School of Education

Kathmandu University

The Curriculum

for

Postgraduate Diploma in Educational Management

School of Education

Kathmandu University

Hattiban, Lalitpur

(The Version Submitted to Academic Council)

2021

1. Need

Over the past few decades, Nepal has made a significant progress in the field of education. Emphasis of the state on expanding access of people to education and growing number of schools across the country are remarked as illustration of the progress. The quantitative growth, however, has still been paradoxical to the quality of education and the learning outcomes of the students. Though creating conducive learning climate for the students has become a common discourse among educational practitioners, lack of teacher who is capable of undertaking managerial functions like classroom management, pedagogical planning, preparation and use of instructional resources and assessment of students' learning has been a barrier to reinforcement of learning atmosphere for students. The barrier, at the same time, has also been instigated by limited familiarity of educational practitioners to the globally emerging trends in educational management along with lack of management skills in educators for contextualizing the global pedagogical practices in the soil of Nepal.

In the present world where each unit of society functions as indispensable to each other, indispensability of school as an organization to various units of community is undeniable. Schools at present seem to have realized the influence the community makes in administrative, instructional and different other functions inside the school. However, accessing the educational need of the community and bringing the community in alignment with the organizational goal of the school has still been challenging. Due to the lack of educational professionals capable of preparing, applying, and managing strategies to include the stakeholders in the functions of the schools, the schools of Nepal

are still striving for support from the family and community. Similarly, the dearth of educational managers capable of dealing with the discourses like pupil control, human resource management, management of changes that emerge with the emerging trends in education, and management of the challenges that emerge with change has still affected the effective and efficient functioning of school as an institution.

Amid this scenario, there has been a huge demand of academic program that facilitates producing educational professionals inculcated with knowledge, understanding and skills related to educational management. The search for individuals capable of carrying out managerial functions pertains, both to the community and institutional schools along with the educational institutions offering technical and vocational education programs. The PGDE in Educational Management Program at Kathmandu University, hence, is conceived with the purpose of producing competent educational professionals capable of leading, and making holistic management of school system, thereby leading to the improvement of school system.

2. Purpose and Objectives

The purpose of the PGDE in Educational Management program at Kathmandu University (KU) is to produce competent educational professionals for the overall management of school system. It incorporates the principles and practices related to the discourses of educational management, human resource management and institutional networking which facilitate the educational professionals in effective and efficient conduction of the school. Simultaneously, this program concentrates its efforts on developing practical skills in the educational leaders. The PGDE graduates in Educational Management are expected to be responsive to the changing educational technologies, pedagogical

practices, changes and innovation in education and ever increasing new body of knowledge.

The main objectives of the program are to:

- develop competent educational managers with sound theoretical and practical knowledge on aspects of school management

- enable educational managers to prepare strategic planning and implement it with optimum utilization of resources, aiming towards holistic school improvement

- produce educational managers who can mentor and guide/ facilitate teachers to improve instructional strategies

- procreate the educational managers proficient at reaching the community and bringing them in alignment with the organizational goals for the holistic improvement of school.

- procreate the educational leaders capable of establishing community relationship for the effective management of school

- produce efficient school managers who can provide independent managerial skills to schools

3. **Major Characteristics**

- Need-based: The curriculum of PGDE program is primarily based on the identified needs of the educational managers and schools. The study and analysis of leadership and management- oriented programs of reputed universities, and the workshops organized in this regard have guided to develop the curriculum that addresses the actual needs of the educational leaders cum managers. The content of this curriculum is examined and recommended by a group of experienced

subject teachers and specialists of this field. This process of finalizing the contents of the curriculum based on the needs of an individual educational professional and the school is even gaining popularity in the formulation of skill-based training program for the educational managers.

- Modern and Competitive: The quality of the course content is intellectually challenging. The program aims to achieve an internationally accepted standard and the quality. To achieve its aspiration, the program incorporates pedagogical approaches that are identified and practiced internationally, and expects the learners make contextualized application of the approaches in their workplace.

- Internship/Practicum: The program is basically school-based where each learner is required to use the skills learned at the School of Education in his/her own leadership practices. The learners are regularly observed, given feedback and counseled by the facilitators. Practice teaching or the internship is carried out throughout the period as a continuing process.

