Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education
Course Title: Educational Administration	**Course Type:** Major CourseSpecialization -2

Course Code: MCEd-401Ad	**Credit Hours:** 3	**Duration:** 16 Weeks

Introduction	Educational Administration is a rapidly developing area, as new concepts of efficient and cost effective administration are emerging. This course is designed to expose students to traditional models of administration in comparison with recent developments in the field. The course also focuses on highlighting the communicative skills needed for effective management through consultative approach by the administrator. It is expected that the person attending this course will be able to work as better administrator of any educational institution as compared to others.
Learning Objectives	At the completion of the course the student will be able to: 1. understand the importance of the efficient administration in the overall efficiency of the institution 2. appreciate the comparative characteristics of various models of administration 3. understand the organizational structure as a unit of people working in harmony with each other 4. understand various theories of administration 5. select/develop his/her mind about the model of effective administration in local context and given situation 6. resolve conflict situations in schools as an organization.

Course Content	**1. Education: definition and explanation**
	 2. Management, administration & supervision: definition, differences and explanation
	 2.1 POSDCORB
	      2.1.1 definition
	      2.1.2 Why we plan
	      2.1.3 Planning process
	      2.1.4 Kinds of planning
	      2.1.5 Types of planning
	 2.2 Organization structure
	      2.2.1 Basic concepts of organizational structure
	      2.2.2 Why people form organizations
	      2.2.3 Characteristics of an effective organization
	 3. Need of administration
	 4. Development of administrative theory
	 4.1 What is a theory?

	4.2 Classical organization theory
	4.2.1 Scientific management
	4.2.2 Administrative management
	4.3 Human relation approach
	4.3.1 The Hawthorne studies
	4.4 Behavioral science approach
	4.4.1 The individual and the organization
	4.5 Development of administrative thought
	4.5.1 System theory
	4.5.2 Basic system model
	4.5.3 A system view of school administration
	4.6 Educational administration: definition and explanation
	4.7 Principles of an effective educational organization and administration
	4.8 Some roles of an administrator
	4.9 Some qualities for a competent administrator
	5. Administrative process:
	5.1 Motivation
	5.2 Communication
	5.3 Decision making
	5.4 Leadership
	6. Theories and models of administration
	6.1 Difference between theory and a model
	6.2 Introduction to theories of administration:
	6.2.1 Great Man theory
	6.2.2 Charismatic theory
	6.2.3 Social System theory
	6.2.4 Situational theory
	6.2.5 Path Goal theory
	6.2.6 Life Cycle theory
	6.2.7 Theory X – Y
	6.2.8 Theory Z
	6.2.9 Personal qualities theory/trait theory
	6.3 Models of administration:
	6.3.1 Formal models:
	6.3.1.1 Authoritarian/Autocratic model
	6.3.1.2 System model
	6.3.1.3 Hierarchical model
	6.3.2 Democratic model
	6.3.3 Laissez-faire model
	7. Total Quality Management: The educational perspective
	8. Islamic concept of administration (Mushawarti model of administration)
	9. The use of Information Technology in administration

	10. Classroom management **11. Conflict management** **12. Effective time management** **13. Managing meetings** **14. Interpersonal relationships** **15. Management of staff development** **16. Management of school records** **17. Managing school environment (with special reference to Islam)** **18. Managing behaviour/school discipline** **19. Classroom management** **20. Budget** **Staff evaluation**
Text Book(s)	Educational Administration: Concepts and practices By Lunenburg and Ornstein.
Suggested Reading	Burden, P. (1995). *Classroom management and discipline.*New York: Longman. Hoy, W.K. &Miskel, G.C. (1996). *Educational administration:* Theory, research and practice (5th ed.). New York: McGraw Hills Inc. Robbins, S.P. (1996). *The administrative process.* Sydney: Prentice Hall.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%