

Course Title: **Learners Discipline and School Management**
Course No: **(EdPM 516)** Nature of course: **Theory+Practice**
Level: **M.Ed.** Credit hours: **3**
Semester: **I** Teaching hours: 48

1. Course description

This is a professional course designed for those students who specialize in education planning and management. This is a theoretical course. It is designed to enable students to use theoretical knowledge about school discipline, its problems n present context.

2. Course objectives

The general objectives of this course are as follows;

- To acquaint the students about school discipline, classroom, code of conduct school rules and regulation.
- To enable the students in making comprehensive view about discipline
- To make the students familiar with issues and challenges of discipline in multicultural context.
- To identify and use of child socialization techniques
- To state the different types of mode of discipline
- To recognize the problems and issues of discipline in school

3. Course Contents

Unit I: School discipline (7 hrs)

- 1.1 Classroom code of conduct
- 1.2 School rules and regulation
- 1.3 Influence of local norms and values in school
- 1.4 Role of school enhancing discipline

Unit II: Promoting mechanism of learners discipline and school management (12 hrs)

- 2.1 School culture and its management
- 2.2 Human relation and theories
 - Development of prejudice with in individuals
 - Development of prejudice and hostility between groups
- 2.3 Media and different agencies for school discipline
 - Impact of media on school discipline management
 - Home/family
 - Peer groups
 - Club, community, mass media and technology

Unit III: Classroom order and discipline (9 hrs)

- 3.1 System of classroom management

Educational Planning and Management (M.Ed.)

(Two Year M.Ed. in Educational Planning and Management)
Semester-wise Breakdown

Semester I
1. EDU 511: Philosophical Foundations of Education
2. EDU 512: Education and Development
3. EPM 513: Educational Planning and Social Order
4. EPM 514: Managing Educational Human Resources
5. EPM 515: Leadership in Education
6. EPM 516: Learner Discipline and School Management

Semester II
7. EDU 521: Managing Diversity in Education
8. EDU 522: Application of Learning Theories in Education
9. EDU 523: Research Methods in Education
10. EPM 524: Educational Management in SAARC Countries
11. EPM 525: Organizational Theory and Strategic Planning
12. EPM 526: Secondary Education Management

Semester III
13. EPM531: Discourses in Educational Planning
14. EPM 532: Contemporary Issues in Educational Planning
15. EPM 533: Action Research in School Decision Making
16. EPM 534: Planning for Financing of Education
17. EPM 535: Resource Management Practices in Nepal
18. EPM 536: Dynamics of School Supervision and Administration

Semester IV
19. EPM 541: Student Teaching: on-campus (6cr)
20. EPM 542: Student Teaching: off-campus(3cr)
21. EPM 543: Thesis Writing (3+9 Credits)

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 m

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short- answer questions	6 with 3 'or' questions	6×5 marks	30 marks
Long-answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

- Buhin, J.G. (1996). *Supervision: Skills for managing work and leading people*. New Delhi: AITBS Publication
- Fielder, F. (1951). *A theory of leadership effectiveness*. New York: Mc Graw Hill.
- http:// [www.legacee.com/Info/Leadership/leadership styles. Html](http://www.legacee.com/Info/Leadership/leadership%20styles.html)
- Kenneth, L. & others (1996). *International handbook of educational leadership and administration*. USA: Kluwar academic publishers.
- Levison, H. & Rosenthal, S. (1984). *Corporate leadership in action*. New York: Basic books publishers.
- Pounder, G.D. & Young, I.P. (1996). *International handbook of educational leadership*. USA: University of Utah. The ohio state university.
- Robbins, S.P. (2008). *The administrative process*. New Delhi: Prentice Hall Pvt.Ltd.

- 3.2 Behavioral approach to leadership
- 3.3 Situational approach to leadership
 - Fiedler's contingency approach to leadership
 - Goals approach to leadership effectiveness
- 3.4 Visionary leadership
- 3.5 Transformational and transactional leadership
- 3.6 Power of leaders
- 3.7 The sources of leader's power
- 3.8 Application of leadership approaches in educational management

Unit IV: Shaping organizational culture (12 hrs)

- 4.1 Concept and definitions organizational culture
- 4.2 Primary characteristics of organizational culture
- 4.3 Significance of organizational culture
- 4.4 Culture for excellence
- 4.5 Organizational environment
 - Commitment
 - Relationship
 - Shared values and belief
- 4.6 Criteria for successful organizational culture
- 4.7 Learning of culture by teachers
- 4.8 Impact of culture on teacher's performance and satisfaction

Unit V: Role and practice of educational organization in Nepal (10 hrs)

- 5.1 MOE
- 5.2 DOE
- 5.3 RED
- 5.4 DEO
- 5.5 RC
- 5.6 Schools
- 5.7 Problems and issues of educational leadership in Nepal
- 5.8 Suggestive measures

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Educational Planning and Management (M.Ed.)

