

DIPLOMA IN EDUCATIONAL ADMINISTRATION AND PLANNING (DEAP)

Syllabus

Program Code: BU-DL-DEAP-01



2025 – 2026 Onwards

CENTRE FOR DISTANCE AND ONLINE EDUCATION - CDOE
BHARATHIAR UNIVERSITY

(A State University, Accredited with "A⁺⁺" Grade by NAAC,
Ranked 46th among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

BHARATHIAR UNIVERSITY : COIMBATORE 641046
DEPARTMENT OF EDUCATION

VISION

Bestow globally comparable quality education on youth, embodied with character building, to invoke the University's motto "Educate to Elevate" and uphold the secular ideals of the nation as envisioned by Mahakavi Subramania Bharathiar.

MISSION

- To be innovative and inclusive, committed to excelling in teaching, research and knowledge transfer and to serving the social, cultural and economic needs of the nation.
- To innovate and offer educational programmes in various disciplines through synergistic interaction with the industry and society.
- To impart knowledge and skills and to provide a learning environment to acquire attitudes to students and equip them to face the emerging challenges of the knowledge era.
- To provide equal opportunity to women students, differently abled, and minorities and prepare them to be equal partners in accomplishing the scientific and technological demands of the nation.
- To contribute to the advancement of knowledge through applied research leading to newer products and processes.
- To prepare the students to work for societal transformation with a commitment to justice and equality and emerge as job providers.
- To inculcate in students a global vision with skills of international competence.

TITLE OF THE PROGRAM

Diploma in Educational Administration and Planning (DEAP)

DURATION

- **Minimum Duration:** One year
- **Maximum Duration:** Two year (with provision for Re-registration if required)

CREDIT DISTRIBUTION

- **Total Credits:** 40 credits (as per UGC credit framework)

ELIGIBILITY

10 +2 (Higher Secondary) or equivalent from a recognized board unless otherwise specified.

MEDIUM OF INSTRUCTION

Medium of Instruction is **English** . However the learners are permitted to write the Continuous Internal Assessment and End Semester Examination in **English or Tamil**.

MODE OF LEARNING

- **Open and Distance Learning (ODL)**

The programme shall be conducted through remote learning using a blend of print and digital learning materials, supplemented by occasional Personal Contact Program (PCP) sessions to facilitate learner interaction and academic support.

- **Online Mode:**

The programme shall be conducted using digital learning materials, supplemented by 12 hours / course (mandatory) of live online sessions to facilitate learner interaction and academic support.

FEES STRUCTURE

Fee structure as approved by the Centre for Distance and Online Education, Bharathiar University, Coimbatore.

ATTENDANCE (ODL & OL)

Particulars	Requirement for Certificate Programme	Requirement for Diploma Programme
Number of Personal Contact Programs (PCPs)	10 PCPs	20 PCPs
Duration	6 hours per PCP	6 hours per PCP
Total Contact Hours	12 hours per course (60 hours)	12 hours per course (120 hours)
Total study hours of learners	600 hours	1200 hours
Mandatory Participation	75% in each course	75% in each course

REQUIREMENT TO APPEAR FOR THE EXAMINATIONS

A candidate enrolled for the programme must have the minimum period of attendance in theory and practical classes prescribed to appear for the examinations with the fees prescribed and fulfills all other conditions stipulated from time to time.

CONDITIONS TO APPEAR FOR THE EXAMINATIONS

The learner appearing for the examination for the first time should register for all the course by remitting the fee

ODL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **Examination Centre:** Learners must specify their preferred examination centre in the examination application form. Once selected, the examination centre cannot be changed under any circumstances.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website and obtain the signature of the Chief Superintendent of the opted examination centre upon submission of their valid identity card. This process must be completed during the three working days preceding the commencement of the examinations.

OL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website for the examination and write the examinations through online mode.
- **Examination :** The learners can download the question paper and scan & upload their answer script from their registered user id.

EVALUATION PATTERN

a. Distribution of Marks in Continuous Internal Assessments (CIA): 25% weightage

The following procedure shall be followed for awarding internal marks for theory courses.

- Continuous Internal Assessment (CIA) Test - 10 marks
- Assignment - 5 marks
- Seminar - 5 marks
- Participation - 5 marks

Total - 25 marks

1. CIA Test and question pattern :

Two Continuous Internal Assessments (CIA-I & CIA II) must be conducted. Better of the TWO will be counted for Test Marks (10 Marks)

- Section A – Objective Question 5*1 = 5 marks
- Section B – Short Essay (2 out of 3) 2*5 = 10 marks

- Section C – Essay Type (Either or type) 1*10 = 10 marks
2. **Assignments – I and II.** Better of the TWO will be counted for Assignment Marks (5 Marks)
 3. **Seminar** will be conducted for 5 Marks.
 4. **Participation** (which includes attendance) – 5 Marks

b. Practicals (4 Credits) – At the end of Second Semester

- Practical (100 marks) - **Internal – 50 marks & External – 50 Marks**

c. End-Semester Examination (ESE): 75% weightage

ODL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations shall be conducted offline at designated physical locations such as the University campus or approved Learner Support Centres (LSCs), under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

OL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations shall be conducted through an online/proctored computer based examination (an assessment conducted using a computer or other digital device, replacing traditional pen-and-paper methods) under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

Distribution of marks in the End-Semester Examination - Question Paper Pattern:

Section	Type of question	No. of questions	Marks	Total
A	Objective Question	10 (Compulsory)	1	10
B	Short Essay (300 words each)	3 out of 5	5	15
C	Essay Type (1000 words each)	5 Questions (Either or Type)	10	50
Total				75

d. Passing Criteria:

- Minimum 40% passing marks (Internal + External) in each course.
- Minimum 40% passing marks in practical / project component
- Aggregate of 40% marks required for successful completion of the diploma programme.

e. Grading System : (As per 10-point UGC Credit Framework)

The following table gives the marks, grade points, letter, grades and classification to Indicate the performance of the candidate.

