the society and relate it with the diversity in the school and classroom and how it can be utilized for maximizing learning and cultural development, tolerance.

UNIT - IV NATIONAL AND INTERNATIONAL LEADERS IN EDUCATION

Understanding National Culture and Values and Various methods of Development of desirable values in the learners, Biographies and Autobiographies of Great educational leaders, thinkers and philosophers.

SUGGESTED READINGS:

Social Awareness:

- The promotion of Social awareness: Russel Selman
- Building Academic Success on social & emotional learning: Joseph E Zins
- Social Awareness In counseling: Lucy Costigan
- Children's Social Consciousness and the Development of Social Responsibility: Sheldon Berman

Social Motivation:

- Conscious and Unconscious Processes, Joseph P. Forgas, Kipling D. Williams, Simon M. Laham
- The Social Mind: Cognitive and Motivational Aspects of Interpersonal Behavior, Joseph P. Forgas, Kipling D. Williams, Ladd Wheeler
- Social Judgments: Implicit and Explicit Processes, Joseph P. Forgas, Kipling D. Williams, William Von Hippel

- Social cognition: perspectives on everyday understanding, Joseph P. Forgas
- Emotion and Social Judgments, Joseph P. Forgas
- Collective Biography of Twelve World-Class Leaders: A Study of Developing Exemplary Leaders John R. Shoup

103 (MBA/ EML/ PE) RELATIONSHIP MANAGEMENT

Team work is of utmost importance for progress of any institution. It saves on time, energy and efforts by optimum use of human resource. Effective leadership demands followers. If the school's head is good at managing relationships with the students, teachers, other staff, management, parents, other schools, governing bodies and other authorities etc. then only s/he would be able to march ahead as a leader.

Building and maintaining relations is vital to the life of institution one is heading i.e. from getting students to alumni contribution to the development of the institution and seeking parents' cooperation, donations, affiliations, recognitions, rewards and favors, retaining good teachers and other staff, Inviting VIPs for school functions.

Objective:

This course aims at training the school heads the essentials of relationship management

UNIT -I INTRAPERSONAL AND INTERPERSONAL RELATIONSHIP

Sociometry, Understanding Social Relationships within organization both formal and informal, Groups: Types, objectives, managing groups, Group Dynamics, Grapevines Relationship management for schools, Simplify the way you manage relationships with students, faculty, and others, Use recruitment software to help meet enrollment, recruitment, and retention goals, Improve fundraising from alumni and donors, Reduce or eliminate paper-based processes,

UNIT - II TEAM BUILDING

Realizing the importance of Team work, Developing Team Spirit in the Teachers and Students, Independence vis-à-vis Interdependence, Competition, Cooperation, Collaboration,

Conflict, Delegation and accountability, Organizing Seminars, Conferences, and Symposiums etc. Informal Meetings and Functions in the Formal Set up,

UNIT-III MAINTAINING AND NURTURING RELATIONS

Keeping and maintaining full profile of students from when they apply, attend the school, and become alumni Keeping in touch through various modes of communication, Record of parents, Informal Meetings and Functions in the Formal Set up, Simplify reporting processes Celebration of Festivals and Important Days, Greeting on birthdays and other important days, Being with people in times of need, Condolence, Attending important events and functions and contributing in a positive way, Developing Helping attitude, How to be friends to your students and still maintain a respectful distance, Role of sense of humor in keeping good relations, Developing Close Relationships with Respectable Distance

UNIT - IV BUSINESS RELATIONSHIP MANAGEMENT

Business in the education sector, Goals, objectives, roles & functions related to BRM, Best practices relevant to BRM

SUGGESTED READINGS

- Guide to Relationship Building: Dr. Rekha Kalae
- Client Relationship Management: David A Po-Chedley

104 (MBA/EML/PE) COMMUNICATION SKILLS, LINGUISTIC COMPETENCIES

Effective communication is the key to effective teaching and learning, keeping relations with the stakeholders. Use of Correct pronunciation and Grammar base is also necessary. Rich vocabulary is the base of all communication. Voice modulation is also very important for effective communication.

Objective

To help the school head learn the importance of effective communication, components of communication, barriers to communication and overcoming the barriers.

Enrich the vocabulary, improve pronunciation and training in body language and kinesthetic.

UNIT – I CONCEPT AND PROCESS OF COMMUNICATION

Understanding the cycle of communication, Getting and providing Feedback, Modes and means of communication

UNIT – II QUALITIES OF A GOOD COMMUNICATOR

Be a good listener, Correct pronunciation, Rich vocabulary, Grammar, Voice modulation, Silence works

UNIT – III TOOLS FOR COMMUNICATION

Body language for communication, Signs, symbols used for communication, Public Speaking Skills

UNIT – IV REPORT WRITING

Writing Official Letters to various stake-holders

SUGGESTED READINGS

- 101 Ways to Improve Your Communication Skills Instantly, 4th Edition
Bennie Bough
- Effective Communication Skills: Essential Skills for Success in Work and Life 2nd
Edition Marsha J. Ludden
- Communication in Management: by Owen Hargie, David Dickinson
- Management Communication: Bell & Smith
- Managing Communications in a crisis: Khaled Aziz, Peter Ruff
- Communications Management: PS Tripathi
- How to Talk So Teens Will Listen and Listen So Teens Will Talk Adele Faber

www.startempathy.org/

workawesome.com/communication/effective-communication... www.caclubindia.com

105 (MBA/EML/PE) INFORMATION TECHNOLOGY (IT) SKILLS/ICT IN EDUCATION

ICT has become part of life today. A leader needs to be a constant learner also which can not happen without exploiting means of ICT in the knowledge era.

Objective:

This course aims at assessing school heads skills of using tools of ICT and making them use ICT for various activities, projects and assignments during this course, after the course and in their social networking for personal and professional development.

UNIT - I IMPORTANCE OF COMPUTERS

Using computer, Internet, Social Networking sites, Use of IT for Presentations

UNIT –II USE OF IT FOR RELATIONSHIP MANAGEMENT

Use of IT for Relationship Management, Use of IT fir Professional Needs, Instructional Design (ID) for e-content, e-content scripting, script finalization for the e-content based on the principles of ID, Instructional Design (ID) for e-content, e-content scripting, script finalization for the e-content based on the principles of ID, eXeLearn components,

UNIT – III EXELEARN COMPONENTS

eXeLearn components, preparation of audio and video components using audacity, any video converter, mobile recording device, digital camera, eXe, Learn collaboration with other learning platform like Moodle, SCORM 1.2, Webpage (HTML),single text, iPod Notes and single directory pages

UNIT –IV SOCIAL CRIMES

Cyber Crimes, Cyber safety, Intellectual Property Rights

- Other topics suggested by IT Specialists in Education Sector

SUGGESTED READINGS

- Introduction to IT: V Rajaraman
- Fundamentals of IT: Deepak Bharihoke
- IT & Society: Ray Thomas
- Ethics in IT: George Reynolds
- Assessing the Effects of ICT in Education: Indicators, Criteria and Benchmarks for International Comparisons, ISBN: 9789264079786
Publication: 2/6/2010
- Bandura, A. (1986). Social foundations of thought and action: A Social-Cognitive View. Englewood cliffs, NJ: Prentice-Hall
- Brosnan, T. (2001). Teaching Using ICT. University of London: Institute of Education.
- Carnoy, M. (2002). ICT in Education: Possibilities and Challenges. from: <http://www.uoc.edu>, 04 March 2011).
- Hare, H. (2007). Survey of ICT and Education in Africa: Ethiopia Country Report (ICT in Education in Ethiopia). www.infodev.org
- Jonassen, D.H. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm?
- Educational Technology Research and development, 39(3), 5-14 Kok, A. (2007). ICT Integration into Classrooms: Unpublished literature review
- Kozma, R.B. (2005). National policies that connect ICT-based education reform to economic and social development. An interdisciplinary journal of humans in ICT environment 1(2) 117-156
- Kulik, J.A. (1994). Meta-analytic studies of findings on computer-based instruction. In J.E.L. Baker & H.F.O'Neil (Ed.), Technology
- Assessment in Education and Training. Hillsdale, NJ: Lawrence Erlbaum
- OECD. (2002). ICT: Policy Challenges for Education. Planning Meeting, Agenda and Issue Paper. (Retrieved from <https://www.oecd.org/LongAbstract>)
- Olson, J. (2000). Trojan horse or Teacher's Pet? Computer and the Culture of the School Journal of Curriculum Studies, 32 (1), 1-8.
- Ethiop. J. Educ. & Sc. Vol. 6 No 2 Pedro et.al. (2004). Technology in Schools: Education, ICT and the Knowledge Society. (Retrieved from http://www.worldbank.org/education/pdf/ic_t_report_oct04.pdf on December 2009)
- Tinio, V.L. (2002). ICT in Education: UN Development Programme. (Retrieved from <http://www.eprmers.org> on December 2009)
- UNDP. (2004). Promoting ICT for Human Development. A Pioneering Regional Human Development Report in Asia in 2004: Realizing the Millennium Development Goals (Retrieved from <http://www.apdip.net/projects/rhdr/resources/PDF> on December 2009)

- Volman M. (2005). Variety of roles for a new type of teacher. Educational technology and the teacher profession. Teacher and Teacher Education, 21, 15-31.
- Voogt, J. (2003). Consequences of ICT for aims, contents, processes, and
- Environments of learning. In J. van den Akker, W. Kuiper & U. Hameyer (Eds.), Curriculum landscapes and trends (pp 217 – 236). Dordrecht: Kluwer Academic Publishers.
- Watson, D.M. (2001). Pedagogy before Technology: Re-thinking the Relationship between ICT and Teaching. Education and Information Technologies, 6, 4, 251-266.
- Yousef, A. B. and Dahamini, M. (2008). The Economics of E- Learning: The Impact of ICT on Student Performance in Higher Education: Direct Effects, Indirect Effects and Organizational Change (<http://rusc.uoc.edu>,

106 CRISIS MANAGEMENT (1/2 CREDIT) (15 HOURS) (15 MARKS)

Everything does not go well all the times. Sometimes crisis do come in every one's life and life of the institutions also which personnel involved in the institutions have to handle. Crises do make us strong.

