NEP - 2020 and Learning Outcome-Based Curriculum Framework (LOCF)

FOR

Post Graduate Programme

POST GRADUATE DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (PGDEML)

(To be effective from the Academic Session 2026-27)

DEPARTMENT OF EDUCATION

GURUGRAM UNIVERSITY, GURUGRAM

(A State university Established by Govt. of Haryana Act no. 17 in 2017)

1. Scheme of Programme

(Scheme PGD- EML) (Course work)
Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)				Credits			TI	TE	PI	PE	Total
	Core Course(s)													
CC-A01	Foundations of Educational Management and Leadership	261/PGDEML/CC101	3	1	0	3	1	0	4	30	70	-	-	100
CC-A02	Contemporary Leadership Models and Practices in Education	261/PGDEML/CC102	3	1	0	3	1	0	4	30	70	-	-	100
	Discipline Specific Elective Courses													
DSE-01	Educational Policy, Planning & Governance Or Institutional Leadership and Quality Enhancement in Higher Education	261/PGDEML/DS101 Or 261/PGDEML/DS102	3	0	0	3	0	0	3	25	50	-	-	75
	Skill Enhancement Course(s)													
SEC-01	Digital and Analytical Skills for Educational Leadership	261/PGDEML/SEC101	1	1	0	1	1	0	2	05	20	05	20	50

	Ability Enhancement Course(s)													
AEC-01	Academic Communication and Leadership Skills	261/PGDEML/AEC/101	2	0	0	2	0	0	2	15	35	-	-	50
	Value-added Course(s)													
VAC-01	Ethics, Human Values and Sustainable Leadership in Education	261/PGDEML/VAC101	2	0	0	2	0	0	2	15	35	-	-	50
SEMINAR	Leadership Portfolio, Case Analysis and Reflective Practices	261/PGDEML/SEM101	0	0	2	0	0	2	2	-	-	15	35	50
Total Credits									19 CREDITS					475

Semester 2

Course Code	**Course Title**	**Course ID**	**L**	**T**	**P**	**L**	**T**	**P**	**Total Credits**	**MARKS**				
			(Hrs)			**Credits**				**TI**	**TE**	**PI**	**PE**	**Total**
Core Course(s)														
CC-A03	Organizational Behaviour and Institutional Dynamics	261/PGDEML/CC201	3	1	0	3	1	0	4	30	70	-	-	100
CC-A04	Innovative, Inclusive and Sustainable Leadership in Education	261/PGDEML/CC202	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														

DSE-02	ICT, AI and Digital Governance in Education Or Emotional Intelligence, Team Building and Collaborative Leadership	261/PGDEML/DS 203 Or 261/PGDEML/DS204	3	0	0	3	0	0	3	25	50	-	-	75
Skill Enhancement Course(s)														
SEC-02	Future-Ready Leadership and Strategic Skills	261/PGDEML/SEC/201	2	0	2		0	0	2	05	10	15	20	50
Ability Enhancement Course(s)														
AEC-02	Academic Communication and Leadership Skills	261/PGDEML/AEC/201	2	0	0	2	0	0	2	15	35	-	-	50
Intern-02	Internship and Project Work	241/MEDU/IN201	0	0	4	0	0	4	4	-	-	30	70	100
Total Credits			-	-	-	-	-		19	-	-	-	-	475

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	**Total Credits**	**L (Credits)**	**T (Credits)**	**P (Credits)**	**MARKS**			
					TI	**TE**	**PI**	**PE**
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-

	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

Based on the scheme for the Post Graduate diploma in Educational Management and Leadership

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and knowledge base to excel in the field of education, aligning with the objectives of the Post Graduate Diploma in Educational leadership and management program under the New Education Policy (NEP) 2020.

Program Outcomes (POs):

PO1	Demonstrates comprehensive understanding of educational leadership theories, organizational behavior across all levels of education
PO2	Apply strategic leadership practices to initiate, manage, and sustain positive organizational change within diverse educational settings.
PO3	Implement best practices in administration to enhance organizational performance.
PO4	Demonstrate commitment to ethical principles, social responsibility, and equity, while fostering inclusive environments for all stakeholders.

Program Specific Outcomes (PSOs):

PSO 1: Leadership Competence: Demonstrate effective educational leadership skills to lead schools and institutions with vision, innovation, and ethical responsibility.

PSO 2: Strategic Planning & Decision-Making: Apply strategic planning, problem-solving, and data-driven decision-making for improving institutional performance and educational outcomes.

PSO 3: Institutional Management Skills: Manage human resources, finances, infrastructure, and administrative functions efficiently in educational organizations.

PSO 4: Curriculum & Academic Leadership: Design, implement, and evaluate curriculum, teaching-learning processes, and assessment practices aligned with contemporary educational policies**.**

PSO 5: Change & Innovation Management: Lead change initiatives, integrate technology, and foster innovation to respond to emerging educational challenges and reforms (e.g., NEP 2020).

PSO 6: Communication & Interpersonal Skills: Exhibit effective communication, collaboration, and team-building skills for stakeholder engagement (teachers, students, parents, community).

PSO 7: Policy Understanding & Implementation: Interpret and implement educational policies, governance frameworks, and quality assurance mechanisms in institutions**.**

PSO 8: Reflective & Ethical Practice: Engage in reflective practices and uphold professional ethics, inclusivity, and social responsibility in educational leadership.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: CC-A01
Course Title: Foundations of Educational Management and Leadership

Course ID: **261/PGDEML/CC101**

Course Credit-04

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES (COS) :

After the completion of the course the students will be able to:

CO1: Explain the concept, nature, scope and evolution of educational management and leadership.
CO2: Analyze organizational dynamics, administrative structures and management practices in educational institutions.
CO3: Demonstrate understanding of resource management, supervision and institutional functioning.
CO4: Critically examine educational governance, legislation, regulatory agencies and quality assurance mechanisms in education.

Note:

1. A total of nine questions shall be set in the question paper.
2. Question No. 1 shall be compulsory and shall consist of seven short answer type questions covering the entire syllabus. (7 × 2 = 14 Marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students shall be required to attempt one question from each unit. (4 × 14 = 56 Marks)

Course Content

Unit I: Foundations of Educational Management and Leadership

1.1 Educational Administration: Meaning, Nature and Scope.
1.2 Educational Management and Leadership: Meaning, Characteristics and Difference between Administration, Management and Leadership.
1.3 Evolution of Educational Administration from Colonial Period to Contemporary India and Challenges in Contemporary Educational Management.
1.4 Organization: Meaning, Structure and Functions, Formal and Informal Organizations, Authority, Responsibility and Accountability in Educational Organizations

Unit II: Educational Governance and Administrative Structure

2.1. Administrative Structure of Education in India at National, State and Local Levels.

2.2. Central–State Relationship in Education and Decentralization in Educational Administration.

2.3. Role and Functions of Ministry of Education (MoE), UGC, NCTE, NCERT, SCERT, AICTE, NAAC, NIEPA, CBSE and State Boards.

2.4. Governance, Regulatory Bodies, Accreditation and Quality Management in Education

Unit III: Resource Management in Educational Institutions

3.1 Management of Physical Resources, Office Management, Record Management and Material Management.

3.2 Human Resource Management, Human Relations, Group Dynamics, Team Building, Motivation and Communication in Educational Institutions.

3.3 Financial Management, Budgeting, Time Management and Event Management in Educational Institutions.

3.4 Strategic Planning, SWOT Analysis and Institutional Development.

Unit IV: Educational Legislation, Supervision and Monitoring

4.1 Constitutional Provisions Related to Education, RTI Act 2005, RTE Act 2009 and Educational Policies.

4.2 Educational Legislation, Policy Analysis and Educational Reforms in India.

4.3 Supervision: Meaning, Importance, Methods and Techniques of Educational Supervision.

4.4 Educational Monitoring, Evaluation, Institutional Accountability and Contemporary Issues in Educational Management.

Suggested Assignments and Activities

1. **Concept Mapping Activity:** Prepare a concept map showing the relationship between educational administration, management and leadership.
2. **Organizational Analysis:** Study the organizational structure of a school, college or university and prepare a brief report.
3. **Agency-Based Assignment:** Prepare a presentation on the role and functions of any one educational agency such as UGC, NCTE, NAAC, AICTE, NCERT or NIEPA.
4. **SWOT Analysis Activity:** Conduct a SWOT analysis of an educational institution and suggest measures for improvement.
5. **Case Study Analysis:** Analyze a case related to educational leadership, institutional management or educational governance.
6. **Reflective Journal:** Maintain reflections on leadership practices and contemporary issues in educational management.