For the entire programme:

- CGPA = Sum of the multiplication of grade points by the credits of the entire programme / Sum of the credits of the courses for the entire programme.

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum n \sum i C_{ni} G_{ni}}{\sum n \sum i C_{ni}}$$

RANGE	CGPA	Grade	Classification of Result
95-100	9.5-10.0	O+	First Class- Exemplary*
90-94	9.0 and above but below 9.5	O	
85-89	8.5 and above but below 9.0	D++	First Class with Distinction*
80-84	8.0 and above but below 8.5	D+	
75-79	7.5 and above but below 8.0	D	
70-74	7.0 and above but below 7.5	A++	First Class
65-69	6.5 and above but below 7.0	A+	
60-64	6.0 and above but below 6.5	A	
55-59	5.5 and above but below 6.0	B+	Second Class
50-54	5.0 and above but below 5.5	B	
45-49	4.5 and above but below 5.0	C+	Third Class
40-44	4.0 and above but below 4.5	C	
0-39	0.0 and above but below 4.0	U	Re-appear

- A candidate who has passed all the courses in the first appearance within the prescribed duration of the diploma programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O+” in Core and Project courses shall be placed in the category of “**First Class – Exemplary**”.
- A candidate who has passed all the courses in the first appearance within the prescribed duration of the Diploma programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D+” or “D++” in Core and Project courses shall be placed in the category of “**First Class with Distinction**”.
- A candidate who has passed all the courses of the Diploma programmes and secured a CGPA of 6 to 7.4 and equivalent grades “A” or “A+” or “A++” in Core and Project courses shall be declared to have passed in “**First Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 5.0 to 5.9 and equivalent grades “B” or “B+” in Core and Project courses shall be declared to have passed in “**Second Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 4.0 to 4.9 and equivalent grades “C” or “C+” in Core and Project courses shall be declared to have passed in “**Third Class**”.

BHARATHIAR UNIVERSITY: COIMBATORE 641 046**Department of Education (CDOE)***(For the students admitted during the academic year 2025-2026 onwards)***PROGRAMME STRUCTURE**

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
25DEAP101	Introduction to Educational Administration and Planning	4	12	--	25	75	100
25DEAP102	Educational Administration in Indian Education System	4	12	--	25	75	100
25DEAP103	Approaches to Educational Administration and Planning.	4	12	--	25	75	100
25DEAP104	Educational Administration and Planning Policies	4	12	--	25	75	100
25DEAP105	Sociological perspectives in Educational Administration and Planning	4	12	--	25	75	100
Total for first semester		20	60	--	125	375	500
SECOND SEMESTER							
25DEAP201	Educational Leadership	4	12	--	25	75	100
25DEAP202	Assessment and Evaluation	4	12	--	25	75	100
25DEAP203	Introduction to Educational Statistics	4	12	--	25	75	100
25DEAP204	The School Education System in India	4	12	--	25	75	100
25DEAP205	Practical-Assessment of leadership and administrative behaviour	4	--	12	50	50	100
Total for second semester		20	48	--	150	350	500
Grand Total		40	108	12	275	725	1000

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

Program Educational Objectives (PEOs)	
The D.E.A P program describe accomplishments that higher secondary students are expected to attain within two to five years after 12 th	
PEO1	Develop professional competencies in educational leadership, management, and administration based on sound principles and practices.
PEO2	Analyse contemporary educational issues, policies, and reforms, and understand their implications for institutional planning and development.
PEO3	Demonstrate effective decision-making, problem-solving, and interpersonal skills to ensure the efficient functioning of educational institutions.
PEO4	Acquire the ability to plan, implement, and evaluate innovative strategies for institutional growth and quality enhancement.
PEO5	Understand the psychological and sociological aspects of leadership, motivation, and staff development in educational settings.
PEO6	Develop counselling and mentoring skills to guide teachers, students, and staff in addressing personal, academic, and professional challenges.
PEO7	Strengthen communication skills in listening, speaking, reading, and writing to enhance administrative effectiveness.
PEO8	Gain proficiency in using various evaluation techniques and institutional assessment tools for monitoring educational quality and performance.
PEO9	Promote strong partnerships among home, school, and community to support holistic development and shared responsibility in education.
PE10	Understand the changing role of educational institutions in a dynamic social, economic, and technological context.

Instruction - Program Specific Outcomes (PSOs)

These are what the students should be able to do at the time of graduation. PSO's are written by the department offering the program. There usually are five to seven PSO's for a department.

