**Course Title: Educational Management**

**Course No: Ed. PM 429 Full Marks: 100**

**Level: B. Ed. Pass Mars: 35**

**Nature of the Course: Theoretical Period per Week: 6 Year: Second Total periods: 150**

**1. Course Description**

This course is designed for the students of specializing educational planning and management. It intends to provide basic knowledge of educational management ensuring quality education. It deals the fundamental concept of management, educational management including functions, classroom management and pupil control, human resource management in education, management for change in education stress and time management managerial system in the school and institutional net working in educational management school. Management of school facilities with basic principles and practices helps prospective students and educational personnel to conduct educational institution efficiently and effectively.

**2. General Objectives**

On the completion of this course the learners will be able to:

* Familiarize the concept, features, objectives evolution of management.
* Explain the concept scope of educational management along with needs, objectives and indicators of effective management.
* Describe the functions of educational management.
* Introduce the management and schools of thought on classroom managements.
* Expound the fundamental aspects of human resource management in education.
* Familiarize the classroom organization and pupil control procedures.
* Describe the managerial system in school practices.
* Explain the stress and time management process within the school system.
* Describe the concept, types, policies and roles of institutional net working in educational management.

**3. Contents**

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| **Specific Objectives** | **Contents** |
| * Clarify the concept of management with reference to meaning, discipline science and an art, group, process, activity and a profession. * State the features of management. * Enlist the objectives of management. * Explain the levels of management. * Specify the managerial skills. * Sketch the evolution of management. * Enumerate the importance of management. * Differentiate between management and administration. | **Unit I : Management (20)**  1.1 Concept of Management  1.1.1 Discipline  1.1.2 Science and an art  1.1.3 Group  1.1.4 Process  1.1.5 Activity  1.1.6 Profession  1.2 Features of management  1.3 Objectives of management  1.4 Levels of management  1.4.1 Top level management  1.4.2 Middle level management  1.4.3 Lower level management  1.5 Managerial skills  1.5.1 Conceptual skills  1.5.2 Technical skills  1.5.3 Human skills  1.6 Evolution of management  1.7 Importance of management  1.8 Differences between management and administration and their relationship |
| * Describe the meaning of educational management. * Specify the needs and objectives of educational management. * Identify the scope of educational management. * Enumerate the indicators of effective educational management system. * Enlist the characteristics of successful school management. | **Unit II : Educational Management (12)**  2.1 Meaning of educational management  2.2 Needs and objectives of educational management  2.3 Scope of educational management  2.4 Indicators of effective management of an education  System.  2.5 Characteristics of successful school/educational  Management |
| * Enlist the functions of educational management. * Explain the meaning of planning. * Specify the purpose and types of planning. * Describe the meaning of leading. * Define coordinating and controlling and their necessities. * Clarify the concept and process of staffing. * Explain motivation and its importance. * Describe the implication of functions of educational management in Nepali context. | **Unit III : Functions of Educational Management (15)**  3.1 Functions  3.1.1 Planning  3.1.2 Organizing  3.1.3 Leading  3.1.4 Coordinating  3.1.5 Controlling  3.1.6 Staffing  3.1.7 Motivating  3.2 Implication |
| * Describe the school of thought in relation to classroom management. * Specify the factors affecting behaviour in classroom with their basic concepts. * Explain the consequences of misbehaviour towards pupil in the class. * Suggest for handling his behaviour problems. | **Unit IV : Management and Control in the Classroom (15)**  4.1 School of thought  4.2 Schools of thought on classroom management  4.2.1 Authoritarian  4.2.2 Permissive  4.2.3 Behavior modification  4.2.Interpersonal relationship  4.2.5 Scientific  4.2.6 Social System  4.3 Differences affecting behaviour in classroom  4.3.1 Age  4.3.2 Ability  4.3.3 Sex  4.3.4 Socio-economic  4.3.5 Cultural  4.4. What makes people misbehave  4.4.1 Antipathy at school   * + 1. Social isolation   4.4.3 Inconsequential behavior  4.4.4 Ignorance of the rule  4.4.5 Displacement  4.4.6 Anxiety  4.4.7 Leadership style  4.5 Suggestions for handling minor misbehavior problems  4.5.1 Constant monitoring of the class   * + 1. Dealing with repeated minor misbehavior   4.5.3 Dealing with persistent disruptive misbehavior |
