

SYLLABUS

Post Graduate Diploma in Educational Management (PGDEM)

Session 2025-26



**Department of Educational Studies
Faculty of Education
Jamia Millia Islamia
New Delhi - 110025**

Post Graduate Diploma in Educational Management (PGDEM)

Preamble

With the increasing demand for education of varied types the educational institutions of 21st century have to face multidimensional challenges. With greater emphasis on science and information technology the curricular needs and requirements of various disciplines may be satisfied to a great extent as a wealth of information is available on the internet etc. however the issue before the educational organizations is to make such services available to the users in time and in effective manner. It is true that there is dearth of resources – financial and material, in the institutions, but it is equally important to note that even the resources available, whatsoever, are not being utilized properly. However both the dimensions hold good. On this pretext the organization, planning and management of educational institutions and other helping agencies have to be made efficient and effective. This is the high time when the institutions particularly universities should initiate to develop certain courses so that capacity building may take place in the right perspectives.

Outdated work procedures and decision making processes have to be discarded and the educational planners and managers have to be acquainted with the latest developments in the field of educational planning and management throughout the world. The administrative personnel have assumed the role of a proactive leader rather than a passive worker of the organization. In the era of information technology the present day managers may not afford to take decisions merely on the basis of intuition but they have to take full advantage of the technological advancement before they arrive at a decision. Hence they have to be exposed to the skill based training program. Needless to mention that academic excellence would remain merely an unfulfilled dream, unless the management of education is improved and that the educational managers develop skills to plan, to manage and to evaluate the educational projects.

Keeping in view the changing role and growing complexities in educational administration it is necessary that the persons who enter into the management of such organizations or those

who have already entered are provided training to develop leadership, planning and decision making skills so that they may redesign the organization according to the present needs of the society. Although such programs are being organized by some organizations, but they are catering to a very small group of educational personnel.

Hence, the department of educational studies is proposed to introduce one year post graduate diploma in educational management with the following objective.

Objectives of the Course:

1. To acquaint the learners/participants with the concepts of planning management and administration
2. To develop administrative skills among the participants
3. To enable the participants, develop an understanding of the constitutional provisions in education.
4. To enable the participants to develop an insight into the issues and problems in the field of educational planning and administration.
5. To develop among the participants skills to take appropriate decision.
6. To develop among the participants an understanding of the issues related to the educational finance.

Programme Details:

Intake : 10 seats

Duration: one academic year

Target Group

The course will be open for the principals, headmasters of the schools, teachers, education officers, personnel working in the universities, colleges, state department of education and DIETs etc. or freshers who have done graduation but not employed.

Eligibility

A candidate who has done graduation in any discipline with 50% marks or postgraduation will be eligible for the admission to the course. Admission will be based on the performance of the candidate in written test. Jamia Millia Islamia will be solely authorized to reject the candidature of any candidate without assigning reason.

Sample questions

The test will have the questions of multiple choices based on the general awareness and current affairs related to education, sports, politics, history and administration. Descriptive part will be based on issues in Education/Educational Administration. A sample of the question of objective type is given below:

Which of the following organizations is related to School Education?

- (A) University Grants Commission
- (B) National Council for Educational Research and Training.
- (C) National Institute of Educational Planning and Administration
- (D) National Council for Teacher Education

Components of the course

1. Theory Papers:

The following theory papers will be offered (All theory papers will be of 100 marks each)

Paper I : Administration and Management of Education in India

Paper II : policy and Planning in Education in India

Paper III : Educational Finance

Paper IV : Human Resource Planning and Management

2. Project Work:

Project work will be assigned to the candidates which will be based on field visit (100 marks).

3. Viva Voce:

At the end of the theory papers the candidates will undergo a viva voce examination based on theory papers and project work. (100 marks).

Regulations for Examination

1. The Programme will comprise of the Following:

- | | | |
|------|-------------------------|--|
| i. | Theory Courses: | 100 marks for each paper; |
| | • Witten papers | 60% of marks allocated for each paper; |
| | • Sessional work | 40% of marks allocated for each paper; |
| ii. | Project work | 100 marks; |
| iii. | A viva voce examination | 100 marks; |

As shall be described by the Majlis-I-Talimi (Academic Council) on the recommendation of the faculty of education.