Program Specific Outcomes (PSOs)	
After the successful completion of D.E.A P program, the students are expected to	
PSO1	Develop competence in educational leadership and management based on the fundamental principles of administration, organization, and effective governance.
PSO2	Examine current trends, challenges, and issues in education and interpret their implications for institutional planning, administration, and policy implementation.
PSO3	Cultivate essential administrative skills, understanding, and attitudes that promote holistic institutional growth and ensure the overall development of staff and students.
PSO4	Develop the ability to identify, design, and implement innovative strategies for improving institutional performance, resource utilization, and academic outcomes.
PSO5	Understand the psychological and sociological foundations of leadership, motivation, and human relations to ensure effective management of educational personnel.
PSO6	Acquire skills in guidance and counselling to support teachers, students, and staff in resolving academic, behavioural, and professional challenges.
PSO7	Enhance communication and language proficiency (listening, speaking, reading, and writing) to ensure clarity and effectiveness in administrative interactions and documentation.
PSO8	Gain knowledge of evaluation systems and quality assessment tools for monitoring institutional effectiveness and ensuring accountability in educational processes.
PSO9	Recognize the interdependence of home, school, and community and foster collaborative partnerships to promote the holistic development of learners and institutions.
PSO10	Understand the dynamic role of educational institutions in a

	rapidly changing society and adapt administrative practices to meet emerging educational needs.
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Instruction – Programme Outcomes (Pos)

Programme outcomes are narrow statements that describe what the student are expected to know and would be able to do upon the course. These relate to the skills, knowledge and behaviour that students acquire through the programme.

Programme Outcomes (Pos)	
On the successful completion of D.E.A P program the students are expected to	
PSO1	Develop competence in educational administration and institutional management through the application of sound organizational and leadership principles.
PSO2	Critically analyse current educational issues, trends, and policies to understand their implications for effective governance and planning in education.
PSO3	Cultivate professional values, attitudes, and leadership qualities that promote holistic development and efficient functioning of educational institutions.
PSO4	Acquire the ability to identify, plan, and implement innovative administrative strategies to enhance institutional effectiveness and learning outcomes.
PSO5	Understand the psychological and sociological foundations of leadership and human relations to manage and motivate teachers, students, and staff effectively.
PSO6	Develop skills in guidance and mentoring to address academic, personal, and professional challenges within the school or institutional environment.
PSO7	Strengthen communication and interpersonal abilities (listening, speaking, reading, writing) for effective coordination, documentation, and administrative communication.
PSO8	Gain expertise in the use of evaluation techniques and assessment tools to monitor institutional performance and ensure quality assurance in education.
PSO9	Recognize the collaborative role of home, school, and community in educational development and promote

	partnerships for mutual growth and social responsibility.
PSO10	Understand the evolving functions of educational institutions in the context of social, technological, and policy changes in society.
PSO11	Develop insight into curriculum design and policy planning to align institutional objectives with national and global educational standards.
PSO12	Undertake institutional research, case studies, and action-oriented projects to address administrative challenges and promote evidence-based decision-making.

FIRST SEMESTER

Course code	25DEAP 101	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of learners
Core paper		Introduction to Educational Administration and Planning	4	12	120
Pre-requisite		Basics of Knowledge in Educational Administration and Planning	Syllabus Version		1
<p>Course Objectives:The course aims to familiarize students with the theoretical foundations, functions, and practices of educational administration and planning. It focuses on developing administrative and leadership skills essential for effective management of educational institutions.</p>					
<p>The main objectives of this course are</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope, and significance of educational administration and planning in the Indian and global context. • To examine the principles, functions, and processes of educational administration for effective institutional management. • To gain insight into various types, approaches, and models of educational planning for achieving quality and equity in education. • To develop competence in preparing, implementing, and evaluating educational plans and policies at different levels of the education system. • To analyse the role of leadership, supervision, and decision-making in promoting innovation, accountability, and institutional development. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	To know the basic concepts of Educational Administration and Planning				K2
2	To analyse principles and functions, factors influencing of Educational Administration and Planning				K4
3	To understand the basic concept, definition, types and stages of Educational Planning				K2
4	To analyses the foundational theories of Leadership and Administration				K4
5	To distinguish the interdependence of Educational Administration and Planning				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 –					

Create	
BLOCK 1	CONCEPTUAL FOUNDATIONS OF EDUCATIONAL ADMINISTRATION
Unit 1: Meaning and Definition: Concept of Education, Unit 2: Administration and Educational Administration. Unit 3: Nature, Scope and Need for Educational Administration	
BLOCK 2	FOUNDATIONS OF EDUCATIONAL PLANNING
Unit 4: Concept and Definition of Educational Planning Unit 5: Types of Educational Planning. Unit 6: Stages of Educational Planning	
BLOCK 3	PRINCIPLES AND FUNCTIONS OF EDUCATIONAL ADMINISTRATION & PLANNING
Unit 7: Principles and Functions of Educational Administration Unit 8: Nature and Function of Educational Planning Unit 9: Factors influencing of Educational Administration, Educational Planning,	
BLOCK 4	FOUNDATIONAL THEORIES OF ADMINISTRATION
Unit 10: Classical, Behavioural and Modern Theories Unit 11: Bureaucratic Theory and Taylor's Scientific Management Unit 12: Maslow's Hierarchy of Needs	
BLOCK 5	INTERDEPENDENCE OF EDUCATIONAL ADMINISTRATION AND PLANNING
Unit 13: Educational Administration and Planning Unit 14: Similarities and Differences of Educational Administration and Planning Unit 15: Role of state and central in educational administration and planning	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Darshan Srinvas and Ayina Moses (2025) Education : Problems and perspectives . Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of	

Education, CIIT publications.

- ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries.

Course Designed By:

Dr. K. Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University

Dr. T. Premalatha, Assistant Professor, Department of Education, CDOE, Bharathiar University

Web link:

<https://niepa.ac.in/>

www.ncert.cg.gov.in

Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEA P 102	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper		Educational Administration in Indian Education System	4	12	120
Pre-requisite		Knowledge in Educational Administration in Indian Education System	Syllabus Version		1
Course Objectives : To understand the meaning, nature, and principles of educational administration and its significance in achieving national educational goals in India.					
The main objectives of this course are					
<ul style="list-style-type: none"> To develop an understanding of the concept, nature, and scope of educational administration within the framework of the Indian education system. To examine the organizational structure and functioning of educational institutions at different levels in India, from school to higher education. To analyse the role of various educational authorities and agencies—such as MHRD, NCERT, SCERT, UGC, and NCTE—in planning, policy formulation, and administration. To enhance knowledge and skills related to leadership, supervision, and decision-making for effective management of educational institutions. To evaluate the challenges, reforms, and innovations in educational administration in the context of India’s changing socio-economic and policy environment. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the concept, principles, and scope of educational administration and relate them to the functioning of the Indian education system.				K2
2	Explain the concept, principles, and scope of educational administration and relate them to the functioning of the Indian education system.				K2
3	Analyse the roles and contributions of national and state-level educational bodies such as the Ministry of Education, NCERT, SCERT, UGC, and NCTE.				K4
4	Apply administrative and leadership skills to plan, manage, and evaluate institutional processes for effective educational governance.				K3
5	Assess current challenges and policy reforms in educational administration and suggest practical strategies for improving the Indian education system.				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
BLOCK 1	EDUCATIONAL ADMINISTRATION IN		04 HOURS		

	INDIAN EDUCATION SYSTEM	
Unit 1: Ancient Indian Education: Gurukula system, Vedic schools, and Universities Unit 2: Features of Ancient Indian Education Unit 3: Medieval Indian Education: Islamic and Mughal education system		
BLOCK 2	EDUCATIONAL GOVERNANCE POLICY AND STRUCTURE	
Unit 4: Nature of Educational Commissions Reports Unit 5: Higher Education reforms Unit 6: Governance Structure and Outcomes		
BLOCK 3	MAJOR COMMISSIONS AND THEIR STRUCTURE	
Unit 7: Early Developments (1947–1960s): Constitutional Provisions for Education (Articles 45, 46, 21A) Unit 8: National Commissions and Policies and their Structure Unit 9: Division of powers–Central and States.		
BLOCK 4	EVOLUTION OF FIVE-YEAR PLANS TO STRATEGIC GOAL SETTING	
Unit 10: Five-Year Plans (1951–2017) Shift to Strategic Planning, Education and Sustainable Development Goals Unit 11: Achievements of Five – Year Plans Unit 12: National Education Policy (2020) aligning with SDG goals.		
BLOCK 5	GLOBALIZATION, INTERNATIONAL AGENCIES AND POLICY INFLUENCE	
Unit 13: Influence on Policy formulation Unit 14: quality assurance and Relevance, Unit 15: Institutional autonomy		
Text Book(s)		
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore	
Reference Books		
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Darshan Srinivas. G and Ayina Moses (2025) Education : Problems and perspectives. Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 		
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Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAP 103	TITLE OF THE COURSE	Credits	PCP	Study hours of Learners
Core paper		APPROACHES TO EDUCATIONAL ADMINISTRATION AND PLANNING	4	12	120
Pre-requisite		Knowledge in approaches to Educational Administration and Planning	Syllabus Version		1
Course Objectives: To develop a comprehensive understanding of the major theories, principles, and approaches to educational administration and planning, enabling learners to apply effective administrative strategies and planning models for the improvement of educational institutions and systems.					
The main objectives of this course are					
<ul style="list-style-type: none"> • To explain the meaning, scope, and importance of educational administration and planning in ensuring effective educational management. • To identify and understand various theoretical and practical approaches used in educational administration and planning. • To develop the capacity to apply administrative and leadership principles for improving institutional performance and efficiency. • To understand the procedures and techniques involved in formulating and implementing educational plans at different levels of the education system. • To encourage critical and reflective thinking for analysing current practices and introducing innovative methods in educational administration and planning. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the meaning, nature, and scope of educational administration and its relationship with educational planning and management.				K2
2	Compare and evaluate different approaches and theories of educational administration such as bureaucratic, human relations, systems, and contingency approaches.				K5
3	Apply appropriate planning models and administrative strategies for effective organization and management of educational programmes and institutions.				K3
4	Analyse the role of leadership, supervision, and decision-making in improving the efficiency and effectiveness of educational systems.				K4
5	Assess the relevance of modern trends, innovations, and policy initiatives in educational administration and planning within the Indian context.				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
BLOCK1	APPROACHES TO EDUCATIONAL ADMINISTRATION				
Unit1: Types, Skills and its roles for Principals/Heads/Administrators					