Objective

This course is expected to equip the school leader to face and manage crisis in his/her school effectively.

UNIT – I CRISIS IN AN INSTITUTION

What is Crisis, Types of Crisis in an institution, what causes crisis, how to manage crisis, how to develop qualities of managing crisis, Natural and Man-made disasters

UNIT –II FINANCIAL CRISIS

What is financial crisis, reasons of financial crisis, how to avoid financial crisis

UNIT-III RELATIONSHIP CRISIS WITH MANAGEMENT

Relationship Crisis with Management, Teachers, Students, Staff, Misbehavior of Staff with students, Exploitation of students by teachers, Adolescent Problems, Eve Teasing, Bullying, Ragging, Gender Problems

UNIT-IV ACADEMIC PERFORMANCE OF STUDENTS

Academic Performance of students, Low Results, Problems related to students, Parents Dissatisfaction, Accidents, How to handle Media

METHODOLOGY

Discussions and sharing of success stories on how people manage crisis on various occasions in their personal and professional lives.

Journal writing on the same

SUGGESTED READINGS

- Manager's Guide to Crisis Management (Briefcase Books Series) Jonathan Bernstein
- Managing Crisis: Expert Solutions to Everyday Challenges Harvard Business Press
- Crisis Management: Mastering the Skills to Prevent Disasters (Harvard Business Essentials) Harvard Business School Press
- Crisis Management: Planning for the Inevitable Steven Fink
- The Four Stages of Highly Effective Crisis Management: How to Manage the Media in the Digital Age Jane Jordan-Meier

107 (MBA /EML/PE) EVENT MANAGEMENT (2 CREDITS) (60 STUDY HOURS)

Event Management has become a specialized art and science. Every event for its successful execution demands on detailed pre-planning well in time, optimum utilization of resources and effective execution so that it leaves a lasting impact on the participants and fills the organizer with sense of achievement.

Objective:

The school leaders shall learn this technique by actually organizing an event after going through a workshop on the theme by event management specialists

Although each event is customized to its own elements, following are the key components: Administration; Advertising / Marketing / Promotions; Financials; Logistics; Registration; Social Activities; Speakers / Program; Sponsors; Trade Show; Volunteers.

Here is a more detailed listing under each of the above components which the students will learn through actually organizing events.

UNIT -I ADMINISTRATION

Agendas, Answering phone; email inquiries, Committee Structure, Date, Document Management; Design, Meetings, Minutes, Photocopying, Printing, Privacy Act, Reporting, Role Responsibility, Thank you letters, Time, Timeline

ADVERTISING / MARKETING / PROMOTIONS: Event Program, Poster design and distribution, Press Releases, Signage, Theme, Tourism items, Website

FINANCIAL:Banking, Budget, Collections, Financial tracking, Invoicing, Pricing, Refunds or Refund Policy

UNIT -II LOGISTICS

Accommodation, First Aid, Insurance, Liability, Licensing, Liquor License, Location, Security, Transportation, Venue

REGISTRATION: Confirmations, Delegate Item, Delegates, Evaluations, Membership Listings, Name tags, Registration Desk, RSVP

SOCIAL ACTIVITIESAuctions – Silent or Live, Banquet, Catering, Coffee Breaks, Companion / Partners Program, Decorations, Entertainment, Food Safe Certificate, Prizes, Reception(s), Serving it Right Certificate, Ticket Sales, Tours

UNIT –III SPEAKERS / PROGRAM

Audio Video, Schedule of Events, Session Titles / Descriptions, Speaker Photos and Biographies, Speaker Accommodation and Travel arrangements, Workshops

SPONSORSAgreements / Guidelines, Confirmations, Recognition, Solicitation / Invitations, Sponsorship Levels / Values

TRADE SHOWBooth Allocations, Booth Size, Customs Approval for international transport, Evaluations, Exhibitors, Floor plan, Trade Show services, What is included in the booth fee

UNIT –IV VOLUNTEERS

Appreciation, Evaluation, Orientation, Recruitment, Retention, Roles and Responsibilities

SUGGESTED READINGS

- Event Management by Sita Ram Singh Publisher: Aph Publishing Corporation (2009)
- Event Management by Lynn Van Der Wagen Publisher: Pearson (2005)
- Event Management by C. P. Harichandan Adam Musgrave Publisher: Global Vision Publishing House (2010)
- Event Management by Swarup K. Goyal Publisher: Adhyayan Publishers & Distributors (2010)
- Event Marketing and Management, Gaur by Sanjay V Saggere Sanjaya Singh Gaur Publisher: Vikas Publishing House (2003)
- Event Planning And Management by Diwakar Sharma Publisher: Deep & Deep Publications Pvt.ltd
- www.eventplans101.com

METHODOLOGY:

- Discussions
- Dilemmas and Moral Dilemmas
- Interactions

- Reflections
- Debates
- Field Visits
- Boot Camp
- Library Studies for biographies, autobiographies and motivational books
- Book and Content Analysis and Reporting
- Watching motivational movies, serials, documentaries, presentation
- Discussions
- Debates
- Role Plays, street plays
- Sharing of Success Stories of Self and Others
- Interview effective leaders; living examples of good leadership
- Collection of motivational stories and presentation
- Workshops
- Debates
- Dialogues
- Presentations
- Role Play/Drama, Games etc.

108 (MBA /EML/PE) BOOT CAMP (1 CREDIT) (30 STUDY HOURS)

The highlight of this module is the *Boot Camp*

The physical activities performed in the boot camp which is camping in a natural, open and green venue such as hills, farms and forests putting personal skills to work and test, keep the body fit and healthy while the intellectual activities help stay focused while sharpening mind. It also provides the best time and ambience for social and emotional bonding with other members in the camp and locals around. It also helps in sharing cultural practices; art forms etc. thus develop understanding, appreciation and tolerance.

The Course requires:

- Command over the language of transaction
- Desire to learn and perform
- Basic feeling of Empathy
- Confidence & Enthusiasm
- Happiness with life and fulfillment in the present
- Readiness for facing challenges and learning newer things

OBJECTIVES

- Learn to enjoy leisure time
- Understand the need to manage emotions.
- Identify and acknowledge the factors that contribute to the building of individual personality
- Analyze and work on the appropriate styles that influence positive results

- Channelize energies and thoughts in the required direction
- Manage time and resources appropriately by setting priorities
- Able to solve issues creatively thinking out of the box
- Use appropriate practices and tools to enhance self
- Work on translating intentions into behavior to have a positive effect on self and all around the self.
- Demonstrate effective listening skills – attentive, organize and recall
- Identify and apply methods that contribute towards team work.

METHODOLOGY

- Participation in outdoor activities
- Quizzes
- Teamwork
- Group Discussions
- Physical training

Results

- Little to no cost.
- Enhancement of corporate culture.
- Healthier and happier individuals
- Enhanced team spirit, Builds strong teams
- Reduced illnesses
- Reduced loss of work time
- Increased productivity and performance.
- Stress relief and stress management.
- Enhanced communication.
- Variety.
- Fun.
- Energizing.
- Incorporates company, family and life core values.
- Complete-body and mind relaxation

SEMESTER 2

MODULE 2

INSTRUCTIONAL LEADERSHIP (IL) 20 CREDITS (600 STUDY HOURS) (600 MARKS)

INTRODUCTION:

Instruction, in its macro and micro nuances, forms the core of education. Everything else is peripheral and supportive. Interventions around the instructional core- the interaction of the teacher, students, and relevant and rigorous content are important for driving high quality academic, intellectual and spiritual attainments. In doing so, participants explore the essentials of creating relevant and appropriate curriculums, content for teaching and examine a range of instructional strategies that teachers must deploy in their classrooms in order to ensure that key educational objectives: knowledge, understanding, skills, attitudes and values (KUSAV) are imbued by every learner- leading to Responsible Citizenship-Fostering Life Skills-Preparation for Life.

STRUCTURE

201 (MBA /EML/IL) Developmental Psychology (4 CREDITS) (120 STUDY HOURS) (120 MARKS)

202 (MBA /EML/IL) Curriculum, Content and Development (2 CREDITS) (60 STUDY HOURS)

203 (MBA /EML/IL) Educational Evaluation (2 CREDITS) (60 STUDY HOURS)

204 (MBA /EML/IL) Classroom Management (2 CREDITS) (60 STUDY HOURS)

205 (MBA /EML/IL) Essentials of Counseling (3 CREDITS) (90 STUDY HOURS)

206 (MBA /EML/IL) Instructional Pedagogy (4 CREDITS) (120 STUDY HOURS)

207 (MBA /EML/IL) Fostering Life Skills (2 CREDITS) (60 STUDY HOURS)

208 (MBA /EML/IL) Action Research (PROJECT) (1 CREDIT) (30 STUDY HOURS)

OBJECTIVES

This module would help the school leaders to

- Develop and design processes and changes necessary in creating, sustaining and evolving an academic culture.
- Appreciate the need for providing safe and encouraging learning environment for learners and teachers.
- Develop the ability to lead teachers for effective classroom management and instruction.
- develop the skills to handle critical situations involving adolescent students and effectively guide their learning and achievement
- Develop thought process to guide the teachers to handle adolescence students and manage their learning and achievement
- Organize workshops/meetings with the parents to help them understand their adolescent wards as growing individuals and be their support in developing them into physically and mentally healthy young adults.
- Develop necessary IT Skills for Classroom instruction, evaluation and keeping records and be able to guide teachers for the same
- Improving students' achievement in the board examination
- Actively conduct Action Research for effective instructional environment in the school

**201 DEVELOPMENTAL PSYCHOLOGY (4 CREDITS) (120 STUDY HOURS)
(120 MARKS)**

UNIT-I HOW DOES LEARNING TAKE PLACE?