Transaction Mode Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Core Readings

1. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.
2. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth Cengage Learning.
3. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
4. Kreitner, R., & Kinicki, A. (2014). *Organizational behavior* (10th ed.). McGraw-Hill Education.
5. Mukhopadhyay, M. (2020). *Educational administration, management and leadership.* Kanishka Publishers.
6. Bhatnagar, R. P., & Aggarwal, V. (2019). *Educational administration, supervision, planning and financing.* Surjeet Publications.
7. Singh, Y. K., & Nath, R. (2021). *Educational administration and management.* APH Publishing Corporation.
8. Pruthi, R. K. (Ed.). (2005). *Administrative organisations.* Discovery Publishing House.
9. Sarkar, S. (2010). *Administration in India.* PHI Learning Pvt. Ltd.
10. Maheshwari, S. R. (2005). *Public administration in India: The higher civil services.* Oxford University Press.
11. Government of India. (2020). *National Education Policy 2020.* Ministry of Education.
12. National Institute of Educational Planning and Administration (NIEPA). (2018). *Educational planning and administration in India.* NIEPA Publications.

Advanced Readings

1. Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.
2. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.
3. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
4. Mintzberg, H. (2009). *Managing.* Berrett-Koehler Publishers.
5. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
6. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
7. Drucker, P. F. (2008). *Management: Tasks, responsibilities, practices.* Harper Business.
8. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.
9. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.
10. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: CC-A02
Course Title: Contemporary Leadership Models and Practices in Education
Course ID: 261/PGDEML/CC102
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES (COS)

After the completion of the course, the students will be able to:

1. **CO1:** Explain and critically analyze major leadership theories and models in educational contexts.
2. **CO2:** Differentiate between various leadership styles and evaluate their effectiveness in educational institutions.
3. **CO3:** Apply leadership theories, models and approaches in school and higher education administration.
4. **CO4:** Demonstrate communication, decision-making, conflict management and team-building skills as educational leaders.

Note:

1. A total of nine questions shall be set in the question paper.
2. Question No. 1 shall be compulsory and shall consist of seven short answer type questions covering the entire syllabus. (7 × 2 = 14 Marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students shall be required to attempt one question from each unit. (4 × 14 = 56 Marks)

Unit-1: Foundations of leadership theories

1.1 Concept, Nature and Scope of Leadership in Education.

1.2 Classical Leadership Theories: Trait Theory, Great Man Theory and Behavioral Theory.

1.3 Contingency and Situational Leadership Models: Fiedler's Contingency Model and Hersey–Blanchard Situational Leadership Model.

1.4 Contemporary Leadership Models: Transformational Leadership, Transactional Leadership, Distributed Leadership and Instructional Leadership.

Unit II: Contemporary Leadership Styles and Approaches in Education

2.1 Leadership Styles: Autocratic, Democratic, Laissez-faire and Participative Leadership.

2.2 Instructional, Academic and Pedagogical Leadership in Educational Institutions.

2.3 Transformational, Ethical, Value-based and Servant Leadership in Education.

2.4 Inclusive, Culturally Responsive and Collaborative Leadership Approaches.

Unit III: Leadership Skills and Competencies

3.1 Communication, Decision-Making and Problem-Solving Skills in Educational Leadership.

3.2 Emotional Intelligence, Interpersonal Relations, Team Building and Leadership Effectiveness.

3.3 Conflict Management, Negotiation, Stress Management and Leadership Motivation Strategies.

3.4 Strategic Leadership, Institutional Vision Building, Collaboration and Organizational Effectiveness.

Unit IV: Leadership Practices in Contemporary Education

4.1 Leadership Practices in Schools, Colleges and Higher Educational Institutions.

4.2 Change Management, Innovation and Leadership for Educational Reforms and Institutional Transformation.

4.3 Leadership for Quality Assurance, Accreditation, Accountability and Institutional Development.

4.4 Digital Leadership, AI-enabled Leadership, Data-driven Decision Making and Emerging Trends in Educational Leadership, and Case Studies of Best Practices in Educational Leadership (Indian and Global Context).

Suggested Assignments and Activities

1. **Leadership Style Analysis:** Analyze the leadership style of an educational leader or administrator and prepare a brief report.

2. **Case Study Analysis:** Analyze a case related to educational leadership, institutional management or change management in education.

3. **SWOT Analysis Activity:** Conduct a SWOT analysis of an educational institution and suggest strategies for institutional improvement.

4. **Presentation Activity:** Prepare and present on any contemporary leadership model such as transformational, instructional, distributed or servant leadership.

5. **Group Discussion:** Participate in discussions on leadership challenges, innovation and quality assurance in educational institutions.

6. **Reflective Journal:** Maintain reflections on leadership practices, leadership competencies and contemporary issues in educational leadership.

Transaction Mode*: Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play*

Core Readings

1. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.

2. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.

3. Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson Education.

4. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth Cengage Learning.

5. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.

6. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

7. Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201–227. https://doi.org/10.1080/09243450600565829

8. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

9. Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed.). Pearson Education.

10. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.

Advanced Readings

1. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.

2. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.

3. Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* Teachers College Press.

4. Bennis, W. G. (2009). *On becoming a leader.* Basic Books.

5. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.

6. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

7. Goleman, D. (2017). *Leadership that gets results.* Harvard Business Review Press.

8. Spillane, J. P. (2006). *Distributed leadership.* Jossey-Bass.

9. Day, C., & Sammons, P. (2016). *Successful school leadership.* Education Development Trust.

10. Harris, A. (2020). *Leading professional learning.* Sage Publications.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: DSE-01
Course Title: Educational Policy, Planning & Governance
Course ID: 261/PGDEML/DS101
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2 hrs

Course Outcomes (COs)
After the completion of the course, the students will be able to:

1. CO1: Explain the concept, objectives and significance of educational policy, planning and governance.
2. CO2: Analyze educational policies and reforms in the Indian education system.
3. CO3: Demonstrate understanding of educational planning processes and governance structures.
4. CO4: Critically examine issues related to decentralization, institutional autonomy, accountability and educational governance.

Note:

1. A total of Seven questions shall be set in the question paper.

2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)

3. The remaining six questions shall be divided into three units, with two questions from each unit.

4. Students will be required to attempt one question from each unit.(3 × 12 = 36 marks)

Unit I: Foundations of Educational Policy and Planning
1.1 Concept, Nature and Scope of Educational Policy, Planning and Governance.
1.2 Objectives, Principles, Approaches and Policy Perspectives of Educational Planning.
1.3 Educational Planning in India: Short-term, Long-term and Perspective Planning at National, State, District and Institutional Levels.
1.4 Relationship between Education, Development and National Priorities.
1.5 Emerging Issues and Challenges in Educational Planning and Governance.

Unit II: Educational Policies and Reforms in India

2.1 Historical Development of Educational Policies in India.

2.2 National Policy on Education (1986), Programme of Action (1992), National Education Policy (NEP) 2020, RMSA and RUSA: Objectives, Strategies and Implementation Status.
2.3 Policy Formulation, Policy Implementation and Policy Analysis in Education.
2.4 Educational Policy Reforms and Policy Changes at National and State Levels in India.
2.5 Globalization, Privatization, Commercialization, Equity, Inclusion and Quality in Indian Education.

Unit III: Educational Governance and Contemporary Trends

3.1 Concept, Principles and Models of Educational Governance.
3.2 Decentralization, Participatory Governance, Institutional Autonomy and Accountability in Education.
3.3 Quality Assurance, Accreditation and Institutional Governance in Higher Education.
3.4 Educational Financing, Resource Mobilization and Public–Private Partnership (PPP) in Education.
3.5 Digital Governance, E-Governance and Emerging Trends in Educational Governance.

Suggested Assignments and Activities

1. **Policy Review Activity:** Review and analyze key features of NEP 2020, RUSA or other educational policies and prepare a brief report.
2. **Case Study Analysis:** Analyze a case related to educational governance, policy implementation or institutional planning.
3. **SWOT Analysis Activity:** Conduct a SWOT analysis of an educational institution and suggest strategies for institutional development and governance improvement.
4. **Presentation Activity:** Prepare and present on themes such as educational planning, decentralization, institutional autonomy, accreditation or digital governance.
5. **Group Discussion:** Participate in discussions on globalization, privatization, equity, quality and emerging challenges in educational governance.
6. **Reflective Journal:** Maintain reflections on educational policies, planning practices and governance issues in education.

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning, Case Study Method, Project-based Learning and Role Play.

Core Readings

1. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.

2. Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson Education.

3. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.

4. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* ASCD.

5. Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration, 49*(2), 125–142. https://doi.org/10.1108/09578231111116699

6. Blankstein, A. M. (2013). *Leadership for excellence and equity.* Corwin Press.

7. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

8. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

9. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.

10. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.

Advanced Readings

1. Antonakis, J., & Day, D. V. (Eds.). (2018). *The nature of leadership* (3rd ed.). Sage Publications.

2. Nohria, N., & Khurana, R. (Eds.). (2010). *Handbook of leadership theory and practice.* Harvard Business Press.

3. Burns, J. M. (1978). *Leadership.* Harper & Row.

4. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.

5. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

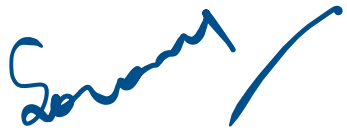
6. Goleman, D. (2017). *Leadership that gets results.* Harvard Business Review Press.

7. Spillane, J. P. (2006). *Distributed leadership.* Jossey-Bass.

8. Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed.). Pearson Education.