Unit 2: Role of Teachers, and Staff- Workload and resource utilization	
Unit 3: Importance of teachers and staff in Educational Administration	
BLOCK2	APPROACHES TO EDUCATIONAL PLANNING
Unit 4: Social demand, manpower requirements in Educational Planning	
Unit 5: cost benefit and synthetic approaches Method	
Unit 6: Strength and limitations of cost benefit and synthetic approaches	
BLOCK3	THEORIES OF EDUCATIONAL ADMINISTRATION AND PLANNING
Unit 7: Meaning of theory of Administration and Planning in Higher Education	
Unit 8: Relationship between theory and practice in educational Administration and Planning	
Unit 9: Nature of Theory of Administration and Planning in Higher Education	
BLOCK4	SCHOOL AS A SOCIAL SYSTEM
Unit 10: Interrelated Parts of a School System, Schools and Society	
Unit 11: Reciprocal Influence “School as a social system	
Unit 12 : The Role of Schools in Shaping Society	
BLOCK5	ORGANIZATIONAL STRUCTURE OF EDUCATIONAL ADMINISTRATION AND PLANNING
Unit 13: Nature, Structure and Uses of Educational Administration and Planning framework	
Unit 14: Strategies in Educational Administration and Planning Framework	
Unit 15: Recent technologies tools for educational administration(AI Paired learning platforms , Learning Management System, School Management system)	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K,Darshan Srinvas.G and Ayina Moses (2025)Education : Problems and perspectives. Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of 	

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CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAP 104	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		EDUCATIONAL ADMINISTRATION AND PLANNING POLICIES	4	12	120
Pre-requisite		Knowledge in Educational Administration and Planning Policies	Syllabus Version		1
<p>Course Objectives: To equip learners with knowledge, skills, and professional attitudes necessary for effective educational leadership, institutional management, and strategic planning, with a special focus on policy frameworks guiding the Indian education system.</p> <p>The main objectives of this course are</p> <ul style="list-style-type: none"> To understand the fundamental concepts, principles, and functions of educational administration and planning. To study the organizational structures and administrative mechanisms in Indian education at various levels. To examine national and state education policies and their implications for institutional management and reform. To develop leadership, communication, and decision-making skills essential for effective educational governance. To explore modern trends, innovations, and challenges in educational administration and policy implementation. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the meaning, nature, and scope of educational administration and planning in the context of Indian education.				K2
2	Analyse the structure and functions of administrative bodies and their roles in policy formulation and educational management.				K4
3	Apply leadership and management principles in organizing, supervising, and improving institutional performance.				K3
4	Evaluate educational policies and plans in terms of their goals, implementation strategies, and impact on quality education.				K5
5	Demonstrate the ability to design innovative administrative practices and planning approaches to enhance institutional effectiveness.				K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
BLOCK 1	EDUCATIONAL ADMINISTRATION POLICIES				
<p>Unit 1: Nature and Importance of Educational Administration Policies.</p> <p>Unit 2: National Initiatives, funding Programs, Scholarships, Grants, Infrastructure</p>					

support.	
Unit 3: Features of Educational Administration and Policies	
BLOCK 2	EDUCATIONAL ADMINISTRATION PERSPECTIVE POLICY MAKERS AND INSTITUTIONS
Unit 4: Principles of Educational Administration	
Unit 5: Features of Policy formulation and Implementation	
Unit 6: Nature of Institutional Planning	
BLOCK 3	INSTITUTIONAL AND LEADERSHIP
Unit 7: Institutional Governance and Decision making	
Unit 8: Importance of Leadership styles in Administration	
Unit 9: Objectives of Human resource management in Educational Institutions	
BLOCK 4	FINANCIAL AND RESOURCE MANAGEMENT
Unit 10: Budgeting and Financial control in education	
Unit 11: Resource Mobilization and Utilization	
Unit 12: Cost Effectiveness and Accountability	
BLOCK 5	EDUCATIONAL REFORMS AND EMERGING TRENDS
Unit 13: Meaning and Nature of Educational Reforms and Innovations	
Unit 14: Functions of Accreditation agencies (NAAC, NCTE, NCERT)	
Unit 15: Challenges and future trends in Educational Administration.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Darshan Srinvas .G and Ayina Moses (2025) Education : Problems and perspectives . Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	
Course Designed By:	
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Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25DEAP 105	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		SOCIOLOGICAL PERSPECTIVES IN EDUCATIONAL ADMINISTRATION AND PLANNING	4	12	120
Pre-requisite		Knowledge in sociological perspectives in Educational Administration and Planning	Syllabus Version		1

Course Objectives: To enable students to understand the sociological foundations of education and develop insights into how social structures, institutions, and cultural values influence educational administration, leadership, and planning processes.

The main objectives of this course are

- To understand the relationship between society and education and how social systems shape educational goals and practices.
- To analyse the influence of social institutions—such as family, community, and culture on educational planning and administration.
- To examine issues of equity, access, and social justice in education from a sociological perspective.
- To develop awareness of the role of education in social change, modernization, and national development.
- To apply sociological concepts and theories in improving the effectiveness and inclusivity of educational planning and administration.

