

1. Course Number and Title: ED-501: Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help develop the understanding, insights and competency of the learners in a global perspective. Through acquainting them with successful education practices, contemporary educational events, trends and issues, challenges and education system of selected countries. Through this course the learners will be able to develop skills and generate ideas to adopt pragmatic changes ensuring quality education in Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with the contemporary educational events, trends, reforms and innovations across the globe.
- b. recognize the diversity of educational development and challenges in the world.
- c. acquire the skills of adapting successful practices in the areas of andragogy, pedagogy, management, curriculum and assessment.
- d. introduce to the educational activities of some selected organisations locally and globally.
- e. acquaint with the contemporary education systems and developments in the field of education of some selected countries.
- f. acquire the skills of collecting and compiling information, preparing and presenting reports and searching out the lessons to be learnt from other practices.

**5. Course Content
Hours**

Contact

Unit-1: Conceptualizing Educational Change in Global Perspective

5

Learning Outcomes

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

- a. describe the concept of global change
- b. explain the relationship between global change and education
- c. analyze the implications of recent trends of global change into education

Content:

- Historic milestones (pre-modern,, modernism, colonialism, postmodernism, globalization)
- Relationship between global change and education
- Globalization: Global education, International education

Unit-2: Global declarations and national commitments

5

Learning Outcomes

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

- a. describe different international declarations on education
- b. review different global and national declarations
- c. examine implications of global and national commitments in Bangladesh context

Content:

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Policy-borrowing
- Constitution of Bangladesh, Education Commissions (1972-----2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan

Unit-3: Global and National Progress in Education

5

Learning Outcomes

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

- a. identify and describe Global and National Progress Indicators in Education
- b. compare and contrast global and national education progress

Content:

- International Educational Progress: UNESCO-GMR, WB's Report, ADB's Report, UNDP-HDI Report, SGD's Progress Report, OECD (PISA), TIMSS, UNICEF-WCR, SAARC, GCED
- Global Citizenship Education (GCED)- Values, Principles, Implementation Strategies
- Internationalization of Education: Concept, Criteria, Politics
- Higher Education Ranking: Ranking organizations, criteria, impact, politics and status of education in Bangladesh and challenges, Higher education strategic plan in BD
- National Educational Progress: Review of Various Reports (ASPR, BANBEIS's Planning Commission, PEDP, SESIP, CAMPE-Education Watch, CPD, TIB), Current Status of Education in Bangladesh etc, Competencies and skill framework

Unit-4: Paradigm Shift in Educational Practices

5

Learning Outcomes

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

- a. analyze the recent trends of educational changes
- b. identify change factors that can be replicated in Bangladesh context

Content:

- Innovation in Pedagogy and Andragogy
- Shift in T-L: Participatory and Interactive Teaching Learning Education Management (PBM, PMM), Assessment, Personalized learning
- Monitoring and Mentoring
- Quality Education: concept, indicators, qualification framework, status, challenges
- 21st centry framework

Unit-5: Organizations working on Education

5

Learning Outcomes

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

- a. describe and compare operational models of different leading organizations working in the field of education
- b. identify good and best practices that can be scaled up in Bangladesh context

Content:

UNICEF, UNESCO, DfID, JICA, Plan Bangladesh, Save the Children, USAid, AusAid, ILO, EU, CIDA, SIDA, British Council, BRAC, CAMPE, GE, JC, A2i

Unit-6: Successful Education Practices in Selected Countries

5

Learning Outcomes

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

- describe and compare the education system of different countries
- identify unique model/s for adaptation in Bangladesh

Content:

- Asia : India, Bhutan, Singapore, Sri Lanka, Japan, Hong Kong, Malaysia, China
- Europe : UK, Finland, Norway
- North America : USA, Canada
- Africa : South Africa
- Australia : Australia, NZ

Unit-7 Global Connection in Education

5

Learning Outcomes

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

- conduct research in collaborative approach
- find suitable scholarship and research fund
- network through ICT and professional forum
- prepare proposal for educational research

Content:

- Career in Education
- HE Scholarships and fund
- Collaborative research initiatives
- Networking through ICT (LinkedIn, FB, Youtube, Academia, Research Gateway etc.)
- Education Research/ Proposal Development

6. Instructional Strategies

- Lecture
- Group work
- Organization visit
- Document review
- Presentation
- Proposal development

