



छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर  
CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR  
(पूर्ववर्ती कानपुर विश्वविद्यालय, कानपुर)  
Formerly Kanpur University, Kanpur – 208024

# Academic Ordinance

*for*

# Certificate Course

*on*

# Educational Leadership and Management

6 Months/1 Semester | 14 Credits | CBCS Pattern



Department of Education  
Chhatrapati Shahu Ji Maharaj  
University, Kanpur UP  
(2025)



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**Chhatrapati Shahu Ji Maharaj University, Kanpur:  
A Legacy of Excellence and Innovation**

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Situated in the heart of Kanpur, Uttar Pradesh, **Chhatrapati Shahu Ji Maharaj University (CSJMU)** stands as a monumental pillar of higher education, embodying a rich legacy of academic brilliance, innovation, and societal transformation. Established with the vision of fostering knowledge and empowering young minds, the university has emerged as a dynamic learning center that bridges tradition with modernity, ensuring holistic development and intellectual enrichment for students across diverse disciplines.

CSJMU takes immense pride in being **accredited with the prestigious NAAC A++ Grade**, a testament to its unwavering commitment to quality education, research, and institutional integrity. This highest accreditation grade underscores the university's dedication to academic excellence, innovative pedagogy, and student-centric policies. The university further solidifies its stature with its esteemed **NIRF and QS rankings**, reinforcing its place among the leading institutions in India and on the global academic map. As a **UGC Category-1 institution**, CSJMU enjoys academic autonomy, enabling it to design cutting-edge curricula, spearhead groundbreaking research, and create an ecosystem that nurtures intellectual curiosity and critical thinking.

Beyond these accolades, CSJMU is deeply rooted in the visionary ideals of **Chhatrapati Shahu Ji Maharaj**, the great social reformer and progressive ruler known for his relentless efforts toward education, social justice, and empowerment. Inspired by his legacy, the university fosters an inclusive learning environment, ensuring equitable access to knowledge and opportunities for students from all backgrounds.



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Spanning a vast and picturesque campus, CSJMU offers a world-class educational experience through its state-of-the-art infrastructure, advanced research facilities, and a distinguished faculty comprising leading academicians and industry experts. With a diverse academic portfolio covering disciplines such as science, humanities, commerce, law, management, engineering, and medical sciences, the university stands as a hub of multidisciplinary learning and innovation.

CSJMU is not just an institution; it is a **center of transformation**—where knowledge meets ambition, where innovation drives progress, and where students are shaped into leaders of tomorrow. As it continues to expand its horizons and set new benchmarks in education and research, the university remains steadfast in its mission to inspire generations, contribute to societal progress, and uphold its reputation as a premier institution of higher learning.

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**Department of Education;**  
**Nurturing Excellence in Education, Research, and Leadership**

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Established in 1980 with the introduction of the M.Phil (Education) programme, the Department of Education at Chhatrapati Shahu Ji Maharaj University (CSJMU), Kanpur, has evolved into a distinguished center of academic and research excellence. Aligned with the university's commitment to transformative education and innovation, the department upholds the highest standards of learning and pedagogy, fostering an environment that shapes the future of education.

The department offers a robust academic framework through its B.Ed., M.Ed., and Ph.D. programmes, catering to the aspirations of future educators, scholars, and policymakers. Accredited with the prestigious NAAC A++ Grade, CSJMU stands as a hallmark of quality and integrity in higher education, further



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strengthened by its NIRF and QS rankings and its recognition as a UGC Category-1 institution. These accolades affirm the department's dedication to academic rigor, progressive research, and professional development in the field of education. The alumni of the Department of Education have established themselves in esteemed positions across university departments, government teachers' training colleges, DIETs, and various private and trust-run teacher training institutions. Many of its graduates contribute significantly as educators in Kendriya Vidyalayas, primary, upper primary, and secondary schools of various state governments. Beyond the education sector, the department takes immense pride in its alumni serving in Provincial and Union Civil Services, as well as premier institutions like the UGC, demonstrating the department's role in shaping leaders and change-makers.

