CIRCULAR:-

The Head, University Department of Education, the Principals of the affiliated Training College in Education are hereby informed that the recommendation made by Board of Studies in Education at its meeting held on 14th July, 2016 has been accepted by the Academic Council at its meeting held on 14th July, 2016 **vide** item No. 4.72 and subsequently approved by the Management Council at its meeting held on 18th November, 2016 **vide** item No.29 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 54 (1) and 55 (1) of the Maharashtra Universities Act, 1994 and the Ordinances 6336 and 6337 and Regulations 9056, 9057 and 9058 and the syllabus as per the (CBCS) of Post Graduate Diploma in Management of Education (PCDME) has been introduced, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

(Dr.M.A.Khan)
REGISTRAR

MUMBAI – 400 032
31st January, 2017

To,

The Head, University Department of Education and the Principals of the affiliated Training College in Education.

A.C/4.72/14.07.2016
M.C/29/18.11.2016

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No. UG/244-A of 2016-17

MUMBAI-400 032 31st January, 2017

Copy forwarded with Compliments for information to:-
1) The Co-Ordinator, Faculty of Arts,
2) The Director, Board of College and University Development,
3) The Co-Ordinator, University Computerization Centre,
4) The Controller of Examinations.

(Dr.M.A.Khan)
REGISTRAR

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UNIVERSITY OF MUMBAI

Ordinances, Regulations and the Curriculum for the

PGDME 1 Year Diploma Course

(To be introduced With effect from the academic year 2016)

UNIVERSITY OF MUMBAI

DEPARTMENT OF EDUCATION

The Department of Education of the University of Mumbai was established in the year 1974. The Post-Graduate Diploma in Management of Education (PGDME)course was introduced in the Department in the year 1994 and subsequently revised as per the needs for students desiring to pursue their diploma in education.

Courses conducted by the Department:

The Department of Education conducts the following post-graduate courses:
- Ph.D.
- M.Phil.
- M.Ed. (Two-Year, Full-Time)
- M.A. (Education)
- Post-Graduate Diploma in Management of Education
- Certificate Course in Research Methodology

Enrolment/Eligibility:

Candidates seeking admission to the Post-Graduate Diploma in Management of Education degree course must have passed the degree of Bachelor of Education (B.Ed.) of this University or should be a graduate in any Faculty of this University or another University recognized as equivalent there to and has three years of teaching and/or administrative experience from any educational institution recognized by the Government.

Holders of degrees from other Universities are required to submit the eligibility certificate along with the application for admission.

Admission of Students:

Application forms for admission to the Department are available on the payment of the prescribed fees. The decision in granting admission will be made by the Admission Committee of the Department.

Students seeking admission to the Department shall submit an application in the prescribed from along with following:

1. An application for post-graduate registration
2. An application for a transference certificate if he/she is transferring himself /herself to the Department from a constituent college of the University of Mumbai or a provisional certificate issued by the registrar, University of Mumbai, if he/she is migrating from another University.
3. A statement of marks obtained at the Bachelor's Degree in Education degree course examination together with a certified copy of the same.

Fee Structure of the Course:

	Rs.
Tuition Fees	5000/-
Union Fees	10/-
Caution Money Deposit	10/-
P.G. Registration Fees	800/-
P.G. Registration Form Fees	15/-
Laboratory Fees	200/-
Library Fees	300/-
Deposit for Breakages	1000/-
Other Fees	191/-
Library Smart Card Fees	80/-
Total	**7606/-**

Fees for registration as post-graduate student once received will in no case be refunded.

Facilities in the Department:

- **Reading Room**: Copies of dissertations / theses / projects submitted for Ph.D., M.Phil., M.Ed. and PGDME courses which are completed in the Department are available for the ready reference of the faculty and students of the Department.
- **Laboratories**: The Department has the following laboratories:
  1. Educational and Psychological Laboratory in which tools and instruments are available for reference and use of the faculty and students of the Department.
  2. Educational Technology Laboratory in which Computers, LCD projectors, TV, Video, 16mm projector and epidiascope are available for use for the faculty and students of the Department.
  3. Computer Laboratory in which computers with free internet connection are available for use for the faculty and students of the Department.
  4. Wi- fi facility is also made available for students
- **University Library**: The University of Mumbai has two libraries, the Jawaharlal Nehru Library at the Vidyanagari Campus and the Fort Library at the Fort Campus.