9. Day, C., & Sammons, P. (2016). *Successful school leadership.* Education Development Trust.

10. Harris, A. (2020). *Leading professional learning.* Sage Publications.



Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: DSE-01
Course Title: Institutional Leadership and Quality Enhancement in Higher Education
Course ID: 261/PGDEML/DSE102
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2hrs

Course Outcomes (COs)

After the completion of the course, the students will be able to:

1. CO1: Explain the concept, principles and significance of institutional leadership and quality enhancement in higher education.
2. CO2: Analyze organizational behaviour, institutional culture, collaboration and sustainable development practices in educational institutions.
3. CO3: Demonstrate understanding of quality assurance mechanisms, accreditation processes and institutional governance in higher education.
4. CO4: Critically examine emerging trends such as digital governance, AI-enabled practices and best practices in institutional leadership and quality enhancement.

Note:

1. A total of Seven questions shall be set in the question paper.

2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)

3. The remaining six questions shall be divided into three units, with two questions from each unit.

4. Students will be required to attempt one question from each unit. (3 × 12 = 36 marks)

Unit I: Institutional Leadership and Quality Enhancement

1.1 Concept, Nature and Scope of Institutional Leadership in Higher Education.
1.2 Institutional Vision, Mission Building and Strategic Leadership.
1.3 Leadership for Institutional Effectiveness, Quality Enhancement and Academic Excellence.
1.4 Leadership in Institutional Change, Innovation and Transformation.
1.5 National and International Perspectives on Institutional Leadership and Higher Education Reforms.

Unit II: Organizational Behaviour and Sustainable Institutional Development
2.1 Organizational Behaviour, Organizational Learning and Institutional Culture in Higher Education.

2.2 Diversity, Equity, Inclusion and Motivation in Educational Institutions.
2.3 Conflict Management, Negotiation, Institutional Well-being and Professional Relationships.
2.4 Sustainable Development Goals (SDGs), Environmental Responsibility and Human Values in Higher Education.
2.5 Institutional Collaboration, Networking and Professional Learning Communities.

Unit III: Quality Assurance and Emerging Trends in Higher Education

3.1 Quality Assurance, Accreditation and Institutional Governance in Higher Education.
3.2 NAAC, NIRF, IQAC and Benchmarking Practices in Higher Education Institutions.
3.3 Institutional Accountability, Academic Audit and Performance Indicators.
3.4 Digital Governance, AI-enabled Institutional Practices and Data-driven Decision Making.
3.5 Emerging Trends and Best Practices in Higher Education Leadership and Quality Enhancement.

Suggested Assignments and Activities

1. Institutional Analysis Activity: Study the vision, mission and quality initiatives of a higher education institution and prepare a brief report.
2. Case Study Analysis: Analyze a case related to institutional leadership, accreditation or quality enhancement practices in higher education.
3. Quality Assurance Activity: Prepare a presentation on NAAC, IQAC, NIRF or academic audit practices in higher education institutions.
4. SWOT Analysis Activity: Conduct a SWOT analysis of an educational institution with reference to institutional effectiveness and quality enhancement.
5. Group Discussion: Participate in discussions on institutional transformation, sustainable development and emerging trends in higher education leadership.
6. Reflective Journal: Maintain reflections on institutional leadership, governance and quality enhancement practices in higher education.

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Case Study Method, Collaborative Learning, Cooperative Learning, Self-Learning, Project-based Learning, Reflective Learning and Role Play.

Core Readings

1. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
2. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
3. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.
4. Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles.* Corwin Press.
5. Government of India. (2020). *National Education Policy 2020.* Ministry of Education.
6. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
7. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.

8. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.
9. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.
10. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

Advanced Readings

1. Leithwood, K., & Riehl, C. (2005). What we know about successful school leadership. In W. Firestone & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp. 22–47). Teachers College Press.
2. Day, C., & Sammons, P. (2016). *Successful school leadership.* Education Development Trust.
3. Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education* (4th ed.). Routledge.
4. Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* Teachers College Press.
5. Harris, A. (2020). *Leading professional learning.* Sage Publications.
6. Spillane, J. P. (2006). *Distributed leadership.* Jossey-Bass.
7. Goleman, D. (2017). *Leadership that gets results.* Harvard Business Review Press.
8. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
9. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.
10. OECD. (2020). *Education policy outlook 2020.* OECD Publishing.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: SEC 01
Course Title: Digital and Analytical Skills for Educational Leadership
Course ID: 261/PGDEL/SEC/01
Course Credit-2

Maximum Marks: 50
Theory: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Exam Time: 2 hrs

Course Outcomes (COs)
After completing the course, learners will be able to:

1. **CO1:** Explain the concept, importance and frameworks of digital competence and digital leadership in education.
2. **CO2:** Apply digital literacy skills including digital content creation, digital security and analytical thinking in educational contexts.
3. **CO3:** Analyze the role and effectiveness of digital tools, learning platforms and collaborative technologies in educational leadership and management.
4. **CO4:** Demonstrate practical skills related to digital communication, virtual learning, webinars, educational analytics and technology-enabled educational practices.

Note:

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit I: Digital Skills and Digital Competencies in Education

1.1 Meaning, Importance and Frameworks of Digital Competence in Education.
1.2 Evolution of Education 1.0 to Education 5.0 and Digital Transformation in Education.
1.3 Digital Literacy, Digital Communication, Digital Collaboration and Digital Citizenship.
1.4 Digital Content Creation, Cyber Security, Data Protection and Ethical Use of Digital Technologies.
1.5 Critical Thinking, Analytical Skills, Problem-solving Skills and Emerging Trends in Digital Education.

Unit II: Digital Tools and Analytical Applications in Education

2.1 Introduction and Emerging Trends of Digital Tools in Education.

2.2 Digital Tools for Educational Leadership: Assessment Tools, Collaboration Tools, Digital Libraries, Infographic Tools, Survey Tools and Productivity Tools.
2.3 Virtual Teaching, Webinars, Online Communication Platforms and Blended Learning Practices.
2.4 Educational Data Analytics, Dashboards, Data Visualization and Data-informed Decision Making.
2.5 Impact of Social Media, AI-enabled Tools and Digital Technologies on Educational Practices and Leadership.

Practicum

1. Creation of digital presentations, infographics and educational videos using digital tools.
2. Designing online quizzes, surveys, feedback forms and digital certificates.
3. Conducting webinars, virtual meetings and collaborative online activities.
4. Collection, organization and analysis of educational data using spreadsheets and visualization tools.
5. Preparation of digital portfolios and e-resources for educational purposes.
6. Hands-on use of AI-enabled tools for educational communication, planning and content creation.
7. Preparation of analytical reports and dashboards for educational decision-making.

Suggested Assignments and Activities

1. Prepare and present a digital learning resource using educational technology tools.
2. Conduct a comparative analysis of LMS platforms or online assessment tools.
3. Analyze the role of AI tools and digital technologies in educational leadership.
4. Create a webinar plan or virtual classroom activity for educational purposes.
5. Develop a digital portfolio demonstrating digital and analytical skills.
6. Reflective report on opportunities and challenges of digital transformation in education.

Transaction Mode
Lecture, Demonstration, Hands-on Training, Workshop, Seminar, Peer Learning, Collaborative Learning, Project-based Learning, Blended Learning, Self-learning and Practical Sessions.

Core Readings

1. Behera, B. (2021). Digital inclusion in education: Mapping and management. *Indian Journal of Educational Technology, 3*(2), 277–289.
2. Williamson, B. (2016). Digital education governance: An introduction. *European Educational Research Journal, 15*(1), 3–13. https://doi.org/10.1177/1474904115616630
3. Gorshenin, A. (2018). Toward modern educational IT-ecosystems: From learning management systems to digital platforms. *arXiv*. https://arxiv.org/abs/1801.04815
4. Subaveerapandiyan, A., & Sinha, P. (2022). Digital literacy and reading habits: A survey study. *arXiv*. https://arxiv.org/abs/2205.12345
5. Nurhidayati, R., & Thaufani, A. (2024). Promoting digital literacy through educational management: A literature review. *Jurnal Manajemen Pendidikan*.

6. Quttainah, M. A., & Singh, P. (2024). Implementation of digital competency-building strategy in management education. *Vision*.
7. UNESCO. (2023). *Guidance for generative AI in education and research.* UNESCO Publishing.
8. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.