Course Title: **Philosophical Foundations of Education**

Course: ED 511

Nature of course: Theory+Practical

Level: M.Ed.

Credit Hours: 3

Semester: First

Teaching Hours: 48

1. Course Introduction

This is the core and compulsory course designed to for the students who want to do master degree in science education. It aims to develop dynamic, competent and persistent people who have comprehensive theoretical knowledge in philosophy and sociology. It deals philosophy and its relationship with education. In the field of education philosophy is regarded as a foundation. This course also discusses about sociology and its relationship with education.

2. Course Objectives

The objectives of this course are as follows:

- a) To elaborate the philosophical bases of education and it acquaint students about different philosophical schools.
- b) To relate the sociological theory with education from the different perspectives.
- c) To familiarize students with existentialism and its application of education in Nepal.
- d) To familiarize students with different philosophy linking it with education.
- e) To explain the origin, nature and educative process of Buddhism.
- f) To elaborate the Islamic philosophy with its educational practice.
- g) To describe the origin and nature of sociology and explain the relationship between educational sociology and sociology of education.
- h) To elucidate the concept of social stratification with its basic characteristics and elements.
- i) To enable students with in making comprehensive view about social transformation with types.
- j) To analyze the influencing factors of education.
- k) To describe the role of culture in education with different dimensions.

3. Course Contents

Unit One: Origin of Philosophy in the East and the West (10 hrs)

- 1.1 Fields of philosophy (Metaphysics, Epistemology Axiology and Logic) and their educational implication
- 1.2 Progressivism, reconstructions in terms of: aims, objectives, methods, role of teacher and students and curriculum

Unit Two: Existentialism and Education		(5 hrs)
2.1	Philosophical premises	
2.2	Objectives of education	
	2.2.1 Curriculum process	
	2.2.2 Students' and teachers' role	
2.3	Application of this philosophy in Nepalese education	
Unit Three: Different Philosophy and Education		(15 hrs)
3.1.	Hinduism and its ontology, epistemology and axiology	
3.2.	Six orthodox Hindu schools (Naya, Vaisheshika, samkhya, yoga, mimamsa, Vedanta)	
3.3.	Educational implication of Hinduism	
3.4	Buddhism	
	<ul style="list-style-type: none"> The first Jewel- Ontology of Buddhism The second Jewel- Epistemology of Buddhism The third Jewel- Axiology of Buddhism Philosophical premises of Buddhism Educational implication of Buddhism 	
3.5	Islamic and Christianity	
	<ul style="list-style-type: none"> The five pillars of Islam Teaching of Islam Education and Islam (aims of education, curriculum and teaching process) Christianity as philosophy Origin of Christianity Metaphysics, epistemology and axiology of Christianity Teaching of Christianity Educative process of Christianity 	
Unit Four: The Origin of Sociology and its Development		(5 hrs)
4.1	Origin of sociology and four founding fathers and their contributions.	
4.2	Origin of educational sociology and sociology of education	
4.3	Methods of studying sociology	
4.4	Sociological theories: (Structural functionalism conflict and symbolic interactions)	
Unit Five: Social Stratification		(5hrs)
5.1	Concept of stratification and discrimination	
5.2	Basic characteristics of stratification antiquity, ubiquity, the social patterning, amount and consequences, the diverging form	
5.3	Perspective in stratification:	
5.3.1	Max Weber and stratification	
Unit Six: Social Transformation		(8 hrs)
6.1	Concept (Change, mobility and transformation)	

Course Title: Leadership in Education	Nature of Course: Theory + Practice
Level: M.Ed.	Credit : 3 hrs
Semester: I	Teaching hours: 48 hrs

1. Course description	
This course is designed to help students understand the meaning and perspectives of leadership in education. The course acquaints the students with the leadership styles, principles, practices in relation with educational performance.	
2. Course objectives	
On the completion of this course the students will be able:	
<ul style="list-style-type: none"> To acquaint the knowledge of concept of leadership To find out the leadership styles and behavior To draw the meaning and different types of leadership with approaches. To identify the organizational culture, role and practices of different organization and its relation with educational leadership. To describe role and practices of educational organization in Nepal To analyze organizational culture 	
3. Course Contents	
Unit I: Conceptual framework of leadership	(7 hrs)
1.1	Concept and meaning of leadership
1.2	Characteristics of leadership
1.3	Functions of leadership
1.4	Nature of leadership
1.5	Some research on leadership qualities
1.6	Qualities of a good educational leader
1.7	Leader vs. non leader
1.8	Leader vs. manager
Unit II: Leadership behavior and styles	(7 hrs)
2.1	Relationship oriented leadership behavior
2.2	Assertive behavior
	<ul style="list-style-type: none"> Passive behavior Aggressive behavior
2.3	Role of leader in overcoming resistance to change process
2.4	Followership
2.5	Types of leadership styles and implication
Unit III: Approaches to leadership	(12 hrs)
3.1	Trait approach to leadership

References

Aswathappa, K. (2003) *Human Resource Management*. New Delhi: Tata McGraw Hill.