(Reflections, Readings and Discussion)

Life of a child as it unfolds in classrooms and playgrounds of schools (Reflections on own learning in the school, others' experiences i.e. kids, siblings, friends, biographies of educationists and thinkers, Role Play, Collage)

Learning Styles and Rhythms (Observations, Reflections, Readings, Discussion, Video Film or documentary to be prepared by the students themselves)

Learning in the different stages of child's development and growth (Readings, Cross Sectional Research, Presentations on Research Findings and Discussion)

Do Children fail or Teachers/Parents/Education System? (Debate, PTA Meeting, Discussion)

UNIT-II INFLUENCE OF SOCIAL ENVIRONMENT ON LEARNER

(Case Studies, Reports, Presentation and Discussion)

Effects of schooling on the learner(Case Studies through Participatory Observation of Different Types of Schools, Observation Schedule and inventory to be prepared for this purpose)[Philosophy of the Management in each School, Vision, Mission and its translation into action, Infrastructure and Facilities, instructional strategies, relationship between principal and management, teachers and management, teachers and students,

teachers and other staff etc., teachers and parents, activities organized by the school; both curricular and co-curricular

UNIT-III DIFFERENTIATED CLASSROOM INSTRUCTION

Differentiated Classroom Instruction: Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. (Class analysis for differentiated instruction during Internship, Report Presentation)

UNIT-IV CHARACTERISTICS OF THE CHANGING ATTITUDES IN TODAY'S LEARNER

(Reflections, Discussions, Role Plays)

Adolescence and related issues: Adolescent Psychology, Basic Postulates, Physical and hormonal changes during adolescence, self consciousness, emotional behavior Discussion on Possible Solutions of the adolescent problems (Selected SUGGESTED READINGS, discussions, case studies, role play)

UNIT – V MULTIPLE INTELLIGENCE

Multiple Intelligence:

The multiple intelligences Theories (Readings) Logical-mathematical

Spatial

Linguistic

Bodily-kinesthetic

Musical

Interpersonal

Intrapersonal

Naturalistic

Existential

Use in education (Discussion, Internship, Identification of Multiple Intelligence in the students and teachers and its utilization in various scholastic and co-scholastic activities)

Use of Modern IQ tests (Practice during Internship)

SUGGESTED READINGS:

- Developmental Psychology: Childhood and Adolescence (Thomson Advantage Books) David R. Shaffer
- Personality, Individual Differences and Intelligence John Maltby, Liz Day, Ann Macaskill
- Child Development Laura Berk 2012, ISBN13: 9780205197668 ISBN10: 0205197663
- Educational Psychology Theory and Practice: Robert Slavin 2011, ISBN13: 9780132613958 ISBN10: 0132613956
- Psychology in Education Anita Woolfolk, Malcolm Hughes, Vivienne Walkup 2012, ISBN13: 9781408257500, ISBN10: 1408257505
- Multiple Intelligences: The Theory In Practice, A Reader, Howard E. Gardner (Author)
- Frames of Mind: The Theory of Multiple Intelligences, Howard Gardner

202 MBA /EML/IL) Curriculum, Content and Development (2 CREDITS) (60 STUDY HOURS)

UNIT -I WHAT IS WORTH TEACHING AND LEARNING?

Review of curricula in view of fast changing needs, values and aspirations of society, nation and international communities (Debate and Discussion and communicating with the authorities and suggesting changes)

(Assignment-Review of Curriculum and Syllabus of Individual Teacher's Subject Specialization)

Comparison of curricula of various boards and with MLL by NCERT,

National Curriculum Framework for School Education (2005) and National Curriculum Framework for Teacher Education (2009)

UNIT-II SOURCES OF CONTENT FOR TEACHING AND LEARNING?

Identification and listing of sources of learning such as text books, other related books, e-sources, TV, Radio Programs, Journals, Newspapers, magazines, community, religious epics, dictionaries, encyclopedia, conferences, seminars workshops, research reports, projects and sharing with teachers and students through various media such as e-mails, print, bulletin and display boards, for them to read more and be independent learners

UNIT-III PLANNING/DEVISING PEDAGOGICAL STRATEGIES SUITABLE FOR VARIOUS CONTENTS/TOPICS

Concept and Importance of Micro-Teaching, Preparing Micro-teaching lesson plans on various topics suitable for secondary and senior secondary students, simulated teaching and feedback from peers for enrichment) (Teaching during internship and evaluation of own teaching after video recording of the class proceedings)

UNIT-IV LEARNING THEORIES AND PEDAGOGICAL MODELS

Learning theories are grouped into three categories: *Associative* (learning as activity through structured tasks), *Cognitive* (learning through understanding), *Situate* (learning as social practice)

Teachers, learners and developers use a range of mediating artifacts (MAs) to support and guide decision making, ranging from rich contextually located examples of good practice (case studies, guidelines, etc.) to more abstract forms of representation which distil out the 'essences' of good practice (models or patterns). Five common types of MAs are as under:

Narratives and case studies, Tables and matrices, Visualizations, Vocabularies, Models and frameworks

Collaborative Learning Theory

UNIT –V UNDERSTANDING EXISTING EDUCATIONAL THEORIES

Readings and discussions on theories' relevance in the present context. Participants examine and test the hypothesis, assumptions or empirical conclusions that have steered the educational theories and practices.

Comparative analysis of various models through classroom teaching, Evaluation for effectiveness according to the level of students' understanding and achievement through class tests.

SUGGESTED READINGS

- Crook, C. (1994) *Computers and the Collaborative Experience of Learning*. London, Routledge.
- Hennessy, S. & Murphy, P. F. (1999) 'The potential for collaborative problem solving in D&T International Journal of Technology and Design Education, **9** (1), pp. 1-36.
- Leach, J. and Moon, R. (1999) 'Recreating pedagogy.' In J. Leach & R. Moon (eds.) *Learners and Pedagogy* (pp. 265-276). London, Paul Chapman.
- McCormick, R. & Banks, F. (1994) *Design and Technology in the Secondary Curriculum (E650 Study Guide)*. Milton Keynes, Open University.
- McCormick, R. & Scrimshaw, P. (2001) 'Information and communications technology, knowledge and pedagogy.' *Education, Communication & Information*, **1** (1), pp. 39-57.
- Rogoff, B. (1995) 'Observing sociocultural activity on three planes: participatory appropriation, guided participation and apprenticeship'. In J. V. Wertsch, P. del Río, & A. Alvarez, (eds.) *Sociocultural Studies of Mind* (pp. 139-164). Cambridge: Cambridge University Press.

203 (MBA /EML/IL) EDUCATIONAL EVALUATION (2 CREDITS) (60 STUDY HOURS)

UNIT-I EVALUATION

New understanding of the purpose of testing, measurement, assessments and evaluation, Understanding true Aims and objectives of evaluation and its importance in understanding the learners, critical evaluation of traditional methodologies of evaluation. Essential concepts of evaluation such as reliability, validity, objectivity, usability etc.

UNIT-II ASSESSMENT

- i) Assessment of Learning (Summative Evaluation)
- ii) Assessment for Learning (Formative Evaluation)
- iii) Assessment As Learning (Learning the Art and Science of Evaluation)

UNIT-III DEVISING INNOVATIVE METHODOLOGIES FOR EVALUATION

Continuous and Comprehensive Evaluation , Self evaluation by the teachers, Self Evaluation by the students , open book tests, on demand tests , question banks, on line tests

UNIT-IV INTERPRETATION OF TEST RESULT

Interpretation of Test Results, How to reduce subjectivity in evaluation, reducing variations in marking and doing unbiased evaluation sans emotions, preconceptions etc. Interpret, analyze and benchmark student achievement.

Alternative evaluation techniques, Internal Assessment, External Assessment, Teaching examination related skills to the students such as time management, presentation of answers,

sticking to word limits, following the instructions, action verbs etc., Training the teachers in action verbs.

Providing feedback of evaluation to various stakeholders.

SUGGESTED READINGS

- International Handbook of Educational Evaluation Series: Vol. 9 Kellaghan, T.; Stufflebeam, D.L. (Eds.) 2003
- Agrawal, Mamta (1988). A Handbook of Evaluation in English, NCERT, New Delhi.
- Bloom, B.S., et al (1970) Handbook on Formative and Summative Evaluation of Student Learning, New York, Mc Graw-Hill
- Gronlund, N.E., (1981) Measurement and Evaluation in Teaching, The MacMillan Company, New York
- CBSE Material on Continuous and Comprehensive Evaluation
- IGNOU Material on Continuous and Comprehensive Evaluation

204 (MBA /EML/IL) CLASSROOM MANAGEMENT (2 CREDITS) (60 STUDY HOURS)

UNIT-I CLASSROOM AS A MINI SOCIETY

Classroom as a Mini Society, Understanding Type of Diversity in the classroom in terms of high, average and low achievers, Gifted, talented, creative, Slow learners, physically challenged, differently abled, mischief mongers, hyper active, low in confidence, silent, shy students etc.