- School based Action Project: The students are involved in the action projects in school addressing a real problem and implementing a plan in order to solve it. In doing so, they develop skills of research, reflection and a better understanding of the pedagogical issue as well as issues related to their content areas.

- Facilitation: In order to carry out the program successfully, several inputs are provided such as
  - ➢ high quality well motivated facilitators with adequate practical experience
  - ➢ adequate learning aids including library with a wide range collection of books

> ➤ emphasis on independence through participant-centered approach

> ➤ incorporation of ICT skills

> ➤ enough opportunity to be involved in action research and innovative activities

4. **Attributes**

- Educational Managers

- Projects and program designers

- Human resources managers

- Financial managers

- Liaison Managers

- Professional managers

- School governors and instructional supervisor

- Diversity managers

5. **Job Prospects**

- Educational institutions

- Institutional and community schools of Nepal

- NGOs and INGOs

- Research institutions

- Educational enterprises

6. **Course structure**

- The course is offered out of school hour to encourage the working educational professionals to join the course.

- The course is offered in two semesters.

- The course takes one year to complete for full time students and provision has also been made for part-time students who can finish it in two years.

- The course covers 27 credit hours. One credit hour is one hour contact hour a week normally.

7. Method of Instruction

The methods of teaching will be a combination of varieties of instructional techniques. Workshops, group discussion, demonstrations, sessions by guest speaker, seminar, colloquium, report writing, report presentation, case analysis, problem-solving, practical experiences and fieldwork activities will be used. Participatory teaching and learning is emphasized.

8. Eligibility for Enrollment

The entry requirement for the PGDE in Educational Management will be a bachelor degree with a second division or CGPA 2.5

9. Evaluation and Attendance

a. Evaluation will be conducted in in-semester (formative) and end-semester (summative) mode.

b. In-semester assessment covers 50% and end-semester covers 50% weightage.

c. In-semester assessment calls for student participation in the classroom discussions, writing reports, presentation, group activities, project work, case studies, completing assignment, and written test and the end-semester examination will be paper and pencil test/assessment at the end of the term.

d. Students are evaluated in the letter grade system for each course and the grade is converted into specific number of grade value associated with the grade. Grade

point average (GPA) is calculated by multiplying the grade value of the earned grade by the number of credits for each course and dividing the total grade by the total number of semester/term credit earned.

e. The GPA must be 2.0 or above at the end of every semester to pass the course. The CGPA is also calculated at the end of the program.

f. A minimum of 85% the attendance is mandatory.

10. Award of Degree (Graduation)

The students completing all the requirements will be awarded a "Postgraduate Diploma in Educational Management".

11. Modality

The modality of this program for course delivery will be face to face, online and distance and blended.

12. Courses

The 27 credit hours program includes (a) core course (b) specialization courses, and (c) the practicum. Core courses provide basic skills for understanding the teaching learning process and the role of education in society.

Core Courses (3)
EDUC 401 Educational Philosophies (3)
Specialization Courses (15)
EDEM L 404 Fundamentals of Educational Management (3)
EDEM 405 Programs Development and Planning in Education (3)
EDEM 406 Management of Resources in Education (3)

EDEM 407 Program Monitoring and Evaluation in Education (3)

EDEM 408 Action Research in Educational Management (3)

Elective Courses (6)

EDEM 409 School Community Partnership (3)

EDEM 411 Trends and Issues in Educational Management (3)

EDEM 412 Educational Policy and School Governance (3)

EDEM 413 Inclusive Education Management (3)

EDEM 414 Instructional Supervision and Mentoring

Practical Courses (3)

EDUC 405 Internship/Practicum (3)

Evaluation Mode

The faculty members who are teaching the courses are responsible for the internal evaluation. Continuous In-semester/Term Assessment carries 50% weight of total and End Semester /Term assessment carries 50%. The in-semester/term assessment consists of various tools and techniques. The end-semester assessment will be done through a three-hour written examination. The assessment will follow the following grading system.

Grade	A	A-	B+	B	B-	C+	C
Grade Point	4.0	3.7	3.3	3.0	2.7	2.3	2.0

Performance	Outstanding	Excellent	Very Good	Good	Fair	Fair	Fair

In order to pass the course, one has to achieve at least C.