The department is a hub of cutting-edge research, with its focal areas encompassing the psychological aspects of learning and learners, gender issues in education, policies for disadvantaged groups, educational policy analysis, teacher professional development, curriculum design, and educational management and administration. With a strong commitment to advancing knowledge and addressing contemporary educational challenges, the department continually contributes to shaping national and global discourse in education.

With its legacy of excellence, dynamic research culture, and commitment to educational transformation, the Department of Education at CSJMU continues to inspire and equip future educators, researchers, and policymakers to lead the evolving landscape of education with vision and purpose.



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**Academic Ordinance**  
for  
**Certificate Course on Educational Leadership and Management**  
(6 Months/1 Semester | 14 Credits | CBCS Pattern)

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### 1. Preamble

The ever-evolving landscape of education necessitates visionary leaders and competent managers who can navigate complex academic, administrative, and socio-cultural challenges within educational institutions. In alignment with the goals of the **National Education Policy (NEP) 2020**, there is a critical need to develop a cadre of **transformational leaders** who possess the competencies to lead, manage, and innovate across all levels of the education system.

The **Certificate Course on Educational Leadership and Management** is a skill-based, practice-oriented program designed to empower prospective and practicing educators, institutional heads, school leaders, and administrative professionals with theoretical insights, strategic perspectives, and practical tools for effective leadership and governance in education. This course blends foundational theories with contemporary practices, ensuring a deep understanding of leadership models, organizational behavior, decision-making, quality assurance, and institutional development.

Structured under the **Choice Based Credit System (CBCS)**, this 6-month (1 semester) program provides a flexible and interdisciplinary learning experience. It emphasizes reflective practice, ethical leadership, policy awareness, and change management – all crucial for building educational institutions that are not only efficient and inclusive but also resilient and future-ready.

Through interactive lectures, case-based learning, field-based practicum, and digital integration, this course aims to develop **academic leaders** who can effectively



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manage educational institutions, foster collaboration, enhance performance, and uphold the core values of access, equity, quality, and accountability in education.

## 2. Programme Outcomes

Upon successful completion of this course, learners will be able to:

1. demonstrate an in-depth understanding of leadership theories, styles, and practices relevant to diverse educational settings.
2. analyze contemporary challenges in educational leadership, planning, finance, and policy in light of globalization and national reforms.
3. apply knowledge of educational administration, budgeting, and supervision to improve institutional effectiveness and governance.
4. engage in field-based practicum with professional skills to observe, evaluate, and plan for educational improvement initiatives.
5. promote ethical, inclusive, and data-driven leadership practices in educational organizations.

## 3. Programme Details

<b>Course Name</b>	<b>Certificate Course on Educational Leadership and Management</b>
Cycle	July – December & January - June
Duration	6 Months / 1 Semester
Credits	14 Credits
Total Teaching Hours	315 Hours
Theory Hours	285 Hours
Practical Hours	30 Hours
Mode of Teaching	Blended Mode (Online + Offline)
Number of Seats	50
Fee Structure	₹6000



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<b>Course Name</b>	<b>Certificate Course on Educational Leadership and Management</b>
Mode of Admission	Merit Basis

#### 4. Eligibility Criteria

Minimum Qualification	Graduate in any discipline with a minimum of 50% marks.
Target Learners	Graduate Students, Teachers of Government & Private institutions, etc.

