

MASTER OF EDUCATION (LEADERSHIP AND MANAGEMENT)

Abbreviated as *M Ed (Leadership and Management)*

Revised Version of Master of Education (Educational Management)-2007



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## **M Ed in Leadership and Management**

### **Context**

Education is one of the most important fields in national and international development. International actors, national authorities, communities and individuals all consider formal learning to be a key factor in “development”. The nature of the education agenda is invariably controversial. As a result, education constitutes a rich lens for viewing the social, economic and political aspects of development.

In this fast changing world, stakeholders of education are quality conscious and are seeking education institutions that can assure quality of education at the level of their expectations. This situation demands for well versed, competent, dynamic, and change-oriented educational leaders and managers in educational organizations who are capable of adopting modern leadership and management techniques and practices. Keeping in view of current needs and requirements of educational institutions, in 2007, Kathmandu University, School of Education has initiated M.Ed. degree in Education Management for the purpose of preparing future educational managers and leaders who can efficiently and effectively run educational institutions in Nepal and abroad.

### **Rationale**

M Ed in Leadership and Management is a revised program M Ed in Educational Management of Kathmandu University School of Education (KUSOED). This program intends to develop educational leaders who are responsible for ensuring students’ optimal learning ability in schools and these educational leaders can interpret national and global trends and issues in the school setting. An attempt will be made to impart essential knowledge, skills and attitudes needed for an effective school Principal and educational leader who can provide dynamic leadership for change and innovation, academic success and optimum satisfaction of stakeholders.

### **Purpose**

The purpose of specialization in Leadership and Management is to prepare educational leaders who can demonstrate high levels of management and leadership theoretical knowledge and skills to provide effective and efficient educational services to all learners and satisfy their stakeholders. The graduates specializing in Leadership and 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.

## **Key Features of the Program**

The proposed program will have the following Key features.

- Need based: One of the major features of the program is to address the need of the secondary, higher secondary schools and other education related institutes. Formal and informal interaction with teachers, teacher educators, school principals, teacher education experts, teacher development organizers and materials developers have demonstrated a need of educational leaders to drive educational institution.
- Practice-based and skills oriented: The students will undergo practical experience by literally undertaking tasks of managing and leading organizations, facilitating professional development workshops, undertaking small scale research projects and developing materials. The use of ICT in managing and leading schools is highly valued. When they come out from the University, they will be expected to be independent practitioners in the field.
- Conducive learning environment: A high quality team that includes educators, managers, leaders and visiting faculty with a sound, firsthand experience of leaders development, preparing educators and research in education management and leadership will be involved to run the program. The prospective students will be oriented to use the available resources, such as library and computer facilities. The learning will be backed up by continuous assessment and feedback system.
- Internationally comparable: The course has been developed after a thorough survey of the Master's Course in Education Management and Leadership of different universities. The intellectual challenge intended to be triggered by this course and the practical exposures are actually comparable to the ones of those universities. The postgraduates will come out with knowledge and skills sound enough to work in international arena.

## **Structure of the program**

The two year M Ed program has four semesters. The program is of 60 credit hours. Each semester will have 15 Cr. There are two core courses of 6 Cr, 13 specialization courses of 39 Cr, 2 elective courses of 6 Cr and two to three practical courses of 9 Cr.

## Entry requirements

For enrolment in two-year M Ed in Leadership and Management program, the candidate must have a Bachelor's degree in any discipline (B. Ed/BA/B. Sc) or any equivalent degree recognized by Kathmandu University with minimum of 50% or CGPA 2.5/4 in aggregate.

## Evaluation and Graduation

The course facilitator assigned with the course paper is entirely responsible for the evaluation. The in semester; CAS comprises 50% weightage and end semester Paper Based Test (PBT) carries the rest 50%. Students will be graded as the letter grade system in practice at KU. The grades and their corresponding impression have been presented below.

