



# TAMIL NADU OPEN UNIVERSITY

## School of Education

### POST GRADUATE DIPLOMA IN TEACHER AND EDUCATIONAL MANAGEMENT

This programme aims at developing essential skills, competencies and values needed for effective teacher and educational management. It also enables principals to create an effective and enabling environment, and aims to develop a cadre of talented and competent principals to improve the capacity and performance of schools.

The objectives of the programme are as follows:

- To develop essential skills, competencies and values needed for effective school leadership and management.
- To enable head teacher/principals to create an effective and enabling environment
- To improve the overall performance of the school; and
- To develop a trained and competent cadre of head teachers/principals.

<b>Eligibility</b>	:	Graduate in any discipline
<b>Medium of Instruction</b>	:	English.
<b>Duration</b>	:	Minimum 1 year and Maximum 3 years
<b>Fee Structure</b>	:	As per TNOU Norms

#### Programme Details

COURSE CODE	COURSE TITLE	CREDITS
PGDTEM-01	Concept and Principles of Management	6
PGDTEM-02	Human Resource Development in Educational Management	6
PGDTEM-03	School Management and Financing	6
PGDTEM-04	Educational Management and Policies in Education	6
PGDTEM-05	Project Work	8
<b>Total Credits</b>		<b>32</b>

**Examination System:** Theory Examinations will be conducted by the University in the Identified Centres. For the Assignment students should come to Programme Study Centre and write the Assignment with the help of books/materials for each course, which will be evaluated by the evaluators appointed by University.

**Assignment:** Assignment carries 25 marks, it consists of Short Answer Questions (150 words) and Long Answer Questions (350 words) for

Section-A	Three Short-Answer Questions [Each 5- Marks]	3 X 5 = 15 Marks
Section-B	One Long Answer Question[10-Marks]	1 X 10 = 10 Marks
<b>Total</b>		<b>25 Marks</b>

**Theory Examination:** Students shall normally be allowed to appear for theory examination by completing Assignment. The Term-End Examination shall Carry Section: A and Section: B.

Section-A	Short-Answer Questions [Each 5- Marks] Three out of Five Questions	5 X 5 = 25 Marks
Section-B	Long-Answer Questions [Each 10- Marks] Four out of Seven Questions	5 X 10 = 50 Marks
<b>Total</b>		<b>75 Marks</b>

### Scheme of Evaluation

Assignment	<b>25 Marks</b>
Theory Examinations	<b>75 Marks</b>
<b>Total</b>	<b>100 Marks</b>

**Passing Minimum:** The passing minimum is 45 percent in the external (Theory) Examination and overall 50 per cent for successful completion of each course.

**Classification of Successful Candidate:** Candidates who pass all the Courses and who secure 60 percent and above in the aggregate of marks will be placed in the first class. Those securing 50 percent and above but below 60 percent in the aggregate will be placed in the second class.

### Project

The objective of the project is to help the student develop ability to apply various educational concepts, tools and techniques to solve day-to-day life problems. Students are guided to select project of their interest in consultation with supervisor.

### Types of Project

- Field study (Empirical study)
- Survey
- Case studies

The project work may be a survey (fact findings or explanatory nature). Construction or Standardization of a test, collection of case studies (ten), action research, verification of existing or established theory and any other assignment as approved by the respective faculty guide.

### Project Report Formulation

Report may be organised into five or six chapters. The length of the project may be at least 60 (1.5 to double space typed) pages. However 10% variation on either side is permissible.

### **Submission of Project Report**

Two typed copies of the project report are to be submitted and one copy can be retained by the student. Project report should be submitted to the University on or before 10<sup>th</sup> April of the 1<sup>st</sup> year. The report shall be complete in all respects and fulfil all the basic requirements. In case a candidate could not submit the report within the date specified he/she may be granted extension of time for three months at one time for submitting their report.

### **Project Evaluation**

The external examiner will be evaluating the project for a maximum of 200 marks. The norms for evaluation for Project Report are given as below:

1.	Introduction	:	30	marks
2.	Review of Literature	:	20	''
3.	Methodology	:	50	''
4.	Results and Discussion	:	60	''
5.	Summary and Conclusion	:	25	''
6.	References	:	15	''
			.....	
	<b>Total</b>	<b>:</b>	<b>200</b>	<b>marks</b>
			.....	

### **Scheme of Evaluation and Marks Assigned**

The Scheme of evaluation of project will be for the maximum of 200 marks; among them 100 marks will be allotted by the Research Supervisor as Internal and another 100 marks will be allotted by the External Examiner.

### **Eligibility for the Supervisor**

A faculty employed in any NCTE recognised Colleges of Education across Tamilnadu with the qualification of Ph.D. in Education and having minimum of three years teaching experience.

