

Programme Project Report (PPR)
for
DISTANCE LEARNING PROGRAMME UNDER SCHOOL OF
DISTANCE EDUCATION

Post Graduate Diploma In Educational Administration
(PGDEA)

Course Co-ordinator: Prof. (Dr.) T.V. Thulasidharan

Academic support by

School of Pedagogical Sciences (SPS)

Mahatma Gandhi University

Kottayam, Kerala

POST GRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION

(Distance Learning Programme - Diploma Programme)

Programme Project Report

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Post Graduate Diploma programme has been designed by the School of Pedagogical Sciences and is to be conducted by the School of Distance Education with the academic support of the School.

The School of Pedagogical Sciences under Mahatma Gandhi University, Kottayam started functioning in 1992 with the vision of transforming teacher education into a vocation that is solidly grounded in research. It is expected to meet the challenges facing education by attaining / establishing and maintaining high quality education and excellence in today's educational institutions.

a) Programme's mission & objectives

The post graduate diploma in educational administration is designed with a vision to enhance skills and competencies and sensitivity of an educational administrator by undertaking exhaustive professional learning and development through a post graduate diploma course that impacts our leadership practices and managerial style for building our

institutions in every aspect.

The one year post graduate diploma is designed to prepare education professional for managerial roles within the primary, secondary and tertiary education sector. The course provides participants with an opportunity to develop their insights in to leadership in education and also to undertake effective administration in education sector. The course is designed particularly for teachers, head teachers, prospective teachers, leaders in primary, secondary and higher education sectors.

(b) Relevance of the program with HEI's Mission and Goals :

The course is mainly focussing on teachers , head teachers, prospective teachers , heads in primary, secondary and higher education sectors.

The overall objective of the programme is to promote professional competency and the capacity of the education functionaries in the areas of educational administration.

- Upgrade and enhance the knowledge of the participants on educational policies and programmes in India and abroad.
- Deepens the understanding on educational administration.
- To develop and upgrade the skill of human resource development in order to nurture diversity holistically and create a cader of committed and competent educational managers and leaders.

(c) Nature of prospective target group of learners:

The course is mainly targeting on teachers, Head teachers, Administrative Staff members with graduation and policy makers in educational sector

(d) Appropriateness of the programme to be conducted in open and distance learning mode to acquire specific skills and competence:

The course will enrich teachers, administrative officers and policy makers a strong understanding on educational administration that will ensure their capacity in quality decision making

(e) Instructional Design

The course is a two semester 32 credits programme offered through distance mode - Print, Audio, Video, Computer aided e-learning are different modes of communications. There are contact classes and the assessment involves both internal as well as external components. Each student has to submit five assignments. Each student has to conduct a case study, Project work and submit a dissertation based on their project work.

Course Summary of PG DIPLOMA IN EDUCATIONAL ADMINISTRATION

Course Co-ordinator: Dr. T.V. Thulasidharan, Professor, School of Pedagogical Sciences, Mahatma Gandhi University

Course Duration: 12 months

Semester I

Course Code	Course Type	Course Name	Contact Classes (Hrs)	Credits	Internal Marks	External Marks	Total Marks
PGDEA-1	Common Core course	Educational Administration: A Systemic View	12	4	20	80	100
PGDEA-2	Common Core course	Leadership in Educational Administration	12	4	20	80	100
PGDEA-3	Common Core course	Research and Innovations in educational administration	12	4	20	80	100
PGDEA-4	Case Study	Case Study (Documentary best practices in Educational Management and leadership)	6	2	50		

		Panel Discussion, Weekly seminar, Role Plays and simulation exercises, Personality development workshop	6	2	50		100
			48	16			400

Semester II

PGDEA-5	Common Core course	Organizational Behaviour and management in Education	12	4	20	80	100
PGDEA-6	Common Core course	Quality Assurance and Governance in Education	12	4	20	80	100
PGDEA-7	Common Core course	Resource Management in Education	12	4	20	80	100
PGDEA-8	Project Work	Project Work On the current practices/ Trends in fields of Educational Leadership and Administration	12	4	100	100	100
Total			48	16			400