#### 5. Course Structure & Credit Distribution

Course Code	Title of the Course	Credits	Theory (Hours)	Practical (Hours)
ELM-101	Educational Leadership	4	90	Nil
ELM-102	Modern Trends in Educational Leadership and Management	4	90	Nil
ELM-103	Educational Administration & School Management	4	90	Nil
ELM-104	Field-Based Practicum	2	15	30

\*Total Credits: 14

\*\*Total Hours: 315 (Theory: 285, Practical: 30)

#### 6. Examination & Evaluation

6.1 **Internal Assessment (25 Marks);** ELM-101, ELM-102 & ELM-103



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Components	Marks
Mid-Term Exam	15
Presentation/Assignment	5
Attendance (>75%)	5

**6.2 End-Semester Examination (75 Marks); ELM-101, ELM-102 & ELM-103**

Components	Marks
Written Exam (Theory)	75

**Passing Criteria:** Minimum Aggregate of 6 CGPA (10 Point Assessment)

\*\*If a candidate does not secure passing marks/grades, then only one (1) chance will be given for appearing in a Back Paper Examination as per university rules.

\*\*\*The maximum period for the completion of the Certificate Course on Digigogy shall not exceed twelve (12) months from the date of admission. Under no circumstances shall any extension beyond this period be granted, except in cases expressly approved by the competent authority of the University under exceptional circumstances.

**Grading System:** As per CBCS guidelines of the University.

**6.2.1 Examination and Evaluation Pattern: ELM-104**

Course Code	Title of the Course	Credits	Maximum Marks	Assessment Procedure
ELM-104	Field-Based Practicum	2	50	Internal Viva

**6.3 CBCS Grading System**



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Percentage Range	Grade	Grade Point	Result Status
90 – 100	O	10	Outstanding
80 – 89	A+	9	Excellent
70 – 79	A	8	Very Good
60 – 69	B+	7	Good
50 – 59	B	6	Above Average
40 – 49	C	5	Average
Below 40	F	0	Fail

\*Conversion of CGPA into Percentage:

\*\*Percentage = CGPA × 10

## 7. Course Delivery & Teaching-Learning Methodology

Teaching Mode	Details
Online Mode	LMS (Google Classroom, Moodle), Virtual Classrooms, Digital Assignments
Offline Mode	Classroom Sessions, Hands-on Digital Teaching Demonstrations
Practical Training	Digital Lesson Planning, Content Creation, AI-based Teaching Tools
Assessment Methods	Online Tests, Assignments, Presentations, Project Work

## 8. Attendance Requirement

- Minimum 75% attendance is mandatory for appearing in examinations.



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- Attendance records will be maintained through manual and online tracking systems.

## 9. Feedback & Quality Assurance

<b>Feedback Mechanism</b>	<b>Purpose</b>
Student Surveys	Continuous improvement based on learner feedback
Peer Review	Enhancing teaching effectiveness through collaborative learning
Instructor Feedback	Evaluation of students' digital teaching methodologies
Self-Reflection Activities	Helping learners assess their progress in digital teaching

## 10. Certification

Upon successful completion, candidates will be awarded a "Certificate in Educational Leadership and Management" under Chhatrapati Shahu Ji Maharaj University, Kanpur, UP.

<b>Certification Type</b>	<b>Eligibility Criteria</b>
Certificate of Completion	Minimum Aggregate of 6 CGPA
Certificate of Excellence	7.5 CGPA and above in overall assessment

This Academic Ordinance ensures a structured, flexible, and skill-oriented course framework, aligning with NEP 2020 and CBCS norms.

## 11. Authority Clause



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In the event of any dispute(s) or disagreement(s) arising in connection with the provisions of this Ordinance or its interpretation, the decision of the Hon'ble Vice Chancellor, Chhatrapati Shahu Ji Maharaj University, Kanpur, shall be final and binding on all parties concerned.

**12. Jurisdiction**

In the event of any dispute, difference, or discrepancy arising out of the interpretation, application, or implementation of this Ordinance or any matter incidental thereto, the same shall be subject to the exclusive jurisdiction of the competent courts at Allahabad, and no other court shall have jurisdiction in such matters.