7. Assessment

Marks (%)

- One In-course examination 10
- 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)
- Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

- UNESCO (1996), Learning: The Treasure Within, Report of the International Commission on Education for the Twenty-first Century, Paris
- UNESCO (2000), শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ, ঢাকা।
- Unicef, The State of the World Children (latest issue), Unicef House, USA

4. UNDP, Human Resource Development Report (latest).
5. UNESCO, Education for all: The Quality Imperative (latest), Paris.
6. UNESCO, World Education Reports.
7. Sen, A. (2006). Identity and Violence: Illusion of Destiny, Penguin Group.
8. World Bank, Reports on Education and World Development Reports.
9. Reports of different organizations on Educational Practices.
10. Cumming, W,K, McGinn, N.F. (1997), International Handbook of Education and Developments: Preparing School, Students and Nations for the 21st Century, Oxford (UK): Pergamon.
11. Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Paris.
12. UNESCO, Education for all: The Quality Imperative, 2004. IIEP/Paris.
13. UNESCO, Global Monitoring Report Education for all, UNESCO/IIEP, Paris..
১৪. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
15. United Nations – 21st century skills framework
16. UNESCO, GCED Documents.
17. Related Websites.

1. Course Number and Title: ED-504: Methods and Techniques of Educational Research

2. Credit Hour: 4

3. Course Description

This course is designed to assist learners for expanding their knowledge and skills in educational research with an in-depth understanding and practical experiences. The course discusses well-known theories and practices related to researching educational problems. This facilitates students' ability for selecting appropriate research problem, developing research tools, selecting appropriate strategies for collecting, processing, analyzing and interpreting findings. The out of classroom activities include designing and conducting a small scale study followed by a report submission.

4. Course objectives

The objectives are to help learners to:

- a. to assist students in understanding the terminology and methodology of educational research.
- b. to help students appreciate the importance of carefully planned, well executed, and systematically reported educational research.
- c. to provide students with experiences necessary for developing skills in the various aspects of collecting, interpreting and reporting data following quantitative and qualitative approaches.
- d. to provide students experiences necessary for carrying out a study independently in a particular field of education.
- e. to help them acquiring skills for writing research report.

5. Course Content Hours

Contact

Unit-1: Philosophical Worldviews in Research

5

Learning Outcomes

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

- a. identify the nature of philosophical views of research
- b. select appropriate philosophical vies for their study

Content:

- Major philosophical worldviews/research paradigms: (i) Positivism/Post-positivism; (ii) Interpretivism/constructivism; (iii) Advocacy/participatory; and (iv) Pragmatism
- Essential elements of a worldview: ontology; epistemology, axiology and so on.
- Role of worldviews in educational research
- Applying worldviews for selecting educational research designs

Unit-2: Developing Theoretical and Conceptual Framework of a Research

5

Learning Outcomes

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

- a. identify the theoretical and conceptual framework of a study
- b. develop any theoretical and conceptual framework for their study

Content:

- Meaning of Theoretical and Conceptual framework
- Importance and use of Theoretical and Conceptual framework
- Examples from real world research

Unit-3: The Selection of Research Design for Educational research **5**

Learning Outcomes

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

- a. identify a researchable problem in education
- b. select appropriate research design for their study with justification.

Content:

- Recapitulate research designs
- Identify real world educational problem
- Select appropriate research design with justification
- Complexity in selecting research design

Unit-4: Sample and Sampling **5**

Learning Outcomes

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

- a. estimate appropriate sample size for their study
- b. use appropriate sampling technique for selecting a sample

Content:

- Recapitulate the concept of sample and sampling
- Sample size estimation with using statistical formula
- Select appropriate sampling techniques (quantitative and qualitative research) with justification
- Complexity in selecting sampling techniques

Unit-5: Construct Research Tools **5**

Learning Outcomes

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

- a. select appropriate data collection tool/s for quantitative data
- b. select appropriate data collection tool/s for qualitative data.

Content:

- Questionnaire: Nature, types, purpose, construction, scopes and limitations
- Interview: Nature, types, purpose, construction, scopes and limitations
- Observation: Nature, types, purpose, construction, scopes and limitations
- Scales: Nature, types, purpose, construction, scopes and limitations
 - Likert Scales
 - Thurston Scales
- Psychological tests: Nature, types, purpose, construction, scopes and limitations
- Focus Group Discussion: Nature, purpose, construction, scopes and limitations, conduction
- Sociometry: Nature, purpose, construction, scopes and limitations
- Validity, reliability and usefulness of tools

Unit-6: Validity and Reliability of Results in Quantitative, Qualitative and Mixed Research **5**

Learning Outcomes

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

- a. measure validity and reliability of quantitative data
- b. measure validity and reliability of qualitative data.