Semester wise credits and marks

<i>Semester</i>	<i>Credits</i>	<i>Marks</i>
<i>Semester I</i>	<i>16</i>	<i>400</i>
<i>Semester II</i>	<i>16</i>	<i>400</i>
<i>Total</i>	<i>32</i>	<i>800</i>

(f) Procedure for Admissions, curriculum transaction and evaluation:

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Graduation in any subject is the minimum eligibility for the admission. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book review/Debate/Seminar/Presentation of case study for each course. Assignments/book review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9

75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Certificate programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

$$\text{GPA} = \frac{\text{Total credit points earned by the student from all the required courses of the programme}}{\text{Total credits of all courses required in the programme}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only

5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

$$\text{Equivalent Percentage} = (\text{GPA obtained}) \times 10$$

(g) Details of Laboratory support required for the programme

The computational facility available in School of Management and Business Studies shall be used. The computing facility available in the campus as well as the regional centers can also be used for this purpose. Some external computing facilities may be hired based on the number of enrolment.

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available.

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	School of Pedagogical Sciences	6109

(h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

S.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2

2.	Study material	1.5
3.	Laboratory	3
4.	Internal assessment	0.5
5.	End semester examination	1
	Total	8.00

Total Programme fee: Rs.8000/-

(g) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

Sl. No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2
2.	Study material	2
3.	Laboratory	1
4.	Internal assessment	1
5.	External examination	2
	Total	8

i) Quality assurance mechanism and expected programme outcomes:

The quality of the programme will be ensured through strict monitoring by an executive committee including the Coordinator of the programme, the subject experts, Head of the School of Distance Education, and Director of the School of Pedagogical Sciences (SPS). The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analysed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

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DETAILED SYLLABI

P.G. DIPLOMA IN EDUCATIONAL ADMINISTRATION

SEMESTER I

COMMON CORE COURSE

PGDEA- 1 : EDUCATIONAL ADMINISTRATION: A SYSTEMATIC VIEW

COURSE OUTLINE

Contact Hours :120

Maximum Marks : 100

External-80,Internal-20 Duration of

Examination : 3 Hrs

Number of Credits : 4

Course Objectives

On completion of this course, the student will be able

1. to understand the concept of Educational Administration
2. to assimilate with the principles and challenges in the field of education administration and supervision.
3. to improve the individual performance as educational administrators and leaders.
4. to help them understand the system of educational administration in India and Central and State machinery of educational administration and management.

Mode of Transaction

Lecture cum-discussion, group presentation, seminars, debates, reading print materials, multimedia and assignments.

Unit 1 : Educational Administration and Management

- Educational Administration – Conceptual Background
- Meaning, nature, scope and functions
- Historical Perspectives
- Concept of Educational Management

- Difference between management and administration
- Basic functions of administration , planning, organizing, directing and controlling
- Theories of Educational Management- Classical, Non-classical and Modern and their implications for education
- Administrative structure of Education at different levels

Unit II. Specific Trends in Educational Administration

- Decision making
- Organisational Compliance
- Organisational Development
- PERT, Total Quality Management
- Transparency in Educational Administration
- Theory and research relating to Educational Administration

Unit III : Educational Planning

- Approaches to Educational Planning
- Institutional planning : Concepts and scope : Concepts and practices relating to planning,
- Micro planning, School Mapping and development plans.
- Decentralized planning and concept and scope.
- Management of Physical Resources
- Human Resources Management
- Financial management and Budgeting.
- Office Management overview of office functions , record management and material management, work simplification.