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*Annexure – 1*

Effective from Session (2025 – 26)					
Course Code	ELM-101	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Educational Leadership	90	Nil	90
Pre-requisite	Graduate		Credit		04
Course Objectives					
CO1	To examine critically the core and contemporary leadership theories relevant to educational practices and settings				
CO2	To sensitize the prospective school leaders about new changes and challenges in the leadership of institutions				
CO3	To develop an understanding of various aspects of educational planning				
CO4	To understand the concept of educational planning & develop the capacity to evaluate educational programmes critically				
Unit No.	Topics		Teaching Hours	Practical Hours	Mapped CO
1.	<b>Leadership: Key Concepts and Dynamics</b> <ul style="list-style-type: none"> <li>• Key Concepts &amp; functions of Leadership</li> <li>• Theories of Leadership</li> <li>• Different Leadership Styles</li> <li>• Measurement of Leadership</li> </ul>		20	Nil	1
2.	<b>Leadership Roles: Challenges and Perspectives</b> <ul style="list-style-type: none"> <li>• Internal &amp; External Challenges</li> <li>• Leadership for a learning community,</li> <li>• Values, Visions, and Ethics in Educational Leadership</li> <li>• Issues of Diversity in Educational Organizations, including Gender and Multiculturalism issues</li> </ul>		25	Nil	2



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3.	<p><b>Educational Planning &amp; Programme Evaluation</b></p> <ul style="list-style-type: none"> <li>• Meaning and Need of Educational Planning</li> <li>• Approaches of Educational Planning</li> <li>• Perspectives, types, advantages &amp; process of Educational planning</li> <li>• Programme Evaluation and Review Technique(PERT)</li> </ul>	20	Nil	3
4.	<p><b>Successful Educational Leadership Practices</b></p> <ul style="list-style-type: none"> <li>• Methods of professional development for developing effective leadership abilities</li> <li>• Techniques to influence classrooms and schools by a leader</li> <li>• Monitoring Progress of students &amp; quality of teaching</li> <li>• Identifying critical issues for improvement and developing staff</li> <li>• Promoting Peer discussion</li> </ul>	25	Nil	4

**Course Learning Outcomes**

**After completion of this paper, the learner will be able to:**

1. **critically examine** classical and contemporary leadership theories relevant to educational contexts.
2. **demonstrate awareness** of changing institutional challenges and dynamic roles of educational leaders.
3. **differentiate** between various leadership styles and apply them in context-specific situations.
4. **apply ethical leadership principles**, inclusive practices, and vision building in managing institutions.
5. **understand the concept and types of educational planning** and critically evaluate institutional programmes using PERT and related techniques.

**Suggested Reading**



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1. Adams, D.(Ed.)(1958) Educational Planning, Center for Development of Education, Syracuse University Press, All University School Education
2. Campbell, R.F. & Gregg, R.T. (Ed.): 1957 Administrative Behaviour in Education. New York : Harper & Brothers.
3. Fred Luthans, Organizational Behaviour, Mc - Graw-Hill International Edition Gupta, L.D.: 1990 Uchha Shiksha Prashasan. Chandigarh: Hariyana Sahitya Academy.
4. Hicks, H.J. (1960) Educational Supervision in Principle & Practice. The Ronald Press Company. New York
5. Jain, M.K., Management Principles & Techniques, Shree Publishers, New Delhi Mishra, A. (Ed) (1967): The Financing of Indian Education, Asia Publishing House, Delhi

**PO-CO Mapping  
(ELM-101)**

PO/CO	PO1	PO2	PO3	PO4	PO5
<b>C01</b>	3	3	2	2	3
<b>C02</b>	2	2	2	3	2
<b>C03</b>	2	3	2	2	3
<b>C04</b>	3	2	3	2	3
*	High Correlation			3	
*	Moderate Correlation			2	
*	Low Correlation			1	