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School of Education

Chennai - 15

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<b>COURSE TITLE</b>	<b>:</b>	<b>CONCEPT AND PRINCIPLES OF MANAGEMENT – Paper-I</b>
<b>COURSE CODE</b>	<b>:</b>	<b>PGDTEM-01</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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## Objectives

At the end of the course, the student will be able to:

- understand the need of managements and its Principles
- explain the significance of Leadership in educational managements
- describe the way of organising Educational Management
- distinguish the term 'Educational Managements and Educational Evaluation.
- describe the needs of institutional Planning
- explain the rationale teaching with academic & educational Management; and
- describe the genesis and growth of Educational Managements.

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### UNIT 1 Principles of Management

EM – Meaning, Scope, Objectives, Principles of Educational Management – Types of Educational Management – Personal Management in Education – Introduction of Organisational Behaviour – Organisational Climate Job satisfaction of Tamil Nadu, Classroom Management Role of Teacher in Educational Management.

### UNIT 2 Leadership in Educational Management

Leadership – Definition, Functioning a Leader, Characteristics of Leadership, Teacher as a Manger : Teacher Position, Classroom Supervisions, Administrative vs Supervision, Tutorial function of a Teacher, Teacher as a Planner in the Communication System, Education as a Service Industry Perspectives.

### UNIT 3 Educational Management

Science & Perspectives Definition of Management : Its Nature Purpose the Functions of Management – International Perspective : The advances in information Tech and Globalisation : Adapting to changes in 21<sup>st</sup> Century – Productivity, Effectiveness and efficiency – Managerial Function and Skills.

### UNIT 4 Educational Planning

Educational Planning : Meaning, Need and Importance, Types, Scope and Goal of Educational Planning – Essential Elements of Planning, Characteristics of Educational Planning.

### UNIT 5 Institutional Planning and Academic Management

Objectives, Characteristics, Types, Advantages and Disadvantages and Preparation of Institutional Planning – Academic Management – Objectives of Academic Planning – Three Main Strands of Planning.

### **Suggested Readings**

- **Supra Munjal / Hema Rathore**, *HRM, Vayu Education of India*.
- **Laurie Mullins**, *Management and Organisational Behaviour 7<sup>th</sup> Edition*, Pearson Education Publications.
- **Jandhyala B.G. Tilak**, *Education Society and Development National Institute of Education Planning and Administration*.
- **Digumarti Bhaskara Rao (2003)** *Education, Employment and HRD by Discovery Publishing House – New Delhi-2*.
- **Vijaya Kumari Kaushik, S.R. Sharma**, *Educational and Human Resource Development by Armol Publication Pvt. Ltd., New Delhi-2*.
- **James C. Van Horne (2003)** *Financial Management Policy, 12<sup>th</sup> Edition by Prentice Hall of India Pvt. Ltd., New Delhi-1*

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<b>COURSE TITLE</b>	:	<b>HUMAN RESOURCE DEVELOPMENT IN EDUCATIONAL MANAGEMENT – Paper II</b>
<b>COURSE CODE</b>	:	<b>PGDTEM-02</b>
<b>COURSE CREDIT</b>	:	<b>6</b>

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### Objectives

At the end of the course, the student will be able to:

- explain the significance of Human Resource Planning
- describe the way of organising HRM
- distinguish the term HRD & HRM
- describe the needs HRM and its managements
- explain HRM: Work Study and Recruitment
- enumerate the Features of Educational Planning; and
- understand the importance of HRM : Work Study and Recruitment.

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#### **UNIT 1 Management at Various Levels**

Organisational Climate : Objectives, Definition, Characteristics, Fundamentals – Personal Relation and Improving Relations – Management at various Levels – Major issues related to School – Solution Seeking to Student Problems, UGC, All India Council of Educational Research & Training.

#### **UNIT 2 Human Resource Planning and Supervision**

Concept, Definition, Objectives, Need, Benefits & Process of Human Resource Planning – Supervision Major Task, Skills of Effective Supervision – Effect of Management : Principles, Pygmalion effect, Placebo.

#### **UNIT 3 Human Resource Management**

Definition of Human Resource Management (HRM), Function, Significance, Role & Scope of HRM. Process of HRM. Implementation of HRM. Role of HRM in Educational Institutions, HRM & HRD in Rural areas.

#### **UNIT 4 Human Resource Planning and Personal Policies**

Personal Policies : Definition, Characteristics, Aims & Objectives, Sources and Contents of Personal Policies – Human Resource Planning : Concept, Definition, Objectives, Needs, Benefits and Process of HRM.

#### **UNIT 5 HRM : Work Study and Recruitment**

Job Analysis : Meaning, Definition, Objectives, Purpose and Uses, Process and Techniques – Job description – Meaning, Definition, Factors, Use and Guideline for Preparing Job Description – Recruitment : Definition, Recruitment Policies

- Prerequisites of a Good Recruitment Policies
- Factors Affecting

Source, Merits and Demerits and Recruitment Techniques.

