Curriculum

For

1 Year Diploma in

Leadership and

Education Management

Approved By :-
Centre for Curriculum Research & Development
Sindh Board of Technical Education, Karachi

Diploma in Leadership and Education Management

Scheme of Studies

Semester I: Leadership Foundation (16 Credit Hours)

Duration: 06 Months
Credit Hours: 16
Total Contact Hours: 48
Total Marks: 500

S.#	Module	Credit Hours	Total Hours	Theory Hours	Practical Hours	Theory Marks	Practical Marks	Total Marks
1	Reconceptualization of School Leadership	3	45	30	15	70	30	100
2	School Vision, Mission & 21st Century Leadership	3	45	30	15	70	30	100
3	Educational Change Management	3	45	30	15	70	30	100
4	Effective Communication Skills	3	45	30	15	70	30	100
5	Conflict Management & Community Engagement	3	45	30	15	70	30	100
6	Practicum: Leadership Improvement Initiative	1	15	-	15	—	100	100
TOTAL		**16 Credit Hours**	**240 Hours**	**150 Hours**	**90 Hours**	**350**	**250**	**600**

Semester II: Academic Supervision, Administration, and Financial Management (16 Credit Hours)

Duration: 06 Months
Credit Hours: 16
Total Contact Hours: 48 Total
Marks: 500

S.#	Module	Credit Hours	Total Hours	Theory Hours	Practical Hours	Theory Marks	Practical Marks	Total Marks
1	Balancing Academic Priorities & Co-Curricular Activities	3	45	30	15	70	30	100
2	Record Keeping, Data Management & Technology Integration	3	45	30	15	70	30	100
3	School Policies, Procedures & Staff Motivation	3	45	30	15	70	30	100
4	Human Resource Management	2	30	20	10	70	30	100
5	Financial Management	3	45	30	15	70	30	100
6	Final Practicum	2	30	—	30	—	100	100
TOTAL		**16 Credit Hours**	**240**	**140**	**100**	**350**	**250**	**600**

GRAND TOTAL

Total Credit Hours	Total Hours	Theory Marks	Practical Marks	Total Marks
32	480	700	500	1200

One-Year Diploma Program in Educational Leadership and Management

First Semester Detailed Module Outline

Semester-I

Total Credit Hours: 16
Total Contact Hours: 160
Total Practical/Field Work Hours: 80
Total Hours: 240

Module 1: Reconceptualization of School Leadership

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module introduces participants to the evolving concepts of school leadership and management in modern educational institutions. It develops understanding about the role of school leaders in improving teaching, learning, and school effectiveness. Participants will explore leadership theories, professional responsibilities, and differences among administration, management, and leadership.

Learning Outcomes

By the end of this module, participants will be able to:

1. Explain concepts of school management and leadership.
2. Differentiate between administration, management, and leadership.
3. Analyze the responsibilities of effective school heads.
4. Develop personal beliefs and professional values regarding school leadership.
5. Reflect on leadership practices in schools.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Introduction to School Leadership and Management	6	Observation of school leadership practices	3	• Interactive lectures • Group discussions • Case studies • Reflective exercises • School observations • Role play	• Reflective journal • Participation and discussion • Presentation • Field report • Written assignment • Quiz
	• Concept of school leadership					
	• Functions of school management					
	• Importance of leadership in school improvement					
Unit 2	Beliefs and Perspectives about Effective Leadership	8	Self-assessment of leadership qualities and reflective journal writing	4		
	• Characteristics of effective school leaders					
	• Leadership values and ethics					
	• Leadership styles and behaviors					
Unit 3	Roles and Responsibilities of School Heads	8	Interview with a principal/head teacher and report writing	4		

	• Academic leadership					
	• Administrative responsibilities					
	• Staff supervision and monitoring					
	• School improvement responsibilities					
Unit 4	Administration, Management, and Leadership	8	Case study analysis and group presentation	4		
	• Difference between administration and management					
	• Leadership versus management					
	• Integrating leadership and management practices					

Module 2: School Vision, Mission, and 21st Century Leadership

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module focuses on the role of visionary leadership in schools and the competencies required for 21st-century educational leaders. Participants will learn how to develop school vision and mission statements aligned with modern educational needs.