Advanced Readings

1. Adeoye, M. A., et al. (2025). ICT competencies for educational managers: A systematic literature review. *RUDN Journal of Informatization in Education, 22*(3), 332–350.
2. Akhmad, A. (2024). Digital leadership practices in educational management: Trends and challenges. *International Journal of Learning, Teaching and Educational Research, 24*(8).
3. Prakasha, G. S., et al. (2024). *Educational perspectives on digital technologies in modeling and management.* IGI Global.
4. Suoranta, J., Teräs, M., & Teräs, H. (2022). Rise of a "managerial demiurge": Critical analysis of the digitalization of education. In *The Palgrave handbook on critical theories of education.* Springer.
5. Jhalani, A., Bhargava, M., & Agrawal, H. (2024). Digital culture and neuro-management: Implications for digital competency. *Educational Administration: Theory and Practice, 30*(2), 2174–2180.
6. Williamson, B. (2016). Digital methodologies of education governance: Software and data in policy processes. *European Educational Research Journal*.
7. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning.* Center for Curriculum Redesign.
8. OECD. (2021). *Digital education outlook 2021: Pushing the frontiers with AI, blockchain and robots.* OECD Publishing.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1

Course Code: AEC-01
Course Title: Academic Communication and Leadership Skills
Course ID: 261/PGDEL/AEC/101
Course Credit-2

Maximum Marks:50
Theory: 35
Internal Assessment: 15
Exam Time: 2 hrs

Course Outcomes (COs):

After completing the course, learners will be able to:

1. CO1: Demonstrate effective communication skills in educational leadership and institutional contexts.
2. CO2: Apply academic and professional writing skills for reports, notices, policy briefs and institutional documentation.
3. CO3: Exhibit presentation, interpersonal, negotiation and conflict management skills in educational settings.
4. CO4: Utilize digital communication tools and platforms for educational leadership, collaboration and institutional management.

Note:

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(7 × 1 = 7 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 14 = 28 marks)*

Unit I: Academic Communication in Educational Leadership

1.1 Nature, Process and Types of Communication in Educational Organizations.
1.2 Leadership Communication: Vision Sharing, Motivation, Team Building and Professional Relationships.
1.3 Verbal, Non-verbal and Interpersonal Communication in Educational Settings.
1.4 Barriers to Communication and Strategies for Effective Communication in Educational Administration.
1.5 Academic and Administrative Writing: Notices, Circulars, Reports, Agenda, Minutes of Meetings and Official Correspondence.

Unit II: Professional and Digital Communication Skills
2.1 Presentation Skills, Public Speaking and Professional Etiquette for Educational Leaders.
2.2 Negotiation, Conflict Resolution and Collaborative Communication Skills.

2.3. Digital Communication: E-mail Writing, Netiquette and Online Professional Communication.
2.4 Digital Tools for Educational Communication and Collaboration: Google Workspace, Online Meeting Platforms and Collaborative Tools.
2.5 Institutional Documentation, Policy Briefs, School Development Plans and Professional Reporting.

Suggested Assignments and Activities

1. Preparation of academic and administrative documents for educational institutions.
2. Role play on communication and conflict-resolution situations in educational leadership.
3. Group discussion on communication challenges in educational administration.
4. Presentation on leadership communication and professional ethics.
5. Drafting digital communication samples and institutional reports.
6. Reflective journal on communication skills and leadership practices.

Transaction Mode

Lecture, Seminar, Demonstration, Role Play, Group Discussion, Collaborative Learning, Peer Learning, Workshop, Practical Sessions and Self-learning.

Core Readings

1. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.
2. Kumar, S., & Lata, P. (2018). *Communication skills* (2nd ed.). Oxford University Press.
3. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
4. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
5. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
6. Guffey, M. E., & Loewy, D. (2022). *Essentials of business communication* (12th ed.). Cengage Learning.
7. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.
8. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.

Advanced Readings

1. Kotter, J. P. (2012). *Leading change.* Harvard Business Review Press.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

3. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

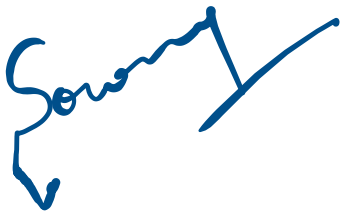
4. Goleman, D. (2017). *Leadership that gets results.* Harvard Business Review Press.

5. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

6. Hargie, O. (2021). *Skilled interpersonal communication: Research, theory and practice* (7th ed.). Routledge.

7. Harris, A. (2020). *Leading professional learning.* Sage Publications.

8. OECD. (2021). *Digital education outlook 2021.* OECD Publishing.



Post Graduate Diploma in Educational Management and Leadership

Semester- 1

Course Code: VAC-01
Course Title: Ethics, Human Values and Sustainable Leadership in Education
Course ID: 261/PGDEL/VAC/101
Course Credit-2

Maximum Marks:50
Theory: 35
Internal Assessment: 15
Exam Time: 2 hrs

Course Outcomes (COs):

After the completion of the course, students will be able to:

1. **CO1:** Explain the concept, significance and dimensions of ethics, human values and sustainable leadership in education.
2. **CO2:** Analyze ethical issues, professional responsibilities and value-based practices in educational settings.
3. **CO3:** Demonstrate understanding of sustainable development goals and sustainability practices in education.
4. **CO4:** Apply ethical values, inclusive practices and sustainability principles in educational leadership and institutional contexts.

Note:

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(7 × 1 = 7 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 14 = 28 marks)*

Unit I: Ethics, Human Values and Leadership in Education

1.1 Concept, Meaning and Importance of Ethics, Human Values and Value-based Education.
1.2 Personal, Social, Professional and Constitutional Values in Education.
1.3 Ethical Leadership in Education: Professional Ethics, Accountability, Integrity and Teacher as a Role Model.
1.4 Ethical Issues and Challenges in Education: Equity, Inclusion, Gender Sensitivity, Academic Integrity and Digital Ethics.
1.5 Human Relationships, Empathy, Emotional Well-being and Responsible Citizenship in Educational Settings.

Unit II: Sustainable Leadership and Education for Sustainable Development

2.1 Concept, Principles and Dimensions of Sustainable Development in Education.

2.2 Education for Sustainable Development (ESD), Sustainable Development Goals (SDGs) and Global Citizenship Education.

2.3 Sustainable Leadership Practices in Educational Institutions: Inclusive Leadership, Social Responsibility and Community Engagement.

2.4 Green Education, Environmental Responsibility and Sustainable Institutional Practices.

2.5 Integrating Sustainability, Ethics and Human Values in Curriculum, Pedagogy and Educational Practices.

Suggested Assignments and Activities

1. Reflective report on ethics and leadership practices in educational institutions.
2. Case study analysis on ethical issues and value conflicts in education.
3. Group discussion on sustainable development goals and education.
4. Preparation of awareness material on environmental responsibility and sustainable practices.
5. Presentation on ethical leadership and human values in education.
6. Community engagement or eco-friendly institutional activity report.
7.

Transaction Mode

Lecture, Seminar, Dialogue, Reflective Learning, Group Discussion, Case Study Method, Collaborative Learning, Community-based Activities, Project-based Learning and Self-learning.

Core Readings

1. Government of India. (2020). *National Education Policy 2020.* Ministry of Education.
2. UNESCO. (2021). *Education for sustainable development: A roadmap.* UNESCO Publishing.
3. Noddings, N. (2018). *Philosophy of education* (5th ed.). Routledge.
4. Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education* (4th ed.). Routledge.
5. Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th anniversary ed.). Jossey-Bass.
6. Sterling, S. (2021). *Sustainable education: Re-visioning learning and change.* Green Books.
7. UNESCO. (2020). *Humanistic futures of learning: Perspectives from UNESCO chairs and UNITWIN networks.* UNESCO Publishing.
8. Naagarazan, R. S. (2016). *Professional ethics and human values.* New Age International Publishers.

Advanced Readings

1. Orr, D. W. (2004). *Earth in mind: On education, environment, and the human prospect.* Island Press.
2. Freire, P. (2005). *Pedagogy of the oppressed* (30th anniversary ed.). Continuum.
3. Hargreaves, A., & Fink, D. (2006). *Sustainable leadership.* Jossey-Bass.
4. Sen, A. (2009). *The idea of justice.* Harvard University Press.
5. Goleman, D. (2006). *Social intelligence: The new science of human relationships.* Bantam Books.
6. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development.* United Nations.
7. Biesta, G. (2020). *Risking ourselves in education: Qualification, socialization, and subjectification revisited.* Educational Theory, 70(1), 89–104.
8. OECD. (2021). *Beyond academic learning: First results from the survey of social and emotional skills.* OECD Publishing.

Post Graduate Diploma in Educational Management and Leadership

Semester- 1

Course Code: SEMINAR
Course Title: Leadership Portfolio, Case Analysis and Reflective Practices
Course ID: 261/PGDEL/SAM/101
Course Credit-2

Maximum Marks:50
External Practical : 35
Internal Practical : 15
Exam Time: 2 hrs

Course Outcomes (COs)

After the completion of the course, students will be able to:

1. CO1: Demonstrate presentation, communication and reflective skills in educational leadership contexts.
2. CO2: Analyze educational cases, institutional issues and policy-related challenges critically.
3. CO3: Develop leadership portfolios showcasing academic, professional and reflective competencies.
4. CO4: Apply problem-solving, collaborative and analytical skills in educational management and leadership practices.

Course Components

1. Leadership Portfolio:

Preparation of a portfolio including reflective writings, seminar reports, leadership activities, policy reviews, institutional observations, digital artifacts, presentations, certificates and professional development activities.

2. Case Analysis and Policy Discussion:

Analysis and presentation of cases related to educational leadership, institutional governance, policy implementation, conflict management, ethical issues, quality enhancement, digital leadership, sustainability and innovation in education.

3. Seminar Presentation:

Seminar presentations on contemporary themes such as educational leadership, NEP 2020, quality assurance, educational governance, digital transformation, AI in education, sustainability, inclusive education, institutional development and educational reforms.