Content:

- Validity issues in the research design
- Causal Relationships
- Internal and External validity for quantitative, qualitative and mixed research

Unit-7: Analyzing the Data: Descriptive and Inferential Statistics **5**

Learning Outcomes

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

- a. analyze quantitative data using statistical techniques
- b. test hypothesis using appropriate test.

Content:

- Concept of analysis with examples from practical data
 - Univariate: Types, scope and computation
 - Bivariate: Types, scope and computation
 - Multivariate: Types, scope and computation
- Use of descriptive statistics: frequency distribution; measures of central tendency and variation; shape of distribution- symmetric and asymmetric
- Bivariate data analysis: simple correlation, scatter plot – displaying correlation between two variables; product moment method
- Simple and multiple linear regression analysis: concept and use
- Regression model: concept and use
- Use of inferential statistics: (a) Point estimation (hypothesis testing) and (b) interval estimation
 - (a) Test of hypothesis: (i) Parametric tests: t-test, Z-test, F-test; (ii) Non-parametric test: Chi-Square test and others;
 - (b) Confidence interval: concept and use

Unit-8: Data Interpretation of Qualitative and Quantitative Data **5**

Learning Outcomes

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

- a. interpret quantitative results;
- b. interpret qualitative results.

Content:

- Concept of data interpretation and its importance
- Quantitative data interpretation with examples
- Qualitative data interpretation with examples

Unit-9: Writing the Research Report **5**

Learning Outcomes

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

- a. format a research report following particular style
- b. evaluate a research report.

Content:

- Importance of reporting research results
- Format of research report: (i) Various aspects of a report, (ii) Different chapters, (iii) Pagination, (iv) Tables and figures, (v) Writing style and language, (vi) Referencing
- Evaluating a research report: Purpose of evaluation; Guidelines and checklist for evaluating a research report

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group discussion
- c. Guided study: Read and evaluate research articles
- d. Case studies
- e. Field work
- f. Library work and students participation in the class

7. Assessment

Marks (%)

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

8. Recommended Books, Journals and Reports

1. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
2. Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
3. Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
4. Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
5. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
6. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
7. Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
8. Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
9. Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
10. Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
11. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
12. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

13. Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
14. Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University
15. Kothary, C. R. (2005). *Research Methodology*, New Delhi: New Age International Publishers.
16. McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
17. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Articles

18. Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2), 112-131. Available at: <http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.9>.
19. Aliyu, A. A., Singhry, I. M., Adamu, H. & Abubakar, M. M. (2015). Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception. *Mediterranean Publications & Research International on New Direction and Uncommon*, 2(1). Available at: <https://www.researchgate.net/publication/318721927>.
20. Doyle, L., Brady, AM, & Byrne, G. (2016). An overview of mixed methods research – revisited. *Journal of Research in Nursing*, 21(8), 623-635. DOI: 10.1177/1744987116674257.
21. Doyle, L., Brady, AM. & Byrne, G. (2009). An overview of mixed methods research. *International Journal of Research in Nursing*, 14(2), 175-185. DOI: 10.1177/1744987108093962.
22. Kivunja, C. & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 9-19. Available at: <http://dx.doi.org/10.5539/elt.v5n9p9>.

1. Course Number and Title: EAL-551: Educational Administration

2. Credit Hours: 4

3. Course Description

This course is designed to develop and understanding of some basic principles and theories of educational administration as a guide to administrative practice. The course will help prospective as well as practicing administrators to develop insight in administrative action. This course will cover concepts like administration, educational administration and evolution of administrative theories. it will also include components like concepts of administrative process, organisational behaviour, leader and leadership behaviour, organizational climate and gender issues in administration. Emphasis will be given on development of broad based foundation of modern administrative practice of education.