Bernardin, H. John (2004). *Human Resource Management*. New Delhi: Tata McGraw Hill.

UNESCO (1992). *Conceptual Framework for EMIS*. Bangkok: UNESCO.

DeCenzo, D.A. and Robbins, S.P. (2005). *Fundamental of Human Resource Management*. New Delhi: John Wiley and Sons.

Goyal, D.P. (2007). *Management Information System*. New Delhi: MacMillan India Ltd.

Kaufman, R. (1992). *Improving School Quality*. New York: Corwin Press.

Laudon, K.C. and Laudon, J.P. (2007). *Management Information System*. New Delhi: Prentice Hall Pvt.

- 6.2 Theories related to social change
 - 6.2.1 Evolutionary, conflict and cyclic
- 6.3 Social mobility
 - 6.3.1 Vertical
 - 6.3.2 Horizontal
 - 6.3.3 Embourgeoisement
 - 6.3.4 Latent mobility
 - 6.3.5 Intergenerational and intergenerational mobility
- 6.4 Factors affecting mobility (Socio -economic status, intelligence, education)
- 6.5 Culture and education
 - 6.5.1 Concept function of culture
 - 6.5.2 Relationship between culture and education

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing paper, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Abrahm, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University press (unit 5, 6 & 7)
Brannigan, M.C. (2000). *The pulse of wisdom* (2nded.). United State (for unit 3 & 4)
Michael, M. (2008). *Experiencing the world's religions tradition, challenge and change* (4thed.). New York: The Mc Graw- Hill companies (Unit 2&4).
Ozmon, H.A. & Craver, S.M. (1999). *Philosophical foundation of education* (6thed.). New Jersey USA: Prentice Hall ((Unit 1&2).
Giddens, A. (2005). *Sociology* (5thed).New Delhi: A.I.T.B.S. Publication(Unit 6&7)
Haralambos,M. (2003). *Sociology themes and perspectives*. New Delhi: Oxford University Press (Unit 6&7).
Mrunalini,T. (2008). *Philosophical Foundations of Education*. New Delhi: Neel Kamal Publications Pvt LTD.(Unit 1-4)

- 5.2 School Management Information System (SMIS)
- 5.3 EMIS in Nepalese education system (TU: Process and use and DoE: Process and use)

Unit VI: Information System Planning (ISP) (8 hrs)

- 6.1 Concept of ISP
 - Mission
 - Objectives
 - Strategies
 - Policies
- 6.2 Information resource management
- 6.3 Internal and external efficiency of educational system

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 3 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	2×10 marks	20 marks

Unit II : Planning and Developing Human Resources (10 hrs)

- 2.1 Human Resource Planning (HRP)
 - Definition of HRP
 - HRP process and policy
 - HRP for education service delivery
 - Effective HR Planning
 - Challenges of HR management and Planning
- 2.2 Human Resource Development
 - Concept and Principles of HRD
 - HRD Mechanism and its organization
 - Training and Development
 - Importance, functions types and methods of training
 - Transfer of training
 - Career development

Unit III : Recruitment, Selection, Appointment and Job Analysis (9 hrs)

- 3.1 Recruitment
 - Purpose and importance of recruitment
 - Recruitment policy
 - Steps for recruitment
- 3.2 Selection
 - Selection process
 - Selection method
 - Factors affecting selection
- 3.3 Appointment system
- 3.4 Job Analysis
- 3.5 Reward management

Unit IV: HRM in School: Total Quality Management (TQM) (6 hrs)

- 4.1 Definition of quality in school
- 4.2 Indicators of quality education
- 4.3 Improving education quality
- 4.4 TQM in the school
- 4.5 Challenges of quality education in Nepalese schools

Unit V: Educational Management Information System (EMIS) (8 hrs)

- 5.1 Basic Concept of MIS
 - Components and organization of EMIS
 - Attributes of information system
 - Information Output
 - The system life cycle
 - Steps of EMIS
 - Relation between school education and EMIS

Course Title: **Education and Development**
Course: ED 512 Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: First Teaching Hours: 48

1. Course Introduction

This course is designed for those students who intend to have general knowledge about education and development. It aims is to help the students develop knowledge and skills which are necessary to formulate and implements the developmental issues of the nation. Students are encouraged throughout the course to consult with experts or specialists for their developing the insights about real meaning of education and development.