Learning Outcomes

Participants will be able to:

1. Explain attributes of 21st-century educational leaders.
2. Identify different leadership styles and their applications.
3. Develop vision and mission statements for schools.
4. Analyze leadership practices that support school improvement.
5. Apply leadership strategies for educational innovation.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	21st-Century Educational Leadership	8	Leadership competency self-assessment	4	• Workshops • Brainstorming sessions • Group projects • Leadership simulations	• Vision and mission drafting assignment • Presentation
	• Characteristics of 21st-century leaders					

	• Digital leadership				• Peer review activities	• Reflective writing • Participation • Leadership profile analysis
	• Innovation and creativity in schools					
Unit 2	Leadership Roles and Styles	8	Leadership style survey and reflection	4		
	• Instructional leadership					
	• Democratic, transformational, and distributed leadership					
	• Situational leadership approaches					
Unit 3	Vision and Mission Development	8	Drafting school vision and mission statements	4		
	• Meaning and importance of vision and mission					
	• Steps in developing vision and mission					
	• Aligning school goals with vision					

Unit 4	Leadership for School Improvement	6	Group presentation on successful school leadership models	3		
	• Strategic thinking					
	• School culture and climate					
	• Leadership challenges in modern schools					

Module 3: Educational Change Management

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module enables participants to understand educational change processes and develop strategies for managing change effectively in schools. It also focuses on the fundamentals of technology integration and equips participants to adapt to emerging global trends and innovations in education.

Learning Outcomes

Participants will be able to:

1. Explain concepts and models of change management.
2. Identify barriers and resistance to change.
3. Develop strategies for implementing change in schools.
4. Develop basic knowledge of technology integration for school improvement.
5. Analyze global trends influencing education.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Leading Change in Educational Institutions	8	Case analysis of school change initiatives	4	• School change proposal • Presentation • Technology integration plan • Participation	• School change proposal • Presentation • Technology integration plan

					• Reflective assignment	• Participation • Reflective assignment
	• Nature of educational change					
	• Leadership role in change management					
	• Change management models					
Unit 2	Resistance to Change	7	Group discussion and problem-solving activity	3		
	• Causes of resistance					
	• Strategies to overcome resistance					
	• Building collaboration and trust					
Unit 3	Basics of Technology Integration in Education	8	Preparing ICT integration plan for school	4		
	• Digital transformation in schools					

	• Technology-based teaching and management					
	• Basic Technology Tools					
Unit 4	Global Educational Trends	7	Research presentation on international educational trends	4		
	• Inclusive education					
	• Sustainable Development Goals (SDGs) and education					
	• Global competencies and future skills					

Module 4: Effective Communication Skills

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module develops professional communication skills required for effective educational leadership. Participants will strengthen verbal, written, interpersonal, and presentation skills for managing stakeholders and school communication.

Learning Outcomes

Participants will be able to:

1. Explain communication processes in educational settings.
2. Apply the 7 Cs of communication effectively.
3. Write professional emails, reports, and memos.
4. Demonstrate effective public speaking and presentation skills.
5. Manage stakeholders through professional communication.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Communication in Educational Settings	7	Observation and analysis of school communication channels	3	• Demonstrations • Role play • Writing workshops	• Communication portfolio • Written assignments

	• Types and modes of communication				• Presentations • Peer evaluation	• Oral presentation • Participation • Practical communication tasks
	• Verbal and non-verbal communication					
	• Barriers to communication					
Unit 2	7 Cs of Communication	7	Communication exercises and peer feedback	4		
	• Clear, concise, concrete communication					
	• Correctness and completeness					
	• Courtesy and consideration					
Unit 3	Professional Writing Skills	8	Drafting emails, memos, notices, and reports	4		
	• Email writing					
	• Official correspondence					
	• Report writing techniques					
Unit 4	Public Speaking and Stakeholder Communication	8	Presentation and speech delivery practice	4		

	• Presentation skills					
	• Communication with parents and community					
	• Stakeholder engagement strategies					

Module 5: Conflict Management and Community Engagement

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module equips participants with conflict management and community engagement skills required for effective school leadership. Participants will learn strategies for collaboration, negotiation, and strengthening school-community partnerships.