Grade Point Average (GPA)

Each letter grade is converted into the specific number of grade value associated with the grade. Grade Point Average (GPA) is calculated by multiplying the grade value of the earned grade by the number of credits for each course and dividing the total grade number of semester/term credits earned. The GPA must be 2.0 or above at the end of every term.

Cumulative Grade Point Average (CGPA)

CGPA is calculated at the end of the program.

The up-to-date over-all performance (CGPA) is a weighted average as below:

CGPA = $(c_1 g_1 + c_2 g_2 + c_3 g_3 \ldots) / (c_1 + c_2 + c_3 \ldots)$

Where $c_1, c_2 \ldots$ denote credits associated with the courses taken by the student and g_1, g_2 denote grade values of the letter grades earned in the respective courses.

No student can pass examination with "F" grade in a particular course.

Graduation Requirements

For Graduation, a student has to meet the following requirements:

1. Satisfactory completion of all courses prescribed for the particular area of the study in which the degree is granted.

2. A cumulative grade point average of at least 2.0

Norms and Standards
for
Post- graduate Diploma in Educational Management

SN	Area	Requirements
1	Physical Facilities	• Building: Building with office (1), faculty room (1), classroom (2), Computer lab (1) • Classroom size: 3.3 square meter per student
2	Instructional Resources	• Flipcharts, display boards, projectors at least one each for each class • ICT infrastructure, such as functional internet connectivity, computers (at least 1), printers (at least 1), specific software packages (as required) • Specialization-specific resources
3	Faculty and Instructors	• Provision of the faculty (60% in house and 40% outsourced) • Qualifications: Faculties minimum Med and MPhil in Educational Management
4	Eligibility for enrolment	• The entry requirement for the PGDE in Educational Management will be a bachelor degree with a second division or CGPA 2.5 •
5	Admission procedure	• Filling up the application blank together with supporting documents • Passing the KUSOED entrance test (written or interview or demonstration)
6	Pedagogical process	• 1:2 theory-practice ratio unless otherwise stated • Theory- direct and expository teaching • Practice – lab work, workshop, field work, group work, project-based learning and other forms of experiential learning etc.
7	Evaluation/Assessment process	• 50% in-semester and 50% end-semester assessment • In-semester assessment may require at least five items (projects, tests, presentations/demonstrations) as assessment items • End-Semester might include written test, demonstration, oral interview depending upon the nature of the course as stipulated by the curriculum • Kathmandu University's exam policy and letter grading system shall apply

<u>**Course Outline**</u>

1. **Core Course (3)**

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EDUC 401 Educational Philosophies (Credit Hours- 3)

(Nature of the Course: Theory)
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This course aims at discussing different educational philosophies. Educational philosophies are used to know, understand, and apply different perspectives into educational practices. This course includes many areas such as, ethics of belief, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership, culture, etc. linked with different educational turns. The course also discusses some selected theories of education to capture the different turns of education. The main aim of the course is to widen the horizon of the knowledge and practices of students so that they would be able to identify day-to-day educational problems and issues associated with educational turns and implement the best educational practices. The course enables students to examine educational practices through the different turns of education.

<u>**Course Objectives**</u>

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

- discuss the meaning of education and philosophy of education
- describe the theoretical positions of major philosophies of education with respect to the aims of education, educative process, curriculum, role of teachers, place of learner and the governance.

- review and critique on conventional and progressive education perspective, constructivist vision of education, education as/for social transformation, and sustainability education

- advocate on social transformation and sustainability education

- create archeology of educational information through ICT application

Content Outline:

Concept and Meaning of Education; Education and Philosophy; Philosophical Foundations, Conventional and progressive education perspective, Constructivist vision of Education, Education as/for social transformation, Sustainability Education , curriculum development, recent pedagogical approaches, Students' evaluation and assessment and ICT for archeology of educational information

2. Specialization Courses (15)

EDEM 404 Fundamentals of Educational Management (Credit Hours-3)

(Nature of the Course: Theory and Practice)

