

**1. Course Number and Title: ED-502: Policy, Strategy and Leadership in Education**

**2. Credit Hours: 4**

**3. Course description**

The course is designed to provide students comprehensive knowledge about policies, strategies and leadership in education. This course deals with the development of education policies, and practices of strategies required for quality education. Therefore, theories concepts, styles, values of leadership, leadership and teambuilding have been highlighted in the course. Emphasis has been given on the making of leaders for effectively managing education sector.

**4. Course Objectives**

The objectives are to help learners to:

- a) obtain critical understanding of key concepts of policy, strategy and leadership.
- b) gain deeper knowledge about challenges and issues influencing policies and strategies.
- c) identify the role of stake-holders and their influence in shaping the educational policies and strategies.
- d) gain thorough understanding about leadership, styles, competencies.
- e) develop skills for leadership for effective management of different fields in the sector of education.
- f) gain the ability to apply leadership skills in implementing educational policies, programs at institutional and national level.

**5. Course Content**

**Contact Hours**

**Unit-1: Introduction to Policies in Education**

**10**

**Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain basic concepts of policy and their relation to decision making in education
- b. describe ecology and jurisdiction of education policy
- c. identify and assess the impact of various factors and role of actors in policy making
- d. describe the policy making and implementing process in education in Bangladesh
- e. relate education policy, context and globalisation

**Content:**

- Meaning, definition and concept, relation between policy & decisions
- Ecology of educational policy
- Jurisdiction of policy making in education
- Factors and actors in policy and policy making process in education
- Agencies and institutions responsible for policy formulation (Govt. agencies, Parliament, Assigned agency/ Body)
- Development of educational policy making process and implementation in Bangladesh
- Globalisation and the educational policy context

**Unit-2: Strategies in Education**

**8**

## **Learning Outcomes**

At the end of this unit learners will be able to-

- a. define organization, policy, strategy, tactics and interrelationships
- b. apply strategic planning and management in education
- c. develop a strategic plan and action plan for an educational institution

### **Content:**

- Meaning, concept and definition; relation among strategy, tactics and policy
- Organization, policy and strategy, strategic planning & strategic management
- Strategic planning in education & the school Improvement Program
- Different strategies to expand and improve the education system: Access, participation, completion (year and cycle), promotion, transition, inclusion and quality in education
- Strengths and weaknesses of different strategies

## **Unit-3: Key Aspects of Leadership**

**8**

### **Learning Outcomes**

**At the end of this unit learners will be able to-**

- a. describe key aspects of leadership
- b. explain leadership theories
- c. identify leadership styles in education
- d. demonstrate leadership skills and qualities
- e. compare gender differences in leadership styles

### **Content:**

- Meaning, definition and different ideas about leadership
- Nature and importance of leadership
- Theories and Styles of leadership
- Skills of leadership & qualities of leaders
- Gender differences in leadership styles

## **Unit-4: Making of Educational Leaders**

**6**

### **Learning Outcomes**

**At the end of this unit learners will be able to-**

- a. identify the personality traits of an effective leader
- b. evaluate the importance of skill development in leadership
- c. play role as a leader

### **Content:**

- Personality traits of an effective leader
- Skill development in leadership
- Leadership development through motives, self-awareness, self-discipline, education & training, experience & mentoring
- Leadership skill building exercises

## **Unit-5: Policy, Strategy & the Roles of Leaders in Education in Bangladesh**

**08**

### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. analyse the role of leaders in implementing policies, strategies at the organisational/ institutional and national levels
- b. formulate plans and strategies to manage oneself as leader in organizations
- c. build teams and execute team building purposes
- d. motivate teams, manage and coordinate team's efforts in achieving organisational/ institutional goals
- e. develop and apply communication skills
- f. apply leadership skills for conflict management

**Content:**

- Role of leaders in implementing education policies: organizational/ institutional & national level
- Leadership and managing self in organizations
- Leadership and teambuilding
- Motivation and people management
- Communication and conflict management