| * Clarify the concept of human resource development and human resource management. * State the nature and role of human resources management. * List out the objectives of human resource management. * State the process of manpower planning in education. * Define training and indicate its role for organizational development. * Explain the techniques of performance appraisal. * Describe the role of reward system in an organization. * Elaborate the meaning of organization development. | **Unit V : Human Resource Management in Education (10)**  5.1 Concept of human resource development and human resource management.  5.2 Nature and role of human resource in educational management  5.3 Objectives of human resource management.  5.4 Man power planning in education  5.5 Training  5.6 Performance appraisal  5.7 Reward system  5.8 Institution development |
| * Describe the concept of change and its process. * Explain the role of resistance to change. * Enlist and explain the areas of resistance to change. * State the change agents and their roles. * Clarify the meaning and process of managing change. | **Unit VI : Management for Change in Education (12)**  6.1 Concept of change  6.2 Process of change  6.3 Resistance to change  6.3.1 Insecurity  6.3.2 Habit and conformity  6.3.3 Threat to economic interest and prestige  6.3.4 Invested time  6.3.5 Misunderstanding  6.3.6 Different perceptions  6.4 Change agents  6.5 Managing change |
| * Describe the concept of classroom organization and pupil control. * Identify the problems of pupil control. * State the relation between classroom control and curriculum. * Mention the role of morale and room organization. * Explain the importance of school atmosphere. * Enlist and explain the handing problem cases. | **Unit VII : Classroom Organization and Pupil Control (15)**  7.1 Concept  7.2 The problem of pupil control  7.3 Classroom control and curriculum  7.4 Room organization and morale  7.5 General school atmosphere  7.6 Handling problem cases  7.6.1 The daily programme  7.6.2 Reporting pupil progress  7.6.3 The problem of Marks  7.6.4 Grouping promotion and retardation  7.6.5 Problems for study and discussion |
| * Explain the theme of managerial system of the school. * Mention types of records and their benefits. * State the importance of maintaining records. * Clarify the concept of time table with its importance. * Specify the principles included in preparation of time table * Enlist the types of time table with preparing models. * Describe the process of admission and classification of students in the school. * Describe the management system of student services in the school. | **Unit VIII : Managerial System in School (20)**  8.1 Introduction  8.2 School records and registers   * + 1. Types of records   8.2.2 Educational records  8.2.3 Financial records   * + 1. General administrative records   8.2.5 Equipment records  8.2.6 Communication records  8.2.7 Maintenance of records  8.2.8 Benefits of maintaining records  8.3 School timetable  8.3.1 Concept and importance of time table  8.3.2 Principles of time table preparation  8.3.3 Types and preparation of time table  8.4 Admission and classification of students  8.5 Attendance and home work  8.6 Management of student services  8.6.1 Admission policies  8.6.2 Student evaluation  8.6.3 Reporting student progress  8.6.4 Strategies for counseling services |
| * Define stress management in the school system. * State the general adaptation syndromes. * Explain the faces of stress. * Relate stress with performance. * Find out the causes of stress. * Conclude the consequences of stress. * Explain the managing techniques of stress in a work place. * Explain the concept of time management. * Describe the obstacles found in effective use of time. * Suggest strategies for time management. | **Unit IX : Stress and Time Management in School System (15)**  9.1 Stress management  9.1.1 Meaning and definitions of stress management  9.1.2 General adaptation syndromes  9.1.3 Faces of stress   * Eustress * Distress * Stress or neutral stress   9.1.4 Relationship between stress and performance  9.1.5 Causes of stress   * Organizational stressors * Life stressors   9.1.6 Consequences of stress   * Individual * Organizational   9.1.7 Managing stress in a work place  9.2 Time management  9.2.1 Meaning and definitions of time management  9.2.2 Obstacles to effective use of time  9.3.3 Strategies of time management |
| * Define concept of networking. * Explain the types of institutional network system. * Elucidate the networking policy and programmes in education. * Describe the importance to manage infrastructure and devices for network management. * Discuss the role of network in educational management in the context of Nepal. | **Unit X : Institutional Networking in Educational**  **Management (16)**  10.1 Concept of networking  10.2 Types of institutional network   * Intra institutional network * Inter institutional network   10.3 Networking policy and programmes in education   * Coordinator and range of organizational structure * Personal requirement * Budgetary, resources and requirements * Partnership in the institution net * Provision of institution net operating guidelines   10.4 Network management with respect to infrastructure and devices  10.5 Network structure  10.6 The role of networks in educational management with reference to Nepal |