- 2 (a). The written papers, to be examined externally will be of 60 marks each, the sessional work connected with each paper, to be examined internally, will be of 40 marks each, the project report to be examined externally will be of 100 marks and the viva voce examination conducted by a board of examiners will be of 100 marks, provided that.
- 2 (b). The project will be conducted within the territory of Delhi administration under the supervision of the staff of the department of educational studies or of a member of any other department of the faculty of education appointed as guide by the head department of educational studies unless the faculty of education on the recommendation of the head department of educational studies allows a candidate to pursue his project at some other approved place or places for a period not exceeding three months, and that
- 2 (c). The project must be submitted duplicate along with three copies of a summary of the same for examination by the last day of the academic session unless permitted by the controller of examinations to submit it a later date on the advice of head, department of educational studies.

Attendance:

No candidate shall be admitted to the Examination unless he/she fulfill the minimum requirement of the attendance as laid down in ordinance 35 (academic)

For a student of the 1st year /1st semester/subsequent years/semester of any programme of study, who is detained due to shortage of attendance, the provisions of ordinance 35(v)(academic) para no. 5.1 and 5.2 shall apply respectively.

Pass Percentage:

To pass the examination, a candidate must obtain at least:

- I. 33% marks in each written paper
- II. 33% marks in the sessional work relating to each paper
- III. 40% of the total marks in each paper
- IV. 45% marks each in project and viva voce and
- V. 48% marks in the aggregate of all the papers, project and viva voce examination

Note: Candidates who obtain less than 48% of the marks in aggregate of four papers, project and viva voce examination, shall be deemed to have failed.

General Rules for Failed Candidates:

- a) A candidate who fails in project only, but obtains not less than 36% marks in the project may be permitted to resubmit his/her project after due revision within a period fixed by the controller of examinations. During this period, he /she shall keep his/her name on the rolls of the Jamia as an Ex-student;
- b) A candidate who fails in project only and secures less than 36% marks, may submit a Project on a new topic formally approved by the head, Department of Educational studies, provided that he/she keeps his/her name on the rolls of the Jamia as an Ex-student;
- c) A candidate who has failed to secure the minimum pass marks in the written paper, but has obtained not less than 45% marks in Project shall be exempted from submitting

- fresh project at the next examination. Provided that if he/she desires to submit a fresh report on the same topic or a different topic he/she may be permitted to do so.
- d) If a candidate fails in one paper, he/she may be allowed to re-appear in that paper only.
 - e) If a candidate fails in the aggregate, he/she may be allowed to repeat one or more paper.
 - f) If a candidate fails in sessional work she/she may be allowed by the concerned Department to repeat it altogether once only in any of the two consecutive academic sessions provided that:
 - g) He/she is otherwise eligible to appear in the Term-end Examination as an Ex-student.
 - h) He/she seeks permission in writing from the Head of the Department not later than 30 days after the commencement of the academic session in which he/she wants to repeat sessional work or declaration of the result, whichever is later.

Award of Division:

Candidates who have successfully completed the course and passed in all the subject/course will be awarded division as per para No. 1.4. of this ordinance. However, there will be no third Division the PG Diploma in Educational Management programme.

Paper –I**Administration and Management of Education in India**

Maximum Marks: 100 (Internal: 40 + External: 60)

Course description:

This course intends to develop an in-depth understanding of students on the societal context of educational development in India. The course traces concept of educational administration, Management Theories, history of Indian educational development during the pre-independence era, particularly in the colonial period, and also offers an in-depth insight into issues, challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for school education.

Learning Outcomes

After completing this course, students will be able to:

1. *Explain the basic concepts and principles of Educational Administration.*
2. *Describe the key functions of educational administration in an educational setting.*
3. *Trace the historical development of educational administration and analyze its present status in modern education systems.*
4. *Outline the organizational structure and administrative processes at various levels of educational administration in India.*

Content**UNIT 1: Introduction of Educational Administration and Management**

- Meaning and types of Administration
- Relation between Administration and Management
- Educational Administration: an independent study
- Concept, Nature and function of Educational Administration.
- Scope and principles of Educational Administration.

- Administrative process

UNIT 2: Development of Educational Administration

- Constitutional Provisions related to Education-education in Concurrent list'
- Educational Administration before independence (1813-1947)
- Educational Administration after independence (1947)

UNIT 3: Theory in Educational Administration:

- Importance of theory in Educational Administration
- Management Theories and their applicability to Educational Administration
- Traditional Administrative Theory
- Transitional Administrative Theory

UNIT 4 Leadership and Conflicts in Educational Administration

- Meaning nature and theory of leadership
- Style of leadership- autocratic, democratic and laissez faire
- Concept of conflict in educational Management
- Types and managerial strategies of conflict management.