Course Description

The course aims at providing in- depth understanding about the managerial role of school manager in the 21st century. It emphasizes the knowledge, management skills and abilities required for a school manager to create, and reinforce a conducive school climate, and successful learning community. Through this course, students are expected to develop knowledge on the implication of management in educational arena along with different functions and processes incorporated by it. At the same time, the course aims at inculcating the students with the role of school principal in utilizing the human and physical resources in the process of planning, organizing, directing and controlling the activities of the school so as to accomplish educational objectives of the

institution. Facilitated by the course, students are supposed to comprehend their managerial roles and responsibilities in changing educational scenario, and at the same time, reflect upon their experiences regarding their managerial roles, responsibilities and functions. Simultaneously, it encourages students to learn how to work strategically to build a positive school culture taking into account the instructional performance, human resource management, cultural responsiveness and school-community collaboration.

Course Objectives:

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

- develop knowledge and understanding about the managerial roles in the 21st century

- analyze the role of school manager in, supporting in planning, managing resources, executing leadership and managerial roles and responsibility and controlling resources.

- examine the role of school manager in reinforcing school climate through effective management of fiscal allocation and plan operation.

- analyze the roles, responsibilities and activities of school manager in addressing discourses related to human ethics, special needs and discrimination

Content Outline

Management and its implication in school setting, role of managers for school effectiveness in the 21st Century, educational planning, managing resources, helping leaders to execute leadership and helping them to control resources, school culture and the managerial role in human resource management, creating

professional learning community, ICT for planning, organizing, leading and controlling resources.

EDEM 405 Programs Development and Planning in Education (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

Course Description

The course is designed so as to enable the students develop skills and strategies that educational managers need to become program designers. The evidence-based projects and programs designing and implementing are the main concerns of the course. This course prepares educational professionals who can prepare long term, mid- term, and short term plans in education. Throughout the course, students will be engaged in designing educational plans, projects and programs to address the existing gaps of school.

Objectives

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

- access the educational need/s of particular student/s or school/s or community
- examine the possible strength, weakness, opportunities and threats in the programs.
- prepare long term, mid- term, and short term plans in education.
- design the educational projects and programs, taking into account the strategies to be applied for ensuring its relevance, effectiveness, efficiency, sustainability and impact

<u>**Course Outline**</u>

Educational programs and projects, characteristics of good program, need analysis and stakeholder mapping, SWOT analysis. Long term, mid- term, and short term plans in education. projects and programsdevelopment, program logic model, budgeting and fog frame in educational programs and projects, ICT for programs and projects development

EDEM 406 Management of Resources in Education (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

<u>**Course Description**</u>

The course aims at developing prospective educational professionals equipped with knowledge and competencies regarding development and management of materials and human resources within the organization. Resources are organized in two parts: 1) development of resources and 2) management of resources, the course intends to enable students to relate principles and theories of each in solving problems related to development and management of resources. Students are expected to be able to analyze organizational problems, identify problems related to material and human resource management, employees' performance, commitment, satisfaction and motivation. In a nutshell, the course will furnish students with theoretical concept and management skills to critically examine existing resource management and development practices system and practices, and employ them in the school setting so as to ensure organizational effectiveness.

<u>**Objectives**</u>

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

- develop an understanding of the development and management practices of resources and their role in the school organization
- examine, analyze and discuss various human resource management theories important to organizational performance and productivity
- relate resource management and development theories to solve problems related to material and human resources in the school organization
- discuss the status of resource development and management of resources in the education sector, identify issues related to them and suggest measures to improve the existing capacity, work system, service quality in education
- analyze jobs, assess competency gap and prepare meaningful staff development plan

Course Outline

Introduction to resource management, resource management environment, resource management planning, recruitment and selection of human resource, motivating human resource and performance appraisal, maintenance of material and human resources, introduction to resource development, conducting need analysis and preparing program to address the need, ICT for human resource planning and management.

EDEM 407 Program Monitoring Evaluation in Education (3)

Nature of Course   : Theory and Practical

Course Description

This course is designed to provide an exposure in theoretical as well as practical aspects of program monitoring and evaluation in educational setting. It focuses on monitoring and evaluation process, methods and techniques useful in monitoring and evaluating educational programs and services. This course provides a conceptual understanding of program monitoring and evaluation with perspectives and approaches to monitoring and evaluation, skills for developing monitoring and evaluation tools and techniques and approaches for using these tools and techniques in monitoring and evaluating educational programs. Further, it provides an opportunity to develop culture specific and participatory monitoring and evaluation schemes for educational programs and services. In addition to providing knowledge and skills for developing and implementing program monitoring and evaluation activities, this course presents skills of planning and managing for program monitoring and evaluation activities in educational institutions.