***Note: The figures within the parenthesis indicate the appropriate periods for respective units.***

**4. Instructional Techniques**

The following modes of delivery can be used by the teachers:

**4.1 General Instructional Strategies**

The following general instructional strategies are applicable to most of the units;

* Lecture
* Discussion
* Question answer
* Lecture with the use of multimedia projector
* Brainstorming
* Providing the reading materials to the students to familiarize them with the units.

**4.2 Specific Instructional Strategies**

The specific instructional strategies are applicable to the specific units.

* Apply lecture, discussion and question answer method in each unit. Encourage the students to summarize the lesson.
* Providing opportunity to visit community managed school to the students in the following activities;
* To observe and analysis of managerial system in school (for unit-VIII), time management ( for unit-IX of 9.2) and institutional networking in educational management (for unit-X) and encourage the students to prepare reports of these learning activities.
* After preparation of reports, providing opportunity to present reports in the classroom for discussion. The tutorial support and feedback procedures should be used by the teacher.

**5. Evaluation**

Student will be evaluated on the basis of both formative (Written test in the class, class participation, preparation and presentation of reports) and final Examination as a part of summative evaluation conducted by the Office of the Controller of examination. The scores of the formative evaluation will be used only for the providing feedback purposes. In the final examination the types and number of questions to be included are as follows:

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| **Types of questions** | **Total questions to be asked** | **Number of questions to be**  **answered and marks allotted** | **Total marks (100)** |
| Group A : Multiple choice items | 20 questions | 20 × 1 marks | 20 |
| Group B : Short questions | 8 with 3 alternative question | 8 × 7 marks | 56 |
| Group C : Long questions | 2 with 1 alternative question | 2 × 12 marks | 24 |

**6. Recommended Books and Reading Material**

**6.1 Recommended Books**

Ashima and Anju (2010). *Educational Management.* Delhi: Surjeet Publications. (For unit II, III, X)

Bhusan, J.K. (2009). *Management & Education.* Delhi: Surjeet Publications. (For unit V)

Deshanukh, A. & Naik, A. P. (2010). *Educational Management.* Delhi: Himalayan Publishing House. (For unit IV, VII)

Goel, A.& Goal S.L. (2009). *Educational Administration & Management*. New Delhi: Deep & Deep Publication Pvt. Ltd. (For unit I, II)

Massie, L. J. (2009). *Essentials of Management*. India: Prentice House (for unit II, III)

Panday, S.R. (2011). *Administration & Management of Evaluation*. Mumbai: Himalayan Publishing House. (For unit I, IX)

Sharma, R.N. (2011). *Educational Administration Management & Organization.* Delhi: Surjeet Publications. (For unit II, III)

Sukla, M.C. (2010). *Management & Education.* Ramnagar: S. Chand & Company Pvt. Ltd. (For unit VI)

**6.2 References**

Bush, T. (1995). *Theories of educational management.* London: Paul Chapman Publishing Ltd.

Louvis, & Lawrence, (1989). *A guide to teaching practics 3rd edition* Kouledge (For unit IV)

Robbins, S.P., De Cenzo, D.A., Bhattacharyya, S. and Agarwal, M.A. (2009). *Fundamentals of management : Essential concepts and applications.* India: Dorling Kindersley Pvt. Ltd.