Grade	A	A-	B+	B	B-	C+	C	F
Grade Point	4.0	3.7	3.3	3.0	2.7	2.3	2.0	Below 2.0
Performance	Outstanding	Excellent	Very Good	Good	Satisfactory	Fair	poor	Fail

In order to pass, the scholar has to maintain at least C in individual course and a Cumulative Grade Point Average (CGPA) 3.0. The calculation of CGPA and their impression is as follow.

CGPA is calculated at the end of the program using the given relation.

$$\text{CGPA} = (c_1 g_1 + c_2 g_2 + c_3 g_3 \dots) / (c_1 + c_2 + c_3 \dots)$$

Where  $c_1, c_2, \dots$  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.

CGPA at the end of the degree defines the division as follows:

CGPA	Impression/Division
3.7 to 4	Distinction
3.25 to less than 3.7	First
3 to less than 3.25	Second
Less than 3	Fail

The entire requirement must be completed within the four year time frame irrespective of the credits completed in different semesters.

## Courses

The taught courses have been divided mainly into three categories: Core Courses, Specialization and elective. Core courses are common to all M Ed students. Specialization courses have been designed to develop conceptual understanding of key management and leadership ideas in educational institutes with a view to develop professionalism among the graduates in the areas of management and leadership of education. Internship and research projects are the practical courses. There are two elective courses. The details of the courses are given in the following table.

<b>Core Courses (6 Cr)</b>	EDUC 508 Theory and Practice in Education (3) EDUC 509 Research Methodology (3)
<b>Specialization (39 Cr)</b>	EDLM 511 Perspectives in Educational Management and Leadership (3) EDLM 512 Trends in Educational Management and Leadership (3) EDLM 513 Statistical Analysis for School Leaders (3) EDLM 514 Education Policy and Planning (3) EDLM 515 Strategic Planning in Education (3) EDLM 516 ICT: In School Management and Leadership (3) EDLM 517 Development and Management of Resources (3) EDLM 518 School Community Partnership (3) EDLM 519 Financing School Education (3) EDLM 521 Organization Theories and Behavior (3) EDLM 522 Instructional Leadership (3) EDLM 523 Program Evaluation (3) EDLM 525 Program Development in School (3)
<b>Elective Courses (6 Cr) (any two course)</b>	EDLM 526 Teacher Development (3) EDLM 531 School Culture (3) EDLM 532 School Governance (3) EDLM 533 Teacher Policy (3) EDLM 534 Integrity in Education Management and Leadership (3)
<b>Practical Courses (9 Cr)</b>	EDLM 541 Internship (3) EDLM 544 Research Project I (3) EDLM 554 Research Project II (3) OR EDLM 559 Dissertation (6)

Short description of each of the courses is given below.

### **Core Course (6 Cr)**

The short course descriptions of 2 core courses are given below.

#### **EDUC 508 THEORY AND PRACTICE IN EDUCATION (3)**

*(Nature of the course: Theory)*

This course is about linking educational theories into practices. Educational theories seek to know, understand, prescribe and apply into educational practices. This course includes topics such as ethics of belief, politics, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership and culture. The course also includes different premise for twenty first century education. Selected theories of education will be discussed to capture the different dimensions of educational thoughts. During the course of the study, students are expected to relate these perspectives, principles and thoughts in the development of education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

#### **EDUC 509 RESEARCH METHODOLOGY (3)**

*(Nature of the course: Theory)*

This course is an introduction to research methodologies used in social science. Students are introduced to systematic scientific inquiry in social science environment. Student will also learn and practice different approaches to conducting research. The course covers quantitative as well as qualitative types of research. Students will also participate in field activities as a part of the course.

### **Specialization Courses (42 Cr)**

Short course descriptions of 14 specialization courses are given below.