Learning Outcomes

Participants will be able to:

1. Identify sources of conflict in schools.
2. Apply conflict management strategies effectively.
3. Demonstrate negotiation and mediation skills.
4. Engage parents and communities in school improvement.
5. Develop school-community partnership plans.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Community Mobilization for School Improvement	7	Community mapping activity	3	• Role play • Group discussion • Simulations • Case studies	• Community engagement plan • Conflict resolution case study
	• School-community relationship					

	• Community participation in education				• Community-based learning	• Presentation • Participation • Reflective journal
	• Mobilizing local resources					
Unit 2	Parent Engagement Strategies	7	Organizing mock parent-teacher meeting	4		
	• Importance of parental involvement					
	• Parent-school communication					
	• Collaborative decision-making					
Unit 3	Conflict Handling Modes	8	Conflict scenario role plays	4		
	• Types and causes of conflict					
	• Conflict handling styles					
	• Conflict resolution strategies					
Unit 4	Negotiation and Stakeholder Management	8	Negotiation simulation exercises	4		
	• Negotiation techniques					
	• Mediation skills					

	• Managing external stakeholders					

Module 6: Practicum – Leadership Improvement Initiative

Credit Hours: 1

- Practical/Field Work Hours: 15
- Total Hours: 15

Module Description

This practicum provides participants with an opportunity to apply leadership concepts and skills in real school settings through a small-scale leadership improvement initiative.

Learning Outcomes

Participants will be able to:

1. Identify leadership challenges in schools.
2. Design and implement a small leadership improvement initiative.
3. Demonstrate leadership, communication, and problem-solving skills.
4. Reflect on professional growth and leadership practices.

Detailed Content Outline

Component	Activities	Contact Hours	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Planning Phase	Identifying school leadership issue and preparing action plan	-	4	• School improvement campaign • Teacher support initiative • Student leadership activity	• Practicum report • Portfolio • Presentation • Supervisor observation • Reflective journal
Implementation Phase	Conducting leadership initiative in school	-	5		
Documentation Phase	Preparing practicum report and evidence portfolio	-	3		

Presentation and Reflection	Presentation of initiative and reflective discussion	-	3	• Parent engagement activity • School communication improvement project	

One-Year Diploma Program in Educational Leadership and Management

Second Semester Detailed Module Outline

Semester-II Total Credit Hours: 16
Total Contact Hours: 160
Total Practical/Field Work Hours: 80
Total Hours: 240

Module 7: Balancing Academic Priorities and Co-Curricular Activities

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module focuses on balancing academic excellence with co-curricular development in schools. Participants will learn strategies for curriculum planning, resource allocation, academic supervision, and quality assurance while integrating co-curricular activities for holistic student development.

Learning Outcomes

By the end of this module, participants will be able to:

1. Explain the importance of co-curricular activities in student development.
2. Integrate co-curricular programs with academic goals and learning outcomes.
3. Apply time management strategies for balancing academic and co-curricular activities.
4. Develop and review academic programs and curricula.
5. Explain principles of academic supervision and quality assurance.
6. Design assessment strategies to improve student learning.
7. Allocate resources effectively for academic and co-curricular programs.
8. Prepare plans for organizing balanced school programs.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Academic and Co-Curricular Integration	8	Planning a co-curricular activity linked with curriculum goals	4	• Workshops • Group projects • Academic planning exercises • Case studies • Collaborative learning	• Curriculum review assignment • Co-curricular activity plan • Presentation • Reflective journal • Participation
	• Meaning and importance of co-curricular activities					
	• Holistic student development					
	• Linking activities with learning outcomes					
Unit 2	Time Management and Resource Allocation	7	Preparing school activity schedules and resource plans	3		
	• Prioritizing school activities					
	• Resource management strategies					
	• Managing staff and student participation					
Unit 3	Curriculum Development and Academic Programs	8	Reviewing and updating curriculum documents	4		
	• Curriculum planning and review					

	• Developing academic programs					
	• Aligning curriculum with standards					
Unit 4	Assessment and Quality Assurance	7	Designing assessment and monitoring tools	4		
	• Assessment methods and tools					
	• Academic supervision					
	• Quality assurance mechanisms					

Module 8: Record Keeping, Data Management, and Technology Integration

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module develops participants' understanding of school record management, data handling, and technology integration in education. It emphasizes the use of digital tools for administration, teaching, and online learning environments.