4. Reflective Practices:

Maintenance of reflective journals and reflective files related to leadership experiences, institutional observations, communication practices, seminar participation, collaborative learning and professional growth.

Practicum

1. Seminar presentations, panel discussions and academic interactions.
2. Case study analysis and policy review activities related to educational management and leadership.
3. Preparation of leadership portfolios, reflective files and digital documentation.
4. Institutional observation, field-based learning and reflective reporting.
5. Participation in workshops, webinars, conferences and academic discussions.
6. Preparation of analytical, reflective and institutional leadership reports.
7. Development of digital presentations, policy briefs and professional communication records.
8. Collaborative activities and problem-solving exercises related to educational leadership practices.

Transaction Mode

Seminar, Presentation, Case Study Method, Reflective Learning, Peer Learning, Group Discussion, Workshop, Collaborative Learning, Portfolio Development and Experiential Learning.

Web Resources:

1. Ministry of Education, Government of India
2. National Education Policy 2020
3. UGC – University Grants Commission
4. NAAC – National Assessment and Accreditation Council
5. NCTE – National Council for Teacher Education
6. UNESCO Education Resources
7. SWAYAM
8. DIKSHA Platform
9. e-PG Pathshala
10. National Digital Library of India (NDLI)

Post Graduate Diploma in Educational Management and Leadership
Semester- 1I

Course Code: CC-A03
Course Title: Organizational Behaviour and Institutional Dynamics
Course ID: 261/PGDEML/CC201
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

COURSE OUTCOMES:

After the completion of this course, students will be able to:

1. **CO1:** Explain the concepts, theories and dimensions of organizational behaviour and institutional dynamics in education.
2. **CO2:** Analyze organizational culture, institutional structures and emerging trends in educational management.
3. **CO3:** Apply management strategies for curriculum, financial, human and infrastructural resources for institutional effectiveness.
4. **CO4:** Evaluate institutional practices related to quality assurance, organizational development and educational administration.

Note:

1. A total of nine questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)
3. The remaining eight questions shall be divided into four units, with two questions from each unit.
4. Students shall be required to attempt one question from each unit. (4 × 14 = 56 Marks)

Unit I: Organizational Behaviour in Educational Institutions

1.1 Concept, Nature and Scope of Organizational Behaviour and Institutional Dynamics.
1.2 Educational Organizations: Structure, Functions and Institutional Culture.
1.3 Approaches to Organizational Behaviour: Classical, Human Relations and Contemporary Perspectives.
1.4 Individual Behaviour in Organizations: Motivation, Attitudes, Perception and Professional Behaviour.
1.5 Group Behaviour, Team Dynamics and Organizational Communication in Educational Institutions.

Unit II: Institutional Dynamics and Organizational Development

2.1 Organizational Climate, Institutional Effectiveness and Organizational Development.
2.2 Institutional Change, Innovation and Change Management in Education.
2.3 Conflict Management, Negotiation, Stress Management and Workplace Well-being.
2.4 Decision Making, Problem-solving and Institutional Coordination.
2.5 Emerging Trends in Institutional Dynamics: Learning Organizations, Collaboration and Digital Work Culture.

Unit III: Institutional Management and Resource Administration

3.1 Curriculum Management, Academic Planning and Institutional Scheduling.
3.2 Human Resource Management and Professional Development in Educational Institutions.
3.3 Financial Management, Administrative Management and Resource Mobilization.
3.4 Infrastructure Management, Institutional Support Services and Resource Utilization.
3.5 Quality Practices, Academic Audit and Institutional Accountability.

Unit IV: Contemporary Educational Administration and Institutional Practices

4.1 Educational Administration and Institutional Governance at National, State and Institutional Levels.
4.2 Institutional Planning, Administrative Coordination and Policy Implementation Practices.
4.3 Leadership Practices, Capacity Building and Institutional Development.
4.4 Inclusive Education, Sustainable Institutional Development and Educational Reforms.
4.5 Emerging Issues in Educational Administration: Digital Governance, Institutional Well-being and Future-ready Educational Institutions.

Suggested Assignments and Activities

1. Organizational analysis of an educational institution focusing on organizational structure, culture and institutional functioning.
2. Case study analysis related to organizational behaviour, institutional dynamics or administrative challenges in education.
3. Preparation of institutional management reports related to academic planning, resource management or organizational effectiveness.
4. Group discussion on institutional change, workplace well-being and emerging trends in educational organizations.
5. Observation and reflective report on leadership behaviour and organizational communication in educational institutions.
6. Presentation on quality practices, institutional development and contemporary educational administration.

Transaction Mode

Lecture, Seminar, Case Study Method, Group Discussion, Reflective Learning, Collaborative Learning, Workshop, Problem-solving Activities, Experiential Learning and Project-based Learning.

Core Readings

1. Bush, T., & Bell, L. (Eds.). (2002). *The principles and practice of educational management.* Sage Publications.
2. Preedy, M., Glatter, R., & Wise, C. (2013). *Strategic leadership and educational improvement.* Sage Publications.
3. Okumbe, J. A. (1998). *Educational management: Theory and practice.* Nairobi University Press.
4. Mehta, D. (2015). *Educational administration and management.* Tandon Publications.
5. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth/Cengage Learning.
6. Bhardwaj, K. K. (2013). *School administration and management.* APH Publishing Corporation.
7. Sharma, R. C. (2009). *Educational management and financial administration.* Surjeet Publications.
8. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.
9. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
10. Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
11. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
12. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.

Advanced Readings

1. Begley, P., & Leonard, P. (Eds.). (1999). *The values of educational administration.* Routledge.
2. Landri, P. (2018). *Educational leadership, management and administration through actor-network theory.* Springer.
3. Elo, J., & Uljens, M. (Eds.). (2020). *Multilevel pedagogical leadership in higher education.* Springer.
4. English, F. W. (Ed.). (2006). *Encyclopedia of educational leadership and administration.* Sage Publications.
5. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.
6. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.
7. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077
8. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329–352. https://doi.org/10.1080/0305764032000122005
9. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.
10. Harris, A. (2020). *Leading professional learning.* Sage Publications.
11. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.
12. OECD. (2020). *Education policy outlook 2020.* OECD Publishing.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1I

Course Code: CC -A04
Course Title: Innovative, Inclusive and Sustainable Leadership in Education
Course ID: 261/PGDEML/CC202
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes (COs):

After the completion of this course, students will be able to:

1. CO1: Explain the emerging paradigms, concepts and approaches of innovative, inclusive and sustainable leadership in education.
2. CO2: Analyze inclusive leadership practices, policies and strategies for addressing the needs of diverse learners in educational institutions.
3. CO3: Apply innovative, technological and sustainable leadership approaches for institutional transformation and educational effectiveness.
4. CO4: Evaluate contemporary issues, future trends and leadership practices related to quality enhancement, well-being and educational reforms.

Note:

1. A total of nine questions shall be set in the question paper.

2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)

3. The remaining eight questions shall be divided into four units, with two questions from each unit.

4. Students shall be required to attempt one question from each unit. (4 × 14 = 56 Marks)

Unit I: Emerging Paradigms in Educational Leadership

1.1 Concept, Nature and Scope of Innovative, Inclusive and Sustainable Leadership in Education.
1.2 Paradigm Shifts in Educational Leadership: From Traditional Administration to Transformative, Participatory and Learner-centered Leadership.
1.3 Emerging Leadership Approaches: Transformational, Distributed, Adaptive and Human-centered Leadership.
1.4 Ethical Leadership, Emotional Intelligence and Leadership for Institutional Well-being.
1.5 Leadership for Equity, Diversity and Inclusion in Educational Institutions.

Unit II: Inclusive Leadership and Institutional Practices

2.1 Inclusive Education: Concept, Principles and Policies for Diverse Learners.
2.2 Leadership Strategies for Inclusion: Universal Design for Learning (UDL), Differentiated Instruction and Flexible Learning Environments.
2.3 Gender Sensitivity, Multicultural Education and Inclusive Institutional Culture.
2.4 Accessibility, Assistive Technologies and Support Services in Educational Institutions.
2.5 Collaborative Leadership, Community Participation and Stakeholder Engagement in Education.

Unit III: Innovation, Technology and Sustainable Leadership in Education

3.1 Leadership for Innovation, Creativity and Institutional Transformation.
3.2 Digital Leadership, AI-enabled Educational Practices and Smart Learning Environments.
3.3 Data-informed Decision Making, Educational Analytics and Technology-enabled Governance.
3.4 Sustainable Leadership, Green Practices and Sustainable Development Goals (SDGs) in Education.
3.5 Entrepreneurial Leadership, Research Culture and Future-ready Educational Institutions.

Unit IV: Contemporary Issues and Future Directions in Educational Leadership

4.1 Leadership for Quality Enhancement, Institutional Effectiveness and Educational Reforms.
4.2 Crisis Management, Conflict Resolution and Institutional Resilience in Education.
4.3 Leadership for Lifelong Learning, Global Citizenship and Education 5.0.
4.4 Mental Health, Well-being and Positive Institutional Climate in Education.
4.5 Emerging Trends, Best Practices and Future Directions in Innovative, Inclusive and Sustainable Educational Leadership.