#### **EDLM 511: PERSPECTIVES ON EDUCATIONAL MANAGEMENT AND LEADERSHIP**

(3)

*(Nature of the course: Theory)*

The course begins with a discussion on perspective on management today. Then the course examines the key purpose and concepts of the management process that includes an overview of the principles and functions of management practices. Beginning with general overview of management principles and practices including functional management, the course will focus on the review of Nepal's education management development and review current education management practices. Students are expected to critically examine the current development in the education management, management challenges associated with this development and explore ways of improving them in Nepalese context. The target group of this course is students with some experience in school management or the students who wish to make educational management as an area of profession. The main objective of the course is to provide a general understanding of educational management system of Nepal with reference to theoretical perspective of education management. The course also reviews the current reform initiatives in school level management of Nepal and supplements students' understanding with extensive reviews on the best practices in education management in other countries. Students will be encouraged to relate education management theories in the context of education reform initiatives. The course consists of analytical experiences on the existing management system.

#### **MELM 512: TRENDS IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (3)**

*(Nature of the course: Theory)*

The objective of the course is to discover the causative and evolutionary factors giving birth to contemporary issues and trends in educational leadership and management. The course will also review the current trends and issues related to school education, higher education including teacher education, special education and technical and vocational education and management challenges associated with these subsector programs. In this course, students will be engaged in accessing information and understanding educational practices in international arena and discuss

issues and challenges encountered by Nepal's sub-sectors of education. Students will review the best practices in education management in other countries and gain insights in reforming Nepal's education management system. Students are also expected to review recent research related to international practices in education management and make presentations from these reviews.

### EDLM 513: STATISTICAL ANALYSIS FOR SCHOOL LEADERS (3)

*(Nature of the course: Theory and Practice)*

This course is about how to use statistical tools and techniques in decision making and research activities in educational contexts. The course utilizes both descriptive and inferential statistical tools and techniques in analysis of data. The course intends to utilize the SPSS computer software to compute. The main objective of the course is to prepare skillful human resource capable to generate result from the software as well as proficient in analyzing those results. The course is designed with a view to prepare students ready to process data in the computer software and present the findings in different forms, analyze the data into suitable forms of tables, charts, graphs, curves and diagrams and the students will be enabled to analyze and interpret results using descriptive and inferential statistical techniques.

### EDLM 514: EDUCATION POLICY AND PLANNING (3)

*(Nature of the course: Theory and Practice)*

This course intends to provide students with exposure on 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. It will also cover important considerations in the process of policy analysis such as identifying data sources and weighing the utility of data; establishing criteria for analyzing policies; assessing policy alternatives; choosing among policies; and monitoring policy implementation. Through this course, students are expected to gain a broad understanding of the economic, social, and political dimensions of educational development within and across national boundaries. They should also achieve greater awareness of the role of international, national, and local actors and institutions in educational policy and planning



practices. Finally, they will identify, compare and critique some of the prevailing assumptions about education and development.

#### EDLM 515: STRATEGIC PLANNING IN EDUCATION (3)

*(Nature of the course: Theory and Practice)*

This course has been designed to impart an in-depth understanding of the subject matter of strategic planning in education. Precisely, this course incorporates the basis for understanding strategic management concepts using a systems approach to strategic management, which has been framed in four distinctive operational levels, viz. environmental assessment, selecting and crafting alternative strategies, establishing proper system for strategy implementation, and finally monitoring, and control mechanism for school effectiveness as a continued process.

#### EDLM 516 ICT: IN SCHOOL MANAGEMENT AND LEADERSHIP (3)

*(Nature of the course: Theory and Practice)*

Use of emerging technology to support educational services is increasing around the world. Researches in the field have shown that the technology is ever innovative and has ability to bring dramatic change in the ways of educating pupils. In this context, this course aims at developing understanding of prospective School Principals/Managers on Information Communication Technology (ICT) and its application in academic institutions for the purpose of effective and efficient management/administration. Through the course, students will develop their technical skills in manipulating some of the ICT tools, devices and services that are useful in planning, implementing and managing the core administrative and instructional activities in their schools/colleges. Some of the focus of the course would be School Information Management System (SIMS) and Basic database; Managing ICT Labs and E-Resources; Networking and Web exposure, Virtualization of Learning Environment, Managing IT infrastructure and human resources.