2. Course Objectives

- The objectives of the course are as follows:
- a) To enable the students in exploring the meaning of education and development.
 - b) To make the students familiar with principles of resource mobilization for development through the educational process.
 - c) To make the students in exploring the knowledge of globalization and social development.
 - d) To enable the students familiar with the relation of school and development.
 - e) To provide the students about the concept of different types of development theory.

3. Course Contents

Unit One: Meaning of Education and Development (5 hrs)

- 1.1. Individual
- 1.2. Society

Unit Two: Principles of Resource Mobilization for Development (8 hrs)

- 2.1. Access to education
- 2.2. Inclusion
- 2.3. Protection
- 2.4. Community participation
- 2.5. Cost effective and appropriate resourcing
- 2.6. Human resource development
- 2.7. Principles of vocational training

Unit Three: Globalization and Social Development (10 hrs)

- 3.1. Educational deficits and gaps
- 3.2. Progress coverage

3.3.	Education, employment and income	
3.4.	Globalization and employment	
3.5.	Dynamics of the production and employment structure	
3.6.	Globalization and labor flexibility	
Unit Four: School and Development		(10 hrs)
4.1.	The school as a learning organization: distant dreams	
4.2.	Recruitment and reaffirmation	
4.3.	Career and work rewards	
4.4.	The nature of profession	
4.5.	Collaboration and contrived collegiality	
4.6.	Teachers and their career story	
4.7.	Knowledge and teaching: Foundations of the new reform	
4.8.	School experiences and teacher socialization	
Unit Five: Development Theory		(10 hrs)
5.1.	Dependency theory	
5.2.	Modes of production theory	
5.3.	World system theory	
5.4.	Neo liberalism	
5.5.	Modernism	
5.6.	Post modernism	
Unit Six: The forms of Capital		(5 hrs)
6.1.	Cultural capital	
6.2.	Social capital	
6.3.	Conversions	
4. Instructional Techniques		
	<ul style="list-style-type: none"> Class discussion Presentation Group work/ practical work Project work Self study 	
5. Evaluation scheme		
	<ul style="list-style-type: none"> Internal 40% External 60% 	
Internal Evaluation will be based on the following criteria:		
	<ul style="list-style-type: none"> Attendance Home assignment Midterm exam 	5 marks 10 marks 10 marks

Educational Planning and Management (M.Ed.)

Course Title: **Managing Educational Human Resources**
 Level: **M.Ed.** Nature of course: **Theory**
 Course No.: **EDPM 514** Credit hours: **3 hrs**
 Semester: **I** Teaching Hours: **48 hrs**

1. Course description

This course is basically related with managing educational human resources and major EMIS existing in Nepal. Various aspects of human resources development as latest human resource planning, Job analysis, training and development performance management and performance appraisal system and total quality management in human resource management in school are dealt with in the context of Nepal.

This course further provides general concept on management information system by relating it with the concept of EMIS. The concept related to the network of MIS as a part of HRM is highlighted. It will also be exposed to the systems lifecycle of management information system. As a result, the students will be able to know the basic ingredients in designing the MIS.

2. Course Objectives

The general objectives of this course as below:

- Explain the concept of human resource management in education.
- Describe the concept and principles of human resource development.
- State the processes of planning and developing human resources.
- Explain the challenges of human resource management and planning.
- Understand the concept and need of training and career development.
- Describe the concept of EMIS as well as its attributes and the steps involved in developing it.
- Identify the indicators of education system.
- State and describe the information system planning with information resource management.
- Become aware of the management aspects of EMIS.
- Analyze major issues of EMIS in Nepal.

3. Course Contents

Unit I: Human Resource Management	(7 hrs)
1.1	Evolution of the concept of HRM
1.2	Objectives of HRM
1.3	Characteristics of HRM
1.4	HRM in education
1.5	Education as a supplier of human resource
1.6	Role and programs of HRM in an organization

- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent study, reading books, journals and papers learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- **Internal:** 40 %
- **External:** 60 %

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	2×10 marks	20 marks

References

Bertrand, R. (2009). *Education and the social order*. Routledge: Sage publications.

Margarita, P. (2008). *Educational planning in Latin America new perspectives for traditional issues*. IIEP: UNESCO.

Hallak, J. & Poisson, M. (2007). *Corrupt School, Corrupt Universities: What can be done*. Paris: International Institute for Educational Planning, UNESCO.

- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Education and development (2002).Module 3 (compendium of readings part one) unit 6 and 7

Christopher, C., Jeff, E. and Mathew, A. (2005). *Human resource management practices alignment and firm performance*. Ithaca, NY: Cornell University.