UNIT 5 Issues and Problems in Educational Administration

- Centralization vs. decentralization; Advantages and disadvantages
- Bureaucracy and politics; Role of a bureaucrat and a politician, Advantages and disadvantages.
- Role of centre and state government in Educational Administration

Transaction Mode:

Lecture-cum-discussion, workshops, seminar (paper presentation), assignment, tutorial, group discussion around issues and concepts.

Course Evaluation:

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

Essential Readings

- Colclough, Christopher and Anuradha De (2010): The Impact of Aid on Education Policy in India. RECOUP Working Paper No. 27, RECOUP Research Consortium on Educational Outcomes and Poverty, University of Cambridge. Available at http://recoup.educ.cam.ac.uk/publications/WP27-CC_ADfinal.pdf
- Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd ed.) New York, Longman.
- Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
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- Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
- Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
- Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Suggested Readings

- Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. *Journal of Educational Planning and Administration*, VII (2), April, pp. 197-214.
- Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
- Bray, Mark, (2000). *Double Shift Schooling: Design and Operation for Cost-effectiveness* (2nd ed), Paris: UNESCO, IIEP.
- Fullan, Michael (2005). *Fundamental Change: International Handbook of Educational Change*, Springer, The Netherlands.
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- Latchem, C. and Hanna, D (2001). *Leadership for 21st Century Learning: Global Perspectives from Educational Innovations*, London: Kogan Page.
- Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000). *Leading Professional Development in Education*. London: Routledge.
- Naik, J.P (1982). *The Education Commission and After*, New Delhi: Allied Publication.
- National Institute of Educational Planning and Administration. *Survey Reports of Educational Administration* in different States and UTs 1991-2001, New Delhi.
- Owings, William A and Kaplan, Leslie S (2003). *Best Practices, Best Thinking, and Emerging Issues in School Leadership*. California: Sage.
- Pareek, Udai. Institution Building: the Framework for Decision-making, in Ravi Mathai, Udai Pareek and T. V. Rao (eds.). *Institution Building in Education and Research: From Stagnation to Self-Renewal*, All India Management Association, New Delhi.
- Shukla P.D (1983). *Administration of Education in India*, New Delhi: Vikas Publishing House.
- Trowler, Paul R., (ed.) (19--). *Higher Education Policy and Institutional Change*, Buckingham: U.K.

Paper - II

Policy and Planning in Education in India

Maximum Marks: 100 (Internal: 40 + External: 60)

Course Description:

The course covers both the theoretical and practical aspects of educational planning. It also gives appropriate weight age to the understanding of educational planning in India. The course primarily aims at making the student understand the fundamentals of educational planning, its theoretical foundations, educational decentralization, strategic planning, concepts and methods and their applications in modelling educational planning at macro, micro and local levels in India. It also transacted would be applied to understand planning models and practices in education in India. Particularly, district plan in elementary and secondary education, local level planning techniques like school mapping and micro planning, institutional development planning like school improvement planning and college/university development planning and other techniques etc. It also aims at making the students understand the challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for education.

Learning Outcomes:

After completing this course, students will be able to:

1. *Identify the major educational policies and commissions and explain their recommendations.*
2. *Describe the constitutional provisions related to education and analyze their implications for policy and practice.*
3. *Explain the fundamental concepts and principles of educational planning and their practical relevance.*
4. *Trace the historical development of educational policies in India and evaluate their present status in the context of contemporary educational needs.*

Content:

UNIT 1: Evolution of Educational Policy in India – Major Landmarks etc.

- Constitutional provisions regarding education – education in concurrent list,

UNIT 2: Policies and their Recommendations:

- National policy of education 1968.
- National Policy of Education-1986.
- National Policy of Education-2019.
- Acharya Ram Murthi review committee report 1990.
- Modified program of action 1992.

UNIT 3: Various Education Commissions and their Recommendations

- University Education Commission -1949
- Secondary Education Commission (Mudaliar Commission) -1953
- Education Commission (Kothari Commission) -1966
- Right to education Act:2009

UNIT 4: Educational planning in India: Historical Perspective:

- Educational planning before independences, Educational planning after independences,
- Planning for the disadvantaged (women, minorities and disabled).