Social Relations in the Classroom-amongst the students, between teachers and students
Managing Classroom Diversity

UNIT –II DISCIPLINE

Discipline, Type of discipline, imposing discipline or Self discipline, Creating ambiance for Teaching and Learning, Classroom Aesthetics: Cleanliness and Decoration
Various corners, display boards for various purposes such as my creativity corner, extra readings corner, news board etc.

UNIT –III DELEGATION OF DUTIES TO THE STUDENTS

Delegation of duties to the students according to abilities, competencies, needs of class management
Rewards and Punishments (Quantity and Quality Effectiveness) (Discussion and Action Research)

UNIT-IV ACTION RESEARCH ON CLASSROOM MANAGEMENT STRATEGIES

Meaning of Action Research, Concept and components of Action Research. Characteristics of the action research, Types of action research, Steps involved in action research, Methodology of action research, How Action Research differs from other types of research? Difference between action research and everyday actions, Benefits of action research, Ethics in action research.

SUGGESTED READINGS

- Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, Vernon F. Jones, , Louise S. Jones
- Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline, Robert J. Mackenzie
- Classroom Management for Elementary Teachers, Murray E. Worsham, Carolyn M. Evertson, Edmund T. Emmer

205 (MBA /EML/IL) ESSENTIALS OF COUNSELING (3 CREDITS) (90 STUDY HOURS)

UNIT-I CAREER COUNSELING

Knowledge of various professional and liberal courses available for students to pursue after school, Scope of various courses, Emerging Vocations, Future trends (Self Reading for assignment), Administering Aptitude Tests on the students (Assignment, Presentation of Report), Goal Setting for one's life (Guiding students to set goal of their life and steps to be taken to realize the achievement of goal)(conduct workshop), Helping students to recognize their capabilities, aptitude, strengths and limitations and working to improve upon weaknesses,(Conducting workshop during internship)

UNIT-II PERSONAL COUNSELING

School Leader as a counselor of students and teachers, Knowledge of Principles of counseling such as confidentiality, impartiality, Being empathetic towards students and their problems, Being available for the students-an approachable leader. Being student friendly with respectable distance, Stress Management, anger management, emotional control etc. Workshops, Encouraging students to Pursue Hobbies and Interests, making provisions/arrangement in the school
Identification of teachers who have qualities to be students' counselors and delegation of duties, Setting up of Counseling center at school, arrangement of professional counselor and ensuring availability on call, periodical/ regular visits

UNIT –III HIV AIDS EDUCATION

Adolescence Education, Drug/Substance Abuse (films, documentaries, discussions, organizing poster/painting competitions), Environment Protection/Sustainability- Students' Role (engaging students in the beautification of campus and study in close proximity to nature, through nature, Ragging, Motivational Talks to be good human beings with all desirable human values

SUGGESTED READINGS

- Books on Management: Theories and Principles
- Ocum, B.F. (1982) Effective helping, Monterey, CA: Brooks/Cole
- Romate, J. (1987), The School Counselors role in changing Scenario
- Romate, J. & Sudha Bhogle (2000) A need for training and Professional Counseling
- CBSE Study Material on Adolescence Education
- NCERT Study Material on Counselling

206 (MBA /EML/IL) INSTRUCTIONAL PEDAGOGY (4 CREDITS) (120 STUDY HOURS)

UNIT –I INSTRUCTIONAL STRATEGIES

Study of various instructional strategies practiced world over for their strengths, limitations and relevance to present day classroom teaching, Simulated teaching classes using the same, getting feedback from peers, Presentations and Discussions.

UNIT-II EFFECTIVE USE OF HUMOR IN TEACHING AND LEARNING

First Principle of teaching and learning is creating interesting environment for learning, catching and holding the students' attention. This can be done by starting the class in an interesting way and also incorporate humorous incidents in between so as to hold attention. Care should be taken that the laughter in the class does not hijack the topic being taught. Respectable distance needs to be maintained with the students. Humor should not lead to indiscipline and mismanagement in the class. Teacher should be careful that students do not take her lightly and consider her very lenient teacher.

UNIT –III IDENTIFICATION AND UTILIZATION AND SHARING OF VARIOUS RESOURCES

Human as well as material and infrastructural for teaching-learning from school, students' families, community, other schools, other educational institutions etc. (Assignment and its Presentation) (Creating an academic resource center in the school) **PROJECT** Basics of

Project management will be taught before starting of the project for effective planning and execution of the project.

UNIT –IV COST EFFECTIVE TEACHING AIDS

Educational Games, Models, Charts, Collages, Art Work, Best out of waste (**Workshop**)

UNIT –V LEVERAGING IT FOR EFFECTIVE TEACHING

through meaningful, innovative use of technology and effective design practices, Creation of Digital Learning Resources (Films, Animations, Interactive Tutorials, Board Games, and Text-based resources), Continuing Education – capacity building of people from the field through workshops, seminars, long-term courses and analysis of technological needs, Technology, Innovation and Application – demonstrate solutions on the ground through field application and innovation, Virtual Communities i.e. Teachers’ Portal – building a teachers’ community for online interaction aimed at capacity building, IT in for Effective and Interesting Classroom instruction, IT for edutainment, IT for Connecting with the students for enrichment of their learning, IT for evaluation, IT for Results preparation and dissemination, IT for connecting with other stake holders for students’ welfare, IT for Environment Preservation by keeping the campus clean and Green by saving on paper.

SUGGESTED READINGS:

Anderson, L., & Pigford, A. (1987). Removing administrative impediments to instructional improvement efforts. *Theory Into Practice*, 26(1), 67-71.

Bamburg, J. D., & Andrews, R. L. (1990). Instructional leadership, school goals, and student achievement: Exploring the relationship between means and ends. Boston, MA.: Paper presented at the Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 319783)

Baskett, S., & Miklos, E. (1992). Perspectives of effective principals. *Canadian Administrator*, 32(1), 1-10.

Berlin, B., Kavanagh, J., & Jensen, K. (1988). The principal as curriculum leader: Expectations vs. performance. *NASSP Bulletin*, 72(509), 43-49.

Bernd, M. (1992). Shared decision making requires effective instructional leadership. *NASSP Bulletin*, 76(540), 64-69.

Brookover, W. B., & Lezotte, L. (1982). *Creating effective schools*. Holmes Beach, FL: Learning Publication.

Bryce, R. (1983). The role of school principal: Should principals be plant managers, principal teachers, or leaders of instructional organizations? *Canadian School Executive*, 3(4), 3-6.

Buffie, E. G. (1989). The principal and leadership (Elementary Principal Series No. 1). Paper presented at the Annual Meeting of the American Educational Research Association, Bloomington, IN. (ERIC Document Reproduction Service No. ED 315911)

Carter, C., & Klotz, J. (1990). What principals must know assuming the role of instructional leader. *NASSP Bulletin*, 74(525), 36-41.

Chernow, F. (1985). *School administrator's guide to managing people*. New York: Harper and Row.

Cooper, L. A. (1989). The principal as instructional leader. *Principal*, 68(3), 13-16.

Cuban, L. (1984). Transforming the frog into a prince: Effective schools research, policy and practice at the district level. *Harvard Educational Review*, 54(2), 132.

Dagley, D., & Orso, J. (1991). Integrating summative, formative modes of evaluation. *NASSP Bulletin*, 75(536), 72-82.

Doig, J., & Slater, R. (1988). Leadership in education: Issues of entrepreneurship and environment. *Education and Urban Society*, 20(3), 294-301.

Donaldson, G. A., Jr. (1991). *Learning to lead: The dynamics of the high school principalship*. Westport, CT: Greenwood Press.

Dow, I., & Oakley, W. (1992). School effectiveness and leadership. *Alberta Journal of Educational Research*, 38(1), 33-47.

Dwyer, D. C. (1986). Frances Hedges: A case study of instructional leadership. *Peabody Journal of Education*, 63(1), 19-86.

Dwyer, D. C. (1986). Understanding the principal's contribution to instruction. *Peabody Journal of Education*, 63(1), 3-18.

Eastman, W. (1990). Managerial styles and perceived effectiveness of principals. *Educational Canada*, 30(2), 12-15.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37(1), 15-18, 20-24.

Edwards, T., Greenblatt, R., & Hallinger, P. (1990). Principal self-renewal through the visiting practitioner role. *Challenge in Educational Administration*, 27(1), 7-13.

The effective instructional leader. (1987). The best of ERIC on educational management, No. 91. (ERIC Document Reproduction Service No. ED 290235)

Ellis, T. I. (1986). The principal as instructional leader. *Research Roundup*, 3(1).

Findley, B., & Findley D. (1992). Effective schools: The role of the principal. *Contemporary Education*, 63(2), 102-104.