4. Course objectives

The objectives are to help learners to:

- a. understand concepts like administration, educational administration and evolution of administrative theories.
- b. conceptualise with concepts of administrative process and develop a comprehensive outlook about the concepts.
- c. identify characteristics of organisational bureaucracy and organisational behaviour.
- d. understand importance of leader and leadership aspects of administration.
- e. familiarize with organisational climate.
- f. develop a better insight and skill in administrative and management process and techniques from different perspectives.
- g. comprehend gender disparities in administration and develop fair attitudes towards gender issues.

5. Course Content

Contact Hours

Unit-1: Modern Educational Administration: Concept and Scope

6

Learning Outcomes

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

- a. explain modern concepts of administration and educational administration
- b. describe educational administration and its relationship to educational policies

Content:

- modern concepts of administration and management- one or two fields
- conceptualization of educational administration
- emergence of educational administration
- relation between education policies and administration

Unit-2: Proponents of Administrative Theories in Education

8

Learning Outcomes

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

- a. recognize the contributions of Great Thinkers and their ideas in Educational Administration

- b. identify characteristics of organizational bureaucracy and organizational behaviour
- c. compare among various models of organizational theories
- d. review their strengths and weaknesses

Content:

- The nature of theory and its relevance
- Impact of Industrial Revolution
- The Era of Scientific Management 1910-1935
- a. Classical Organizational Theory
 - scientific management theory
 - bureaucracy- the Weberian model
- b. Neo-classical theories: Social System Theory, the human relations model
- c. Modern & Post-Modern Theories and Behavioural Theories
 - Great ideas in administration & management: Henry Fayol, Chester Barnard, Daniel Griffith, J.P.Kotter, Mary Parker Follett, Peter Drucker, Oliver Sheldon, Edward De Bono

Unit-3: Process, Functions and Principles of Educational Administration 6

Learning Outcomes

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

- a. differentiate among process, functions and principles of Educational Administration
- b. theorize decision making and problem solving process
- c. demonstrate decision making and problem solving skills in practical situations

Content:

- Functions and Process
 - Planning, organizing, direction and controlling
- Principles of Administration
 - Main principles and their proponents
- Decision Making and Problem Solving
 - Definition, Steps and models in decision-making
 - Decision making skills
 - Administrator as decision maker
 - The Concept of value in decision making
 - Administrative Problems and Decision- making
 - school as a social system

Unit-4: Roles of Educational Administrators 8

Learning Outcomes

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

- a. classify different roles of Educational Administrators
- b. apply leadership skills in administration and management of educational institutions and education sectors

Content:

- organizations and administrators
- styles of management/administration

- administrator as problem finder and solver
- administrator as team manager
- administrator as supervisor
- administrator as negotiator
- administrator as teacher
- administrator as moral leader
- administrator as speaker
- administrator as developer of new school culture
- developing educational administrators

Unit-5: Gender and Power in Educational Administration

4

Learning Outcomes

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

- identify and assess gender differences in educational administration and leadership
- explain gender, power and gender gaps in administration

Content:

- concepts, ideas and meanings
- perspectives on gender, organizations and gender gaps
- organizational structure: male and female administrators
- leadership skills for administrators (Male and Female)
- Gender differences in administrative and leadership styles

6. Instructional Strategies

- Lecture
- Group work and Presentation
- Role Play
- Assigned Reading and Reporting
- Library work and Reporting

7. Assessment

Marks (%)

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

8. Recommended Books, Journals and Reports

- Blanchard, K. and Johnson, S. (1983). *The one minute manager*. London: Sage.
- Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership and management*. London: Sage
- Cohen, R. (1995), *Negotiating Across Cultures*, Peace Press, Washington.
- Fiore, D. J. (2013). *Introduction to educational administration: Standards, theories & practice*. New York: Routledge.
- Govt. of Bangladesh*, Report of the Commissions on Education, Dhaka: 1974, 1997.
- Govt. of Bangladesh*, Dacca University Ordinance, 1973, Dhaka: 1974.
- Griffiths, D. E. (1959). *Administrative theory*. Appleton-Century-Crofts.