Suggested Assignments and Activities

1. Case study analysis on innovative, inclusive or sustainable leadership practices in educational institutions.
2. Preparation of an inclusion strategy plan for diverse learners in an educational institution.
3. Presentation on emerging leadership paradigms, Education 5.0, AI-enabled leadership or sustainable educational practices.
4. Reflective report on institutional well-being, inclusive practices or leadership challenges in education.
5. Group discussion on SDGs, educational reforms, global citizenship and future-ready educational institutions.
6. Analysis of best practices related to digital leadership, accessibility and sustainable institutional development.
7. Preparation of a policy brief or innovation proposal for educational improvement and institutional transformation.

Transaction Mode
Lecture, Seminar, Group Discussion, Case Study Method, Reflective Learning, Collaborative Learning, Workshop, Problem-solving Activities, Experiential Learning and Project-based Learning.

Core Readings

1. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
2. Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth/Cengage Learning.
3. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.
4. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.
5. Caldwell, B. J., & Spinks, J. M. (2013). *The self-transforming school.* Routledge.
6. Government of India, Ministry of Education. (2020). *National Education Policy 2020.* Government of India.
7. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
8. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.
9. Hargreaves, A., & Fink, D. (2006). *Sustainable leadership.* Jossey-Bass.
10. OECD. (2021). *Beyond academic learning: First results from the survey of social and emotional skills.* OECD Publishing.
11. Harris, A. (2020). *Leading professional learning.* Sage Publications.
12. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.

Advanced Readings

1. Ball, S. J. (2012). *Global education Inc.: New policy networks and the neo-liberal imaginary.* Routledge.
2. Apple, M. W. (2004). *Ideology and curriculum* (3rd ed.). RoutledgeFalmer.
3. Begley, P., & Leonard, P. (Eds.). (1999). *The values of educational administration.* Routledge.
4. Landri, P. (2018). *Educational leadership, management and administration through actor-network theory.* Springer.
5. Elo, J., & Uljens, M. (Eds.). (2020). *Multilevel pedagogical leadership in higher education.* Springer.
6. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.
7. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077
8. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329–352. https://doi.org/10.1080/0305764032000122005
9. Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles.* Corwin Press.
10. Biesta, G. (2020). *Risking ourselves in education: Qualification, socialization, and subjectification revisited.* Educational Theory, 70(1), 89–104.
11. Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education* (4th ed.). Routledge.
12. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

Post Graduate Diploma in Educational Management and Leadership
Semester- 1I

Course Code: DSE 02
Course Title: ICT, AI and Digital Governance in Education
Course ID: 261/PGDEML/DS203
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2 hrs

Course Outcomes (COs):
After the completion of this course, students will be able to:

1. CO1: Explain the concepts, scope and significance of ICT, AI and digital governance in educational leadership and management.
2. CO2: Analyze the role of digital technologies, AI-enabled tools and e-governance practices in educational administration and institutional functioning.
3. CO3: Apply ICT and AI tools for educational communication, data management, decision-making and institutional administration.
4. CO4: Evaluate emerging technologies, digital ethics, cybersecurity and future trends in technology-enabled educational environments.

Note:

1. A total of Seven questions shall be set in the question paper.
2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)
3. The remaining six questions shall be divided into three units, with two questions from each unit.
4. Students will be required to attempt one question from each unit. (3 × 12 = 36 marks)

Unit I: Foundations of ICT, AI and Digital Governance in Education

1.1 Concept, Nature and Scope of ICT, AI and Digital Governance in Education.
1.2 Role of ICT and AI in Educational Leadership, Administration and Institutional Management.
1.3 Digital Governance in Education: E-governance, Paperless Administration and Smart Educational Institutions.
1.4 Digital Literacy, Cyber Security, Digital Identity, Privacy, Data Protection and Ethical Use of Technology.
1.5 Online Communication, Collaboration and Digital Communities for Educational Management.

Unit II: ICT and AI Applications in Educational Management

2.1 ICT-enabled Educational Administration and Institutional Management Systems.

2.2 Digital Management of Student Records, Assessment, Evaluation and Institutional Documentation.
2.3 Financial Management, Resource Planning and Data Management using Digital Technologies.
2.4 AI-enabled Educational Tools for Communication, Decision-making, Automation and Academic Support.
2.5 Data Analytics, Dashboards and Technology-enabled Decision-making in Educational Institutions.

Unit III: Emerging Technologies and Future Trends in Education

3.1 Open Educational Resources (OER), MOOCs and Digital Learning Ecosystems.
3.2 Artificial Intelligence, Machine Learning, Chatbots and Adaptive Learning in Education.
3.3 Augmented Reality (AR), Virtual Reality (VR), Gamification and Immersive Learning Technologies.
3.4 Plagiarism, Academic Integrity, AI Ethics and Responsible Use of Digital Technologies.
3.5 Emerging Trends in Digital Education: Smart Campuses, Education 5.0, Learning Analytics and Future-ready Educational Institutions.

Suggested Assignments and Activities

1. Preparation of a digital governance plan for an educational institution.
2. Hands-on exploration and presentation of AI-enabled educational tools and digital platforms.
3. Case study analysis on ICT integration and digital transformation in educational institutions.
4. Development of digital records, dashboards or institutional documentation using ICT tools.
5. Group discussion on cybersecurity, AI ethics, plagiarism and responsible use of digital technologies.
6. Comparative analysis of MOOCs, OER platforms and emerging digital learning technologies.
7. Reflective report on the role of AI and digital governance in educational leadership and management.
8. Presentation on emerging technologies such as AR, VR, adaptive learning and Education 5.0.

Transaction Mode:

Lecture, Demonstration, Hands-on Training, Seminar, Workshop, Case Study Method, Collaborative Learning, Project-based Learning, Experiential Learning and Self-learning.

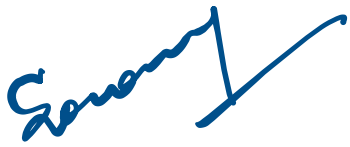
Core Readings

1. UNESCO. (2018). *ICT competency framework for teachers* (Version 3). UNESCO Publishing.
2. UNESCO. (2023). *Guidance for generative AI in education and research.* UNESCO Publishing.

3. NCERT. (2021). *ICT curriculum for teachers.* National Council of Educational Research and Training.
4. OECD. (2021). *Digital education outlook 2021: Pushing the frontiers with AI, blockchain and robots.* OECD Publishing.
5. Government of India, Ministry of Education. (2020). *National Education Policy 2020.* Government of India.
6. Warschauer, M. (2004). *Technology and social inclusion: Rethinking the digital divide.* MIT Press.
7. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.
8. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning.* Center for Curriculum Redesign.
9. Williamson, B. (2017). *Big data in education: The digital future of learning, policy and practice.* Sage Publications.
10. Bates, A. W. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning* (3rd ed.). Tony Bates Associates Ltd.

Advanced Readings

1. World Bank. (2016). *ICT in education management information systems (EMIS).* World Bank Publications.
2. Sauter, V. L. (2014). *Decision support systems for business intelligence* (2nd ed.). Wiley.
3. Government of India, Ministry of Education. (2021). *Digital Infrastructure for Knowledge Sharing (DIKSHA).* Government of India.
4. Luckin, R. (2018). *Machine learning and human intelligence: The future of education for the 21st century.* UCL Institute of Education Press.
5. Siemens, G., & Long, P. (2011). Penetrating the fog: Analytics in learning and education. *EDUCAUSE Review, 46*(5), 30–40.
6. Knox, J. (2020). *Artificial intelligence and education in China.* Learning, Media and Technology, 45(3), 298–311.
7. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education, 16*(39). https://doi.org/10.1186/s41239-019-0171-0
8. Redecker, C. (2017). *European framework for the digital competence of educators (DigCompEdu).* European Commission Joint Research Centre.
9. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054.
10. Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning, 12*(3), 80–97



Post Graduate Diploma in Educational Management and Leadership
Semester- 1I

Course Code: DSE 02
Course Title: Emotional Intelligence, Team Building and Collaborative Leadership
Course ID: 261/PGDEML/DS204
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 2hr

Course Outcomes (COs):
After the completion of this course, students will be able to:

1. **CO1:** Explain the concepts, components and significance of emotional intelligence in educational leadership and organizational effectiveness.
2. **CO2:** Analyze team dynamics, collaborative practices and interpersonal relationships in educational institutions.
3. **CO3:** Apply emotional intelligence, communication and team-building strategies for conflict resolution, motivation and collaborative institutional practices.
4. **CO4:** Evaluate collaborative leadership approaches and contemporary practices for inclusive, sustainable and effective educational organizations.

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Note:

1. A total of Seven questions shall be set in the question paper.

2. Question No. 1 will be compulsory and shall consist of 7 short answer type questions, each carrying 2 marks, covering the entire syllabus. (7 × 2 = 14 marks)

3. The remaining six questions shall be divided into three units, with two questions from each unit.

4. Students will be required to attempt one question from each unit.(3 × 12 = 36 marks)

Unit I: Emotional Intelligence and Interpersonal Effectiveness

1.1 Concept, Nature and Importance of Emotional Intelligence in Educational Leadership.

1.2 Components and Models of Emotional Intelligence: Self-awareness, Self-regulation, Motivation, Empathy and Social Skills.