#### EDLM 517: DEVELOPMENT AND MANAGEMENT OF RESOURCES (3)

*(Nature of the course: Theory and Practice)*

This course is about developing and managing three categories of productive resources namely human resources, natural resources and capital resources. The study of human resource management and development prepares well informed leaders to manage and lead human

resources in different stages from recruitment to retirement for managing and developing. The study of capital resources and natural resources will help students develop and manage different other resources in educational institutions. This course equips the students with the leading approaches of development and management of resources in educational setting with special reference to Nepal and South Asia.

### EDLM 518: SCHOOL COMMUNITY PARTNERSHIP (3)

*(Nature of the course: Theory and Practice)*

This course explores 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, we consider 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, a critical examination of the relationships between parental involvement and academic success, promising practices for building positive school-community relations, 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. The course intends to develop insights and understanding among students for facilitating school community partnership and strengthening school community relations for continued support and development of schools or educational institutions.

### EDLM 519: FINANCING SCHOOL EDUCATION (3)

*(Nature of the course: Theory and Practice)*

This course engages students in the study of financial governance across school education from macro-systems (national and state governing boards) to micro-systems (school and educational institutions.) In the course, students assess the impact of various decisions and levels of funding on students and an institution's financial status. Students will also review the various financing modalities (formula funding, voucher system, and other modes of financing) focusing more on the micro level financing.

### EDLM 521: ORGANIZATION THEORY AND BEHAVIOR (3)

*(Nature of the course: Theory and Practice)*

The course raises the various issues on the interrelationship between the theories of organization and behavior and school management and educational leadership. Key principles and characteristics of organizational behavior are identified and examined to understand how three factors (what are these three factors) influence the performance of educational organizations and their members. Students will attempt to examine practices in educational organizations based on the theories and principles of organizational behavior.

### EDLM 522 INSTRUCTIONAL LEADERSHIP (3)

*(Nature of the course: Theory and practice)*

This course intends to prepare educational leaders for upgrading instructional activities like approaches of managing classrooms, pedagogical planning, preparing and using instructional resources, assessment of students learning and other area related to students learning. Overall goal with this course is to help students examine issues related to teacher effectiveness, leadership and mentoring, and reflect about teaching practice in relation to learning outcomes. It is expected that students gain knowledge and skill to effectively guide and assess the work of novice teachers. During the course, we will examine question about what it means to be an effective teacher, supervisor, mentor, leader and researcher in terms of meeting the needs of students in today's schools. Further this course intends to develop educational leaders who accept responsibility for ensuring that the learning of students in the school is optimal and can interpret national and global trends and issues in the school setting. An attempt will be made to impart essential knowledge, skills and attitudes needed for an effective school Principal and educational leader who can provide dynamic leadership for change and innovation, academic success and optimum stakeholder satisfaction.

### EDLM 523 PROGRAM EVALUATION (3)

*(Nature of the course: Theory and Practice)*

This course is designed to provide an exposure in theoretical as well as practical aspects of program evaluation in educational setting. It focuses on evaluation process, methods and techniques useful in evaluating educational programs and services. This course provides a conceptual understanding of program evaluation with perspectives and approaches to evaluation, skills for developing evaluation tools and techniques and approaches for using these tools and techniques in evaluating educational programs. Further, it provides an opportunity of developing

culture specific and participatory evaluation schemes for educational programs and services as well. In addition to providing knowledge and skills for developing and implementing program evaluation activities, this course presents skills of planning and managing for program evaluation activities in an educational institution.

### EDLM 525 PROGRAM DEVELOPMENT IN SCHOOL (3)

*(Nature of the course: Theory and Practice)*

Educational leader needs analyze the situation of a school and design and implement various programs appropriate for the school. This course develops skills and strategies that educational leaders need to become effective program designers. The evidence based program designing is implementing is the main concern of the course. This course prepares leaders to address current reform issues through practices by exploring the use and application of curricular and instructional analysis. Students design educational programs to meet the needs of specific students as a project.