**6. Instructional Strategies**

- a. Lecture/ Discussion
- b. Panel/ Forum Discussion
- c. Case study and Role play
- d. Reading, Assignment & Report/ppt Presentation
- e. Library work and students participation in the class
- f. Seminar/ Debates/ Group presentation

**7. Assessment**

**Marks (%)**

- a. One In-course examination 10
- b. Students' analytical and reflective work 40  
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
- c. Course final Examination (MCQ+Essay Type) 10+40= 50

**8. Recommended Books, Journals and Reports**

1. Ärlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals: Cases from 24 countries*. Heidelberg: Springer
2. Ball, S. J. (1995). *Politics and policy-making in Education: Explorations in sociology*. London: Routledge
3. Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. London: Routledge
4. Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. London: Sage
5. Ben-Peretz, M. (2009). *Policy-making in education: A holistic approach in response to global changes*. New York: Rowman & Littlefield Education
6. Bush, T. & Burnham, J.W. (1994). *The Principles of Educational Management*. London: Longman.
7. Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management*. London: Sage
8. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. London: Sage

9. Goel, S. L. & Aruna Goel (1994). *Educational policy & administration*. New Delhi: Deep Publishers
10. Gronn, P. (1999). *The making of educational leaders*. London: Cassel
11. Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. New York: Springer.
12. Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire: McGraw-Hill Education.
13. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.
14. Jones, B. A. (2000). *Educational leadership: Policy dimensions in the 21st century*. Stamford, Conn: Ablex Pub
15. Northouse, P. G. (2018). *Leadership: Theory and practice*. Singapore: Sage publications.
16. Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Singapore: Sage Publications.
17. Salahuddin, A. (2016). *Making a Door: A Case Study of the Leadership and Change Practices of a Principal in Bangladesh* (Doctoral dissertation, The University of Canterbury, New Zealand).
18. Salahuddin, A. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?* (Masters thesis, The University of Canterbury, New Zealand)
19. Thomas, N. (2004). *The John Adair handbook of management and leadership*. London: Thorogood.
20. Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.
21. Trowler, P., (2003). *Education Policy*. London: Routledge
22. Whitty, G. (2002). *Making sense of education policy: Studies in the sociology and politics of education*. London: Sage
23. UNESCO, (1995). *Learning the Treasure Within*, Paris.
24. UNESCO, *World Declaration on Education: Education For All and Frame work for Action to Meet Basic Learning Needs*, EFA Forum Sectt, Paris.
২৫. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
26. Relevant Govt. Documents & Reports, Acts, Regulations.
27. Related Journal articles & Websites.

**1. Course No & Title: ED-503: Information and Communication Technology in Education**

**2. Credit Hour: 4**

**3. Course Description**

This is a basic course on use of ICT (Information and Communication Technology) in educational purposes. The course contains introductory knowledge on ICT in education, technology in education, educational provisions through internet, ethics and laws of ICTE and related understandings for educational purposes. During the course students will be encouraged to develop knowledge on global and local perspective of ICT in education and its applications in Education. Instructional strategies of the course are lectures, demonstrations, discussions and hands-on practices.

In the lab classes teacher will demonstrate the work and then students will explore and practice themselves, teacher will help them as a facilitator or guide.

**4. Course objectives**

The objectives are to help learners to:

- a. develop a clear understanding of the concept and importance of ICTE and interrelationship among data, information, communication and education.
- b. help the students to understand the social, ethical and legal issues related with ICTE.
- c. develop an attitude for using technology and the internet in teaching-learning and professional development.
- d. acquire skills in preparing lesson based tutorial with the help of ICT.
- e. identify the facilities and possibilities of ICTE in Bangladesh, in compare with global perspective.