8. Gronn, P. (1999). *The Making of Educational Leaders*. London: Cassel.
9. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.
10. Hallinger P. & Bidges, M. E. (ed) (1992). *Problem Based Learning for Administrator*. New York: Eric
11. Hossain, H. (1994), *Traditional Culture and Modern System: Administering Primary Education in Bangladesh*. New York: University Press of America.
12. Hoy, W. K. (1980). *Educational administration: theory and practice*. Manila: Rex Bookstore.
13. International Studies in Educational Administration: Journal of the CCEAM, the Education Publishing Co. Ltd.
14. Jones, B.A. (2000), *Educational Leadership: Policy Dimensions in the 21st Century*, Stamford: APC.
15. Kennedy, C. (1992). *Guide to the Management Gurus*. New York: Century Business.
16. Leithwood, K. A., & Hallinger, P. (Eds.). (2012). *Second international handbook of educational leadership and administration* (Vol. 8). London: Springer.
17. Lunenburg, F., & Ornstein, A. (2011). *Educational administration: Concepts and practices*. New York: Nelson Education.
18. Owens, R. G. (1982). *Organizational behavior in schools*. New Jersey: Prentice Hall Inc.
19. Robbins, S.P. (1982). *The Administrative Process*. New York: Prentice Hall.
20. 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).
21. Silverman, D. (1978). *The Theory of Organisation's*. London: Heinemann.
22. Simons, H. (1945). *Administrative Behavior*, New York: Mac Millans.
23. Starratt, R. J. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. London: Routledge.
24. Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). London: Springer.
২৫. কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা
২৬. রওশন আরা চৌধুরী (১৯৯৭), *শিক্ষা প্রশাসনের মূলনীতি*, ঢাকা
২৭. হোসনে আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা
28. Related Journal articles & Websites.

1. Course Number and Title: EAL-552: Leadership for Learning

2. Credit Hours: 4

3. Course Description

This course is designed to develop understanding of some basic principles and theories of educational leadership that leads to effective learning. The course will help prospective leaders to develop insight in leading an institution. This course covers concepts like leadership, educational leadership and evolution of leadership theories. It also includes modern components of leadership in education such as leadership for change, teacher leadership, student leadership and community leadership. Emphasis has been given on the development of context based foundation of modern leadership practices in educational institution for success.

4. Course Objectives

The objectives are to help learners to:

- a. understand modern concepts of leadership, educational leadership and evolution of leadership theories.
- b. conceptualise with concepts of developing a comprehensive outlook about the concepts of leadership.
- c. identify characteristics and process of leadership for change.
- d. understand importance of leader roles and leadership aspects in schools.
- e. develop a better insight and skill in developing principal, teacher and student as leaders.
- f. sketch out leadership ways of developing school and community as a collaborative process.

**5. Course Content
Hours**

Contact

Unit-1: Educational Leadership: Concept and Scope

8

Learning Outcomes

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

- a. explain modern concepts of educational leadership.
- b. describe educational leadership and its relationship to educational policies.

Content:

- Modern concepts of leadership
- Conceptualisation of educational leadership: ways, definition and components
- Describing leadership:
 - Trait versus Process Leadership
 - Assigned versus Emergent Leadership
 - Leadership and Power
 - Leadership and Coercion
 - Leadership and Management
- Relation between education policies, administration, management and leadership

Unit-2: Theory and Practice in Educational Leadership

8

Learning Outcomes

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

- a. recognise different theories in educational leadership.
- b. find out relevance of theory and practice in leading an institution.
- c. demonstrate traits and qualities required for effective leadership
- d. select effective leadership style for institutional success

Content:

- The nature of different theories and their relevance to leading modern educational institutions
- Recognizing traits for leadership
- Understanding philosophy and styles of leadership
- Developing leadership skills
- Leadership skills in practice
- Ethics and morality in leadership
- Gender perspectives in leadership and impact on learning

Unit-3: Leadership for Change

6

Learning Outcomes

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

- a. explain role of educational leaders in leading change for development
- b. demonstrate ways of doing change
- c. sketch out change diagram at local and national level

Content:

- Concept, meaning and insights of the change process
- Process of initiating and implementing change
- Planning, doing and coping with change
- Change at the local and national level

Unit-4: Principal leadership

6

Learning Outcomes

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

- a. identify leaders and learners in educational institutions.
- b. set vision and mission for an institution.
- c. find ways of creating opportunities for stakeholders.
- d. set examples of strategic uses of resources

Content:

- Leader vs learner: Nature of leadership
- Creating vision, mission, goals and objectives
- Considering context
- Creating opportunities for stakeholders
- Developing school from inside: Strategic use of resources

Unit-5: Teacher and Student Leadership

7

Learning Outcomes

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

- a. define teachers and students as leaders.
- b. justify importance of teacher and student leadership in developing a school.