UNIT 5: Educational Planning

- Concept, objectives, and scope of Educational Planning
- Need; Types and importance of Educational Planning
- Process of educational planning in India
- Conditions pre-requisite to successful planning
- Approaches to Educational Planning- Social demand approach, Manpower approach and Rate of return approach
- Institutional structures and functions: NUEPA, SCERTs and DIETs.

Transaction Mode

Lecture-cum-discussion, workshops, seminar (paper presentation), assignment, tutorial, group discussion around issues and concepts.

Course Evaluation

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

Essentials Reading

Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.

Blaug, Mark (1972). *An Introduction to Economics of Education*. Allen Lane the Penguin, London.

Caillods, F. (1990). *The Prospects of Educational Planning*, Paris, International Institute of Educational Planning (IIEP).

Cook, W.D (1982). *Planning Process in Developing Countries: Techniques and Achievements*, New York, North Holland Pub.

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Hough J.R (1984). *Educational Policy – An International Survey*, London, Sydney, New York. Croom Helm.

Kaufman, Herman, Watters (eds.). (1996) *Educational Planning: Strategic Tactical Operational, Technomic*.

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- Phillips D and Walford G (eds.) (2006). *Tracing Education Policy*, Routledge.
- Prakash, Shri & Sumitra Chowdhury (1994). *Expenditure on Education*, New Delhi: NIEPA.
- Psacharopoulous, G (1985). *Planning of Education: Where Do We Stand?* Washington, World Bank.
- Psacharopoulos, G (ed.) (1987). *Economics of Education: Research and Studies*, Oxford: Pergamon.
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- Zajda Joseph (2005). *International Handbook on Globalisation, Education and Policy Research – Global Pedagogies and Policies*. Springer, the Netherlands.
- Zaidi, S.M.I.A., K. Biswal, N. K. Mohanty, and A. A. C. Lal (2012): Secondary Education Planning and Appraisal Manual. New Delhi: NUEPA. Available at [http://www.nuepa.org/Download/Publications/1-Secondary-20Education-20Manual\(Prof-20Zaidi-20\).pdf](http://www.nuepa.org/Download/Publications/1-Secondary-20Education-20Manual(Prof-20Zaidi-20).pdf)

Suggested Readings

- Ball Stephen J (2003). *Class Strategies and the Education Market, The Middle Classes and Social Advantage*, Routledge Falmer, Taylor & Frances Group.

- Bell & Bell (2006). *Education Policy and Social Class*, Routledge.
- Blaug, Mark (ed.) (1992). *The Economic Value of Education*. Hants, England: Edward Elgar.
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Paper – III

Educational Finance

Maximum Marks: 100 (Internal: 40 + External: 60)

Course Description

This course will enable students to understand the concept of educational finance and its relationship to education. The course will develop in students an orientation about the different problems related to educational financing in a developing country like India. Students will be familiar with the different sources of finance and budgeting and its challenges.

Learning Outcomes

After completing this course, students will be able to:

- 1. Explain the concept, significance, and need for educational finance in the context of modern education systems.*
- 2. Analyze the key challenges and problems related to educational finance in India.*
- 3. Evaluate the role and contributions of various financial agencies in funding education.*
- 4. Apply financial estimation techniques to calculate and analyze educational costs.*

Content

UNIT 1: Educational Finance

- Concept significance
- Educational finance as a field of studies
- Education as a social good and its impact on educational finance

UNIT 2: Educational Finance in India

- Historical Orientation
- Factors influencing financing of Education
- Types of grants; methods and procedure for calculation grants
- Problems of educational finance in developing countries

- Alternatives to Educational Finance and Agencies

UNIT 3: Sources of Educational Finance

- Sources of financing Grants, fees, Endowments, others
- Role of Center and state Governments
- Planning Commission
- Finance Commission
- University Grants Commission

UNIT 4: Educational Costs

- Taxonomy of costs
- Cost analysis: meaning and concepts; uses of cost analysis
- Cost benefit analysis: private and social rates of return; analysis; cost effectiveness
- Expenditure on Education.

UNIT 5: Budgetary Practices

- Budget meaning and need in Educational Institution
- Types of budget-line item budget, PPBS, Zero Base Budgeting, Performance budgeting
- Guidelines for budgeting in Educational Institutions
- Methods of estimating expenditure

Transaction Mode:

Lecture-cum-discussion, workshops, seminar (paper presentation), assignment, tutorial, group discussion around issues and concepts.

