

Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC14: School Leadership and Management
(Semester: III)**

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course aims to provide students with a comprehensive understanding of school leadership and management, encompassing both theoretical foundations and practical applications. Through an exploration of key concepts, theories, and best practices, students will develop the knowledge and skills necessary to assume leadership roles within educational settings and contribute to the improvement and advancement of schools and the broader education system. Through engagement with the content and activities outlined in this course, students will develop the knowledge, skills, and dispositions necessary to become effective leaders and managers in educational settings, contributing to the improvement and advancement of schools and the broader education system.

Learning Outcomes:

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

1. develop understanding on various aspects of school management.
2. develop understanding on the concept of leadership and types of leadership style.
3. develop understanding on the roles and responsibilities of various stakeholders in an inclusive school.
4. develop the skill in organizing, modifying and managing a school plan as per the requirements of children with impairment.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Philosophical Foundations of School Leadership (3 weeks = 12 hours)

9

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- Ancient educational systems and modern-day leadership practices
- Implications of philosophical beliefs and ethical dimensions on leadership practices and decision-making.

Unit 2: Comparative Approaches to School Leadership (3 weeks = 12 hours)

- Examine international models and approaches to school leadership.
- Compare leadership styles, organizational structures, and administrative practices across different educational systems.

Unit 3: Elements of School Management (3 weeks = 12 hours)

- Key elements of school management, including organizational structures and resource allocation.
- Practical strategies for managing physical resources and creating safe, inclusive learning environments.

Unit 4: Leadership and Administration in Education (3 weeks = 12 hours)

- Define organisation and administration in educational leadership.
- Explore leadership styles, motivational strategies, and conflict management techniques.

Unit 5: Addressing Diversity and Inclusion in Schools (3 weeks = 12 hours)

- Understand principles and practices of inclusive education in the context of School Leadership and Management.
- Envision the idea of an Inclusive school from all perspectives infrastructural to creating a school ethos for promoting diversity and inclusion.

Practicum/ Suggested Projects / Assignments (Any Two):

1. Conduct a case study analysis of a real-world school leadership challenge, identifying key issues, stakeholders, and potential solutions.
2. Develop a comprehensive school improvement plan focused on enhancing diversity, inclusion, and community participation within the school administration.

3. Participate in a leadership simulation or role-playing exercise, applying leadership skills and strategies to address complex educational challenges in a simulated environment.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Fred C. Lunenberg (2021). Educational administration: Concepts and practices (7th edn). Sage Publication.
- Ladd, Helen F., & Edward B. Fiske, (Eds) (2008). Handbook of research in education New York: Routledge.
- Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
- Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
- McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration & Leadership, 34(3), 411-428.
- Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26.
- Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205-224.
- Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London Falmer Press
- Bates, R. J. (2011). History of educational leadership and management. In P. Peterson, E. Baker & B. McGraw (Eds.), International encyclopedia of education (3rd edn.) pp. 724-730. Oxford: Elsevier.
- Bell, L. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing? Journal of Educational Administration, 40(5), 417-424.



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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Education System, Organisation, Leadership, Administration.



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