Learning Outcomes

By the end of this module, participants will be able to:

1. Identify different types of school records and their importance.
2. Explain principles of data privacy and confidentiality.
3. Use digital tools for school record keeping and data management.
4. Apply technology in academic management and classroom instruction.
5. Explore innovations in online and blended learning.
6. Analyze challenges in technology integration.
7. Develop strategies for effective digital management systems.
8. Demonstrate basic skills in educational technology applications.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	School Records and Data Privacy	7	Examination of school records and filing systems	3	• Computer-based workshops • Demonstrations • Practical ICT sessions	• Digital portfolio • Technology integration project
	• Types of school records					

	• Importance of documentation				• Group activities • Technology simulations	• Practical assignments • Presentation • Participation
	• Data protection and confidentiality					
Unit 2	Digital Record Keeping and Data Management	8	Hands-on practice using spreadsheets and databases	4		
	• Digital tools for record keeping					
	• Data storage and retrieval					
	• School information systems					
Unit 3	Technology Integration in Education	8	Designing ICT-integrated lesson/activity plans	4		
	• Educational technology tools					
	• Technology-supported teaching					
	• Academic management systems					
Unit 4	Online and Blended Learning Innovations	7	Creating online/blended learning activities	4		
	• Online learning platforms					
	• Blended learning models					
	• Emerging trends in digital education					

Module 9: School Policies, Procedures, and Staff Motivation

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module equips participants with knowledge and skills related to school policy development, implementation procedures, and strategies for motivating staff and maintaining a positive work environment.

Learning Outcomes

By the end of this module, participants will be able to:

1. Explain the importance of school policies and procedures.
2. Develop basic school policies aligned with institutional goals.
3. Ensure compliance with educational regulations and standards.
4. Identify factors affecting staff motivation and performance.
5. Create strategies for maintaining a positive work environment.
6. Apply recognition and reward systems in schools.
7. Promote professional growth and staff development opportunities.
8. Demonstrate leadership practices that encourage teamwork and collaboration.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	School Policies and Procedures	8	Drafting school policy documents	4	• Policy analysis • Workshops • Group discussions • Role play • Case studies	• Policy development assignment • Staff motivation plan
	• Meaning and purpose of policies					

	• Policy formulation process					• Presentation • Reflective report • Participation
	• School rules and procedures					
Unit 2	Compliance and Standards	7	Review of educational regulations and standards	3		
	• Educational laws and regulations					
	• Institutional accountability					
	• Monitoring compliance					
Unit 3	Staff Motivation and Positive Work Environment	8	Staff motivation survey and analysis	4		
	• Motivation theories					
	• Team building and collaboration					
	• Workplace culture					
Unit 4	Recognition and Professional Growth	7	Designing recognition and professional development plans	4		
	• Reward and recognition systems					
	• Professional growth opportunities					
	• Staff retention strategies					

Module 10: Human Resource Management

Credit Hours: 2

- Contact Hours: 20
- Practical/Field Work Hours: 10
- Total Hours: 30

Module Description

This module introduces participants to human resource management practices in educational institutions, focusing on teacher evaluation, professional development, and performance management.