### **Elective (6 Cr) (any Two)**

Course description of elective courses is given below.

### EDLM 526 TEACHER DEVELOPMENT (3)

*(Nature of the course: Theory and Practice)*

This course is designed for graduate level students as a practical course in teacher development. With this course students will play a different role from a teacher i.e. of a teacher developer. Teacher development in itself is a wide area and training students to be teacher developers will certainly be an ambitious task. So this course will be an introductory one and will develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring.

### MELM 531 SCHOOL CULTURE (3)

*(Nature of the course: Theory and Practice)*

This course discusses the approaches to change the prevailing culture of a school. The leader need to understand the dictation of the school culture and needs to be more influential on life and learning in the school. This course will help to provide forms of leadership that invite others to join as observers of the old and architects of the new. The course will deal school's culture as a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. There will be discussion of role of leadership in promoting school culture.

### MELM 532 SCHOOL GOVERNANCE (3)

*(Nature of the course: Theory and Practice)*

This course tries to prepare prospective educational leaders in following different components of good governance such as participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law. This course provides an overview of legal principles and rules of particular relevance to school building administrators and introduces issues of applied ethics. This course will develop skills in the interpretation and application of law to school situations and based on the policy of teachers. This course provides insight into some fundamental issues addressed by school law and ethical dilemmas of relevance to school leaders.

### MELM 533 TEACHER POLICY (3)

*(Nature of the course: Theory and Practice)*

Teacher is the heart of education system. The critical issues of teachers in different area are analyzed in local, national and international level during the course. The course will start with the consideration that teachers as the heart of the system. Different issues in teachers' supply and demand, deployment and utilization, preparation and training, managing and supporting teachers and financing and remunerations to teacher will be critically analyzed in different levels.

### MELM 534 INTEGRITY IN EDUCATION MANAGEMENT AND LEADERSHIP (3)

*(Nature of the course: Theory and Practice)*

Integrity is a quality of leadership to promote quality of education. This course tries a different perspective to solve problem by closing loops rather punishing by rules. The Community Integrity building model will be used as a means to precede the course, which consists of the following phases: Context sensitivity, joint Learning, evidence based, constructive engagement and closing the loop.

### **Practical Courses (9 Cr)**

Professional courses are internship and research work. The research work of 6 Cr has two options. Option A: Dissertation and option B: Two research projects: Research Project I and Research Project II. Short description of each of the professional courses is given below.

### EDLM 541 INTERNSHIP (3)

The internship is designed to help the students to integrate the theoretical knowledge with professional works. This course facilitates students to experience the work environment in different setting. The venue for internship provides opportunities for students to expand their knowledge as well as for them to contribute to the activities being undertaken by the organization. In the internship, students use academic knowledge and apply their professional skills by working with other professionals who work as mentor for them. Such activities help to discover the strengths of the students which can be further developed, discover weaknesses which can be corrected and evaluate, in order to define their career goals. There is an internship guide developed by the School. The students are expected to follow the guidelines.

### EDLM 544 LNM RESEARCH PROJECT I (3)

The course aims to step by step facilitation and development of research skill to the student. The research project I trains the scholars towards understanding the practical aspects of research

thereby developing competency to make all preparation to get into the world of the research. Students by the end of the course will make a complete research proposal and get all ground preparations for the start of research.

#### EDLM 554 LNM RESEARCH PROJECT II (3)

Students after acquiring the understanding of research and developing the proposal as mandate by EDLM 544 will get into the real world of research. Students by the end of the course will be able to develop, conduct and report a research study independently.

#### EDLM 559 DISSERTATION

This dissertation research prepares students for a supervised research study. They undertake an issue of interest from within the field of mathematics education under the guidance of an assigned supervisor. Student during/after the course will be able to make an independent study on their interest area.