Duration of the Course: One-Year (Part-Time)

Intake Capacity: 20 Students

Scheme of Examination: The course is of 600 marks – 400 marks for the theory papers and 200 marks for the practicum. The practicum will be examined through internal assessment.

Number of Lectures: 2 lectures per week per paper

Standard of Passing

To pass the examination, a candidate must obtain 40% of marks in each theory papers and the practicum. Those of the successful candidates who obtain 60% or more of the total marks at one and the same examination will be placed in the first class and those who obtain 50% or more of the total marks but less than 60% of the total marks at on and the same

examination shall be declared to have passed in the second class. All others getting 40% or more of the total marks will be placed in the pass class.

In case if the candidate who appears in the examination by papers and fails or does not appear in the papers, marks obtained in the practicum shall be carried over only to the first subsequent examination at his option. Candidates exercising this option will not be eligible for first or second class.

If the candidate passes in the theory papers but fails in the practicum, his marks in the theory papers shall be carried over only to the first subsequent examination at his option. Candidates exercising this option will not be eligible for first or second class.

Objectives of the Course:

1. To orient and prepare in-position and prospective middle level management personnel for their tasks as principals, vice-principals, CEOs, administrators and heads of educational institutions.
2. To orient them about various principles, theories and practices in the field of education management for effective and efficient management of education.
3. To prepare managers with necessary knowledge, attitudes, values and skills for educational institutions.
4. To enable educational managers to apply managerial tools and techniques for effective and efficient management.

COURSE STRUCTURE:

THEORY: 400 Marks (100 marks per paper)

- Course I : Theory and Functions of Management of Education
- Course II : Organizational Behaviour
- Course III : Institutional Planning and Development
- Course IV : Human Resource Management in Education

INTERNAL ASSESSMENT: Practicum: 200 Marks (50 Marks per paper)

- Subject specific Work to be selflessly assessed by the concerned teacher: Extension / Field / Experimental work/ Open book tests / Written Assignments / Case study / Action Research Project / Posters / Class presentations etc. for which marks will be given by the concerned teacher.

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COURSE I

THEORY AND FUNCTIONS OF MANAGEMENT OF EDUCATION

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Marks: 100

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MODULE I: CONCEPT AND THEORIES OF EDUCATION MANAGEMENT AND POLICIES IN EDUCATION

Unit 1: Management and Education

a. Meaning and Concept of Management, Difference Between Administration and Management
b. Need, Scope and Objectives of Management of Education
c. Managerial Roles and Skills, Competencies of an Education Manager: Personal, Interpersonal, Academic and Professional

Unit 2: Theories of Management

a. Management Theories : Scientific Management, Administrative Management: Fayol's Principles of Management,
b. Neo Classical Theory: Human-Relations School, Behavioural Schools
c. Modern Management Theory : Systems Theory, Contingency Theory

Unit 3: Current Policies In Education

a. Sarva Shiksha Abhiyan (SSA)
b. Rashtriya Uchhatam Shiksha Abhiyan (RUSA)
c. Rashtriya Madhymik Shiksha Abhiyan (RMSA)

MODULE II: PLANNING ORGANIZING AND LEADING IN MANAGEMENT OF EDUCATION

Unit 4: Planning and Organizing in Managementof Education

a. Nature, Purpose and Objectives of Planning, Management by Objectives (MBO)
b. Nature, Purpose and Principles of Organizing, Process of Organizing: Departmentalization, Decentralization, Delegation
c. Designing Effective Organizations: Virtual or Network Organizations, Collateral Organizations

Unit 5: Leading in Management of Education

a. Leader: Characteristics of Effective Leader, Difference between a Leader and Manager
b. Functions of a Leader: Decision Making, Problem Solving, Team Building, Coaching and Mentoring
c. Approaches and theories to Leadership : Trait Approach, Behavioural Approach: Iowa Study (Autocratic, Democratic, Lassiz Faire), Blake & Mounton's Managerial Grid, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Transformational Leadership, Transactional leadership

Unit 6: Controlling in Management of Education

a. Nature and purpose of Controlling
b. Process of Controlling
c. Techniques of Controlling: Budgetary, Non-Budgetary, Timeand Event Network: PERT and CPM, Management Information System (MIS)

References

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- Koontz Harold and Weihrich Heinz (1990) Essentials of Management, Fifth Edition, McGraw-Hill.
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- Satya Raju &Parthasarathy (2010 2nd Ed.) Management Texts and Cases, NEW Delhi, PHI Learning Private LTD.
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- Sutherland, J. and Cornwell, D. (2004) Key Concepts in Management. U.S.A.: Palgrove.
- Tripathi, P.C. and Reddy, P.N. (2006) Principles of Management, New Delhi Tata MCGraw-Hill Publishing Company Ltd.
- Varma, M. (2001). *Managing more effectively, Second edition.* New Delhi: Response Books,Sage Publications .