Content:

- Concept of teacher and student leadership
- Developing teachers as leaders
- Teacher leadership for student learning and well-being
- Engaging students in learning and leading
- Student leadership for personal development
- Developing students as leaders through Student Council

Unit-6: Leading School and Community**5****Learning Outcomes**

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

- a. explain importance of building relationships for school success.
- b. apply ways of engaging different stakeholders with school.

Content:

- Building relationships with stakeholders
- Engaging community with school
- Developing school and community: A two-way process
- Contextual best practices in school leadership

6. Instructional Strategies

- a. Lecture
- b. Group work and Presentation
- c. Role Play
- d. Assigned Reading and Reporting
- e. Library work and Reporting

7. Assessment**Marks (%)**

- | | |
|---|----------------------------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(combination of at least two of tasks (i) assignment, (ii) project,
(iii) term paper, (iv) presentation, (v) review paper, (vi) field work) | 40 |
| 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. Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. London: Sage
3. Bush, T. & Burnham, J.W. (1994). *The Principles of Educational Management*. London: Longrman.
4. Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management*. London: Sage
5. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. London: Sage
6. Gronn, P. (1999). *The making of educational leaders*. London: Cassel
7. Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. New York: Springer.

8. Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire: McGraw-Hill Education.
9. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.
10. Northouse, P. G. (2018). *Leadership: Theory and practice*. Singapore: Sage publications.
11. Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Singapore: Sage Publications.
12. 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).
13. Salahuddin, A. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?*(Masters thesis, The University of Canterbury, New Zealand)
14. Thomas, N. (2004). *The John Adair handbook of management and leadership*. London: Thorogood.
15. Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.
১৬. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
17. Relevant Govt. Documents & Reports, Acts, Regulations.
18. Related Journal articles & Websites.

1. **Course Number and Title: EAL-554: Educational Finance and Resource Management**

2. **Credit Hours: 4**

3. **Course Description**

The course covers the basic assumptions underlying private and social demand for education, investment and returns in education and relationship between education and human resource development viz national development. Sources of revenues and methods of financing education has been highlighted. Major thrust has been given on the principles and practices of sound financial management relating to budget, accounting and auditing of educational institutions.

4. **Course objectives**

The objectives are to help learners to:

- a. understand assumptions underlying educational finance and economics of education.
- b. acquaint with education as demand and investment.
- c. understand why education is publicly financed and its relationship with economic development.
- d. acquaint the idea of educational finance at the national as well as institutional level.
- e. understand the practice of school / institutional finance both at the private and public level.
- f. prepare institutional/ school budget and keeping accounts and audit reports.

5. **Course Content**

Contact Hours

Unit-1: Educational Finance in Bangladesh

8

Learning Outcomes

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

- a. Describe the concept, scope and importance of educational finance
- b. explain govt. policies in allocating resources for education
- c. differentiate between financing of education in developed and developing countries
- d. explain sources of revenue and resources for education
- e. identify different sources of financing education in Bangladesh

Content:

- meaning, concept and scope of educational finance and resources—financial, human and materials
- financing education: expenditure or investment
- financing of education in developed and developing countries
- methods of financing— national education budget, govt. policies in allocating resources: equity, efficiency, gender, recurrent and capital expenditure
- financing of education in Bangladesh: allocation and expenditure
- mobilisation of resources in education: internal and external
- sources of revenues of Government and non-government schools in Bangladesh: primary, secondary, madrasah, TVET and tertiary levels

Unit-2: National Education Budget

7

Learning Outcomes

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

- a. define meanings, concepts, scope and importance of national budget and education budget
- b. analyse govt. policies in formulating education budget
- c. explain national education budgeting framework and process
- d. interpret national budget preparation and management
- e. analyse state and institutional level budget implementation ensuring transparency and accountability

Content:

- meaning, concepts, scope and importance of education budget
- types and functions of education budget
- budgeting framework and process: framework for resource, political framework(policies and decision-making), organizational process, central framework/ machinery for budget making
- budget preparation- methods and techniques
- budget management: resource allocation, control of expenditures
- state and school level budget implementation

Unit-3: Institutional Budget, Management of Funds and Resources

7

Learning Outcomes

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

- a. describe functions and importance of school/ institutional budget
- b. explain budgetary cycle
- c. prepare school/ institutional budget
- d. establish links between budget and institutional planning
- e. practice good and accountable auditing in finance and management