Expected Course Outcomes:

On the successful completion of the course, student will be able to

1	Explain key sociological concepts and their relevance to educational administration and planning.	K2
2	Interpret the impact of social, cultural, and economic factors on the functioning of educational institutions.	K5
3	Assess the role of educational administration in promoting equality, inclusion, and social transformation.	K5
4	Apply sociological insights to address challenges related to diversity, marginalization, and participation in education.	K3
5	Demonstrate an understanding of how education serves as a tool for social cohesion, nation-building, and sustainable development.	K6

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create

BLOCK 1 INTRODUCTION TO SOCIOLOGY OF EDUCATION

Unit 1: Meaning, nature and scope of Education as a society Institution

Unit 2: Relationship between Education and Society

Unit 3: Role of education in socialization	
BLOCK 2	SOCIAL APPROACHES ON EDUCATIONAL ADMINISTRATION
Unit 4: Nature of Sociological approaches to Educational Administration	
Unit 5: Role of administrators in promoting social harmony	
Unit 6: Importance of sociological approaches in Educational Administration	
BLOCK 3	SOCIAL STRATIFICATION AND EDUCATION
Unit 7: Meaning of Equality of Educational opportunity	
Unit 8: Functions of Educational Administration, social class and Inclusive education	
Unit 9 : Policies for Educational inequalities	
BLOCK 4	CULTURE AND SOCIAL CHANGE
Unit 10: Education as an agent of modernization and transformation	
Unit 11: Curriculum and values in multicultural societies	
Unit 12: Meaning of Cultural Dimension	
BLOCK 5	SOCIOLOGICAL IMPLICATIONS IN EDUCATIONAL ADMINISTRATION AND PLANNING
Unit 13 : Social factors influencing Educational policy	
Unit 14: Role of Educational Institutions	
Unit 15: Sociological issues in Educational Administration and Planning	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Darshan Srinvas and Ayina Moses (2025) Education : Problems and perspectives. Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	
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Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

SECOND SEMESTER

Course code	25 DEAP 201	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		EDUCATIONAL LEADERSHIP	4	12	120
Pre-requisite		Knowledge in Educational Leadership	Syllabus Version		1
<p>Course Objectives: To develop among learners the knowledge, skills, and attitudes necessary for effective educational leadership that fosters institutional growth, collaborative culture, and quality improvement in the education system.</p>					
<p>The main objectives of this course are</p> <ul style="list-style-type: none"> • To understand the concept, nature, and importance of leadership in the educational context. • To examine various leadership theories, styles, and approaches applicable to educational institutions. • To develop competencies for planning, organizing, supervising, and guiding educational activities effectively. • To analyse the role of a leader in promoting teamwork, communication, and professional ethics within the school system. • To encourage reflective and innovative leadership practices for improving institutional performance and student learning outcomes. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the principles, functions, and significance of educational leadership in institutional development.				K2
2	Differentiate among various leadership theories and apply suitable leadership styles in educational settings.				K5
3	Demonstrate effective administrative, supervisory, and decision-making skills as an educational leader.				K6
4	Promote collaborative practices, professional values, and ethical conduct among teachers and staff.				K6
5	Design and implement innovative strategies for institutional improvement and quality enhancement in education.				K6
<p>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create</p>					
BLOCK1	CONCEPT AND THEORIES OF LEADERSHIP				
<p>Unit 1: Meaning and Nature of Leadership Unit 2: Difference between Management and Leadership Unit 3: Characteristics of Effective Leaders-Traits of Effective Leaders.</p>					
BLOCK2	TYPES OF LEADERSHIP				
<p>Unit 4: Meaning of Leadership-Different Leadership Styles-Autocratic-Democratic-Laissez faire</p>					

Unit 5 : Meaning and Nature of Transactional Leadership	
Unit 6: Difference Between Transformational and Transactional Leadership.	
BLOCK3	FUNCTIONS AND SKILLS OF EDUCATIONAL LEADERS
Unit 7: Meaning and Nature of Essential Leadership Skills-Communication-Problem Solving-Motivation-Decision Making	
Unit 8: Different Functions of Educational Leadership-Planning-Organizing-Directing-Evaluating-Motivation-Fostering Collaboration.	
Unit 9: Role and Importance of Skills of Educational Leaders	
BLOCK4	LEADERSHIP IN EDUCATIONAL INSTITUTIONS
Unit 10: Nature and Role: Principal-Headmaster-Superintendent in School Leadership-	
Unit 11: Functions: Academic-Administrative -Community Leadership-Nature and Meaning of Supervision	
Unit 12: Role of Staff Development-Different Changes in Innovation in Schools.	
BLOCK5	DEVELOPING LEADERSHIP IN EDUCATION
Unit13: Meaning and Nature of Leadership Training Programmes-Professional Development-Professional Ethics	
Unit 14: Role: Mentoring, Workshops, Seminars	
Unit 15: Meaning of Leadership Growth-Leadership for Educational Reform-Ways to Quality Improvement.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Ayina Moses and Darshan srinvas.G(2025)Methods of Research and Statistics in Education. Poorna Publications, Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	
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Dr.T. Premalatha, Assistant Professor, Department of Education, CDOE, Bharathiar University	
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Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAP 202	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		ASSESSMENT AND EVALUATION	4	12	120
Pre-requisite		Knowledge in Assessment And Evaluation	Syllabus Version		1
Course Objectives: To enable students to understand the principles, procedures, and practices of assessment and evaluation in education, and to develop the ability to design, implement, and interpret various tools and techniques for measuring learning outcomes effectively.					
The main objectives of this course are					
<ul style="list-style-type: none"> To understand the concept, nature, and purpose of assessment and evaluation in the teaching-learning process. To explore various tools, techniques, and methods used for assessing student performance. To develop skills in constructing valid and reliable evaluation instruments such as tests, checklists, and rating scales. To interpret assessment data for improving instruction and learning outcomes. To analyse modern trends in educational measurement, including continuous and comprehensive evaluation and technology-based assessment. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explain the key concepts, principles, and importance of assessment and evaluation in education.				K2
2	Differentiate between traditional and modern approaches to educational evaluation.				K5
3	Design and use appropriate assessment tools to measure cognitive, affective, and psychomotor learning outcomes.				K6
4	Analyse and interpret assessment data to make informed academic and administrative decisions.				K4
5	Apply innovative and technology-enabled methods for continuous and comprehensive evaluation of learners.				K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create					
BLOCK1	CONCEPT OF MEASUREMENT, ASSESSMENT AND EVALUATION				
Unit 1: Meaning and Definition of Assessment, Measurement, Evaluation					
Unit 2: Scope of Evaluation in Education-Purpose of Evaluation in Education-Significance of Evaluation					
Unit 3: Difference Between Measurement, Assessment and Evaluation					
BLOCK2	TOOLS AND TECHNIQUES OF EVALUATION				
Unit 4: Meaning and Nature of Tools-Different Types of Tools: Written Tests, Oral Tests,					