Course Title: **Educational Planning and Social Order**
Nature of course: **Theory and Practice** Credit: **3 hrs**
Level: **M.Ed.** Teaching hours: **48**
Course No: **(Ed PM 513)** Semester: **I**

1. Course description

This course provides the prospective educational planners and managers with an understanding of planning, management, and monitoring with theoretical perspectives and capacity development for ensuring the social order for quality education. It deals with the fundamental relation with social order of education and new perspectives for traditional issues in education.

2. Course objectives

On the completion of this course the student will be able to:

- Explain the relation between planning, education and development
- Elucidate the concept related to education and development with setting the framework for planning in general and educational planning in particular
- Explain with Illustration the created corruption in education from different perspectives
- Explain about basic processes and elements of educational planning
- Explain capacity development through individual and institutional level
- Explain the changing trends in education as a social order in Nepal
- Describe role of new perspectives for traditional issues leads in decentralization in different perspectives

3. Course contents

Unit I: Education and development: Setting the framework (8 hrs)

- 1.1 Concept of planning, education and development
- 1.2 Contribution of education development
 - Theoretical expectations
 - Empirical evidence
 - Past strategies
- 1.3 The gradual recognition of the complex and global impact of education
- 1.4 Strategies and institutions for promoting skills for rural development

Unit II: Corruption in education (9 hrs)

- 2.1 Mapping opportunities for corruption in education
- 2.2 Conceptual framework
- 2.3 Red flags and risk analysis
- 2.4 Education policies and corruption
- 2.5 Diagnosis of corruption

Educational Planning and Management (M.Ed.)

- 2.6 Decentralized financing
- 2.7 Adopting formula funding

Unit III: Capacity development (10hrs)

- 3.1 Concept of capacity
- 3.2 Operational definition
- 3.3 Analyzing capacity development process
 - Individual level
 - Organizational level
 - Institutional level
- 3.4 External support to capacity development efforts
- 3.5 Successful capacity development: principles and strategies
- 3.6 Competent and committed educational planners and managers
- 3.7 Future direction for planning

Unit IV: Education as a social order (8 hrs)

- 4.1 The individual vs. the citizen
- 4.2 Education and heredity
- 4.3 Emotion and discipline: Home vs. school
- 4.4 Aristocrats, democrats and bureaucrats
- 4.5 Religion in education
- 4.6 Sex in education
- 4.7 Patriotism in education

Unit V: New perspectives for traditional issues (13 hrs)

- 5.1 Concept
- 5.2 Issues
 - Building educational policy agenda
 - Decentralized educational system
 - Time frames
- 5.3 Traditional and new problems in educational policies
 - New in the classical issues
 - Educational quality
 - Financing education
- 5.4 Recognizing of new subject areas at educational systems
 - Inclusion in the educational processes
 - Access to education and improving relevant learning
 - Child hood education
 - Adult education

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial independent study, project work.

Course Title: **Secondary Education Management**
Course No: **EDPM 526** Nature of course: **Theory+Practice**
Level: **M.Ed.** Credit hours: **3**
Semester: **II** Teaching hours: **48**

1. Course description

This is a professional course designed for MES students. This course deals about the secondary education management process in the national context as well as international context. This course is related with the recent plans and programmers of secondary school management.

2. Course objectives

- To assist the students understand about secondary education management in the national as well as international context.
- To relate the secondary education management process with different plans and programmers.
- To recognize the organization of secondary school management in Nepal
- To elucidate the secondary school management in Nepal
- To identify the monitoring and supervision in secondary school

3. Course Contents

- Unit I: Concept of Management (9 hrs)**
- 1.1 Meaning and definition of management
 - 1.2 Elements of management
 - 1.3 Need and importance of management
 - 1.4 Evolution of management
 - 1.5 Differences among management, organization and administration.
- Unit II: Secondary School Management (SSM) (9 hrs)**
- 2.1 Instructional management of secondary schools
 - 2.2 Extracurricular and co-curricular activities management
 - 2.3 Management of teaching material
 - 2.4 Physical management in school
 - 2.5 Financial management of in school
 - 2.6 Indicators of secondary school management
- Unit III: Organization of secondary school management in Nepal (11 hrs)**
- 3.1 Central level-MOE and DOE
 - 3.2 Regional level-RED
 - 3.3 District level-RC,SMC, VEC, PTA (With composition, right and duties)
- Unit IV: Secondary school management in Nepal (8 hrs)**
- 4.1 Historical development

- 3.2 Humanistic tradition classroom management
- 3.3 Integrated approach to classroom management
- 3.4 Parent teachers conference
- 3.5 Culturally responsive management
- 3.6 Cultural pluralism and education (assimilation, cultural transmission)
- 3.7 Religion and morality

Unit IV: Mode of discipline (11 hrs)