Content:

- meanings, scopes importance and functions of the school/ institutional budget
- budgeting in educational institutions- Schools and Colleges
- Budgetary Cycle: i) budgetary review, forecasting, preparation, presentation and acceptance
- linkage between budget and institutional planning
- evaluation of the budget and establishing a budget
- auditing: definitions, objectives, types
- school auditing practices in Bangladesh

Unit-4: Individual/ Private Investment and Benefits of Education

10

Learning Outcomes

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

- a. explain private or individual demand for education
- b. analyse factors affecting private demand and costs for education
- c. evaluate the idea whether expenditure for education is an investment
- d. analyse and critique costs for education at all levels
- e. analyse benefits of private investment in education-direct, indirect and others

Content:

- private/ individual demand and financing of education

- factors affecting demand and financing of education
- expenditure for education— whether consumption or investment
- private costs of education at all levels— from the beginning to the completion level (pre-primary to higher education)
- cost variations at different level and stream of education
- individual benefits of education— direct, indirect and others
- alternative methods of individual financing-- student loan, stipend, scholarship student vouchers

Unit-5: Social Investment and Benefits of Education

8

Learning Outcomes

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

- describe the concept of social investment its scope and importance
- identify social benefits of education
- correlate among the interface of education, growth and development
- compare experiences, achievements and challenges of different countries

Content:

- meaning, concept, scope and importance of social investment in education
- benefits of social investment in education
- relationship of education with growth and development, production, employment
- simple correlation approach: inter-country comparison
- benefits— direct, indirect, external/spill over benefits
- measurement of educational benefits

6. Instructional Strategies

- Lecture
- Discussion
- Group discussion and Presentation
- Library work and reporting
- Prepare a budget

7. Assessment

Marks (%)

- One In-course examination 10
- 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)
- Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

- Anderson, C. A. & Bowman, M.J. (1963). *Education and Economic Development*, Aldine Publishing Co. Chicago.
- BANBEIS (2002). Educational Statistics.
- Bangladesh Bureau of Statistics, Economic Survey of Bangladesh.
- Donoghue, M. O. (1971). *Economic Dimensions of Education*, UK: Gill & MacMillan.

5. Dustman, C., Fitzenberger, B., & Machin, S. (2008). *The economics of education and training*. Heidelberg: Springer.
6. Johnes, G., & Johnes, J. (Eds.). (2007). *International handbook on the economics of education*. Cheltenham: Edward Elgar Publishing.
7. Govt. of the Peoples Republic of Bangladesh (1973-2005), Different Five Year Plans, Dhaka.
8. Hanushek, E. A., & Welch, F. (2006). *Handbook of the Economics of Education. Volume 1 & 2*. Elsevier. 11830 Westline Industrial Drive, St. Louis, MO 63146.
9. Hyonau, D. N. (2002). *Public Finance: A Contemporary Application of Theory to Policy*, Fort worth, USA.
10. IIEP Series on Financial Management of Education Systems, Paris, UNESCO.
11. Tilak, J. B. (1987). *The economics of inequality in education* (No. 44). London: Sage.
12. Linn, H. (1966). *School Business Administration*, Ronald Press, USA.
13. Mark, B. (1977). *Introduction to Economics of Education*, Pergine Books, London.
14. Myers, C.A. & Harbison, F.E. (1964). *Education, Manpower and Economic Growth, Strategies of Human Resource Development*, McGraw Hill Co, N.Y.
15. Open University (1979). *Themes, Concepts and Assumptions in Economics and Education*, John Mace, The Open University, England.
16. Sheehan, J. (1993). *Economics of Education*, London: George Allen & Unwin Ltd.
17. Sodhi, T. S. (1984). *Education and Economic Development*, New Delhi: Vani Educational Book.
18. The World Bank, The World Development Reports.
19. West-Burnham, J. (1992). *Managing Quality in Schools*, Harlow, Longman.
20. Widavsky, A. (1974). *The Politics of the Budgetary Process, (Second ed.)*, Little Brown & Co.
২১. অমর্ত সেন (১৯৯৬). *জীবনযাত্রা ও অর্থনীতি*, আনন্দ পাবলিশার্স, কোলকাতা।
২২. রওশন আরা চৌধুরী (১৯৯৩). *শিক্ষা অর্থনীতি*, ঢাকা।
23. Related Journal articles & Websites.