Course objectives

On completion of the course, the students will be able to --

- demonstrate an understanding of program monitoring and evaluation concepts and identify various perspectives and approaches to monitoring and evaluation,

- establish linkages between programme/project plans and evaluation plan/activities,

- develop monitoring and evaluation criteria and tools for evaluating specific educational programmes,

- identify strategies for making monitoring and evaluation process participatory and culture and context friendly,

- plan and execute small scale monitoring and evaluation in education, and

- undertake a critical review of monitoring and evaluation of an educational programme.

Course Outline

Fundamentals of program monitoring and evaluation, perspectives and approaches to monitoring and evaluation, monitoring and evaluation criteria and tools for evaluating educational programmes, strategies for making monitoring and evaluation process participatory and culture and context friendly, framework for monitoring and evaluation in education, review of monitoring and evaluation in education and ICT for program monitoring and evaluation

EDEM 408 Action Research in Educational Management

Action research serves as a context for personal and professional renewal and reform across diverse fields of study. For educational leaders and managers, action research can be a powerful guide to inform wise decisions in the quest for excellence in effective school management and acculturating research-based decision making. This course examines educational managers' inquiry within school context. This course will empower educational managers to construct their own knowledge and to make it available to others for the benefit of all. This course is designed to help educational managers and other professionals to understand the relationship between their own

professional development and the process of improving the quality school management.

Course outcomes

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

Knowledge Outcome

The following knowledge outcomes are set to be achieved during and/or after the course:

a) distinguish action research from other research.

b) identify the problem for the action research and phases and cycles in action research.

c) update yourself in the field of action research from literature.

Skill Outcome

The following skill outcomes are set for the course:

a) design and implement action research plan.

b) develop the necessary tools for action research

c) reflect upon the action and continue in the profession

d) report the activities and implications in a proper format

Attitude Outcome

The following attitudes are expected from the students:

a) realize action research as a problem solving and pedagogical tool

b) accept as a means of professional development

c) develop habit valuing others' research and make a sharing culture.

Research Outcomes

The following outcomes are related to the research:

a) carry out an action research independently and continue in professional life.

b) help in carrying other types of research

Course Outline

Theme-1 Introducing Action Research

Meaning of research and action research

Who is action research?

What is not an action research?

Significance of action research

Theme- 2 Action Research Problem

Nature of problems selected for an action research

Problem justification

Making problem statement

Writing objectives in the problem

Theme-3 Review of similar work done

Why review in literature?

How to review?

Is it necessary?

Theme-4 Action Research Plan

Selection of participants

Determination of tools to be used

Phases and cycles in action research

Preparation of schedule for an action

Theme-5 Action Research Proposal

What is it?

Components in the proposal

Preparation of an action research proposal

Theme-6 Tools for Action Research

Tools in action research

Development of tools

Process validation in action research

Finalizing the tools and process

Theme-7 Implementation of the plan

Data collection during each cycle

Data analysis

Self-reflection in the implication

Theme-8 Action Research Report

Why make report?

Components of action research report.

Elective Courses (6)

EDEM 409 School Community Partnership (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

<u>**Course Description**</u>

This course is designed aiming towards exploring school- community relations in the context of in/equalities in educational outcomes across diverse settings. With an understanding that school-community relations shape, and are shaped by, broader social, economic and cultural processes, the course considers the role of educational leadership in promoting both student learning and broader community building goals through planned school community partnership activities. This course explores the historical and contemporary contexts for parent/family/community relationships with schools, and makes a critical examination of the relationships between parental involvement and academic success, promising practices for building positive school-community relations, and the ways of building partnership with the community to get continued support to schools/educational institutions. The course will also examine emerging policies and trends that shape school-community relations in Nepal and review the success stories and best practices of school community partnerships at the international level. Besides, it incorporates the roles of educational leader in reinforcing school- community relations, knowledge and skills required for the creation of relations and communication strategies required for the management of possible crises. The course intends to develop insights and understanding among students for identifying the aspects of school- community partnership, facilitating school community partnership and strengthening school community relations for continued support and development of schools or educational institutions.