- 4.1 Anticipatory socialization
- 4.2 Re-socialization
- 4.3 Socialization through life course
 - Childhood
 - Teenage
 - Young adulthood
- 4.4 Conflict and change
 - Managing conflict in schools
 - Dealing with bully
 - Emotional management (Concept of stress and anger only)

Unit V: Problems and issues of discipline in school (9 hrs)

- 5.1 Violence in school (management created, teacher created and peer group created)
- 5.2 Gender ethnic and cultural issue
- 5.3 Discrimination in school geographical, religious, socio economic, opportunities
- 5.4 Corrective measures of school discipline

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks

- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2marks	20 marks

References

Borich, G (1998). *Effective teaching methods* (3rd ed.). New Jersey: Printice Hall

Giddens, A. (2006). *Sociology* (5th ed.). New Delhi, AITBS: publishers and distributors

Hurlock, E.B. (2005). *Child development*. New Delhi: Tata Mc Great Hall

Nepal Government (2060). *Shiksha Ain (2028) ra Shiksha Nimawali (2059). Prachalit samssodhan*, Kathmandu:Kanun kitab Babstha Committee.

Thakur, A.S. & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: Mayur Paperbacks.

- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Hans d’Orville, Jacques, P. and Caroline D. (2010). *Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?* Paris: UNESCO, IIEP.

Sergio J. (2011). *Strategic management: the theory and practice in organizations*. Denmark: Section of Innovation Systems and Foresight, Department of Engineering Management Technical University.

Kenneth, C. B. (1998). *A study of strategic planning in federal organizations*. Virginia: Polytechnic Institute and State University.

Unit II: Resource based strategic management (9 hrs)

- 2.1 Evolution
 - Classical approach
 - Human resource approach
 - Quantitative approach
 - System approach
 - Contingency approach
 - Information technology approach
- 2.2 Strategic management
- 2.3 Complexity theory
- 2.4 Application of complexity theory for strategy

Unit III: Schools of strategic management (12 hrs)

- 3.1 The design school: strategy as a process of conception.
- 3.2 The planning school: Strategy formation as a formal process
- 3.3 The positioning school: Strategy formation as an analytical process.
- 3.4 The cognitive school: The strategy formation as a mental Process.
- 3.5 The cultural school: Strategy formation as a collective process.

Unit IV: The planning and participation (7 hrs)

- 4.1 Concept of participation
- 4.2 Ladder of participation
- 4.3 Citizen empowerment
- 4.4 Complexities in categorizing participation
 - Dimensions
 - Issues of process and capacity
 - Understanding community
 - Evaluating community participation

Unit V: Strategic planning (10 hrs)

- 5.1 Planning in public organizations
- 5.2 Public private distinction
- 5.3 Distinguishing factors
- 5.4 Difficulties in strategic planning
- 5.5 Goal conflict and ambiguity
 - Financial
 - Legal
 - Contractual
 - Organizational

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,

Course Title: **Managing Diversity in Education**
Course: **ED 521** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to help students understand the meaning and perspectives of diversity management. The course acquaints the students with the diversity management performance, practices and factors that are affected by multicultural perspectives. It also deals with diversity technology, sources and managing for diversity to disadvantaged group of peoples.

2. Course Objectives

The objectives of this course are as follows:

- a) To make meaning of diversity management from different perspectives
- b) To provide a deeper knowledge on multiculturalism for managing diversity.
- c) To make the students familiar with the different factors and causes of diversity management.
- d) To identify the different ways of diversified sources for managing diversity.
- e) To develop the concept and ways for measure the education strategies for disadvantaged groups.
- f) To provide a better understanding about the challenges for managing diversity.
- g) To provide the knowledge of constraints of diversity management.

3. Course Contents

Unit One: Diversity Management (13 hrs)

- 1.1 Meaning and concept of diversity management
 - International perspective
 - Population dynamics as a driver of diversity management
- 1.2 Diversity management from a student perspective
- 1.3 Diversity management from a personnel perspective
- 1.4 Diversity management from an institutional management perspective
 - Diversity management linked to the strategic plan
 - Main thrusts of the strategic plan
 - The role of management information in institutional diversity management
 - Levels of management information