1.3 Emotional Competence, Interpersonal Relationships and Professional Behaviour in Educational Institutions.

1.4 Emotional Intelligence, Stress Management, Resilience and Workplace Well-being.

1.5 Emotional Intelligence and Leadership Effectiveness in Educational Organizations.

Unit II: Team Building and Collaborative Practices in Education

2.1 Concept, Principles and Stages of Team Building in Educational Institutions.

2.2 Group Dynamics, Team Roles, Collaborative Work Culture and Cooperative Practices.

2.3 Communication, Coordination, Trust Building and Motivation in Educational Teams.

2.4 Conflict Resolution, Negotiation and Relationship Management in Educational Organizations.

2.5 Professional Learning Communities, Networking and Stakeholder Collaboration in Education.

Unit III: Collaborative Leadership and Contemporary Educational Practices

3.1 Concept, Nature and Approaches of Collaborative Leadership in Education.

3.2 Participative Decision-making, Shared Vision and Collective Responsibility in Educational Institutions.

3.3 Collaborative Leadership for Inclusive, Diverse and Multicultural Educational Settings.

3.4 Coaching, Mentoring, Capacity Building and Leadership Development Practices.

3.5 Emerging Trends in Collaborative Leadership: Digital Collaboration, Institutional Well-being and Sustainable Leadership Practices.

Suggested Assignments and Activities

1. Self-assessment and reflective analysis of emotional intelligence competencies and leadership behaviour.

2. Case study analysis on team building, collaborative leadership or conflict management in educational institutions.

3. Group activities on communication, trust building, collaboration and cooperative practices in teams.

4. Role play and simulation activities related to emotional intelligence, negotiation and relationship management.

5. Preparation and presentation on collaborative leadership practices and professional learning communities.

6. Reflective report on workplace well-being, institutional climate and leadership effectiveness in education.

7. Group discussion on inclusive leadership, stakeholder collaboration and team effectiveness in educational organizations.

Transaction Mode:

Lecture, Seminar, Group Discussion, Role Play, Case Study Method, Reflective Learning, Collaborative Learning, Experiential Learning, Workshop and Problem-solving Activities.

Core Readings

1. Bovee, C. L., & Thill, J. V. (2021). *Business communication today* (14th ed.). Pearson.

2. DeVito, J. A. (2019). *The interpersonal communication book* (15th ed.). Pearson.

3. Lunenburg, F. C., & Ornstein, A. C. (2021). *Educational administration: Concepts and practices* (7th ed.). Cengage Learning.

4. Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (18th ed.). Pearson Education.

5. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.

6. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.

7. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

8. Hargie, O. (2021). *Skilled interpersonal communication: Research, theory and practice* (7th ed.). Routledge.

9. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.

10. Fullan, M. (2014). *The principal: Three keys to maximizing impact.* Jossey-Bass.

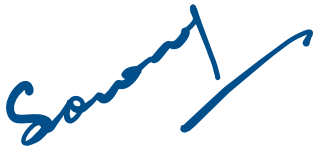
Advanced Readings

1. Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence.* Harvard Business Review Press.

2. Katzenbach, J. R., & Smith, D. K. (2015). *The wisdom of teams: Creating the high-performance organization.* HarperBusiness.

3. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.

4. Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education* (4th ed.). Routledge.



5. Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all.* Corwin Press.

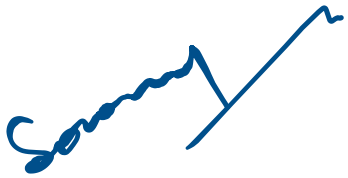
6. Salovey, P., Brackett, M. A., & Mayer, J. D. (Eds.). (2004). *Emotional intelligence: Key readings on the Mayer and Salovey model.* Dude Publishing.

7. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

8. Harris, A. (2020). *Leading professional learning.* Sage Publications.

9. OECD. (2021). *Beyond academic learning: First results from the survey of social and emotional skills.* OECD Publishing.

10. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077



Post Graduate Diploma in Educational Management and Leadership
Semester- II

Course Code: SEC 02
Course Title: Future-Ready Leadership and Strategic Skills
Course ID: 261/PGDEL/SEC/201
Course Credit-2

Maximum Marks: 50
Theory: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Exam Time: 2 hrs

Course Outcomes (COs)
After the completion of this course, students will be able to:

1. **CO1:** Explain the concepts and significance of future-ready leadership, strategic thinking and professional skills in educational institutions.
2. **CO2:** Apply design thinking, strategic planning and decision-making skills for solving institutional and administrative problems.
3. **CO3:** Demonstrate professional competencies related to project management, crisis response, networking and institutional coordination.
4. **CO4:** Utilize emerging technologies, digital tools, AR/VR applications and simulation-based practices for future-ready educational leadership and institutional development.

Note:

1. A total of **Five questions** shall be set in the question paper.
2. Question No. 1 will be **compulsory** and shall consist of **4 short answer type questions**, each carrying **1 mark**, covering both units. *(4 × 1 = 4 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 8 = 16 marks)*

Unit I: Strategic and Future-oriented Professional Skills

1.1 Futures Thinking, Scenario Building and Strategic Foresight in Education.
1.2 Design Thinking, Innovation Planning and Creative Problem-solving Skills.
1.3 Strategic Decision-making using Educational Data, Dashboards and Institutional Indicators.
1.4 Project Planning, Event Management and Resource Coordination Skills.
1.5 Professional Productivity Skills: Time Management, Task Prioritization and Digital Work Management.

Unit II: Leadership Agility and Institutional Readiness

2.1 Leadership Agility, Adaptability and Change-readiness in Educational Institutions.

2.2 Crisis Response, Risk Management and Institutional Continuity Planning.
2.3 Strategic Networking, Partnership Building and Professional Collaboration Skills.
2.4 Institutional Branding, Public Relations and Professional Visibility in Education.
2.5 Leadership Practices for Future-ready and Technology-enabled Educational Institutions: AR, VR, Simulation-based Learning and Emerging Digital Environments.

Practicum

1. Preparation of strategic plans and future-readiness frameworks using digital planning tools like Notion and Trello.
2. Practice of Design Thinking model for solving institutional and administrative problems.
3. Hands-on activities on educational data interpretation and dashboard preparation using Microsoft Excel and Power BI.
4. Preparation of project proposals, event plans and resource coordination charts.
5. Simulation and role-play activities on crisis management and adaptive leadership.
6. Exploration of AR/VR and simulation-based tools such as CoSpaces Edu and ClassVR.
7. Practice of productivity and workflow management using Google Calendar and Todoist.
8. Maintenance of reflective journals and digital portfolios on strategic leadership competencies and professional growth.

Suggested Assignments and Activities

1. Preparation of institutional strategic and future-readiness plans.
2. Design thinking activities for solving educational and administrative problems.
3. Dashboard preparation and educational data interpretation exercises.
4. Project planning, event management and resource coordination activities.
5. Simulation and role-play on crisis management and adaptive leadership situations.
6. Exploration and presentation of AR/VR and emerging digital tools for educational leadership.
7. Preparation of institutional branding and professional visibility plans.
8. Reflective reports on future-ready leadership competencies and strategic skills development.

Transaction Mode
Lecture, Demonstration, Hands-on Training, Workshop, Seminar, Peer Learning, Collaborative Learning, Project-based Learning, Blended Learning, Self-learning and Practical Sessions.

Core Readings

1. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

2. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.

3. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

4. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.

5. OECD. (2021). *OECD skills outlook 2021: Learning for life.* OECD Publishing.

6. UNESCO. (2021). *Reimagining our futures together: A new social contract for education.* UNESCO Publishing.

7. Brown, T. (2019). *Change by design: How design thinking transforms organizations and inspires innovation* (Rev. ed.). Harper Business.

8. Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.

9. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.

10. Bates, A. W. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning* (3rd ed.). Tony Bates Associates Ltd.

Advanced Readings

1. Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Harvard Business Press.

2. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). *Disrupting class: How disruptive innovation will change the way the world learns* (2nd ed.). McGraw-Hill.

3. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

4. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329–352. https://doi.org/10.1080/0305764032000122005

5. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.

6. Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning, 2*(1), 3–10.

7. Luckin, R. (2018). *Machine learning and human intelligence: The future of education for the 21st century.* UCL Institute of Education Press.

8. Sharma, R. C. (2018). *Educational technology and management.* Atlantic Publishers & Distributors.

9. OECD. (2020). *Education policy outlook 2020.* OECD Publishing.

10. Wheeler, S. (2015). *Learning with 'e's: Educational theory and practice in the digital age.* Crown House Publishing.

