

A P P E N D I X--10DIPLOMA IN SCHOOL MANAGEMENTSYLLABUS *Nadras University*Course - A: Management of Educational Change -
Higher Secondary Level.

Objectives:

The Course seeks to develop in the participants:

1. (a) an awareness of the historical background to the restructuring of the educational system.
- (b) appreciation of the goals of the change over to ~~the~~ new pattern.
- 2 (a) a thorough knowledge pertaining to the alternative streams
- (b) the ability to apply their knowledge in career planning for students in the vocational streams offered in their respective schools.
3. (a) the requisite knowledge and skills for institutional planning.
- (b) the ability to apply the systems approach in bringing about educational change and
4. the leadership capabilities for bringing about educational change through the role as Principals.

Syllabus

1. Higher Secondary Education - Historical Background to the Introduction of Higher Secondary Education in the Country and in the State - The rationale for the change over to + 2- the goals of the change over.
2. The academic and vocational streams - The distinct features of the current endeavour in vocationalisation-provision and alternatives-career possibilities of the two streams in the new pattern.
3. Institutional planning and change - A systems approach to educational change - defining, analysing, specifying, evaluating implementing and monitoring planned change.

4. Role of the principal as a change agent and as a leader-
Decision-making-Interaction and Communication in groups-
Problems-Solving in Groups- Productivity, Sensitivity
Education.

Course - B: Principles of Management

Objectives:

The course seeks to develop in the participants:

1. a. A Comprehension of the concept and principles of management.
- b. An Appreciation of the distinct features of educational management.
2. a. A Comprehension of PPBS and PERT
- b. The ability to apply modern management approaches in the frame-work of existing school systems.
3. a. An appreciation of the power and potential of the school office as a control sub-system.
- b. An Understanding of the nature of the records to be maintained for monitoring the functioning of the institution.
4. a. Ability to identify and introduce innovations.
- b. Ability to promote the innovative spirit.

Syllabus

1. Definition and Scope of Management - Management and Administration differentiated - Distinct features of the management of education; Principles and techniques of management as applied to schools.
2. Planning, Programming; Budgeting System--Programme Evaluation Review Technique-Introducing modern management approaches in existing school system.
3. Managing the Control System--The School Office-Maintenance of Records; Statutory and non-statutory-Monitoring the Functioning of the Institution.
4. Innovative practices and management of innovation in Teaching and Learning.

Course - C: The Practice of Management

Objectives:

The course seeks to develop in the participants:

1. The ability to optimise the utilisation of the physical resources of the institution.
2. (a) The ability to maintain the morale and motivation of the staff.
(b) The ability to minimise and resolve conflicts among the school personnel.
3. (a) The ability to allocate students between the streams rationally:
(b) The ability to optimise student participation in curricular and co-curricular activities:
4. (a) The ability to manage the institutional and instructional processes towards the attainment of the functional objectives:
(b) The ability to manage the evaluation system towards the attainment of the functional objectives:
5. The ability to initiate and sustain functional relationship with the parents, the community and other agencies.

Syllabus

1. Management of the School Plant--Maintenance--Optimising the utilisation of the physical resources of the institution --recording and monitoring.
2. Personnel Management--Organisational/institutional climate including staff morale and motivation--Human relation --Group Dynamics--Organisational behaviour--Management of conflicts--Teaching Staff:Orientation and Induction--Morale and Motivation--Evaluation. Non-teaching staff--Definition of their Roles--Relationship between the Teaching and the non-teaching staff.
3. Management of the Student--Admission--Classification and streaming--Participation in ~~xx~~ curricular activities--Evaluation--Reporting--Promoting--Management of Student conflicts.

4. Management of the Learning Process--Learning resources--
Time Tabling--Classroom management--Classroom climate--
Management of the institutional process--Co-curricular
activities--Library.

The Management of examinations--Paper-setting;
Programming, Invigilation, Valuation, Reporting.

5. Public Relations, The School Environment--Parents,
Community and others--~~Perspectives~~ on School Programmes.

Course - D : Practicals

1. Each candidate shall present a minimum of two seminar papers, besides participating regularly in the seminar, symposia or workshops that will be organised periodically during the course.
2. Each candidate shall prepare a five year perspective plan for a Secondary or Higher Secondary School, preferably his own institution.
3. Each candidate shall make a Case Study of a Secondary or Higher Secondary, other than his own institution, from the viewpoint of its history, tradition, present working, problems and prospects.
4. Each candidate shall choose any three specific vocational courses and conduct a small study on their introduction and implementation in the city higher secondary schools, or identify the vocational interests of the pupils in standard in a secondary school and design for them a programme of educational and Vocational Guidance and Counselling.
5. Each candidate shall make an in-depth study concerning problems in the management of any one aspect under Course-C.