- Flath, B. (1989). The principal as instructional leader. *ATA Magazines*, 69(3), 19-22, 47-49.
- Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- Glickman, C. (1990). *Supervision of instruction: A development approach* (2nd ed.). Toronto, ON: Allyn and Bacon.
- Gross, S., & Furey, S. (1987). Study of the changing role of the elementary principal. (ERIC Document Reproduction Service No. ED 301926)
- Hallinger, P. (1989). Developing instructional leadership teams in secondary schools: A framework. *NASSP Bulletin*, 73(517), 84-92.
- Hallinger, P., Greenblatt, R., & Edwards, T. (1990). Principal self-renewal through the visiting practitioner role. *Challenge in Educational Administration*, 27(1), 9.
- Hanny, R. (1987). Use, but don't abuse, the principles of instructional effectiveness. *The Clearing House*, 60(5), 209-211.
- Harden, G. (1988). The principal as leader practitioner. *The Clearing House*, 62(2), 87-88.
- Haughey, M., & MacElwain, L. (1992). Principals as instructional supervisors. *Alberta Journal of Educational Research*, 38(2), 105-119.
- Highsmith, M., & Rallis, S. (1986). The myth of the 'great principal': Questions of school management and instructional leadership. *Phi Delta Kappan*, 68(4), 300-304.
- Hill, J. (1990). The principal as curriculum supervisor. *Principal*, 69(3), 6-9.
- Hopkins, D., & Wideen, M. (1984). *Alternative perspectives on school improvement*. London, UK: The Falmer Press.
- Hughes, L., & Ubben, G. (1989). *The elementary principals's handbook*. Boston, MA: Allyn and Bacon.
- Isherwood, G., & Achoka, J. (1991). The secondary school principal in Quebec: Role and responsibilities. *Education Canada*, 39-43.
- Jesse, K. (1989). Allowing the principal to provide instructional leadership. *Canadian School Executive*, 8(10), 12-14.
- Lane, J. J., & Walberg, H. J. (1987). *Effective school leadership*. Berkeley, CA: McCutchan.
- Leithwood, K., Begley, D., & Cousins, B. (in press). *Developing expert leadership for future schools*. Bristol, PA: Falmer Press.
- Litchfield, D. J. (1986). If you want me to be an instructional leader, just tell me what an instructional leader does. *Peabody Journal of Education*, 63(1), 202-205.

- McNally, G. (1992). Principal effectiveness: Reading the Caribou bones. *Canadian School Executive*, 12(4), 3-7.
- Moorthy, D. (1992). The Canadian principal of the '90's: Manager or instructional leader? or both? *Education Canada*, 32(2), 8-11.
- Murphy, J. (1987). Barriers to implementing the instructional leadership role. *Canadian Administrator*, 27 (3), 1-9.
- Pankake, A. M., & Burnett, I. E. (1990). *The effective elementary school principal*. Palm Springs: ETC Publications.
- Porter, A. C., & Brophy, J. (1988). Synthesis of research on good teaching? Insights from the work of the Institute for Research on Teaching. *Educational Leadership*, 45(8), 74-85.
- Richardson, M., Prickett, R., Martray, C., Cline, H., Ecton, G., & Flanigan, J. (1989). Supervised practice: A staff development model for practising principals. Paper presented at the Annual Meeting of the National Council of Statistics on Inservice Education, San Antonio, TX. (ERIC Document Reproduction Service No. ED 314861)
- Rigby, J., & Wilson, R. (1989). Manger and instructional leader: A precision balancing act. *ATA Magazine*, 69(3), 26-30.
- Saskatchewan Education. (1980). *Directions*. Regina, SK: Author.
- Saskatchewan Education. (1985). *Saskatchewan School Improvement Program*. Regina, SK: Author.
- Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice*. Regina, SK: Author.
- Saskin, M. (1988). The visionary principal: School leadership for the next century. *Education and Urban Society*, 26(3), 239-249.
- Smith, L. (1991). The gender composition of the pool of prospective school principals. *Canadian Journal of Education*, 16(2), 198-205.
- Smylie, M., & Conyers, J. (1991). Changing conceptions of teaching influence the future of staff development. *Journal of Staff Development*, 12(1), 13.
- Sorensen, G., McLaren, D, & Skitt, R. (1994). Leadership and school centred planning. Paper presented at the CAP Conference, Winnipeg, MB.
- Stronge, J. H. (1988). A position in transition? *Principal*. 67(5), 32-33.
- Stronge, J. H. (1993). Defining the principalship: Instructional leader of middle manager. *NASSP Bulletin*, 77(553), 1-7.

Vornberg, J. (1988). Evaluating your evaluation process: A checklist for principals. NASSP Bulletin, 72(8), 27-29.

Weindling, D. (1990). The secondary school head teacher: New principals in the United Kingdom. NASSP Bulletin, 74(526), 40-45.

Wildy, H., & Dimmock, C. (1993). Instructional leadership in primary and secondary schools in Western Australia. Journal of Educational Administration, 31(21), 43-61.

207 (MBA /EML/IL) FOSTERING LIFE SKILLS (2 CREDITS) (60 STUDY HOURS)

UNIT –I FOSTERING LIFE SKILLS-PREPARATION FOR LIFE

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills- those related to thinking termed as "*thinking skills*"; and skills related to dealing with others termed as "*social skills*".

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

Participants of the MBA (EML) program will be given the training in developing the above life skills through various workshops.

UNIT –II SELF MANAGEMENT

This course will help in Preparing participants for some of self management skills mentioned below and also train them in how they will instill these in their faculty and students in the school.

Time Management, Managing own daily routine such as hygiene, cleanliness, health, balance sleep, play, entertainment, study, dress and uniform, needle work, shoes, personal room, others space, shopping for self and others, money management; saving etc.

UNIT –III ENSURING PHYSICAL AND MENTAL HEALTH

Ensuring Physical and Mental Health: Importance of physical and mental health for overall performance of duties as school leader

Arrangement of the following in the school:

- Physical Exercises, Yoga and Meditation
- Encouragement to join Games and Sports, making provisions to make up missed classes.
- Making arrangements at school or outsource and encouraging students to join various physical activities
- Organizing competitions in indoor games such as chess, carom, table tennis, fun games etc.

UNIT-IV RESPONSIBLE CITIZENSHIP

- Developing National values and civic sense in the students Preparation of speeches to be delivered during morning assemblies,
- Preparing Discussion points on how to develop civic sense and national values in the students
- Creating value laden environment in the school and classrooms

SUGGESTED READINGS

- NPE-1986, 1992, Program of Action-1986, 1992
- NCF-2005 (NCERT)
- NCFTE-2009 (NCTE)
- MLL (NCERT)
- Learning without Burden-Yashpal Committee Report
- Divaswapna- Gijju Bhai Badheka Published by National Book Trust
- Learning the Treasure Within: UNESCO, Delors Report
- CBSE WEBSITE

208(MBA /EML/IL) ACTION RESEARCH (PROJECT) (1 CREDIT) (30 STUDY HOURS)

The aim of action research is focused on immediate application of theory. Action research placed its emphasis on the solution of a problem here and now in a local setting. It is a systematic method of solving problem or making practices better. Action research is concerned with the real problem faced by the practitioners, followed by attempts made to find solutions of the problems. It is flexible and conducted in informal contexts to bring improvement in the existing situation. The goal of action research is both diagnostic as well as remedial.

UNIT -IIIDENTIFICATION OF THE SCHOOL PROBLEMS WHICH CAN BE SOLVED THROUGH ACTION RESEARCH.

Classification of the problems into various categories and subcategories; Such as administrative, academic, classroom, discipline, teachers, results etc. Concept and procedure of action research. Action research on classroom management strategies, on handling classroom crisis and critical situations

UNIT-IIPLANNING AND EXECUTION OF ACTION RESEARCH

Preparation and Presentation of Report, report submission followed by viva voce. Implementation of the findings of action research to improve classroom transactions.

SUGGESTED READINGS

- James, E. Alana; Milenkiewicz, Margaret T.; Bucknam, Alan. Participatory Action Research for Educational Leadership: Using Data-Driven Decision Making to Improve Schools. Thousand Oaks: Sage, 2007. ISBN-978-1-4129-3777-1
- Burns, D. 2007. Systemic Action Research: A strategy for whole system change. Bristol: Policy Press.
- Noffke, S. & Somekh, B. (Ed.) (2009) The SAGE Handbook of Educational Action Research. London: SAGE. ISBN 978-1-4129-4708-4.
- Greenwood, D. J. & Levin, M., Introduction to action research: social research for social change, Thousand Oaks, Calif.: Sage Publications, 1998.
- Reason, P. & Bradbury, H., (Ed.) The SAGE Handbook of Action Research. Participative Inquiry and Practice. 1st Edition. London: Sage, 2001. ISBN 0-7619-6645-5.
- Reason & Bradbury, Handbook of Action Research, 2nd Edition. London: Sage, 2007. ISBN 978-1-4129-2029-2.
- Stringer, E.T. (1999). Action research. Thousand Oaks, CA: Sage Publications.

- Pine, Gerald J. (2008). *Teacher Action Research: Building Knowledge Democracies*, Sage Publications.
- Scholarly Journals
- Action Research
- Action Research International
- Educational Action Research
- Journal of Applied Behavioral Science
- Journal of Organizational Change Management
- Management Learning
- Freire, P. 1970. *Pedagogy of the Oppressed*. New York: Herder & Herder.
- Heikkinen, H., Kakkori, L. & Huttunen, R. 2001. This is my truth, tell me yours: some aspects of action research quality in the light of truth theories. *Educational Action Research* 1/2001.

SEMESTER 3 MODULE 3

INSTITUTIONAL MANAGEMENT

CREDITS 16

STUDY HOURS 480

MARKS 480

INTRODUCTION

Educational institutions operate and sustain within concentric and overlapping circles. The first and the largest circle focuses on the broad taxonomy of education, suggesting the ways in which schools are an extension of and embedded within social, historical and cultural contexts; their complex relationships with the families and communities they serve; and their role in shaping processes of education, socialization, stratification, and selection. The next circle centers around the school as a dynamic organism, a society within itself, with a dominant system of values, a pervasive ideology, and a characteristic set of relationships, rituals and authority patterns among administrators, teachers and students. The innermost circle examines the nature of the interpersonal encounters within the classroom; the authority, voice and autobiography of the teacher, and the social, cultural and aesthetic dimensions that shape the learning and development of both students and teachers.