Unit IV :Application of ICT in Educational Administration

- Maintenance of Resources in an institution
- ICT-A tool for Resource Management
- Effective use of Technology
- Software for Record Keeping

Reference

- Bala,Rajni,Educational supervision Theories and Practices,Alfa Publications :New Delhi,2006.
- Bush,Tony,Theories of Educational Leadership and Management,Sage Publications : New Delhi,2003.
- Burten,Jene,Management Today- Principles and Practice,TATA McGrow Hill Publishing Company Ltd : New Delhi,2002.
- Agarwal,V.,Bhatnagar,R.P,(1977).Supervision,Planning and Financing.Meerut : Surya Publications.
- Beady,C.E.(1967).Planning and Educational Administration,UNESCO.
- Bush,Tony(1986).Theories Educational Management.London : Harper &Row Publications.
- Campbell,R.F. and Russel , T.G(1967).Administration Behaviour in Education. New York: Harper &Row Publications.
- Chandrasekharan, P.(1994).Educational Planning and Management. New Delhi : Sterling Publishers.
- Charters,W. et al.,(1965).Perspectives on Educational Administration and the Behavioural Sciences. Centre for the advanced study of Educational Administration. Oregon : University of Oregon.
- Griffiths,D.E.(1959).Administrative theory.New York: Appleton Century Crofts.
- Hallack,J.F./(1975).School Personnel Administration. Pennsylvania: Chilton Books Company.

MAHATMA GANDHI UNIVERSITY

PG Diploma in Educational Administration

SEMESTER - 1

Common Core Course

PGDEA 2 –LEADERSHIP IN EDUCATIONAL ADMINISTRATION

COURSE OUTLINE

Contact Hours : 120 hours

Maximum Marks : 100

External-80,Internal-20 Duration of

Examination : 3 hours

Number of Credits : 4

COURSE OBJECTIVES

On completion of this course the student will be able

- ✚ To develop understanding the core and contemporary leadership theories relevant to educational practice and setting.
- ✚ To sensitize the student about new changes and challenges in leadership of institutions.
- ✚ To develop capacities for being efficient and effective educational leaders.

Mode of Transaction

Lecture cum discussion, reading printed materials and Assignments

Unit 1 : Leadership : Concept and Dynamics

- Concepts and functions of leadership
- Nature of leadership. Leadership and Management. Importance of Leadership.
- Formal and Informal Leadership.
- Leadership styles and their implications.
- Theories of Leadership- Trait Theory, Contingency Theory, Leadership Behaviour Theory, Path goal theory of Leadership.

Unit II : Leadership Roles : Challenges and Perspectives

- Leadership for learning community
- Developing leadership and management skills and insights
- Values, vision and moral purpose in educational leadership.
- Issues of diversity in educational organisations including issues related to gender and multiculturalism

Unit III. Leadership and Organisational Behaviour

- Basic attributes of organizations : Organizational Design and Learning, Organizational culture
- Diversity and Individual differences : Perception and attribution , Motivation
- The nature of Groups: Team work and work groups Design
- Conflict Negotiation and stress management

Unit IV: Leadership for Sustainable Development

- Peace education for promoting tolerance
- Disaster Management
- Human Rights Education
- Environmental Education : Challenges and prospects for institution

Reference

- Beady, C.E.(1967).Theories of Educational Management. London : Harper & Row Publication.
- Mineas, J.A.(2006).Organisational Behaviour : Essential Theories of Motivation and Leadership. New Delhi : Prentice Hall.
- Mukpadhyaya,M.(2005).Total Quality Management to Education.New Delhi : Sage Publications.
- Northouse,P.C.(2010).Leadership and Practice. New Delhi : Sage Publications.

MAHATMA GANDHI UNIVERSITY

PG Diploma in Educational Administration

SEMESTER - 1

COMMON CORE COURSE

PGDEA-3 RESEARCH AND INNOVATIONS IN EDUCATIONAL ADMINISTRATION

Contact Hours : 120 hours

Maximum Marks : 100

Examination : 3 hours

External-80,Internal-20 Duration of

Number of Credits : 4

Course Objectives

On completion of this course, the student will be able to

- to understand the concepts of education
- to develop skill in selecting a relevant research problem.
- to understand the innovations in Education
- to apply statistical analysis for inference and prediction to solve typical problems in educational administration and leadership.