Practical Tests-Significance of Tools Unit 5: Meaning of Non-Test Techniques Unit 6: Different Non- Test Techniques: Checklists, Rating Scale, Observation, Interviews, Anecdotal Records.	
BLOCK3	TYPES OF EVALUATION
Unit 7: Meaning and Nature of Evaluation-Types of Evaluation: Formative Evaluation and Summative Evaluation Unit 8: Process of Evaluation and Significance of Evaluation Unit 9: Difference Between Formative Evaluation and Summative Evaluation.	
BLOCK4	STATISTICAL TECHNIQUES IN EVALUATION
Unit 10: Application of statistical techniques in evaluation- Measures of Central Tendency: Mean, Median, Mode Unit 11: Measures of Dispersion-Standard Deviation Unit 12: Correlation-Educational Implication of Correlation-Significance of Correlation- Interpretation of Data in Evaluation-Representation of Data in Evaluation.	
BLOCK5	MODERN TRENDS IN EVALUATION
Unit 13: Meaning of Continuous and Comprehensive Evaluation- Nature of Self Evaluation--Importance Unit 14: Meaning of Information and Communication Technology Unit 15: Digital Tools in Assessment--Different Digital Tools in Assessment--Various Challenges in Evaluation.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema.K, Ayina Moses and Darshan Srinvas.G (2025) Methods of Research and Statistics in Education. Poorna Publications,Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	
Course Designed By: Dr.K. Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University Dr.T. Premalatha, Assistant Professor, Department of Education, CDOE, Bharathiar University	
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Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAP 203	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper	INTRODUCTION TO EDUCATIONAL STATISTICS		4	12	120
Pre-requisite	Knowledge in Educational Statistics		Syllabus Version		1
Course Objectives: To enable students to understand the basic concepts, tools, and applications of statistics in educational research and decision-making, and to develop the ability to analyse, interpret, and present data meaningfully.					
The main objectives of this course are <ul style="list-style-type: none"> • To introduce the fundamental concepts and terminology of statistics and their importance in educational and social research. • To familiarize students with different types of data, scales of measurement, and methods of data collection and organization. • To develop skills in computing and interpreting measures of central tendency, dispersion, and correlation. • To enable learners to apply statistical techniques for summarizing, analysing, and drawing conclusions from educational data. • To promote the use of statistical reasoning in making informed educational and administrative decisions. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explain the basic concepts, functions, and significance of statistics in education.				K2
2	Classify and organize data using appropriate tabular and graphical methods.				K3
3	Compute and interpret measures of central tendency and variability for different datasets				K3
4	Apply suitable statistical methods such as correlation for analysing relationships between variables				K3
5	Interpret statistical findings and use them for evidence-based educational planning, evaluation, and research.				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
BLOCK 1	NATURE AND IMPORTANCE OF STATISTICS IN EDUCATION				
Unit 1: Meaning of Statistics-Definition of Statistics in Education					
Unit 2: Nature of Statistics-Scope of Statistics in Education					
Unit 3: Role of Statistics in Educational Research					

BLOCK 2	ORGANIZATION AND PRESENTATION OF DATA
Unit 4: Meaning of Data Collection and Different Methods of Data Collection Unit 5: Classification of Data Collection Methods Unit 6: Diagrammatic Graphical Representation- Tabular Presentation – Interpretation.	
BLOCK 3	MEASURES OF CENTRAL TENDENCY AND DISPERSION
Unit 7: Measures of Central Tendency: Mean, Median, Mode Unit 8: Measures of Dispersion: Range, Mean Deviation, Variance, Standard Deviation. Unit 9: Features of Measures of Central Tendency and Measures of Dispersion	
BLOCK 4	CORRELATION ANALYSIS
Unit 10: Meaning and Nature of Correlation and types of Correlation: Positive Correlation, Negative Correlation Unit 11: Methods of finding correlation Unit 12: Educational Implication of Correlation.	
BLOCK 5	RECENT STATISTICAL TOOLS FOR EDUCATIONAL ADMINISTRATION
Unit 13: Introduction to Statistical Tools Unit 14: Excel Unit 15: SPSS-Statistical package for the social sciences	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Ayina Moses and Darshan Srinvas.G(2025)Methods of Research and Statistics in Education. Poorna Publications,Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	
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Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAP 204	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper	The School Education System in India		4	12	120
Pre-requisite	Knowledge in the School Education System in India		Syllabus Version		1
<p>Course Objectives:To enable students to gain a comprehensive understanding of the structure, development, policies, and challenges of the school education system in India, and to equip them with the knowledge and skills necessary for effective participation in educational planning, administration, and reform.</p> <p>The main objectives of this course are</p> <ul style="list-style-type: none"> To understand the historical evolution, structure, and organization of the school education system in India. To examine the constitutional provisions, policies, and programmes that guide school education in India. To analyse the roles and functions of national, state, and local educational bodies in school governance and development. To explore the relationship between education and social change, equity, and inclusion in the Indian context. To identify current challenges and emerging trends influencing the quality and accessibility of school education. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explains the structure, aims, and levels of the school education system in India.				K2
2	Interpret the key educational policies, commissions, and reforms that have shaped the Indian school education framework.				K5
3	Describe the administrative setup and roles of various educational agencies such as NCERT, SCERT, NIOS, and CBSE.				K2
4	Assess the issues and challenges related to access, equity, quality, and inclusiveness in school education.				K5
5	Demonstrate a critical understanding of contemporary trends and innovations aimed at improving the Indian school education system.				K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
BLOCK 1	HISTORICAL DEVELOPMENT OF SCHOOL EDUCATION IN INDIA				
Unit 1: Ancient and Medieval Systems of Education-Gurukula -Buddhist -Islamic					
Unit 2: Macaulay’s Minute-Post Independence Developments					
Unit 3: Major Commissions and Recommendations: Kothari Commission, National Policy on					