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*Annexure – 2*

Effective from Session 2025 – 26					
Course Code	ELM-102	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Modern Trends in Educational Leadership and Management	90	Nil	90
Pre-requisite	Graduate		Credit		04
Course Objectives					
CO1	To understand the concept of LPG and its impact on education.				
CO2	To analyze India's response to LPG in educational management and curriculum trends.				
CO3	To explain key aspects of educational entrepreneurship, PPP, and CSR in education.				
CO4	To apply concepts of institutional autonomy, accountability, and quality management.				
Unit No.	Topics		Teaching Hours	Practical Hours	Mapped CO
1.	<b>L P G and Education</b> <ul style="list-style-type: none"> <li>Concept of LPG and its impact on Education</li> <li>Globalization: Concept and Scope - International Organizations and Agreements</li> <li>Impact of Globalization on Education</li> <li>Globalization: Educational challenges</li> </ul>		25	Nil	1
2.	<b>Response to LPG: Indian Landscape</b> <ul style="list-style-type: none"> <li>Educational Management in India: Historical Perspective</li> <li>Privatization of Education: Status and Problems</li> <li>Global Schools and Universities: Catering Market Demand</li> <li>Global Curriculum: Scope and Types</li> </ul>		20	Nil	2



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3.	<p><b>Entrepreneurship in Education</b></p> <ul style="list-style-type: none"> <li>• Community Participation in Education</li> <li>• Public Private Partnership in Education: Concept and Scope</li> <li>• Educational Entrepreneurship and Collaborations</li> <li>• Corporate Social Responsibility in Education</li> <li>• Structuring and Regulating a CSR Initiative</li> </ul>	20	Nil	3
4.	<p><b>Institutional Autonomy &amp; Accountability</b></p> <ul style="list-style-type: none"> <li>• Concept of Institutional Autonomy - Relationship between Academic Freedom and Institutional Autonomy</li> <li>• Accountability: Types and Procedures - Regulation, Monitoring and Compliance</li> <li>• Total Quality Management in Education</li> </ul>	25	Nil	4

**Course Learning Outcomes**

After completion of this paper, the learner will be able to:

1. **interpret the impact of Liberalization, Privatization, and Globalization (LPG)** on Indian and global education systems.
2. **analyze emerging global trends** in curriculum, institutions, and educational reforms.
3. **understand and evaluate** the roles of Public-Private Partnership (PPP) models and community participation in education.
4. **demonstrate entrepreneurial competencies** by exploring educational innovation, CSR models, and collaborative frameworks.
5. **critically assess the relationship between institutional autonomy and accountability**, and develop models of Total Quality Management (TQM) in education.

**Suggested Reading**

1. Bush, T.2008.Leadership and Management Development in Education, London, Sage Carney,
2. M.1999.Globlization and Education Reforms: What planners Need to Know. Paris: UNESCO
3. Conger, J.A.1989.The Charismatic leader: Behind the Mystique of Exceptional Leadership. Josssey-Bass, San Francisco, CA. Everard, K.B.



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& Morris, G., Effective School Management, Paul Chapman Publishing Ltd. London Manimala, Mathew, J. and Princi Thomas. Entrepreneurship Education: Experiments with curriculum Pedagogy and Target Groups. Springers Singapore

4. Naagarazan, R. S. and A .A. Arivalagar 2005 Total Quality Management. New Age International (P) Ltd., Publishers New Delhi Sallis, Edward. 2002. 3<sup>rd</sup> Ed.

5. TotalQuality Management in Education. Stylus Publishing Inc USA Sjur Bergan, Tony Gallagher and Ira Harkavy.2020 Academic Freedom, Institutional Autonomy and the Future of Democracy. Council of Europe Higher Education Series No. 24

**PO-CO Mapping  
(ELM-102)**

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	2
CO2	2	3	2	3	2
CO3	3	3	2	2	3
CO4	2	2	3	2	3
*	High Correlation			3	
*	Moderate Correlation			2	
*	Low Correlation			1	