Mode of Transaction

Lecture cum discussion, reading, print material and assignment

Unit I. Educational Research

- Historical development of educational Research
- Research as a scientific process
- Classification of Research
- Quantitative and quantitative Research

Unit II. Review of Related literature

- Purpose and Need of review of related literature
- Research problem and variables

- Formulation of research variables
- Types of variables
- Hypotheses and sources of hypothesis
- Types of hypothesis

Unit III. Research Design

- Sampling and methods of sampling
- Sampling techniques
- Tools and techniques of research
- Analysis and interpretation of Data
- Research proposal and Research report

Unit IV. Innovations and Best Practices

- Innovations at primary, secondary and tertiary level in Administration and Leadership.
- Best Practices and Case studies
- Models and Governance and Educational Administration
- Models of Educational Management and Leadership.

REFERENCE

- Best, J.W. & Kahn, J.V. (2006). Research in Education (10th ed.). New Delhi : PHI Learning Private Limited.
- Cohen, L. & Manion, L. (1994). Research Methodology in Education (4th ed.). London : Routledge.
- Garrett, H.E. (1966). Statistics in Psychology and Education (6th ed.). Bombay : Vakils, Feffer and Simons Ltd.
- McBurney, H.D. (2001). Research Methods. Australia : Wordsworth.
- Good, C.V. (2006). How to do Research in Education. New Delhi: Cosmo Publication.

Mahatma Gandhi University

P.G. Diploma in Educational Administration

SEMESTER - II

Common Core Course

**PGDEA-5 -ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT IN
EDUCATION**

COURSE OUTLINE

Contact Hours :120

Maximum Marks : 100

External-80,Internal-20 Duration of

Examination : 3 Hrs

Number of Credits : 4

Course Objectives

On completion of this course, the student will be able

- to understand the behaviour of organisational members in a variety of cases and contexts
- to develop a personal perspective on the behaviour of organisational settings.
- to analyse the effects of individual characteristics , group interactions, and organisational structure of the individuals within organisation.

Mode of Transaction

Lecture cum discussion, reading print materials, multimedia and assignments.

Unit 1 : Organisational Behaviour

Concept , Nature and scope

Definition and Meaning of Organisational Behaviour

Shortcomings. Contemporary Organisational Behaviour

Organisational Model.

Historical Evaluation of Organisational Behaviour

The human Relations Movements ; Harthorne studies

Foundations of Individual Behaviour

Unit II : Communication and Decision –Making

Types of communication, Factors influencing organisational communication, communication flows, communication network, Informal communication, Communication media, Information technologies.

Decision making. Types of Decision making conditions.

Models of Decision making

Decision making process

Decision making styles.

Motivation, Nature and importance of motivation

Theories of motivation.

Unit III : Management and managers

Nature of management, functions of management

Management skills

Management Roles, Types of managers.

Changing Hierarchies of Managers.

Evolution of Management Theory.

Organisation structure, Importance of organisation.

Key factors of Organisational Design

Unit IV : Organisational Change and Development

Nature and levels of change, Organisational Culture

Integration of TQM and Re-engineering

Factors of change in organisation

Organisational Development

International Organisational Behaviour.

Trends in International Behaviour : Cultural Differences and Similarities-
Behaviour across countries.

Reference

John A.Wagner and John R.Hollenbeck,Organisational Behaviour,Horcourt
College Publisher,2002.

Don Hellriegel et al.,Organisational Behaviour,Southwestern,2001.

Nancy J.Adler,International Dimensions of Organisational Behaviour.
Southwestern,2002.

HR.Bobbitt,et al., Organisational Behaviour, Prentice Hall,1978.

The done T.Herbert, Dimensions of Organisational Behaviour,McMillan,1976.