### **Suggested Readings**

- **Supra Munjal / Hema Rathore**, HRM, Vayu Education of India.
- **Laurie Mullins**, *Management and Organisational Behaviour 7<sup>th</sup> Edition*, Pearson Education Publications.
- **Jandhyala B.G. Tilak**, *Education Society and Development National Institute of Education Planning and Administration*.
- **Digumarti Bhaskara Rao (2003)** *Education, Employment and HRD by Discovery Publishing House – New Delhi-2*.
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<b>COURSE TITLE</b>	<b>:</b>	<b>SCHOOL MANAGEMENT AND FINANCING – Paper-III</b>
<b>COURSE CODE</b>	<b>:</b>	<b>PGDTEM-03</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>6</b>

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## Objectives

At the end of the course, the student will be able to:

- explain the approaches of School management.
- describe the principles and Functions of Class room Management
- distinguish the School Management and Class Room Management
- describe the needs Financial Management in Education
- explain the Qualities and Outcomes of Educational Management; and
- enumerate the Educational Management in Budget Estimate.

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### UNIT 1 School Management

Teacher as a Manager : Teacher Position, Classroom, Supervision, Administrative vs Supervision, Teacher as a Planner in the Communicative System. Education as a Service Industry - School Management : Responsibilities of an Educational Manager – Head of the Institution – Role of HM – Role of Educational Manager Leadership Theory.

### UNIT 2 Class Room Management

Classroom Management : Nature and Characters of Teaching, Functions, Qualities of Good Teaching, Techniques for the development of Motivation in Class Modern Concept of Discipline.

### UNIT 3 Financial Management in Education

Financial Management : Principles of Education Finance, Source, Method of Financing – Education Grant-in-aid Cost Auditing / Benefit Analysis – National Income and Educational Expenditure – Educational Finance : Scope, Source, Objectives and Meet out the Expenditure.

### UNIT 4 Qualities and Outcomes of Educational Management

Concept of Quality Education – Total Quality Management in Education – School Development Plans and Key Areas – In-service Education and Training, Policy Making Management in Central and State Government – Local Educational Authorities – Quality Control Measures.

### UNIT 5 Educational Management in Budget Estimate

Budget – Meaning – Preparation of Budget – A Good Budget – Role of Administration – Role of Teacher in Budgeting – General School's Budget – The



Aggregated School's Budget – The Management Building and Infrastructure – Site and Building – Budget Allocation and Accounting Procedure.

### **Suggested Readings**

- **Supra Munjal & Hema Rathore**, *HRM, Vayu Education of India*.
- **Laurie Mullins**, *Management and Organisational Behaviour 7<sup>th</sup> Edition*, Pearson Education Publications.
- **Jandhyala B.G. Tilak**, *Education Society and Development National Institute of Education Planning and Administration*.
- **Digumarti Bhaskara Rao (2003)** *Education, Employment and HRD by Discovery Publishing House – New Delhi-2*.
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<b>COURSE TITLE</b>	:	<b>EDUCATIONAL MANAGEMENT AND POLICIES IN EDUCATION – Paper-IV</b>
<b>COURSE CODE</b>	:	<b>PGDTEM-04</b>
<b>COURSE CREDIT</b>	:	<b>6</b>

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### Objectives

At the end of the course, the student will be able to:

- explain the approaches and principles of Policies in Education.
- describe the principles and Functions of National Policies of Education
- distinguish the National and State Level Mechanisms in Education
- describe the needs Educational Managements of school complex programmes in Education
- explain the Qualities and Outcomes of research in Educational Management; and
- enumerate the Educational research and Budget Estimate

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### UNIT 1 Policies on Education

Policy of Education – Early Childhood Care and Education – Elementary Education – Non-formal Education and Operational Black Board – Secondary Education and Navodaya Vidyalayas – Vocationalisation of Education – Higher Education – Rural Universities and Institutions.

### UNIT 2 National Policies of Education

The Back drop – Indian Education Commission – 1964-1966 – Aim of the Commission – National Policy of Education 1986 – Central and State Responsibilities – Decentralisation Policy – Central Advisory Board of Education – 1991-92 Janardham Committee on National Policy on Education – Revised National Policy on Education (1992) & Programme of Action NPE (1992).

### UNIT 3 National and State Level Mechanism

National Council for Education – State Board of Education – District Board Education – Village Educational Committees (VECS) – Non-formal Education and Adult and Continuing Education.

### UNIT 4 Educational Managements : The School Complex Programme

A Lead School – Structure of the School Complex – Basic Principles – Review of School Complex Programme – Function of School Complexes – Advantages of School Complex – Drawbacks of School Complex and The College Schools.

### UNIT 5 Research in Educational Management

Need of Research – Recent Developments – The Science of Educational Management – The Surveys of Research in Education. Operational Research – System approach – Constraints on Management – Mass Education vs

Individualised Education – Personalised System of Instruction (PSI) – Educational Technology – Resource Allocation – Research Tools – Exploring Creative Connection and Comparative Educational Management.

### **Suggested Readings**

- **Digumarti Bhaskara Rao (2003)** *Education, Employment and HRD by Discovery Publishing House – New Delhi-2.*
- **Supra Munjal / Hema Rathore**, *HRM, Vayu Education of India.*
- **Laurie Mullins**, *Management and Organisational Behaviour 7<sup>th</sup> Edition, Pearson Education Publications.*
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