<u>**Objectives**</u>

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

- comprehend the stance of school as an integral part of the community

- observe and identify how the family expectations, socio- economic, political, and various other environmental aspects within community influence school setting

- analyze the significance of school- community relations

- develop an in-depth understanding about school-family-community involvement model

- develop ability to identify the barriers to school-family-community partnerships

- develop knowledge and skills to minimize the barriers, and reinforce collaboration between school- family- community to an optimum level.

Course Outline

Understanding community and school, aspects of school- community relations, school- family- community partnership model, barriers to school-family-community partnership, role of school leaders in reducing the barriers and reinforcing school-community-partnership and email, blog, website, viber, moodle for communication with community of practices.

EDEM 411 Trends and Issues in Educational Leadership and Management (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

<u>Course Description</u>

This course aims at providing the learners with a holistic understanding of the philosophy of educational management. It basically focuses on the acquisition of emerging perspectives in the arena of educational management and their influences over the practices in educational discourse, contributing towards the formation of contemporary trends and issues. At the same time, the course even demands reviews of the evolving trends and their role in defining different emerging issues in educational management. Upon the completion of this course, the students are expected to find themselves with a new horizon of thinking on current trends and issues related to school education Moreover, this course even intends to encourage the students to actively undertake discourse on various issues of educational management, reflecting upon the best practices in education in other countries, through which they are expected to gain insights in reforming Nepal's education management system.

<u>Objectives</u>

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

- discuss and critically analyze various theoretical perspectives on educational management and their contribution to forming contemporary trends;

- relate theories with existing practices of educational management in the education sector in Nepal;

- formulate ideas in education having greater relevance for better performance in educational institutions in Nepal through discourse on educational management issues;

- develop knowledge and skills in addressing the issues of the educational management in regard to its trends.

<u>**Course Outline**</u>

Theoretical perspectives on educational management, emerging issues and trends in educational management, best practices in educational management and across the globe, the changing context of management in education in Nepal, managerial challenges in educational arena in Nepal and the role of educational manager in addressing them

EDEM 412 Educational Policy and School Governance (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

<u>**Course Description**</u>

This course intends to provide students with exposure pertaining to approaches and methods of analyzing existing educational policies and planning, identifying pertinent policy and planning issues, selecting appropriate strategies to address policy issues and design a perspective plan to implement the policy strategies in the discourse of school governance. It aims at facilitating students build a rich framework for analyzing the international, national, provincial and local educational policies both at theoretical and methodological level. Simultaneously, it tries to prepare prospective educational managers cum leaders who adhere to different components of good governance such as, participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follow the rule of law. Through this course, students are expected to develop an in-depth knowledge and understanding about the legal principles and rules of particular relevance to school administration and address

the issues of applied ethics. Inculcating different activities of school governance, it expects students to examine how the balance between autonomy, accountability and collaboration among school, teachers, parents and community contribute to develop Holistic School Management (HSM) school governance. This course will also develop skills in the interpretation and application of law to school situations and based on the policy of teachers besides providing insights into some fundamental issues addressed by school law and ethical dilemmas of relevance to school leaders. Upon the completion of the course, the students are expected to come out with insights on the interrelationship among educational policy, effective school governance and healthy leadership. Simultaneously, the course anticipates students to apply their understanding pertaining to effective school governance in the field educational administration.

<u>Objectives</u>

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

- be familiar with existing educational policies at different levels, i.e. international, national, provincial and local, the approaches and methods of analyzing those educational policies and their implication in the discourse of school governance

- be able to identify the pertinent policies and planning issues, select appropriate strategies to address policy issues and design a perspective plan to implement the policy strategies

- develop an understanding about the concept of effective school governance and its aspects

- identify the indicators of effective school governance, and develop skills in executing governance activities, taking the indicators in account

- prepare themselves as educational managers cum leaders, following different components of good governance such as participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follow the rule of law

- demonstrate an understanding of formal and informal roles of different constituencies including school administration, parents, local authority, provincial authority and state in governance of schools