Mahatma Gandhi University

P.G.Diploma in Educational Administration

SEMESTER - II

COMMON CORE COURSE

PGDEA-6 –QUALITY ASSURANCE AND GOVERNANCE IN EDUCATION

Contact Hours :120

Maximum Marks : 100

External-80,Internal-20 Duration of

Examination : 3 Hrs

Number of Credits : 4

Course Objectives

On completion of this course, the student will be able

- To understand the meaning and concepts related to quality and quality assessment in Education
- To to understand the importance of total quality management and competency required for it.
- To understand the role of Indian, international agencies in higher education institutions in quality maintenance sustenance
- To understand the innovative dimensions of governance in Education

Mode of Transaction

Lecture cum discussion, group presentation, seminars ,debates panel discussions, assignments, case study, survey and dialogue

Unit I Quality in Education

Concept of quality in Education

Dimensions and characteristics of Quality

Nature and scope of quality in Education

Concept of quality learning environment

Quality teaching, quality learning, quality curriculum

Assessment and accreditation

Unit II Concept of Total quality management (TQM)

Strategic planning : leadership, identifying the mission, creating the vision, generating the quality culture

Essential competence, creative thinking and interpersonal skills

Educational quality management system

International organisation for standardisation (ISO)

Reward and recognition

UNIT III Quality Maintenance and sustenance

Bench mark in Higher education (IIMS, IITS)

Agencies of education : Quality crises in Teacher education

National Assessment Accreditation Council (NAAC)

Quality Control of India (QCI)

National Accreditation Board of education and Training (NABET)

Institutional Net work for quality assurance agencies in higher education (INQAHEE)

UNIT IV Educational Governance

Acts and regulations (Special reference to RTI and RTE)

Advisory and regulatory boards in Education (State and National Level)

Role and responsibilities of Heads of the Institutions

Contemporary issues in Educational governance

Understanding the social and economic context of Indian Education.

Responding to diversity through Inclusive education

Reference

1. Arcaro, J. (1997) ... in education An implementation Hand book, Vanity Books International New Delhi
2. Booter field D.etal. (2010) Total Quality Management, Pearson education Asia, Third Edition, New Delhi: Prentice Hall is an imprint of
3. Burl Scanlan, B.K (1987) Management and organizational behaviour, second Edition. Florida: Roberte Krieger Publishing company
4. Bush T, L.B. (2003). The principles and Practice of educational management (edited ed.) New Delhi: Sage Publications
5. Lewis, R and Smith D. (1998) Total quality in Higher education, Vanity Books International New Delhi.

Mahatma Gandhi University
P.G Diploma in Educational Administration
Semester II
Common Core Course

PGDEA 7: RESOURCE MANAGEMENT IN EDUCATION

Contact Hours 120 hrs

Maximum Marks 100

Duration of exam : 3 hours

(external 80 Internal 20)

Number of credits – 4

Course Objectives

On completion of this course, the student will be able

- to understand the aims and objectives of Resource Management
- to understand the fundamentals of Human Resources Management
- to develop soft skills
- to familiar with an inter national working environment and operating effectively in a multicultural settings

Mode of transaction

Lecture cum discussion, reading, print material multimedia, Assignments

Unit I Resource Management in Education

- Meaning, Nature and scope of Resource Management
- The goals of Human Resources Management
- Human Resources structures
- Staff Administration
- Job Satisfaction
- Recruitment
- Promotion
- Pre Service training
- In-service training and orientation
- Retirement
- Role of DIETS, SCERT

Unit II Human Resource in the education sector

- The goals of Human Resources ministries

- Human Resources structure
- Staff administration
- Job classification
- Categories of Staff
- Disciplinary Measures
- Termination
- Staff rotation and Professional mobility

Unit III Administration of School/ College/ higher education

- Salary and emoluments
- Teacher education
- Taxonomy of Teacher Behaviour
- Performance Reports
- Working place relations
- Working conditions

Unit IV :Role of teacher in school management and administration

- Staff development Programmes
- Professional growth of teachers
- Teaching as a vocation
- Teaching as a profession
- Teaching as a job
- Kinds of on- job- or in-service staff development programme
- Refresher course, summer institutes