Post Graduate Diploma in Educational Management and Leadership
Semester- II

Course Code: AEC-02
Course Title: Digital Competencies for Educational Planning and Administration
Course ID: 261/PGDEL/AEC/201
Course Credit-2

Maximum Marks:50
Theory: 35
Internal Assessment: 15
Exam Time: 2 hrs

Course Outcomes (COs)
After the completion of this course, students will be able to:

1. CO1: Explain the concept, importance and applications of digital competencies in educational planning and institutional administration.
2. CO2: Apply digital tools and platforms for academic planning, institutional documentation, communication and administrative management.
3. CO3: Analyze educational data, assessment records and psychological or administrative test results for institutional decision-making.
4. CO4: Demonstrate professional administrative competencies related to digital professionalism, organizational management, problem-solving and ethical use of technology in education.

Note:

1. A total of **Five questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **7 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. *(7 × 1 = 7 marks)*
3. The remaining **four questions** shall be divided into **two units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. *(2 × 14 = 28 marks)*

Unit I: Digital Competencies for Educational Planning and Institutional Administration

1.1 Concept, Need and Components of Digital Competencies in Educational Planning and Administration.
1.2 Digital Academic and Administrative Planning: Timetable Preparation, Academic Calendars, Workload Distribution and Institutional Scheduling.
1.3 Digital Documentation and Office Administration: E-files, Institutional Records, Circulars, Reports, Meeting Minutes and Digital Correspondence.
1.4 Digital Platforms and Tools for Institutional Coordination, Communication and Administrative Management.
1.5 Cyber Security, Data Privacy, Digital Ethics and Responsible Use of Technology in Educational Administration.

Unit II: Assessment, Data Management and Professional Administrative Competencies

2.1 Digital Management of Student Records, Attendance, Assessment and Result Processing.
2.2 Educational Data Handling, Data Interpretation and Institutional Report Preparation.
2.3 Introduction to Psychological and Administrative Tests in Education: Intelligence, Aptitude, Interest, Personality, Leadership and Institutional Climate Assessment.
2.4 Digital Tools and Applications for Test Administration, Feedback Collection, Survey Management and Institutional Monitoring.
2.5 Professional Competencies for Educational Administrators: Decision-making, Time Management, Organizational Skills, Problem-solving and Digital Professionalism.

Suggested Assignments and Activities

1. Preparation of digital academic calendars, timetables and institutional planning formats using digital tools.
2. Development of institutional documents such as notices, reports, meeting minutes and administrative records in digital format.
3. Hands-on activities related to student data management, attendance records and result preparation using spreadsheets or digital platforms.
4. Administration and interpretation of simple psychological or administrative assessment tools related to aptitude, interest, personality or leadership.
5. Preparation of institutional survey forms, feedback tools and data collection formats using digital applications.
6. Case study analysis on digital administration, institutional planning or educational data management practices.
7. Reflective report on digital professionalism, cyber ethics and responsible use of technology in educational administration.

Transaction Mode

Lecture, Demonstration, Hands-on Training, Workshop, Seminar, Case Study Method, Collaborative Learning, Problem-solving Activities, Experiential Learning and Self-learning.

Core Readings

1. UNESCO. (2018). *ICT competency framework for teachers* (Version 3). UNESCO Publishing.
2. Government of India, Ministry of Education. (2020). *National Education Policy 2020.* Government of India.
3. NCERT. (2021). *ICT curriculum for teachers.* National Council of Educational Research and Training.
4. Lunenburg, F. C., & Ornstein, A. C. (2021). *Educational administration: Concepts and practices* (7th ed.). Cengage Learning.
5. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.

6. Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (18th ed.). Pearson Education.
7. Bates, A. W. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning* (3rd ed.). Tony Bates Associates Ltd.
8. Selwyn, N. (2022). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.
9. Anastasi, A., & Urbina, S. (2009). *Psychological testing* (7th ed.). Pearson Education.
10. Gupta, S. P. (2018). *Statistical methods* (46th rev. ed.). Sultan Chand & Sons.

Advanced Readings

1. OECD. (2021). *Digital education outlook 2021: Pushing the frontiers with AI, blockchain and robots.* OECD Publishing.
2. Williamson, B. (2017). *Big data in education: The digital future of learning, policy and practice.* Sage Publications.
3. Sauter, V. L. (2014). *Decision support systems for business intelligence* (2nd ed.). Wiley.
4. Redecker, C. (2017). *European framework for the digital competence of educators (DigCompEdu).* European Commission Joint Research Centre.
5. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning.* Center for Curriculum Redesign.
6. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054.
7. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education, 16*(39). https://doi.org/10.1186/s41239-019-0171-0
8. World Bank. (2016). *ICT in education management information systems (EMIS).* World Bank Publications.
9. Siemens, G., & Long, P. (2011). Penetrating the fog: Analytics in learning and education. *EDUCAUSE Review, 46*(5), 30–40.
10. Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning, 12*(3), 80–97.

Post Graduate Diploma in Educational Management and Leadership
Semester- II

Course Code: INTERSHIP
Course Title: INTERNSHIP/PROJECT WORK
Course ID: 261/PGDEL/INTER/201
Course Credit-2

Maximum Marks: 100
Practical External: 70
Practical Internal: 30

COURSE OUTCOMES (COs)

After successful completion of the internship, students will be able to:

1. Understand and engage with the functioning of educational institutions and leadership practices in real field settings.
2. Analyze institutional management processes, organizational culture, communication systems and administrative practices in educational organizations.
3. Participate in academic, administrative and leadership-related activities including planning, coordination, documentation and institutional programmes.
4. Apply leadership, management, digital and problem-solving skills in educational and organizational contexts.
5. Develop professional competencies such as teamwork, communication, decision-making, ethical engagement, reflective thinking and institutional coordination.

COURSE DESCRIPTION

This internship course provides students with practical exposure to educational institutions, schools, colleges, NGOs, educational offices and related organizations to understand real-life educational management and leadership practices. The course bridges theoretical learning with institutional realities by engaging students in academic, administrative and leadership-oriented activities.

The internship shall be conducted for a minimum duration of **one month after the Semester-I final examinations**. During this period, students shall engage in field-based institutional experiences under the guidance of institutional mentors and university supervisors.

The internship focuses on institutional functioning, leadership processes, communication systems, planning, coordination, teamwork and organizational practices within educational settings. Students are expected to observe, participate and reflect upon leadership and management practices in diverse educational contexts.

The course also emphasizes professional skill development through reflective engagement, institutional interaction, project work and field-based learning experiences. Students maintain reflective records, participate in institutional activities and analyze organizational challenges and practices related to educational management and leadership.

THRUST AREAS OF THE INTERNSHIP

The internship will focus on the following key areas:

1. Understanding educational institutions, organizational structure and institutional culture
2. Educational leadership and management practices
3. Institutional planning, coordination and communication systems
4. Academic and administrative processes in educational organizations
5. Teamwork, collaboration and stakeholder engagement
6. Institutional documentation, reporting and digital administration
7. Leadership challenges, problem-solving and decision-making practices
8. Quality practices, inclusion and institutional development
9. Reflective engagement with institutional experiences and professional growth

INTERNSHIP STRUCTURE

1. Orientation and Induction (Week 1)

1. Introduction to internship: objectives, expectations and professional responsibilities
2. Orientation to educational management, leadership and institutional functioning
3. Sessions on institutional communication, teamwork and professional ethics
4. Introduction to observation techniques, documentation and reflective practices
5. Preparation for field engagement, institutional interaction and reporting

2. Field Engagement and Professional Practice (Week 2–4)

1. Placement in schools, colleges, universities, NGOs, educational offices or educational organizations
2. Observation of institutional management, leadership practices and organizational functioning

3. Participation in academic and administrative activities
4. Involvement in planning, coordination, documentation and institutional events
5. Engagement in digital administration, reporting and communication practices
6. Participation in meetings, workshops, outreach programmes and institutional activities
7. Interaction with administrators, teachers, staff, students and stakeholders
8. Observation and analysis of leadership styles, teamwork and institutional culture

3. Reflective Documentation and Presentation

a. Maintenance of Reflective Journal / Portfolio including:

- institutional observations
- leadership experiences
- academic and administrative activities
- communication and coordination practices
- reflective learning and professional growth

b. Preparation of Internship Report including:

- profile of the institution
- organizational structure and institutional practices
- activities undertaken during internship
- leadership and management observations
- key learnings, challenges and reflections
- suggestions for institutional improvement

c. Presentation of Internship Experience:

- seminar presentation before faculty and peers
- sharing of field experiences, reflections and institutional learning

MODE OF EVALUATION (Total Marks: 100)

Component	Marks
Attendance and Professional Engagement	10
Field Performance and Participation	20
Internship Report / Reflective Portfolio	30
Presentation of Internship/ Project Work	20
Viva-Voce	20

INSTITUTIONAL COLLABORATION AND MENTORSHIP

1. Internship placements shall be facilitated through collaboration with schools, colleges, universities, NGOs, educational offices and educational organizations.

2. Each student shall be guided by:

- Institutional Mentor (Field Supervisor)
- University Supervisor

3. Regular interaction with mentors shall support:

    - professional guidance and feedback
    - reflective engagement and reporting
    - development of leadership and management competencies
    - resolution of institutional and field-related challenges

4. Periodic review meetings and progress discussions shall be conducted in online/offline mode to monitor learning, participation and professional development.