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School Administration and Management

Programme(s) in which it is offered**: B.A.B.Ed. English and B.Sc.B.Ed. Mathematics**.

|  |  |
| --- | --- |
| **Course Category**: Core | **Schedule of Offering**: Even |
| **Course Credit Structure:** 3 | **Course Code:** EDN4213 |
| **Total Number of Hours:** 45 | **Contact Hours Per Week:** 3 |
| **Lecture:** 2 Credits, 30 Hours | **Tutorial:** 1 Credit, 15 Hours |
| **Practical:** 0 Credits, 0 Hours | **Medium of Instruction:** English |
| **Date of Revision:** | **Skill Focus:** Employability |
| **Short Name of the Course:** SAM | **Course Stream *:*** NA |
| **Grading Method:** Pass/Fail, Regular | **Repeatable:** Non Repeatable |
| **Course Level:** Beginner |  |

# Course Description

This course is offered as a Core Course for B.A.B.Ed. / B.Sc.B.Ed. students. It focuses on the various aspects of school administration and management. The students will gain understanding on the various aspects of school management, administration and Supervision /Monitoring.

# Course Introduction

The primary objective of this course is to familiarise candidates with the need for and importance of school administration and management. Today’s teacher trainees are tomorrow’s administrators and planners. This course begins with a discussion of the concepts of administration and educational planning in a school setting. It enables the candidates to understand the need for institutional planning in schools. This course brings out the necessity for inspection and supervision in schools, the different levels of management of schools, the role of the headmaster, teachers, and other personnel in developing and maintaining a school’s quality. Emphasis is on the need for evaluation at different levels, performance appraisals of faculty, timetabling, maintenance of records and registers, promotion of extra and co-curricular activities along with ensuring discipline in the campus. The course also covers the importance of communication between the different stakeholders of the school system.

# Course Objectives

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1. Understand the concepts of administration and management and its relevance in schools
2. Amalyse the purposes of school administration
3. Evaluate the collaborative role of the administrator in leadership and management.
4. Understand the significance of Institutional Planning by enumerating the steps involved

# Course Outcomes

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

1. Differentiate between administration and management
2. Conduct a comprehensive analysis for strategic decision making in any given school situation
3. Develop the skills necessary to coordinate varied school activities
4. Recognize the importance of leadership qualities for the successful administration of a school

# PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

**PO-CO Mapping Matrix**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CO/PO Mapping**  | **PO1**  | **PO2**  | **PO3**  | **PO4**  | **PO5**  | **PO6**  | **PO7** | **PO8** | **PO9** |
| **CO1**  | **√** |  |  |  |  |  |  |  |  |
| **CO2**  | **√** | **√** |  |  |  |  |  |  |  |
| **CO3**  | **√** |  |  |  |  |  |  |  |  |
| **CO4**  | **√** |  |  |  |  |  |  |  |  |

# Pedagogy

Interactive Lectures / Self Learning / Quiz / Assignment / Test / Group Assignment / Group Presentation / Field Visit / Mini Project to be used through the course.

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# Suggested Reading:

1. Chandra S.S, Chakraborthy A.K, (2010), School Administration Organization and Management, Raj Printers, New Delhi, India.
2. Dash D.N, (2013), School Organization and Administration and Management, Neelkamal Publications PVT.LTD, Hyderabad.
3. Kochhar S,K, (2011), School Administration and Management, Sterling Publishers , New Delhi.
4. Sachdeva M.S, School Administration and Management, Tandon Publications, Ludhiana.
5. Sidhu, Kulbir Singh (2011), School Organization and Administration, Sterling Publishers, New Delhi.