Learning Outcomes

By the end of this module, participants will be able to:

1. Explain the concept and importance of human resource management in schools.
2. Identify principles of teacher evaluation and supervision.
3. Apply performance management strategies in educational settings.
4. Design professional development activities for teachers.
5. Use appraisal and feedback techniques effectively.
6. Promote continuous professional growth among staff.
7. Analyze challenges related to staff management.
8. Develop basic HR management plans for schools.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Introduction to Human Resource Management	5	Analysis of school staffing structures	2	• Workshops • Observation exercises • Group discussions • Practical HR activities	• Teacher evaluation report • HR management assignment • Presentation
	• HR management concepts					
	• Roles of HR in schools					

Unit 2	Teacher Evaluation and Supervision	5	Classroom observation and evaluation exercise	3	• Case studies	• Participation • Reflective journal
	• Evaluation methods					
	• Observation techniques					
	• Feedback and mentoring					
Unit 3	Professional Development	5	Designing teacher training plans	2		
	• Continuous professional development					
	• Capacity building programs					
Unit 4	Performance Management	5	Preparing staff appraisal tools	3		
	• Performance indicators					
	• Appraisal systems					
	• Staff improvement planning					

Module 11: Financial Management

Credit Hours: 3

- Contact Hours: 30
- Practical/Field Work Hours: 15
- Total Hours: 45

Module Description

This module develops understanding of financial management practices in educational institutions. Participants will learn budgeting, resource allocation, financial reporting, and accountability procedures for effective school management.

Learning Outcomes

By the end of this module, participants will be able to:

1. Explain the principles of financial management in schools.
2. Prepare and manage school budgets effectively.
3. Allocate financial resources according to institutional priorities.
4. Maintain basic financial records and reports.
5. Analyze financial statements and expenditure reports.
6. Apply accountability and transparency measures in school finance.
7. Identify challenges in financial management.
8. Develop school financial planning strategies.

Detailed Content Outline

Unit	Topics/Subtopics	Contact Hours	Practical Activities/Field Work	Practical Hours	Suggested Teaching Strategies	Assessment Methods
Unit 1	Introduction to Financial Management	7	Review of school financial records	3	• Practical budgeting exercises • Workshops	• Budget preparation assignment • Financial analysis report
	• Financial management concepts					

	• Financial responsibilities of school leaders				• Financial case studies • Group discussions • Simulations	• Presentation • Participation • Practical exercises
Unit 2	Budgeting and Resource Allocation	8	Preparing sample school budgets	4		
	• Budget preparation process					
	• Resource allocation strategies					
	• Financial planning					
Unit 3	Financial Reporting and Analysis	8	Analysis of financial statements and reports	4		
	• Financial reporting procedures					
	• Income and expenditure analysis					
	• Accountability and transparency					
Unit 4	Financial Challenges and Accountability	7	Preparing financial accountability plans	4		
	• Managing limited resources					
	• Internal controls and audits					
	• Ethical financial practices					

Module 12: Final Practicum

Credit Hours: 2

- Practical/Field Work Hours: 30
- Total Hours: 30

Module Description

The final practicum provides participants with opportunities to apply leadership, management, administrative, and financial management skills in real educational settings through a comprehensive school improvement project.

Learning Outcomes

By the end of this practicum, participants will be able to:

1. Apply educational leadership and management concepts in school settings.
2. Identify institutional challenges and propose improvement strategies.
3. Plan and implement a school-based improvement initiative.
4. Demonstrate communication, management, and teamwork skills.
5. Apply financial and administrative management practices.
6. Prepare professional reports and documentation.
7. Reflect on professional growth and leadership competencies.
8. Present practicum findings and recommendations effectively.

Detailed Content Outline

Component	Activities	Contact Hours	Practical Hours	Suggested Practicum Activities	Assessment Methods
Planning Phase	Identification of school issue and project proposal development	-	7	• School improvement project • Academic supervision activity	• Practicum report • Portfolio • Presentation • Supervisor evaluation
Implementation Phase	Conducting school improvement activities	-	11		
Documentation Phase	Portfolio preparation and report writing	-	6		

Presentation and Reflection	Final presentation and reflective discussion	-	6	• Technology integration initiative • Staff development activity • Financial management exercise	• Reflective journal

Reference Books for Diploma in Leadership and Education Management Program

SEMESTER I: Reference Books

1. Reconceptualization of School Leadership

Pakistani Books

1. Memon, M. (2007). *Educational Leadership and Management*. Karachi: Oxford University Press Pakistan.
2. Rahman, T. (2010). *School Leadership and Educational Reform in Pakistan*. Lahore: Vanguard Books.
3. Memon, S. A. (2000). *Educational Administration in Pakistan*. Karachi: Royal Book Company.