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*Annexure – 3*

Effective from Session 2025 – 26					
Course Code	ELM-103	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Educational Administration & School Management	90	Nil	90
Pre-requisite	Graduate		Credit		04
Course Objectives					
CO1	To understand key concepts and theories of educational administration and management.				
CO2	To analyze major issues and challenges in educational administration in the Indian context.				
CO3	To demonstrate basic understanding of educational finance, budgeting, and resource allocation.				
CO4	To apply principles of school management and supervision for institutional improvement.				
Unit No.	Topics		Teaching Hours	Practical Hours	Mapped CO
1.	<b>Meaning &amp; Theories of Educational Administration &amp; Management</b> <ul style="list-style-type: none"> <li>Meaning, Nature, Scope &amp; Functions of Educational Administration</li> <li>Taylorism, Human Relations Approach,</li> <li>Bureaucratic theory of Max Weber, Fayol's Theory of Management</li> <li>Changing concepts of Educational Administration</li> </ul>		20	Nil	1
2.	<b>Educational Administration: Issues &amp; Challenges</b> <ul style="list-style-type: none"> <li>Centre, state, and local bodies, centralization and decentralization in India</li> <li>State and Private</li> </ul>		20	Nil	2



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	<p>Enterprises, PPP mode</p> <ul style="list-style-type: none"><li>• Existing problems of administration in India,</li><li>• Factors influencing the system of Educational Administration (Political, Social, Cultural, and Economic)</li></ul>			
3.	<p><b>Educational Finance</b></p> <ul style="list-style-type: none"><li>• Importance of Financing in Education, Sources of Income,</li><li>• Cost of Education and Expenditure on Education.</li><li>• Resource Mobilization and Allocation, Preparation of Budget,</li><li>• Role of central and state governments, local authorities, Private Agencies, and Voluntary organizations</li></ul>	25	Nil	3
4.	<p><b>School Management &amp; Supervision</b></p> <ul style="list-style-type: none"><li>• Management of physical resources: Building, Playground, Laboratory, classrooms, Hostels, Library, Furniture etc.</li><li>• Management of Human resource:- Staff selection, Motivation and job satisfaction, Personnel development &amp; Performance appraisal systems;</li><li>• Management of Timetable, co-curricular activities</li><li>• Principles, methods,</li></ul>	25	Nil	4



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	procedures & Functions of Educational Supervision • Modern Supervision & Evaluating the effectiveness of supervision			
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**Course Learning Outcomes**

After completion of this paper, the learner will be able to:

1. explain and compare various theories of educational administration such as Taylorism, Human Relations Approach, Bureaucracy, and Fayol’s theory.
2. analyze administrative issues and challenges faced by educational institutions at the central, state, and local levels.
3. develop a basic understanding of educational finance, including budgeting, resource mobilization, and expenditure management.
4. apply principles of school management to plan and supervise physical and human resources effectively.
5. understand the significance and methodology of educational supervision, and evaluate its impact on school improvement and staff performance.

**Suggested Reading**

1. Bush, T.2008. Leadership and Management Development in Education, London, Sage Carnoy,
2. M. 1999. Globalization and Education Reforms: What planners Need to Know. Paris: UNESCO Conger,
3. J.A.1989. The Charismatic leader: Behind the Mystique of Exceptional Leadership. Josssey-Bass, San Francisco, CA. Everard, K.B. &
4. Morris, G., Effective School Management, Paul Chapman Publishing Ltd. London
5. Manimala, Mathew,J. and Princi Thomas. Entrepreneurship Education: Experiments with curriculum Pedagogy and Target Groups.Springers Singapore
6. Naagarazan,R.S. and A.A. Arivalagar 2005. Total Quality Management. New Age International (P) Ltd., Publishers New Delhi Sallis, Edward.2002.3rd Ed. Total Quality Management in Education. Stylus Publishing Inc USA
7. Sjur Bergan, Tony Gallagher and Ira Harkavy.2020 Academic Freedom, Institutional Autonomy and the Future of Democracy. Council of Europe Higher Education Series No. 24



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PO-CO Mapping (ELM-103)					
PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	2
CO2	2	3	2	3	2
CO3	3	3	2	2	3
CO4	2	2	3	2	3
*	High Correlation			3	
*	Moderate Correlation			2	
*	Low Correlation			1	