COURSES

301 (MBA /EML/IM) Building and Sustaining Institutes (2 Credits) (60 hours) (60 marks)

302 (MBA /EML/IM) Collaborating with other Stakeholders (3 Credits)(90 hours)(90 marks)

303 (MBA /EML/IM) Legal Policy and Regulatory framework (2 Credits)(60 hours)(60 marks)

304 (MBA /EML/IM) Organizational Behavior (2 Credits)(60 hours) (60 Marks)

305 (MBA /EML/IM) Financial Management (2 Credits)(60 hours) (60 Marks)

306 (MBA /EML/IM) Human Resource Management (2 Credits)(60 hours) (60 Marks)

307 (MBA /EML/IM) Support Services (2 Credit)(60 hours) (60 Marks)

308 (MBA /EML/IM) PROJECT (1 Credit)(30 hours) (30 Marks)

OBJECTIVES: After the completion of this module, the school leader shall be able to

- Foster and support organizational change
- Articulate a powerful institutional vision and enlist others in pursuit of that vision
- Manage and lead effectively the human resource of the institution
- Collaborate with the stakeholders in a better way
- Manage the material and finance of the institute resourcefully and minimize the wastage
- Make the institute self-sustaining and show financial profits
- Be a role model of efficient institutional management
- Have knowledge of Legal Framework and Policies for setting up and managing institution
- Understand employees behavior

301 (MBA /EML/IM) BUILDING AND SUSTAINING INSTITUTES (2 CREDITS) (60 HOURS) (60 MARKS)

An institute is an organizational body, establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, especially one of a public, educational, or charitable character.

This course shall help the school leaders to know and understand the following:

UNIT-I ESSENTIALS ELEMENTS OF AN INSTITUTION

Types of institutions, Philosophy and Values behind establishment of an institute, Step by step process of Setting up an institution, Expected behavior pattern of the members of an institution, Supporting, Sustaining & Managing Institutions

UNIT –II ABOUT INSTITUTE

- School as an institute
- How to establish a school and sustain it
- Nature, Level, Courses, Needs; Infrastructure as well as Human

UNIT-III TAXONOMY OF EDUCATION

The Taxonomy of Education

UNIT-IV EVENTS

Visit and Case Studies of NCERT, CIET, NUEPA, CBSE, CISCE, SCERT, DIETs and Other important institutions concerned with School Education

SUGGESTED READINGS

- Encyclopedia and Dictionaries of Education

302 (MBA /EML/IM) COLLABORATING WITH OTHER STAKEHOLDERS (3 CREDITS)(90 HOURS)(90 MARKS)

School is essentially a social organization. Education and society compliment each other. Schools must function to fulfill societal aspirations and at the same time seek support from the society to sustain and develop itself. This course shall enable the school leader to know and understand the following:

UNIT-I COLLOBAROTING WITH STAKEHOLDERS

Role of school, family and community partnerships as a component of whole school educational effort, Definition of partnership. Developing and sustaining effective partnership among school staff, parents and community members. Objectives of Collaborating with stakeholders, Identification of various stakeholders, Identification of Societal Resources which can be of use to school, students and their education

UNIT-II COLLOBORATIONS

Seeking Support, Alignment of School aims, objectives and values with that of society, community, governing bodies, management, No clash of interests, Ways to collaborate with, Communities and Societies, Community work by the Teachers and Students, Participation in the community celebrations, Inviting community to school for its various programs, Doing

and showing, Creating a positive and popular image of the school in the society, Let students and teachers be role models and ambassadors. Developing Brand name

UNIT –III VALUES OF MANAGEMENT

Management: Understanding the philosophy, vision, values of the management and act accordingly to achieve aims, Governing Bodies: Structures and compositions, Formats, Styles, Issues and Challenges, Teachers' Autonomy and Accountability,

UNIT-IV COMMUNICATING AND COLLABORATING

Parents as Clients-Communicating and Collaborating, Parents as strong support system of the school, What parents can do for the school, How can School recognize Parents' Contribution to School, Parents-Teachers-Management Associations: Need, importance, effective collaboration for students' welfare

UNIT-V DEVELOPING BONDS WITH STUDENTS

Students: developing emotional bonds of the students with the school that the school belongs to them. Delegating duties of school management to the students to develop managerial skills, leadership qualities and sense of belongingness in the school, Alumni: Maintaining upto date addresses and other contact details and communication with the alumni, extending recognitions and seeking support, both academic and financial for introducing scholarships for the needy students on merit base. Adoption of certain causes of the school by alumni such as financing students study, support to library, sports, etc.

SUGGESTED READINGS

Books and Articles on Relationship Management

303 (MBA /EML/IM) LEGAL POLICY AND REGULATORY FRAMEWORK) (2 CREDITS)(60 HOURS)(60 MARKS)

All institutions are established following established laws and policy frameworks according to the nature of the institution. The school leader is expected to possess knowledge of law and policy matters concerning his/her school. This course shall equip the school leader with knowledge base of laws related to run educational institute.

UNIT-I STATE POLICY

Role of State, Policy- Centre and State Governments, Legal Status of Institutions, Recognition, Affiliations, Govt. interface, Laws & Rules regulating the setting up or running of educational institutions

UNIT –II AFFILIATING RULES

Affiliating Rules: CBSE, CISCE, State Boards, Law and Policies: NCTE, RTE, RTI, Anti-Ragging, Corporal Punishment

UNIT-III SAFETY POLICIES

Bullying and Ragging-School's and Teachers' Responsibility, Safety and Security Policies, Copying cases, Legal Cell in the School

UNIT-IV LEGAL DOCUMENTS

Maintenance of Legal and Related Documents, Evidences, Implementation of Right to Education, Appointment Rules and Regulations, Employees Welfare Policies, Leave Rules and Policies

SUGGESTED READINGS

Related documents released by Govt. of India MHRD, Directorate of Education from time to time

304 (MBA /EML/IM) ORGANIZATIONAL BEHAVIOR (2 CREDITS)(60 HOURS) (60 MARKS)

Every organization, including educational institutes has an environment and a culture. Personnel connected with it are expected to behave in a certain expected and desirable manner. But they have their personal lives with certain value system developed by the way they have been brought up and had life experiences. Personal lives do affect professional lives. This course shall help the school leader to know and understand the following for effective institutional management:

UNIT-I INTRODUCTION

What is Organizational Behavior? Why it is important for the School Leader to understand Organizational Behavior, Theories of Organizational Behavior

UNIT-II REFLECTIONS AND JOURNAL WRITING

Reflections and Journal Writing on Organizational Behavior of Personnel in own School, Identifying Undesirable Behavior patterns and Communication for improvement

UNIT-III CHANGE ORGANIZATIONAL BEHAVIOR

How to Change Organizational Behavior of Personnel for the welfare of school and the students

SUGGESTED READINGS

- Ash, M.G. (1992). "Cultural Contexts and Scientific Change in Psychology: Kurt Lewin in Iowa." *American Psychologist*, Vol. 47, No. 2, pp. 198–207.
- Hatch, M.J. (2006) , "Organization Theory: Modern, symbolic, and postmodern perspectives." 2nd Ed. Oxford University Press [ISBN 0-19-926021-4](#).
- Jones, Ishmael (2008) , *The Human Factor: Inside the CIA's Dysfunctional Intelligence Culture*. New York: Encounter Books [ISBN 978-1-59403-382-7](#).
- Richmond, Lewis (2000), *Work as a Spiritual Practice: A Practical Buddhist Approach to Inner Growth and Satisfaction on the Job*, Broadway
- Robbins, Stephen P. (2004) *Organizational Behavior - Concepts, Controversies, Applications*. 4th Ed. Prentice Hall [ISBN 0-13-170901-1](#).
- Robbins, S. P. (2003). *Organisational behaviour: global and Southern African perspectives*. Cape Town, Pearson Education South Africa.
- Scott, W. Richard (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspectives*. Pearson Prentice Hall [ISBN 0-13-195893-3](#).
- Weick, Karl E (1979). *The Social Psychology of Organizing* 2nd Ed. McGraw Hill [ISBN 0-07-554808-9](#).
- Simon, Herbert A. (1997) *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*, 4th ed., The Free Press.
- Tompkins, Jonathan R. (2005) "Organization Theory and Public Management".Thompson Wadsworth [ISBN 978-0-534-17468-2](#)
- Kanigel, R. (1997). *The One Best Way, Frederick Winslow Taylor and the Enigma of Efficiency*. London: Brown and Co.

305 (MBA /EML/IM) FINANCIAL MANAGEMENT (2 CREDITS)(60 HOURS) (60 MARKS)

This course focuses on how organisations are financed and nurtured. It covers the whole range of financial management, an institute should be able to generate enough money for its survival, through the services it provides. A school leader should be able to generate, manage, save funds effectively. This course shall equip the school leader to gain knowledge and understanding of the following:

UNIT-I INTRODUCTION

Financial Management Practices, raising funds for new set up, raising and managing financial resources. Problems of nonprofit Organizations

UNIT –II ACCOUNTING PRACTICES

Accounting Practices and Taxation

UNIT-III BUDGETING

Budgeting and Resource Allocation

Banking, Investments and Raising and Managing Debts

UNIT-IV TENDERING

Tendering, Purchase, Costing, Negotiations, Outsourcing, Writing Contracts, Agreements

Ways and Means to generate funds, Sources of funds, Tapping the sources

Limitations of institutions due to policies, parents resistance to raise fees, Govt. Policies, Parents, Societal Obligations, How to save funds

SUGGESTED READINGS

Govt. of India Publications related to the topics

306 (MBA /EML/IM) HUMAN RESOURCE MANAGEMENT (2 CREDITS)(60 HOURS) (60 MARKS)

The most important of all resources for establishment and sustenance of an institute is human resource as it is human who puts every other resource into optimum use. Investing on human resource to make it more efficient and skillful may bring high returns to the institute. This course shall enable the school leader with the following skills:

UNIT-I INTRODUCTION

Identifying, Recruiting, selecting, inducting Personnel, Regulation and Laws of recruitment

UNIT –II DYNAMICS

People Dynamics- Building Leaders Within the System, Supporting, Supervising and Empowering, Managing and Leading

UNIT –III HUMAN RESOURCE DEVELOPMENT INDICATORS

Human Resource Development Indicators and their implementation, Employee friendly practices, How to keep your employees happy while getting the best out of their competencies, skills and expertise, Incentives, Rewards and Recognitions, Punishments

SUGGESTED READINGS

- Human Resource Management, 11/e Dessler, Varkkey
- A Handbook of Human Resource Management Practice, Michael Armstrong
- Human Resource Management Principles and Practice, P.G. Aquanas, 2011 Jain Book Depot, Delhi
- Human Resources Development and Management, Biswanath Ghosh,

307 (MBA /EML/IM) SUPPORT SERVICES (2 CREDITS)(60 HOURS) (60 MARKS)

Most of the services for an institution have to be hired on yearly basis on contract. It brings some revenue to the school. Nature of the services depends upon the level and type of school such as day school or residential, primary, secondary/senior-secondary, girls, boys or co-education school, number of students and staff etc. There is set procedure for hiring of services which a school leader should be aware of.