**5. Course Content**

**Contact Hours**

**Unit-1: ICT Today: An Overview**

**5**

**Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. explain the basic concepts of ICT in the 21<sup>st</sup> century perspective
- b. describe the effective use of ICT across the disciplines

**Content:**

Concepts of IT, ICT, ICTE, Information literacy, Blended learning, Concepts of TPACK model, Scope and challenges of ICT integration in Education, ICT in Science, Engineering, Mathematics, Social Sciences and Arts, Basics of E-Education, E-Commerce, E-Governance.

**Unit-2: ICTE in Bangladesh**

**5**

**Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. analyze local and global perspective of ICTE.
- b. synchronize the relationship between ICTE curriculum and instructions.

**Content:**

ICTE in Global Perspective, ICTE in Bangladesh Perspective, Review of national policies regarding ICT integration in Education, Current practices of ICTE by GoB and NGOs, Future modalities of ICTE in Bangladesh.

### **Unit-3: Internet and Technology Assisted Learning in Education**

**6**

#### **Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. explain the use of technology as a tool in education
- b. clarify the scope and challenges of digital media

#### **Content:**

Distance/Cloud in learning and teaching, Educational provisions through internet (i.e. Google Classroom, Moodle, Flipped learning, Video conferencing, Web 3.0, OER), Challenges of digital divide, D-classrooms and E-universities, Learning through digital kit, devices and online platforms/courses.

### **Unit-4: Educational Management Information System (EMIS)**

**5**

#### **Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. explicate the concept of MIS in education institution.
- b. practice MIS in education institution.

#### **Content:**

Introduction to MIS, EMIS, Data and information, Sources and types of Information, Information gathering techniques, Information processing cycle, Information storage structure of educational institutions, Integrity and security of automated education system.

### **Unit-5: Ethics and Laws of ICTE**

**3**

#### **Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. describe the social and ethical issues related to ICTE
- b. recognize the legal issues related to ICTE

#### **Content:**

E-Ethics: Viruses, Intellectual Property Rights, Plagiarism, Technology addiction, Digital Crime, Cyber bullying, Censorship and Privacy in digital communication, ICT Acts and Laws: Bangladesh and Global perspective.

### **Unit-6: Practical**

#### **Learning Outcomes**

After successful completion of the unit, students will be able to-

- a. develop hands-on tutorial
- b. apply educational software for teaching and professional development
- c. develop educational websites

### **Lab-1: Internet in Education**

**3**

Google Drive, Google Forms, Google Classroom, Moodle

### **Lab-2: Interactive Tutorial Development**

**4**

Lesson based Tutorial Development: Prezi, Video Editor (Movie Maker), Photo Editor (i.e. LunaPic, Picasa etc.)

**Lab-3: Software in Teaching-Learning and Professional Development 4**

UNESCO Toolkit, Learning Games: Kahoot, WikiVersity, Open Learning Sources (Courseware)

**Lab-4: Educational website development 5**

Basic website development using web programming

**6. Instructional Strategies**

- a. Lecture
- b. Question-Answer
- c. Demonstration
- d. Investigation in individually and group.
- e. Assignment

**7. Assessment**

	<b>Marks (%)</b>
a. One In-course examination	10X1= 10
b. Course final Examination	(MCQ+Essay Type) 10+30 = 40
c. Assignment/ Project	10
d. Practical	40

**8. Recommended Books, Journals and Reports**

Standard Books will be followed on both Theory and Lab Classes. There are several books and interactive CDs on ICT and their implementation in Education, Database and Multimedia Systems, Internet E-Mail and Web designing. So students are advised to collect and read as many books as they can. Here is given a list of some standard books for collection.

1. Rahman, M, L. & Hossain, M.A. (1998). *Computer Fundamentals*, Dhaka: Systech Publication.
2. Curtin, D, P., Sen, K., Morin, C. (1998). *Information Technology*, USA:McGraw Hill.
3. Salam, M,A. (2019). *Information Communication Technology in Education: Today and Tomorrow*. Dhaka: SAM Press and Publications.
4. Awad, E, M. (1999). *Systems Analysis and Design*, New Delhi: Galgotia Publications (p) Ltd.
5. Banu, S. (2000). *Computer and Internet: their Educational Uses*. Dhaka:Papyrus.
6. Recently Published software application based book,
7. Related websites.