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COURSE II

ORGANISATIONAL BEHAVIOUR

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Marks: 100

MODULE I: CONCEPT OF ORGANISATIONAL BEHAVIOUR

Unit 1: Organisational Behaviour and Understanding People in Organizations

a. Organisational Behaviour (OB): Meaning, Contribution of disciplines to OB field, Challenges and opportunities of OB, Historical evolutions of OB

b. Attitudes: Nature, dimensions and components of attitude. Function of an attitude (adjustment, value expression, ego-defensive, knowledge). Changing attitudes, Types of attitude (Job satisfaction and Organizational Commitment)

c. Organizational Commitment: Meaning and outcomes of Organizational Commitment, Organizational Citizenship Behaviour

Unit 2: Understanding Personality of Individuals

a. Personality : Concept, Determinants, Traits

b. Major personality attributes influencing OB

c. Theories of personality: Trait, Type, Big 5 factor Theory

Unit 3: Managing Psychological Aspects of Individuals

a. Motivation **:** Maslow's Need Hierarchy, Herzberg's Two Factory Theory, Adam's ERG theory, Vroom's Expectancy Theory

b. Emotions: Meaning, Dimensions, Gender and emotions, Managing emotions at work

c. Communication and Feedback. Transactional Analysis (TA), Johari Window

MODULE II: ORGANISATIONAL POLITICS AND MANAGING BEHAVIOUR IN ORGNISATION

Unit 4: Organisational Politics and Power

a. Meaning of Power, Authority, Politics

b. Power and Decision-making

c. Typology of Power and Influence

Unit 5: Behaviour Management

a. Stress Management: Meaning, Causes, Symptoms, Types of stress, Relationship between stress and performance, Stress handling strategies

b. Conflict Management: Meaning, Causes, Types of conflicts, Conflict handling strategies

c. Time Management: Meaning, Obstacles to Time management, Approaches for managing time, Time management model

Unit 6: Group Dynamics

a. Defining and classifying group, determinants of group behaviour, Stages of group development: Five stage model

b. Group structure: formal leadership roles, norms and status, Group decision making techniques
c. Teams: Teams vs groups, nature, types and issues in managing teams

References

- Aswathappa,K. (2005) Organizational Behavior (Sixth edition), Himalaya Publishing House, Mumbai
- Luthans, F (2003) Organizational Behavior (9th ed.), New Delhi The McGraw Hill International Edition,
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- Blackwell Handbook of Cross Cultural Management. (2002) Martin Gannon & Karen Newman eds.
- Handbook of Human Factors Testing and Evaluation, (2002) Samuel Charlton et.al. eds.,Lawrence Erlbaum
- Handbook of Industrial and Organizational Psychology. (1990) Marvin Dunnette and Leattea Hough, eds. 2nd ed.

INSTITUTIONAL PLANNING AND DEVELOPEMNT

Marks: 100

MODULE I: INSTITUTIONAL PLANNING AND ORGANISATIONAL DEVELOPEMNT

Unit 1: Institutional Planning

a. Institutional Planning : Meaning, Importance, Benefits
b. Institutional Context, Vision, Mission, Cultural Values
c. Steps: Analysis, Survey, Improvement, Implementation, Evaluation.

Unit 2: Event Management

a. Time Table Management : Meaning, Functions, Importance, Principles of Time-Table Making and Types
b. Event Management : Meaning and types of events in educational institutions, Need and importance of events, Principles of Organising Curricular and Co-Curricular Activities, Steps of Organising Events
c. Networking: Meaning, types of institutional networking, Merits, Advantages.