Unit Two: Multiculturalism	(13 hrs)
2.1 Concept	
2.2 Model of structural change (Total quality diversity)	
2.3 A holistic model of total quality diversity	
2.4 The process of change	
• Contemporary challenges of ethnic diversity	
• Diversity: challenges for national policy makers and planners	
• Models for incorporating diversity	
• Need to revisit policy responses to diversity	
Unit Three: Factors for Managing Diversity	(5 hrs)
3.1 Diversity management plan	
3.2 Objectives	
3.3 Role of leadership	
3.4 Initial approach	
3.5 Strategy and links to key planning	
3.6 Goals and measures	
Unit Four: Diversified Sources	(5 hrs)
4.1 Changing patterns	
4.2 Privatization	
• Different modes of privatization	
• The strategies for privatization	
• Arguments of privatization	
Unit Five: Education Strategies for Disadvantaged Groups	(5 hrs)
5.1 Definition of disadvantaged group	
5.2 Motivation	
5.3 Work opportunities	
5.4 Challenges	
5.5 Government and aid agencies	
Unit Six: Challenges and constraints of Diversity management	(7 hrs)
6.1 Resistance	
• Poor communication	
• Disorganization	
6.2 Context matter	
6.3 Organization structure	
6.4 Legitimacy of government and policy change	
6.5 Social structure and beliefs system	
6.6 Federation issues	

Course Title: Organizational Theory and Strategic Planning	
Nature of course: Theory+Practice	Course No: Ed PM 525
Level: M.Ed.	Credit: 3 hrs
Teaching hour: 48	Semester: II

1. Course description

This course is designed to acquaint the students with theories of organization and strategic planning with special reference to organization and strategic planning. The main purpose of this course is to enable the students to understand the organizational theory and strategic planning for educational institutions by providing them with an organized body of knowledge about educational organization. Under this course, ample opportunities will be provided to the students to explore the possibilities of the application of theories from the literature on organization and strategy in educational organization. This course also intends to provide information on resource, system, strategy and inclusion of theory in educational field.

2. Course objectives

Upon the completion of this course, the students will be able to:

- Define strategic planning process
- Explain strategy as a natural and human activity
- Describe and classification of organizations as a rational, natural and an open system with levels, environment and modern perspectives of organization.
- Explain the resource based strategic management
- Explain trends of schools of strategic management.
- Describe the planning and participation
- Explain strategic planning

3. Course Contents

Unit I: Concept of strategy	(10 hrs)
1.1 Strategy as a natural and human activity	
1.2 The different meanings of strategy in organizations	
1.3 Defining and classifying organizations	
• The organization as a rational system	
• The organization as a Natural System	
• The organization as an open system	
1.4 Organizational environments	
1.5 Modern organizational perspectives	
1.6 The strategic need to align specialization, coordination and cooperation	

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Tony, B. (1995). *Theories of educational management*. London: Sage publications.
Educational management of SAARC countries (search websites of each country)

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development.
_____(2004).*Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission.
Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University.

Course Title: **Application of Learning Theories in Education**
Course: **ED 522** Nature of course: Theory+Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is a core course for the students studying Master Degree in Educational Science. This deals with psychology of learning and application of learning theory in classroom teaching. It includes the learning theories and paradigms ranging from the behaviouristic theories to cognitive theories. As the implementation of these theories for teaching and professional development, this course enables the student in drawing upon these theories in their everyday teaching and professional practices.

2. Course Objectives

- On completion of this course the students will be able:
- a) To explain cognitivism, behaviorism and constructivism as a broader family of learning theory
 - b) To develop understanding of Pavlovian conditioning
 - c) To discuss various types of conditioning
 - d) To familiarize students with meaning and concept of operant conditioning
 - e) To make students able to explain the acquisition process of operant conditioning
 - f) To give the concept of reinforcement and its application to change behaviors of learners
 - g) To use the operant conditioning in classroom teaching and learning
 - h) To clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning
 - i) To list the principles of perception with explanation
 - j) To enable students to explain purposive behavior
 - k) To discuss Tolman's experiments and draw the conclusion from them
 - l) To enable to analyze the premises of individual constructivism
 - m) To make the meaning of basic features of individual constructivism
 - n) To draw a educational implication of individual constructivism
 - o) To define the social constructivism and its premise

3. Course Contents

Unit One: Philosophical Orientation to Learning Theories (10 hrs)

- 1.1. Origin of learning theories
- 1.2. Major learning theories
 - 1.2.1. Behaviorism and its basic characteristics

Unit II: Educational management in neighbours' countries (19 hrs)
(Afghanistan, Bhutan, India, Nepal, Sri Lanka)

- 2.1 Historical perspective
- 2.2 Trends of education
- 2.3 Educational system
- 2.4 Objectives
- 2.5 Structure of education
- 2.6 Managing of school education
- 2.7 Managing of higher education
- 2.8 Allocation of budget in education
- 2.9 Policy of government
- 2.10 Types of education
- 2.11 Major priority in education

Unit III: Future directions of SAARC countries in educational management (8 hrs)

- 3.1 Missions
- 3.2. Targets
- 3.4 Strategies
- 3.5 Millennium perspectives

Unit 4: Investing policies in ICT for quality educational management (10hrs)

- 4.1 Concept of ICT
- 4.2 Role of ICT in management
- 4.3 Policies of government in ICT
- 4.4 Challenges of ICT for quality education management