**1. Course Number and Title: EER-581: Research for Educational Changes**

**2. Credit Hours: 4**

**3. Course Description**

The course is about educational research tradition, which are useful to bring change and improvement in the actual process of education. The course presents the concepts and methods of action research, with its essential components and techniques, followed by qualitative research, mixed method research.

**4. Course objectives**

The objectives of the course are enabling learners to -

- a. Understand the growing importance of action research in education.
- b. Know the significance/traditions and scope of action research.
- c. Gain experience in planning and implementing action research with hypothetical problem situation.
- d. Be acquainted with qualitative research approaches and designs
- e. Realize the importance of qualitative research.
- f. Know the various perspectives of qualitative research.
- g. Know the relevance, types and process of mixed method research.

**5. Course Contents  
Hours**

**Contact**

**Unit 1: Introduction to Philosophical world view of research**

**6**

**Learning Outcomes**

At the end of this unit learners will be able to-

- a. conceptualize the philosophical world view of research
- b. clearly distinguish the view of different research paradigms

**Content:**

- Review of research traditions in the area of science, social science and education
- Brief description of dominant educational research
- Educational research paradigms
- Positivist research paradigms: characteristics and its role in education
- Interpretive research paradigms: characteristics and its role in education
- Constructivism and post-modernism research paradigms: characteristics and its role in education
- Failure of these paradigms for bringing change in practice
- Review and critical analysis of prevailing educational research work in the light of the limitations of current research approach (guided by the course/departmental teacher)

**Unit 2: Action Research Paradigms**

**6**

**Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain the need of action research in education
- b. describe the rationale for action research
- c. describe the role of teachers in action research in education

**Content:**



- Conceptual framework of action research
- Characteristics, scope and rationale of action research
- Uses and limitations of action research
- Teachers' role in classroom: behind the scene
- Teacher as researcher: political, professional, personal

### **Unit 3: Trends in Action Research**

**6**

#### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain the current trend of action research
- b. use different models of action research in designing action research

#### **Content:**

- The contribution of Kurt Lewin
- Ideas and Influence of Lawrence Steinkamp
- Schemes of Stephen Kemmis and John Elliot
- Notion of living educational theory of Jack Whitehead
- Diagnosing the problem and Planning the research
- Selecting / delving appropriate model
- Practical concerns and Implications
- Participatory Rural Appraisal (PRA)

### **Unit-4: Qualitative research**

**6**

#### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain role of qualitative research in education
- b. describe the types of qualitative research

#### **Content:**

- Concept of qualitative research and its emergence
- Role of qualitative research for researching education
- Major themes of qualitative research
- Critical analysis of the contribution of quantitative research in education
- Rationale of pursuing qualitative research in education
- Theoretical perspective: Different approaches to qualitative research / Research strategies
- Different types of qualitative research: case study, ethnography, phenomenology, grounded theory
- Ethical issues for educational research

### **Unit 5: Data Collection and Making Sense of Data in qualitative**

**6**

#### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. identify different techniques for collecting data
- b. develop data collection techniques in their research
- c. interpret data with appropriate procedures

#### **Content:**

- Data collection: Interview, observation, field note, focus group discussion, reflective journals, audio and video data, documentary evidence, learners' diary etc.
- Procedure of using different instruments and their role
- Validity and reliability of data: triangulation
- Content analysis; thematic analysis; interim analysis
- Interpreting findings in action research and qualitative research

## **Unit 6: Mixed method approach in educational research**

**6**

### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain the concept and significance of mixed method research in education
- b. design mixed method research in education following the types

### **Content:**

- Concept and inception of Mixed method approach for researching education
- It's role and importance in education
- Types of mixed method research approach
- Key characteristics of mixed method design
- How to design, what to consider in Mixed method approach
- Steps to conduct research through Mixed method design
- Sampling techniques in Mixed method design
- Techniques to use different tools together in Mixed method design
- Combining qualitative and quantitative data in one research