Unit 3: Organisational Development

a. Definition of Organisation and Organisation Development (OD), Characteristics and Principles of OD
b. Models of OD : Action Research Model, Organisation Development Process Model, Appreciative Inquiry Model
c. Integrated Strategic Programme for OD : Valuing People, People Management, Leading and Developing People

MODULE II: CHANGE AND FINANACE MANAGEMENT

Unit 4: Management of Change

a. Planning for Change, the Process of Planned Change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing).
b. Managing Change: Force Field Analysis, Organisational and Individual resistance to Change and Strategies to overcome it
c. The Japanese Models of Change: Just-in-Time, Kaizen

Unit 5: Budget and Budgeting Practices

a. Meaning of Budget, Budget Preparation, Adoption, Execution and Monitoring.
b. Objectives of Budget Preparation, Importance of a Medium-Term Perspective for Budgeting, Conditions for Sound Budget Preparation, Principles of Performance Funding
c. Steps of Budget Preparation, Opportunities for Change in Budgeting Practices, Equitable Student-Based Budgeting, Staffing-Based budgeting

Unit 6: Cost and Pricing of Education

a. Concept of Cost of Education. Types of Educational Costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost
b. Unit cost of Education: Its estimation. Its applications to different levels, modes and types of education. (Levels: Primary, Secondary and Tertiary, Modes: Formal and Distance, Micro and Macro aspects of pricing of education (Theoretical Study)
c. Cost Effectiveness Analysis and Cost Benefit Analysis

References

- Building a Financial Future: A Financial Education Program for English as Second Language Classes Latino Community Credit Union www.cooperativalatina.org 201 W. Main St., Durham, NC 27701; tel. (919) 688-9270; info@cooperativalatina.org
- Coady, D.P., & Parker, S.W.(2004). A cost-effectiveness analysis of demand- and supply-side education interventions: The case of PROGRESA in Mexico. Review of Development Economics, 8(3), 440-451.
- Financial Literacy Training for High School Students Southern New Hampshire University and the National Association of Securities Dealers Education Foundation www.snhu.edu 2500 N. River Road, Manchester, NH 03106; tel. (800) 668-1249; info@snhu.edu
- Financing Your Future National Council of Economic Education (NCEE) www.ncee.net 1140 Avenue of the Americas, New York, NY 10036.
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- Patrinos, H.A. (2004, January). Private education provision and public finance: The Netherlands as a possible model. Paper presented at the meeting of the American Economic Association, San Diego, CA.
- Patrinos, H. A. (2000). Market Forces in Education. European Journal of Education, 35(1),61-79
- Wright, Cream. (1998). Financing Higher Education and Partnerships with Production and Service Sectors. In UNESCO Regional Office (Dakar-Senegal) Higher Education in Africa: Achievements, Challenges
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COURSE IV

HUMAN RESOURCE MANAGEMENT IN EDUCATION

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Marks: 100

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MODULE I: MANPOWER PLANNING AND STAFFING IN EDUCATION

Unit 1: Human Resource Management

   a. Human Resource Management : Human Aspect of Management, Human Relations, Personnel Management, Human Resource Management and Human Response Management, Concept, Scope and Importance of Personnel Management, Principles and Challenges

   b. HR Philosophy, Policies, Procedures and Practices

   c. Designing HR systems

Unit 2: Determination of Human Resource Requirements

   a. Quantitative determination of Human Resource requirements : Work Study , The Human Factor in the Application of Work Study

   b. Working Conditions , Working Environment, Approach to Methods Study

   c. Qualitative Determination of Human Resource Requirements: Job Analysis

Unit 3: Recruitment and Staff Development

   a. Recruitment, Selection, Training and Development : Factors affecting recruitment, sources of recruitment (internal and external), Basic selection model

   b. Interviewing, Placement and Induction. Training and Development. Selection Process, Testing

   c. Need, Objectives, Methods and Process of Staff Development

MODULE II: MANAGING FOR HIGH PERFORMANCE AND MECHANISMS FOR HUMAN RESOURCE DEVELOPMENT

Unit 4: Performance Management

   a. Performance Management: Meaning, Objectives, Principles, Process and Concerns

   b. Job Analysis, Job Description, Competency Mapping and Performance Appraisal

   c. Strategies to improve performance, Concept of Pay for Performance in Education

Unit 5: Application of Performance Management:

   a. Measuring Performance: Performance Appraisal with reference to its Purpose and Process, components and benefits

   b. Tools and techniques: Potential Appraisal and Development, Job Rotation, Job Enrichment, 360 Degree Feedback

   c. Ethics of Appraisal, Concerns and Issues related to appraisal

Unit 6: Psychological Aspects of Human Resource Management

   a. Employee motivation and job satisfaction

   b. Employee morale and discipline, Absenteeism, Separation

c. Grievance Management: Causes, Steps and Types of Grievances, Mechanisms of Handling Grievances

References

- Armstrong, M. & Baron A. (2007): Performance Management: The New Realities, Delhi: Jayco Publishing House
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