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*Annexure – 4*

Effective from Session 2025 – 26					
Course Code	ELM-104	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Field-Based Practicum	15	30	45
Pre-requisite	Graduate		Credit		02
Course Objectives					
CO1	To develop the ability to observe, document, and analyze leadership and management practices in an educational institution.				
CO2	To gain practical experience in planning finances and managing resources for effective school/institutional functioning.				
CO3	Demonstrate skills in planning and managing educational budgets and resources.				
CO4	Reflect on field experiences to enhance professional and decision-making capabilities.				
Sl. No.	Field-Based Activity	Teaching Hours	Practical Hours	Mapped CO	
1.	<p><b>Practicum 1: Institutional Leadership Audit</b></p> <p><b>Title:</b> <i>Assessing Educational Leadership Practices in a School or College</i></p> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Visit a nearby school, college, or training institute.</li> <li>• Conduct structured observations and interviews with the head/principal/coordinators.</li> <li>• Collect data on: <ul style="list-style-type: none"> <li>○ Leadership style and decision-making structure</li> <li>○ Role clarity and delegation of responsibilities</li> <li>○ Vision and mission communication</li> <li>○ Use of digital tools for leadership</li> <li>○ Stakeholder participation (teachers/students/parents)</li> </ul> </li> </ul> <p><b>Output:</b></p>	07	15	1	



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	<ul style="list-style-type: none"> <li>• A field report (1000–1500 words) including: <ul style="list-style-type: none"> <li>○ Introduction and institution profile</li> <li>○ Leadership audit findings</li> <li>○ SWOT analysis</li> <li>○ Recommendations for improvement</li> </ul> </li> </ul>			
2.	<p>Practicum 2: Budget Simulation &amp; Resource Management</p> <p><i>Title: Developing a Model Budget and Resource Plan for an Educational Institution</i></p> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Choose a hypothetical or real small educational institution (e.g., a school of 200 students).</li> <li>• Design a one-year institutional budget covering: <ul style="list-style-type: none"> <li>○ Salaries and HR</li> <li>○ Infrastructure (repair, utilities)</li> <li>○ Teaching-learning resources (books, ICT, lab)</li> <li>○ Co-curricular and development activities</li> </ul> </li> <li>• Include a resource utilization plan (space, timetable, lab, library, human resources)</li> </ul> <p><b>Output:</b></p> <ul style="list-style-type: none"> <li>• Budget sheet (Excel or handwritten table)</li> <li>• Narrative justification (800–1000 words)</li> <li>• Short reflective note on challenges faced during planning</li> </ul>	08	15	2
<b>Course Learning Outcomes</b>				
<p>After completion of this paper, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. conduct structured field observations to assess leadership practices.</li> <li>2. analyze institutional strengths, weaknesses, and improvement areas.</li> <li>3. design a basic institutional budget and resource allocation plan.</li> <li>4. prepare well-documented, reflective field reports with practical recommendations.</li> </ol>				



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**Suggested Reading**

1. Bush, T. (2008). *Leadership and Management Development in Education*. London: SAGE.
2. Everard, K. B. & Morris, G. *Effective School Management*. Paul Chapman Publishing Ltd., London.
3. Naagarazan, R. S. (2005). *Total Quality Management*. New Age International Publishers, New Delhi.
4. OECD (2020). *Strategic Education Governance: Organising the Education System for Learning*.
5. UNESCO IIEP Resources – *School Budgeting and Resource Management Toolkit*.
6. Government of India (NEP 2020) – Sections on school governance, academic leadership, and institutional development.

**PO-CO Mapping  
(ELM-104)**

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	1	2	3	3	2
CO2	2	3	3	3	2
CO3	3	2	2	3	3
CO4	3	3	3	2	3
*	High Correlation			3	
*	Moderate Correlation			2	
*	Low Correlation			1	