## **Unit 7: Writing report and evaluating research**

**4**

### **Learning Outcomes**

At the end of this unit learners will be able to-

- a. explain the structure of different research designs
- b. evaluate any research report in education

### **Content:**

- Structure of research reports
- Writing qualitative research reports
- Writing Mixed Method research report
- Evaluation of the quality of your research report
- Citation and referencing

### **6. Instructional Strategies**

- a. Lecture and classroom interaction
- b. Group and individual work and presentation
- c. Guided reading and field visit
- d. Library work and students participation in the class

### **7. Assessment**

**Marks (%)**

- a. One In-course examination 10
- b. Students' analytical and reflective work 40  
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)

**8. Recommended Books, Journals and Reports**

1. Baumfield, V., Hall, E., & Wall, K. (2008). *Action Research in the Classroom*. Los Angeles: Sage
2. Best, J. W., & Khan, J. V. (2006). *Research in Education*. New Delhi: Prentice Hall.
3. Connolly, P. (2007). *Quantitative Data Analysis in Education: A critical introduction using SPSS*. London: Routledge.
4. Creswell, J. W. (2008). *Educational Research: Planning, conducting and evaluating Qualitative and Quantitative research*. New Jersey: Merrill Prentice Hall.
5. Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
6. Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: An introduction*. New York: Allyn and Becon.
7. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applicants*. New Jersey: Merrill Prentice Hall.
8. Hopkins, D. (2002). *A Teacher's Guide to classroom Research*. UK: Open University Press.
9. Jarnes, M. (1996). *Action Research Curriculum*. London: Kogan Press.
10. Johnson, B., & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative and Mixed approaches*. Los Angeles: Sage.
11. Kemmis, S., McTaggart, R. & Retallick, J. (2004). *The Action Research Planner*. Karachi: Aga Khan University.
12. Kothary, C. R. (2005). *Research Methodology*. New Delhi: New Age International Publishers.
13. Lewin, K. M., & Stuart, J. S. (1991). *Educational Innovation in Developing Countries: Case Studies of Change Makers*. London: MCMILLAN
14. Lunenburg, F. C., & Irby, B. J. (2008). *Writing a Successful Thesis or Dissertation*. California: Corwin Press.
15. Manion, L., & Cohen, L. (1994). *Research Methods in Education*. London: Routledge.
16. McNiff, J., & Whitehead, J. (2005). *Action Research for Teachers: A practical guide*. London: David Fulton Publishers.
17. Punce, K. F. (2009). *Introduction to Research Methods in Education*. Los Angeles: Sage.
18. Quaratiello, A.R. (2007). *The College Student's Research Companion*. New York: Neal-Schuman Publishers, Inc.
19. Rob, H. (). *Teacher Research and School Improvement-Opening Doors from the Inside*. Buckingham: Open University Press.
20. Robinson, V., Lai, M. K. (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools*. California: Corwin Press.
21. Rossman, G. B. & Rallis, S. F. (2012). *Learning in the field: An Introduction to Qualitative Research*. CA: Sage.
22. Sharp, J. G. (2009). *Success with your education research project*. Cornwall, UK: Learning Matters.
23. Sherman, R. R., & Webb, R. B. (1990). *Qualitative Research in Education: Focus and Methods*. New York: The Falmer Press.

24. Silverman, D. (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.
25. Teddlie, C. & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. CA: Sage.
26. *Publication Manual of the American Psychological Association*. (2009). Washington, DC: American Psychological Association
২৭. হোসনে আরা বেগম ও অন্যান্য, (২০০২) শিক্ষায় পার্থোপযোগী গবেষণা ধারা: সমস্যা প্রেক্ষাপট ভিত্তিক সমাধান, নিবন্ধমালা, একাদশ খন্ড, পৃঃ ৯২-১৪৬
২৮. Related Websites.