- develop knowledge and skills regarding how the administrative roles and functions of the school and the strategic plans which are executed lead to organizational effectiveness and efficiency

Course Outline

Educational policies and their implication in school setting, school governance and its aspects, factors related to effective school governance, three levels of school governance indicators, aims of school governance, role of school manager in ensuring effective school governance, and ICT for school governance

EDEM 413 Inclusive Education Management (Credit Hours- 3)

(Nature of the Course: Theory and Practice)

Course Description

The course is designed to develop knowledge in students about the concept of inclusive education, and foundational skills in them for creating an inclusive

environment in the school setting. Through this course, students are expected to examine the policies and practices made from the international and national levels for ensuring inclusiveness in education. At the same time, they are also expected to identify, and apply the managerial strategies so as to ensure inclusion of diverse students, teachers, parents and other stakeholders in instructional and administrative functions of the school. The course even aims at enabling the prospective educational managers in analyzing environment to figure out relevant support mechanism for the students, design necessary support strategies and implement them. Besides, the course expects the students to be able to apply strategies for reinforcing social and cultural experiences of the stakeholders aligned with school setting.

Objectives

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

- develop the concept of inclusive education, its dimensions, and the role of educators in reinforcing it,
- examine the international and national policies made for ensuring inclusive environment in school setting,
- analyze the environment and apply managerial strategies for ensuring inclusive atmosphere,
- identify, design and implement supporting instructional strategies for needy students,
- develop managerial skills required to reinforce school climate enabling social and cultural experiences of the students, teachers, parents and community.

<u>**Course Outline**</u>

Inclusive education and its dimensions, policies and practices related to inclusive education, role of educators in reinforcing inclusive school environment, instructional strategies to create inclusiveness inside the classroom, managerial roles of school leader in strengthening social and cultural experiences of school community

EDEM 414 Instructional Supervision and Mentoring

The course is designed to develop knowledge and skills in students on instructional supervision and mentoring. Through this course, students are expected to imply instructional techniques like classroom observation, team teaching practices, workshops, demonstration, clinical supervisions and micro teaching. In this course, students will get substantial support from mentors to the process of instructional supervision through a process of trust, confidentiality, mutual respect and sensitivity. In this course, students are exposed to theories like Newcastle Cake Stand Model, Zone of Proximal Development, Experiential Learning Theory, Tendom Model and The Mentoring Model Theory of supervision and mentoring.

<u>**Objectives**</u>

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

- develop the basic concepts of supervision and mentoring

- learn the techniques of supervision and mentoring

- imply skills of supervision and mentoring in to practice

- develop theoretical grounding of supervision and mentoring

- carry out observation, team teaching practices, workshops, demonstration, clinical supervisions and micro teaching

- develop ideas of mentoring strategies and feedback system

Course Outline

Basic concept of supervision and mentoring, techniques of mentoring like observation, team teaching practices, workshops, demonstration, clinical supervisions and micro teaching, strategies of mentoring and feedback system. Newcastle Cake Stand Model, Zone of Proximal Development, Experiential Learning Theory, Tendom Model and The Mentoring Model Theory of supervision and mentoring.

Practical Courses (3)

EDUC 405 Internship/ Practicum (Credit Hours- 3)

Course Description

The internship is designed to help the students to integrate the theoretical knowledge with professional works. It is based on the premise that learning in the world of work can enhance the learning in the classroom.

In the practicum, students will use academic knowledge and apply professional skills, work with professionals who will be mentors for them, discover strengths which can be further developed, discover weaknesses which can be corrected and evaluate and further define career goals. There will be a practicum guide developed by the university. In this course, students are expected to assess the training needs of educational leaders and then develop and implement a five- day training package in order to address the existing gaps.

The training package is expected to be followed by a practicum report including their reflection.

<u>Objectives</u>

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

- identify training needs of educational managers and leaders,

- develop training packages and materials as per the explored training needs of them,

- conduct training sessions to address the existing gaps,

- develop an in- depth understanding about monitoring and evaluation of training programs,

- write an internship report.

- **<u>Course Outline</u>**

Need identification and program development (training packages), monitoring and assessment/ evaluation of educational training programs, writing internship report