International Books

1. Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. San Francisco, CA: Jossey-Bass. (Google Books)
2. English, F. W. (2008). *The Art of Educational Leadership: Balancing Performance and Accountability*. Thousand Oaks, CA: Sage Publications.
3. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: ASCD. (Open Library)
4. Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.

2. School Vision, Mission & 21st Century Leadership

Pakistani Books

1. Mahmood, N. (2015). *School Management and Leadership*. Islamabad: Allama Iqbal Open University.
2. Iqbal, M. (2008). *Educational Leadership and Planning*. Lahore: Ilmi Kitab Khana.

International Books

1. Bush, T. (2011). *Theories of Educational Leadership and Management* (4th ed.). London: Sage Publications.
2. Robinson, V. M. J. (2011). *Student-Centered Leadership*. San Francisco, CA: Jossey-Bass.

3. Educational Change Management

Pakistani Books

1. Hoodbhoy, P. (1998). *Education and the State: Fifty Years of Pakistan*. Karachi: Oxford University Press.
2. Siddiqui, M. A. (2007). *Managing Educational Institutions in Pakistan*. Karachi: Pakistan Educational Publishers.

International Books

1. Fullan, M. (1993). *Change Forces: Probing the Depths of Educational Reform*. London: Falmer Press.
2. Middlewood, D., & Lumby, J. (2004). *Managing People and Learning in Schools*. London: Paul Chapman Publishing.

4. Effective Communication Skills

Pakistani Books

1. Shah, M. H. (2014). *Business Communication*. Lahore: Advanced Publishers.

International Books

1. Carnegie, D. (1936/2009). *How to Win Friends and Influence People*. New York: Simon & Schuster.
2. Adair, J. (2003). *Effective Communication: The Most Important Management Skill of All*. London: Pan Macmillan.

5. Conflict Management & Community Engagement

Pakistani Books

1. Nawaz, A. (2012). *School–Community Relationship in Pakistan*. Peshawar: Sarhad University Publications.
2. Hameed, A. (2009). *Educational Leadership and Human Relations*. Lahore: Sang-e-Meel Publications.

International Books

1. Sergiovanni, T. J. (1994). *Building Community in Schools*. San Francisco, CA: Jossey-Bass.

2. Erwin, J. C. (2003). *The Classroom of Choice: Giving Students What They Need and Getting What You Want*. Alexandria, VA: ASCD.

6. Practicum: Leadership Improvement Initiative

Pakistani References

1. Sarwar, M. (2015). *School Improvement through Action Research*. Lahore: University of Education Press.

2. Aga Khan University Institute for Educational Development. (2018). *Educational Leadership Case Studies from Pakistan*. Karachi: AKU-IED.

3. Higher Education Commission Pakistan. (Latest Edition). *Quality Assurance and Institutional Improvement Manuals*. Islamabad: HEC.

4. Sindh Education and Literacy Department. (Latest Edition). *School Improvement and Leadership Guidelines*. Karachi: Government of Sindh.

International Books

1. Mertler, C. A. (2021). *Action Research: Improving Schools and Empowering Educators* (7th ed.). Thousand Oaks, CA: Sage Publications.

Recommended Journals

1. *International Journal of Educational Management*
2. *Educational Management Administration & Leadership*
3. *School Leadership & Management*
4. *Pakistan Journal of Education*
5. *Bulletin of Education and Research*
6. *Journal of Research and Reflections in Education (JRRE)*

SEMESTER I: Reference Books

1. Balancing Academic Priorities & Co-Curricular Activities

Pakistani Books

1. Siddiq, M. (2008). *Educational Administration and Supervision*. Lahore: Ilmi Kitab Khana.
2. Hameed, A. (2010). *School Management and Organization in Pakistan*. Lahore: Sang-e-Meel Publications.
3. Ashraf, M. (2012). *Curriculum Development and Educational Planning*. Islamabad: National Book Foundation.