# Evaluation Pattern

**Evaluation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Continuous Internal Assessment (CIA)****Components** | **Component Type** | **Weightage Percentage** | **Total Marks** | **Tentative Dates** | **Course****Outcome Mapping** |
| Mid-term Exam | 33% of CIA Marks | 10 | 10th week | 1 , 2 & 3 |
| Participation | 17% of CIA Marks | 05 | Daily | 1, 2, 3, 4, 5 |
| Presentation | 33% of CIA Marks | 10 | 8th and 12thweeks | 3, 5 |
| Assignment /Practicum | 17% of CIA Marks | 05 | 13th week | 5 |
| CIA Marks | 100 % (To beconverted to 60%) | 30 |  |  |
| ESE | 70% | 70 | End of theSemester | 1,2,3,4,5 |

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# Module Sessions

**Module I: School Administration and Management (15 Hours)** School Administration and Management - concept, meaning and definition. Differences between administration and management. Principles of school administration. Institutional planning: Concept, need, process.; Educational Leadership: meaning, nature, and types of leadership. Teacher as a leader, qualities and roles of principal and teacher; Resource management – Importance of human resource management-Head master, Teacher, Learner, Parent, Non-teaching staff. Time management-Principles of designing the time table, Material management. Resource from local community for holistic development.

# Readings:

1. Chandra S.S, Chakraborthy A.K, (2010), *School Administration Organization and Management*, Raj Printers, New Delhi, India.
2. Dash D.N, (2013), *School Organization and Administration and Management*, Neelkamal Publications PVT.LTD, Hyderabad.
3. Kochhar S,K, (2011), *School Administration and Management*, Sterling Publishers , New Delhi.

# Activities:

a) Prepare and submit a Master timetable for a school

# Module II: School Complex (15 Hours)

School Complex and School Plant- concept and meaning. School building – Infrastructure in school, building- facilities for sports and arts, Building as a learning aid. Functions and responsibilities of teachers with reference to School Health Service – common ailments of children, common, physical defects, conditions of healthy physical life in school, nutrition, school meals, recreation, safety education. Academic support systems- library, laboratories, play-ground, PTA, staff council, student council, Role of local self-government. Co scholastic activities- Morning assembly, various clubs, celebrations of dates of importance, field trip etc.

# Readings:

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1. Chandra S.S, Chakraborthy A.K, (2010), *School Administration Organization and Management*, Raj Printers, New Delhi, India.
2. Dash D.N, (2013), *School Organization and Administration and Management*, Neelkamal Publications PVT.LTD, Hyderabad.
3. Kochhar S,K, (2011), *School Administration and Management*, Sterling Publishers , New Delhi.

# Activities:

1. Assignment on Academic Support system in the Internship school

**Module III: Inspection, Supervision and Monitoring (9 Hours)** Inspection, Supervision and Monitoring- Meaning and Definition. Modern concepts of Inspection, Supervision and Monitoring. Inspection, Supervision and Monitoring in online teaching. Qualities of a Supervisor or Inspector; Checklist for Evaluation and Supervision. Concept of peer monitoring/ supervision; School records-Need and importance. Maintenance of school records and registers various records; Maintenance of labs and equipment. Maintenance of hard copy and soft copy. Total Quality Management (TQM)- meaning, definition and concept.

# Readings:

1. Kochhar S,K. (2011), *School Administration and Management*, Sterling Publishers , New Delhi.
2. Sachdeva M.S, *School Administration and Management*, Tandon Publications, Ludhiana.
3. Sidhu, Kulbir Singh (2011), *School Organization and Administration*, Sterling Publishers, New Delhi.

# Activities:

1. Presentation and Discussion on Total Quality Management

# Module IV: Management of Schools (12 Hours)

Types of Management in schools- Government, Aided, Private and Aided, Alternate school,

MGLCs. Theories of management (Taylor’s theory, Fayol ‘s theory and Peter Drucker’s theory). Structure of educational management in State and Central level. Different types of schools: Formal education and non-formal education. School management committee: School development plan- Manpower planning

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# Readings:

* 1. Kochhar S,K. (2011), *School Administration and Management*, Sterling Publishers , New Delhi.
	2. Sachdeva M.S, *School Administration and Management*, Tandon Publications, Ludhiana.
	3. Sidhu, Kulbir Singh (2011), *School Organization and Administration*, Sterling Publishers, New Delhi.

# Activities:

1. Submit a brief report on Functioning of MGLCs
2. Conduct interview with any two people of different leadership styles in the neighbourhood and prepare report