Course Evaluation:

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

Essential Readings

- Agarwal, R.B. (1993), Financing of Higher Education in India, Ganga Kaveri Publishing House, Varansi.
- Azad, J.L. (1988), Higher Education in India: The Deepening Financial Crisis, Radiant Publishers, New Delhi.
- Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and Administration, New Delhi.
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- Debi, S.S. (1988), Economics of Higher Education, Thalan Anu Books, New Delhi.
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- Heggade, O.D. (1998), Finances and Cost of Higher Education in India, Mohit Publications, New Delhi.
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- P. Geetha Rani. (2010). Economic Reforms and Financing Higher Education in India. New Delhi: National Institute of Educational Planning and Administration.
- Suresh Babu G. S. (2011). Privatization of Higher Education in India: Challenges of Social Equality. NUEPA.

Suggested readings

- Azad, J.L. (1975), Financing of Higher Education in India, Sterling Publishers, New Delhi.
- Blaug, M. (1970), An Introduction to the Economics of Education, Penguin Books

- Ltd. Harmondsworth, Middlesex, England.
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- McMahon, W.W. and T.G. Geske, *Financing Education: Overcoming Inefficiency and Inequity*. Univ of Illinois Press.
- Panchamukhi P.R. (1989) *Economics of Educational Finance*, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya

Paper – IV

Human Resource Planning and Management

Maximum Marks: 100 (Internal: 40 + External: 60)

Course Description

The course is designed to enable students an understanding of the inter-relationship of human resource planning and management to education. The students will develop an understanding about the potential of human resource and organizational development and training interventions to manage collaborative problem-solving relationship to education and human resources.

Learning Outcomes

After completing this course, students will be able to:

- 1. Explain the fundamental concepts and functions of Human Resource Management (HRM).*
- 2. Describe the process and methods of Human Resource Planning (HRP).*
- 3. Analyze the need for employee training and development and evaluate different training methods.*
- 4. Describe the recruitment and selection procedure and its significance human resource management.*
- 5. Discuss the importance of Manpower Management relations and apply relevant techniques to maintain workplace harmony.*

Content

UNIT 1: Introduction

- Definition and Concept of Management
- Historical perspective
- Definition and concept of HRM

UNIT 2: Human Resource Planning Concept and Significance

- Organizational objection and manpower planning
- Manpower forecasting – subjective methods and quantitative methods
- Methods of HR planning.

UNIT 3: Acquisition of HR – Organizing, Budgeting and Controlling of HRD Job

- Analysis – job description, job specification
- Recruitment and selection: Teaching and non-teaching personnel.
- Recruitment from within organization. External recruitment reservation policy.
- Selection procedure – Screening, testing – performance test, aptitude test Interviews.

UNIT 4: Organising, Budgeting and Controlling HRD

- Training and development – Employee training and importance, Orientation
- Organising training development programme, budgeting and controlling HRD
- Types of training – on the job, Apprenticeship. Interview Training. Key principles
- And evaluating training effectiveness.

UNIT 5: Performance Appraisal Need, Significance and Concept Methods of Performance

- Appraisal performance Counseling.

Unit-6: Manpower –Management Relation

- Collection Bargaining, Bargaining structure, Preparation for negotiation.
- Bargaining process, bargaining strategies – strikes, picketing dharnas,
- Boycotts mediation and Conciliation. Arbitration. Participative management.

Transaction Mode:

Lecture cum discussion, student seminar readings, group work, student presentations, assignments etc.

Course Evaluation:

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

Essential Readings

- Bhasin, M.L. (1992): Human Resource management (the case study), New Delhi, Anand publications.
- Bird, R. and Barker, B. and Mercer, Justine (2010): Human Resource Management in Education: context, themes and impact, Taylor and Francis Ltd., London
- Robins, S. (1989): Personnel/Human Resource Management, New Delhi, Prentice Hall of India Ltd.

Suggested Readings

- Chaturvedi, A. (1987): Achieving Harmonious Industrial Relations, The Times Research Foundation
- Dusidi, R.S.(Ed): Manpower Management, New Delhi, Prentice Hall of India.
- ILO (1986): job Evaluation, New Delhi Oxford &IBM Pub.Co.Ltd.
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CONTACT US

Department of Educational Studies,
Jamia Millia Islamia,
Jamia Nagar,
New Delhi-110025

+91 (11) 26981717

educationalstudies@jmi.ac.in



NAAC Accredited
A++
Grade



Ranked
3rd
University Category