

**Kathmandu University
Dhulikhel, Nepal**

MEd in Leadership and Management (1 Year)

Program Proposal

**Prepared by
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PROGRAM PROPOSAL

1. Title:	MEd in Leadership and Management (1 Year)
2. Context	<p>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.</p> <p>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 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. This program was redesigned and named MEd in Leadership and Management in 2014. Now, to cater to the growing needs of educational professionals in Nepal, KUSOED has proposed one year MEd in Leadership and Management.</p>
3. Rationale	<p>MEd in Leadership and Management is a revised program MEd in Educational Management of Kathmandu University School of Education (KUSOED). KUSOED now proposes to expand this program to a one year master’s degree (30 credits) targeting the working professionals, especially those who already hold some leadership positions in academic institutions. This program intends to prepare graduates for thoughtful and strategic leadership in educational organizations, and to be effective leaders, change agents, academic researchers and educators. 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.</p>

4. Purpose:	The purpose of this program 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.
5. Target groups and beneficiaries :	This program is targeted to the working professionals in the field of education.
6. Seats available	Each cohort will accommodate not more than 25 participants.
7. Expected Outcomes	Upon completion of this program, graduates will be equipped with the conceptual, organizational, and leadership skills needed to assume administrative positions of significant responsibility in educational institutions.
8. Evaluation and Grading	KUSOED adopts semester-based evaluation. It follows the letter grading system.
9. Certification	A student gets a graduation award after meeting the following requirements: <ul style="list-style-type: none"> - Satisfactory completion of all courses prescribed for this program - at least C in each of the individual courses and a Cumulative Grade Point Average (CGPA) 3.0.
10. Eligibility	Candidates having a Master's Degree in any discipline (17 years of schooling) and a recognized teaching qualification at the basic or secondary level will be eligible for applying to this program.
11. Program structure	This is a one year degree program. The total credit hours of this program is 30. This program also follows the semester system, and thus the courses will be offered in two semesters.
12. Fee structure	The fee structure for the Graduate Diploma (Grad Dip) Program is Rs 80000 (Eighty thousand rupees only). This covers tuition, registration, examination, computer lab, and library fees.
14. Courses	<p>I. CORE COURSES (6 Cr) EDUC 508 Theory and Practice in Education (3) EDUC 509 Research Methodology (3)</p> <p>II. SPECIALIZATION COURSES (Any Four) (12 Cr.) EDLM 511 Perspectives in Educational Management and Leadership (3) EDLM 512 Trends in Educational Management and Leadership (3) EDLM 514 Education Policy and Planning (3) EDLM 515 Strategic Planning in Education (3) EDLM 521 Organization Theories and Behavior (3) EDLM 522 Instructional Leadership (3)</p>

	<p>III. ELECTIVE COURSES (Any Two) (6 Cr) EDLM 518 School Community Partnership (3) EDLM 525 Program Development in School (3) EDLM 532 School Governance (3) EDLM 534 Integrity in Education Management and Leadership (3)</p> <p>IV. PRACTICAL COURSE (6 Cr) EDLM 541 Practicum (3) EDLM 544 Research Project (3)</p>
<p>Course Description</p>	<p>I. CORE COURSES</p> <hr/> <p style="text-align: center;">EDUC 508 THEORY AND PRACTICE IN EDUCATION (3)</p> <hr/> <p style="text-align: center;"><i>(Nature of the course: Theory)</i></p> <p>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.</p> <hr/> <p style="text-align: center;">EDUC 509 RESEARCH METHODOLOGY (3)</p> <hr/> <p style="text-align: center;"><i>(Nature of the course: Theory)</i></p> <p>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.</p> <p>II. SPECIALIZATION COURSES</p>

**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.

**EDLM 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 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 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.

ELECTIVE COURSES

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 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.

EDLM 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.

EDLM 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.

III. PRACTICAL COURSE

EDLM 541 PRACTICUM (3)

The practicum 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. Therefore, the venue should provide opportunity for students to expand their knowledge as well as for them to contribute to the activities being undertaken by the organization. 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 practicum guide developed by the university.

EDLM 544 LNM RESEARCH PROJECT (3)

The course aims to step by step facilitation and development of research skill to the student. The research project trains the scholars towards understanding the practical aspects of research thereby developing competency to develop, conduct and report a research study independently. Therefore, the main purpose of this course is to produce a mini-research report by the students in their areas of interest.