UNIT-I INTRODUCTION

Principal as manager of infrastructure, Inviting Tenders, Constitution of Purchase Committee, Quality and Quantity decisions

UNIT –II SUPPORT SERVICES

Transport, Vendors, Books, Journals and Newspapers for Library, Hiring Security and House Keeping Staff, Mess and Canteen

UNIT –III CAMPUS MANAGEMENT

Campus Management, Waste Management, Medical Services, Maintenance of Computers, Photocopying machines, Fax Machines, Generator, EPBX System etc., Internet Services

UNIT –IV ROLE OF SUPERVISOR

Supervising the Role of Estate Supervisor

308 (MBA /EML/IM) PROJECT (1 Credit) (30 hours) (30 Marks)

Unit 1

Theory:

Essential elements of a projects, planning and organizing a project. Writing of project report.

Unit 2

Planning a Project on any theme related to school administration and management .
Execution of the project and presentation of report followed by viva voce

SEMESTER 4 MODULE 4

STRATEGIC LEADERSHIP

(CREDITS 16) (480 Study Hours) (480 Marks)

As we approach the new millennium, corporations around the world face some key strategic challenges, each of which demands more of the qualities of leadership than what managerial competence alone can provide. Strategic leadership provides the vision and direction for the growth and success of an organization. To successfully deal with change, all executives need the skills and tools for both strategy formulation and implementation. Managing change and ambiguity requires strategic leaders who not only provide a sense of direction, but who can also build ownership and alignment within their workgroups to implement change. This course is expected to provide the school leaders with a futuristic vision by making them understand the basics of strategic leadership. Following topics shall be covered under this module.

Courses

401 (MBA /EML/SL) Strategic Dispositions and Educational Reform (3 Credits) (90 Study hours) (90 Marks)

402 (MBA /EML/SL) Indian Policy Framework (2 Credit) (60 Study hours) (60 Marks)

403 (MBA /EML/SL) Global Networks in Education (2 Credits) (60 Study hours) (60 Marks)

404 (MBA /EML/SL) Leading and Managing Change (2 Credit) (60 Study hours) (60 Marks)

405 (MBA /EML/SL) Private Schools and State Schools-Compete or Collaborate (1 Credit)
(30 Study hours) (30 Marks)

406 (MBA /EML/SL) Transformational Leadership (3Credits) (90 Study hours) (90 Marks)

407 (MBA /EML/SL) PROJECT (PLAN FOR YOUR SCHOOL) (2 Credits) (60 Study
hours) (60 Marks)

408 (MBA /EML/SL) BOOT CAMP (1 Credit) (30 Study hours) (30 Marks)

Details of Courses

**401 (MBA /EML/SL) STRATEGIC DISPOSITIONS AND EDUCATIONAL REFORM
(3CREDIT) (90 STUDY HOURS) (90 MARKS)**

UNIT-I CHALLENGES BEFORE THE SCHOOL LEADERS IN THE 21ST CENTURY

The challenge of new visions, new directions, The challenge of privatization, The challenge of democratization, Major Challenges and Tensions central to 21st century, Tension between the Global and the Local, Tension between the Universal and the Individual, Tension between the Tradition and Modernity, tension between long term and short term considerations, Tension between need for competition and concern for equality of opportunity, Tension between extra-ordinary expansion of knowledge and Human beings capacity to assimilate it, Tension between the Spiritual and the Material

UNIT-II WHAT IS STRATEGIC LEADERSHIP?

Need and Importance of Strategic Leadership, Components of Strategic Leadership
The strategic component, the action component, The culture component, The socio-political component, The moral component

UNIT-III HOW TO BE A STRATEGIC LEADER?

Strategic Initiatives, Skill Development for Strategic Leadership, Creating Teams for Strategic Management, Identifying Organizational Capabilities,

UNIT-IV ANTICIPATING SKILLS

Thinking out of Way, Anticipating, Skill of Thinking Critically, interpreting, Deciding, Alignment, Continuous Learning

SUGGESTED READINGS

- Barrett, M & Sutcliffe, P. 1993, 'Leadership Theories: A Critique and Its Implications for Management Education', Key Centre in Strategic Management Working Paper Series, no.24, Queensland University of Technology, Brisbane.
- Bass, B. & Avolio, B. 1994. Improving Organizational Effectiveness through Transformational Leadership, Sage, California.
- Blake, R. & Mouton, J. 1978, The New Managerial Grid, TX, Gulf, Houston.
- Bridges, W. 1996, 'Leading the De-jobbed Organisation', in The Leader of the Future, F. Hesselbein, M. Goldsmith & R. Beckhard (eds.), Jossey-Bass, San Francisco.
- Carless, S., Mann, L. & Wearing, A. 1996, 'Transformational Leadership and Teams', in Leadership Research and Practice, K. Parry (ed.), Pitman Publishing, Melbourne.
- Carlopio, J., Andrewartha, G. & Armstrong, H. 1997, Developing Management Skills in Australia, Longman, Melbourne.
- Dunlap, A. 1996, Mean Business, Butterworth Heinemann Asia, Singapore.
- Dutton, J. & Penner, W. 1993, 'The Importance of Organisational Identity for Strategic Agenda Building', in Strategic Thinking, J. Hendry, G. Johnson & J. Newton (eds.), John Wiley & Sons, Chichester.
- Ettore, B. 1995, 'A Strategy Session with C.K. Prahalad', Management Review, vol. 84, no. 4. Available: EBSCOhost: AN9504171261.
- Fiedler, R. 1967, A Theory of Leadership Effectiveness, McGraw-Hill, New York.
- Hagen, A & Hassan, M. 1998, 'Critical Strategic Leadership Components: An Empirical Investigation', S.A.M. Advanced Management Journal, vol. 63, no. 3. Available: EBSCOhost: AN1070606.
- Handsome, R. & Norman, P. 1989, Strategic Leadership, McGraw-Hill, London.

- Helgesen, S. 1996, 'Leading from the Grass Roots', in The Leader of the Future, F.
- Hesselbein, M. Goldsmith & R. Beckhard (eds.), Jossey-Bass, San Francisco

402 (MBA /EML/SL) INDIAN POLICY FRAMEWORK (2 CREDIT) (60 STUDY HOURS) (60 MARKS)

UNIT-I VARIOUS COMMISSIONS AND COMMITTEES ON EDUCATION

Various Commissions and Committees on Education and their recommendations for reform in School Education, National Policy on Education (NPE) 1986, 1992, Program of Action 1986, 1992

Discussions on whether recommendations implemented successfully or not? If not, then why not?

UNIT-II NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (NCF) 2005

National Curriculum Framework for School Education (NCF) 2005

Critical Evaluation of NCFSE for its usefulness and practicality.

UNIT-III CRITICAL EVALUATION OF NATIONAL CURRICULUM FRAMEWORK FOR TEACHER

Critical Evaluation of National Curriculum Framework for Teacher Education for its objective implementation to improve teacher education in India.

UNIT-IV EDUCATIONAL POLICY

Suggestions and Recommendations for New Policy on Education and Teacher Education for India.

SUGGESTED READINGS

All Policies and Plans related to School Education in India and also of some other countries to make comparative analysis

403 (MBA /EML/SL) GLOBAL NETWORKS IN EDUCATION (2 CREDITS) (60 STUDY HOURS) (60 MARKS)

UNIT-I UNDERSTANDING THE CONCEPT OF GLOBALIZATION

Its impact on individuals and society, Cultural impact, economic impact, psychological impact

UNIT-II GLOBAL TRENDS

Education and Globalization, Global and National Educational Networks, Frameworks and Reforms

UNIT-III HOW TO MAKE YOUR SCHOOL GLOBAL IN NATURE BY PREPARING TEACHERS

How to make your school global in nature by preparing teachers, students and infrastructure, adopting global trends, introducing new courses and foreign languages

SUGGESTED READINGS:

Appadurai, A. (1990). Disjuncture and Difference in the Global Cultural Economy. *Theory Culture and Society*, 7, 295-310.

Arnone, Robert, & Torres, Carlos Alberto. (Eds.). (1999). *Comparative education: The*

dialectic of the global and the local. Lanham, MA: Rowman and Littlefield.

Bourdieu, P. and Passeron, J-C. (1990). *Reproduction in Education, Society and Culture*, 2nd ed. London: Sage Books.

Carnoy, M. (1999). *Globalization and Educational Reform: What Planners Need to Know*. Paris: UNESCO, International Institute for Education Planning.