International Books

1. Whitaker, T. (2020). *What Great Principals Do Differently: Twenty Things That Matter Most* (3rd ed.). New York: Routledge.
2. Maxwell, J. C. (2005). *Developing the Leader Within You* (Rev. ed.). Nashville, TN: Thomas Nelson.
3. Bucher, C. A. (1987). *Administration of Physical Education and Athletic Programs*. St. Louis, MO: Mosby.

2. Record Keeping, Data Management & Technology Integration

Pakistani Books

1. Academy of Educational Planning and Management (AEPAM). (2015). *Educational Management Information System (EMIS) in Pakistan*. Islamabad: Ministry of Federal Education.
2. Akhtar, M. (2016). *ICT in Education*. Lahore: University of Education Press.
3. Ahmad, R. (2013). *School Record Management*. Karachi: Educational Publishers.

International Books

1. Boudett, K. P., City, E. A., & Murnane, R. J. (2020). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* (Revised and Expanded Edition). Cambridge, MA: Harvard Education Press.
2. Bailey, G. D. (2007). *Technology Leadership for School Improvement*. Thousand Oaks, CA: Corwin Press.

3. School Policies, Procedures & Staff Motivation

Pakistani Books

1. Memon, S. A. (2000). *Educational Administration in Pakistan*. Karachi: Royal Book Company.
2. Sharif, M. (2011). *Personnel Administration in Education*. Lahore: Educational Publications.
3. Sindh Education and Literacy Department. (Latest Edition). *School Education Policies and Administrative Guidelines*. Karachi: Government of Sindh.
4. Higher Education Commission Pakistan. (Latest Edition). *Quality Assurance and Governance Manuals*. Islamabad: HEC.

International Books

1. Pink, D. H. (2009). *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books.
2. Gann, N. (2010). *Improving School Governance: How Better Governors Make Better Schools*. London: Routledge.

4. Human Resource Management

Pakistani Books

1. Ahmad, N. (2014). *Human Resource Management in Education*. Islamabad: National Book Foundation.
2. Siddiqui, M. A. (2007). *Educational Personnel Management*. Karachi: Pakistan Educational Publishers.
3. Mahmood, N. (2015). *Management in Educational Institutions*. Islamabad: Allama Iqbal Open University.

International Books

1. Mello, J. A. (2019). *Strategic Human Resource Management* (5th ed.). Boston, MA: Cengage Learning.
2. Armstrong, M. (2023). *Armstrong's Handbook of Human Resource Management Practice* (16th ed.). London: Kogan Page.

5. Financial Management

Pakistani Books

1. Khalid, M. (2011). *Educational Finance in Pakistan*. Lahore: Vanguard Books.
2. Ahmed, R. (2013). *School Budgeting and Financial Administration*. Karachi: Royal Book Company.
3. Government of Pakistan Finance Division. (Latest Edition). *Budget Manual and Financial Rules*. Islamabad: Government of Pakistan.

International Books

1. Crampton, F. E., & Thompson, D. C. (2020). *Money and Schools* (7th ed.). New York: Routledge.
2. Atrill, P., & McLaney, E. (2022). *Financial Management for Decision Makers* (10th ed.). Harlow, UK: Pearson Education.
3. Brigham, E. F., & Ehrhardt, M. C. (2021). *Financial Management: Theory and Practice* (16th ed.). Boston, MA: Cengage Learning.

Recommended Journals for All Modules

1. *Educational Management Administration & Leadership*
2. *International Journal of Educational Management*
3. *School Leadership & Management*
4. *Pakistan Journal of Education*
5. *Bulletin of Education and Research*
6. *Journal of Research and Reflections in Education (JRRE)*
7. *International Journal of Leadership in Education*
8. *Asia Pacific Education Review*

Recommended Pakistani/International Institutional Resources

- Allama Iqbal Open University (AIOU) Educational Leadership Resources
- Virtual University of Pakistan
- Aga Khan University Institute for Educational Development
- Academy of Educational Planning and Management (AEPAM)
- UNESCO Education Leadership Resources
- British Educational Leadership, Management and Administration Society (BELMAS)
- Harvard Graduate School of Education