Education NPE 1968, National Policy on Education 1986	
BLOCK 2	STRUCTURE AND ORGANIZATION OF SCHOOL EDUCATION
<p>Unit 4: Meaning and Nature of School Education- General Education and Vocational Education</p> <p>Unit 5: Different stages of Education</p> <p>Unit 6: Meaning of Organization and Management of Schools- School Complex-Cluster-Block Resource Centers.</p>	
BLOCK 3	GOVERNANCE AND ADMINISTRATION OF SCHOOL EDUCATION
<p>Unit 7: Nature and Role of Central Agencies- MHRD, NCERT, SCERT, CBSE, NIOS and DIET-SS.</p> <p>Unit 8: Educational Governance at Local Levels- School Management Committee (SMC)- Type of School Management</p> <p>Unit 9: Financing in School Education-Policy Implementation in School Education.</p>	
BLOCK 4	ISSUES AND CHALLENGES IN SCHOOL EDUCATION
<p>Unit 10: Meaning of School Education- Access, Equity, Quality - Dropout Rates, Gender Disparity and Regional Imbalance</p> <p>Unit 11: Meaning and Nature of Inclusive Education</p> <p>Unit 12: Problems in Inclusive Education- Teacher Shortage, Infrastructure and Curriculum Overload.</p>	
BLOCK 5	RECENT REFORMS IN EDUCATION SECTOR
<p>Unit 13: Right to Education (RTE) Act, 2009 National Education Policy (NEP) 2020</p> <p>Unit 14: Schools- Digital Learning-Information and Communication Technology (ICT)</p> <p>Unit 15: Importance of Skill Development in Schools.</p>	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> ❖ Aggarwal, J. C. (2023). Philosophical and sociological perspectives on education (11th ed.). Shipra Publications. ❖ National Institute of Educational Planning and Administration (NIEPA). -Various publications, annual reports, and policy briefs. ❖ Prema. K, Ayina Moses and Darshan Srinvas.G (2025)Methods of Research and Statistics in Education ❖ Prema. K, Darshan Srinvas and Ayina Moses (2025) Education : Problems and perspectives . Poorna Publications,Kozhikode ❖ Prema. K and Priyadharshini G (2024) Philosophical & Sociological Perspectives of Education, CIIT publications. ❖ UNESCO-IIEP (2008). Strategic Planning: Concepts and Models for Education Ministries. 	

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Mapping with Programme Outcomes										
Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	S	S	M	S	S	S	S	S	S	M
CO 2	S	S	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	S	M	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	25 DEAPP 205	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper	PRACTICALS		4	12	120
Pre-requisite	Knowledge in hands-on experience in leadership and educational administration,	Syllabus Version			1
Course Objectives: To provide students with hands-on experience in educational administration, leadership, and institutional planning by engaging them in real-world administrative tasks, fieldwork, and project-based learning within educational organizations.					
The main objectives of this course are					
<ul style="list-style-type: none"> • Apply theoretical knowledge of educational administration and planning in practical institutional settings. • Understand and analyse administrative structures, systems, and processes within schools and other educational organizations. • Develop managerial and decision-making skills through observation, participation, and field-based experience. • Identify challenges in institutional functioning and propose innovative and feasible solutions. • Prepare and present a structured report demonstrating analytical, organizational, and reflective skills. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Demonstrate professional competence in managing and coordinating administrative and academic tasks.				K6
2	Analyse institutional problems critically and recommend context-specific improvement strategies.				K4
3	Plan and execute small-scale reports or case studies that contribute to institutional development.				K6
4	Communicate findings and experiences effectively through written reports and oral presentations.				K5
5	Reflect on personal learning and professional growth, showing readiness for leadership roles in educational settings.				K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create					
Pre-requisite	Syllabus Version			1	
1	Case study record	20 Marks			
2	Album preparation	20 Marks			

3	Practical- Assessment of leadership and administrative behaviour	50 Marks	
4	Preparation of school based records	30 Marks	
	Total	100 Marks	

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