Chabbot, C. and Elliott, E. (Eds.) (2002). *Understanding Others, Educating Ourselves*. National Research Council. Washington DC: the National Academy Press.

Dahl, S. (2000). *Communications and Culture Transformation*. London: ECE

Dahl, S. (2004). *Intercultural Research: the Current State of Knowledge*. Middlesex University Discussion Paper No. 26.

Delors Report (1996). *Learning: the Treasure Within*. Paris: UNESCO.

Hofstede, G (2001). *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations Across Nations (2nd Ed.)*. Thousand Oaks CA: Sage Publications.

Jarvis, P. (2002). *Globalisation, Citizenship and the Education of Adults in Contemporary society*. In M. Schweisfurth, L. Davies, and C. Harber (Eds.), *Learning Democracy and Citizenship: International Experiences (273-289)*. Oxford: Symposium Books.

Jensen, I. (2000). *The Practice of Intercultural Communication*. Accessed 12 December 2006.

Robertson, R. (1992). *Globalization Social Theory and Global Culture*. London: Sage..

Sheehan, P. (2005). Foreword. In J. Zajda (Ed.), *The International Handbook of Globalisation and Education Policy Research*, xiii. Dordrecht: Springer.

Smolicz, J. (2005). *Globalisation, Cultural Diversity, and Multiculturalism: Australia*. In J. Zajda (Ed.), *The International Handbook of Globalisation and Education Policy Research*, 207-220. Dordrecht: Springer.

Stiglitz, J. (2002). *Globalization and its Discontents*. New York: Penguin.

Zajda, J. (2002). *Education Policy: Changing Paradigms and Issues*. *International Review of Education* 48 (1-2): 67-91.

Zajda, J. (2005) (Ed.). *The International Handbook of Globalisation and Education Policy Research*. Dordrecht: Springer.

Zajda, J. (2006a) (Ed.) *Decentralisation and Privatisation in Education: The Role of the State*. Dordrecht: Springer.

404 (MBA /EML/SL) LEADING AND MANAGING CHANGE (1 CREDIT) (30 STUDY HOURS) (30 MARKS)

UNIT-ICHANGE DYNAMICS

Need and Importance of change, Change Management Cultural and Structural Factors supporting/hindering Change

How to Develop Capacity for Change?, Leading and Managing Change
Be the change you want, take initiative

UNIT-II LEADING CHANGE

Need and importance of Futuristic Vision

How to visualize future

Preparing yourself, teachers and students for future trends in Education

SUGGESTED READINGS

- Kotter, J. (2011). "Change Management vs. Change Leadership -- What's the Difference?". Forbes online.
- Anderson, D. & Anderson, L.A. (2001). Beyond Change Management: Advanced Strategies for Today's Transformational Leaders. San Francisco:

- Jossey-Bass/Pfeiffer. Retrieved 12/21/11 from ^ Whelehan, S. (1995). Capturing a Moving Target: Change Management. Consultants News: Retrieved from <http://www.slideshare.net/wikipediaCM/cm-consultantnews>
- Phillips, J. R. (1983). Enhancing the Effectiveness of Organizational Change Management. *Human Resource Management*, 22(1/2), 183-199. Retrieved 12/21/11 from <http://onlinelibrary.wiley.com/doi/10.1002/hrm.3930220125/abstract>
- Marshak, R.J. (2005). Contemporary challenges to the philosophy and practice of organizational development. In David L. Bradford and W. Warner Burke (Eds.) *Reinventing organizational development: New approaches to change in organizations*. San Francisco, CA: Pfeiffer.

405 (MBA /EML/SL) PRIVATE SCHOOLS AND STATE SCHOOLS-COMPETE OR COLLABORATE (1 CREDIT) (30 STUDY HOURS) (30 MARKS)

UNIT-I CASE STUDIES

Case Studies of some Private and Govt. Schools, comparative studies with some international schools

UNIT-II COLLABORATIONS

Looking for the possibilities of collaboration, healthy competition, Planning and implementing student and faculty exchange programs

SUGGESTED READINGS:

Explore innovative educational institutes on the internet and do in-depth study of one of them

406 (MBA /EML/SL) TRANSFORMATIONAL LEADERSHIP (3 CREDITS) (90 STUDY HOURS) (90 MARKS)

UNIT-I CONCEPT OF TRANSFORMATIONAL LEADERSHIP

Need and importance of transformational leadership, Theories of transformational leadership

UNIT-II AUTOBIOGRAPHIES AND BIOGRAPHIES

Autobiographies and biographies of transformational leaders in India and abroad especially in the field of education and analysis thereof, how and why they inspire you to be transformational leaders

UNIT –III WAYS TO DEVELOP QUALITIES

Skills and competencies needed to be transformational leaders (workshops)

UNIT-IV

Sharing of Success stories and failures, attempts to get through

SUGGESTED READINGS

Albritton, R. L. (1998). A new paradigm of leader effectiveness for academic libraries: An empirical study of the Bass (1985) model of transformational leadership. In T.F. Mech &G.B.

McCabe (Eds.), *Leadership and academic librarians* (pp. 66–82) . Westport, CT: Greenwood, 1998

Anderson, T. D., Gisborne, K., & Holliday, P. (2006). *Every Officer is a Leader*. 2nd ed., Trafford Publishing, Victoria, BC

Avolio, B. J., & Yammarino, F. J. (2002). *Transformational and charismatic leadership: The road ahead*. Oxford, UK: Elsevier Science

Bass, B. M. & Avolio, B.J. (1993). Transformational leadership and organizational culture, *Public Administration Quarterly*, 112-121

Bass, B.M. & Avolio, B.J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.

Bass, B. M. (1985), *Leadership and Performance*, N. Y, Free Press

Burns, J.M. (1978) *Leadership*. New York. Harper & Row

Charbonneau, D. (2004). Influence tactics and perceptions of transformational leadership, *The Leadership & Organizational Development Journal*, Vol. 25, No. 7, pp. 565-576.

Conger J. A. (1991). Inspiring others: The language of leadership. *Academy of Management Executive*, 5, 31-45

Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA: Sage

Dionne, S., Yammarino, F., Atwater, L., & Spangler, W. (2004). Transformational leadership and team performance. *Journal of Organizational Change Management*, 17, 177-193

Egan, G., (1985). *Change agent skills*, Monterey CA: Brooks/Cole, p.204.

Feinberg, B., Ostroff, C., & Burke, W. (2005). The role of within-group agreement in understanding transformational leadership. *Journal of Occupational and Organizational Psychology*, 78, 471-489.

Gumusluoglu, L., & Ilsev, A. (2009). Transformational Leadership and Organizational Innovation: The Roles of Internal and External Support for Innovation. *Journal of Product Innovation Management*, 26, 264-277.

The Measurement of Transformational Leadership Skills in the Workplace

The Path Towards Innovative and High Performance Teams Page 29 House, R. J. (1988).

Leadership research: Some forgotten, ignored, or overlooked findings. In J. G. Hunt, B. R. Baliga, H. T. Dachler, and C. A. Schriesheim (eds.), *Emerging Leadership Vistas*, pp. 246–60. Lexington, Mass.: Lexington Books.

Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, 78, 891-903.

Kirkpatrick, S., and Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology* 81:36–51.

Kotlyar, I., & Karakowsky, L. (2007). Falling Over Ourselves to Follow the Leader. *Journal of Leadership & Organizational Studies*, Vol. 14, No. 1, 38-49

Kouzes, J., & Posner, B. (1999). *Encouraging the Heart*. San Francisco, CA: Jossey-Bass Inc., Publishers

Kouzes, J., & Posner, B. (2002). *The Leadership Challenge*. 3rd ed., San Francisco, CA: Jossey-Bass Inc., Publishers
LaFasto, F.M.J., & Larson, C.E., (1987). *Team Excellence Survey*. Denver, CO:Author.

Larson, C.E., & LaFasto, F.M.J. (1989). *Teamwork: What must go right/what can go wrong*. Newbury Park, CA:Sage Northouse, P. G. 1997. *Leadership: Theory and Practice*, California, Sage Publications

Shamir, B., House, R. J., and Arthur, M. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science* 4:1–17.

Smith, B. J. (1982). An initial test of a theory of charismatic leadership based on the responses of subordinates. Ph.D. dissertation, University of Toronto

Tepper, B. J. and Percy, P. M. 1994. Structural validity of the Multifactor Leadership Questionnaire, *Educational and Psychological Measurement*, Vol. 54, No. 3, 734-744.

Yukl, G. 1998. *Leadership in Organizations*, Fourth edition, New Jersey, Prentice Hall

407 (MBA /EML/SL) PROJECT (PLAN FOR IMPROVEMENT OF YOUR SCHOOL IN ANY ONE ASPECT) (2 CREDITS) (60 STUDY HOURS) (60 MARKS)

Planning, Implementation and Report Submission and Presentation followed by viva voce

408 (MBA /EML/SL) BOOT CAMP (1 CREDIT) (60 STUDY HOURS) (60 MARKS)

Planning in a group, organizing, allocation of duties, report writing and presentation. Objectives and Methodology of Boot camp has already been mentioned in the previous units.

NOTE for DIPLOMA COURSE:

Those students who wish to pursue Diploma course in Educational Management and Leadership will study for any two modules (i.e. 2 Semesters) of MBA (EML) and evaluations will be as per the modules undertaken

NOTE for CERTIFICATE COURSES:

Those students who wish to pursue Certificate course in Educational Management and Leadership can choose and study any one of the four modules (i.e. 1 Semester) of MBA (EML) and evaluations will be as per the module undertaken. For Condensed Certificate the vital/core elements of the 4 modules/semesters are studied.