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

Course Title: **Educational management in SAARC countries**
Nature of course: **Theory+ Practice** Course No: **Ed PM 524**
Credit: **3 hrs** Teaching hours: **48**
Level: **M.Ed.** Semester: **II**

1. Course description

This course aims to help students acquire specialized knowledge on educational management of SAARC countries with the conceptualization of the theories and practices of educational managing process. It includes the concepts of educational development, use of technology for quality education and opportunity process for the basic to higher education. This course also intends about the information system, planning policies, mobilization of resources and role of government in implementation process. The key concept of this course is to compare the development process, managing and allocation of budget in educations with neighboring countries. Further this course outlines some major issues and discourses of educational management in Nepal and SAARC countries.

2. Course objectives

- The objectives of this course are as follows:
- To provide the students with the essential up to date knowledge on theories of educational management.
 - To make the students familiar with the historical perspectives of education of SAARC countries
 - To provide a better understanding of educational management practices in trends of education, system, objectives, structure, managing of school education, higher education, mobilization of resources, allocation of budget, policies, priority, and comparison of educational management of neighbours countries.
 - To outline basic features and future directions of SAARC countries in educational management
 - To acquaint the students with the investing policies in ICT for quality educational management.

3. Course Contents

- Unit I: Theories of educational management (11 hrs)**
- 1.1 Definition
 - 1.2 The chronology of educational management
 - 1.3 The significance of the educational management
 - 1.4 Models of educational management
 - 1.5 The nature of theory in educational management
 - 1.6 The characteristics of educational management theory
 - 1.7 Gender and educational management

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- 1.2.2. Cognitivism and its basic characteristics
- 1.2.3. Constructivism and its basic characteristics

Unit Two: Principles of Pavlovian conditioning and Implication (8 hrs)

- 2.1 Acquisition of the conditioned response
 - Measures of conditioning
 - Conditioning paradigms
- 2.2 Nature of extinction and its paradigm
- 2.3 Other inhibitory processes
- 2.4 Conditioning
 - Higher-order conditioning
 - Sensory preconditioning
 - Vicarious conditioning
- 2.5 Application of Pavlovian conditioning in teaching

Unit Three: Operant Conditioning (10 hrs)

- 3.1. Meaning and concept
- 3.2. Acquisition of operant behavior (CR) (Principle and Mechanism)
- 3.3. Shaping and its principle
- 3.3. Meaning, concept and schedule of reinforcement
- 3.5. Application of Reinforcement
- 3.4. Implication for teaching and learning

Unit Four: Wertheimer Productive Thinking (10 hrs)

- 4.1. Concept of phi-phenomenon
- 4.2. Concept and principle of perception
- 4.3. Implication for teaching and learning

Unit five: Tolman's Purposive Behaviorism (10 hrs)

- 5.1. Concept of purposive behaviorism
- 5.2. Theory of purposive behaviorism (Expectancy, Place and Insight learning)
- 5.3. Drawing conclusions for educational implication

Unit Six: Constructivism (10 hrs)

- 6.1. Meaning and concept
- 6.2. Piaget's constructivism (Psychological/Individual constructivism)
- 6.3. Basic premises of Piaget's Constructivism (Implicit Theories and Knowledge construction process)
- 6.4. Basic features (Scheme, Adaptation-Assimilation and Accommodation, Equilibration)
- 6.5. Implication for teaching and learning

- 6.6. Vygotsky's constructivism (Social constructivism)
- 6.7. Basic premises of social constructivism (Situating cognition and Knowledge construction process)

4. Instructional Techniques

- Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

Internal Evaluation is based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009). *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning (Unit I to VII)

Best, J.W. and Kahn (2006). *Research in education* (10th ed.), New Delhi: Prentice Hall of India (Unit I to VII)

Creswell, J. and Plano, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage (Unit I to VII)

Cohen, L., Manion, L. and Morrison, Keith (2007). *Research methods in education* (6th ed.) London: Routledge (Unit I to VII).

McMillan, J.H. (2000). *Educational research: fundamentals for the consumer* (3rd ed.). New York, NY: Addison, Wesley and Longman (Unit I to VII).

Punch, K.F. (2009). *Introduction to research methods in education*. London: Sage (Unit I to VII)

Wiersma, W. (2000). *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon (Unit I to VII)

Unit Six: Research Proposal and Report (6)

- 6.1 Need of writing research proposal
- 6.2 Components of research proposal
- 6.3 Development of a research proposal
- 6.4 Requirements for writing research report
- 6.5 Essential components of a research report
- 6.6 Use of APA format in research report
- 6.7 Evaluation of research report

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- 1.1 Internal 40%
- 1.2 External 60%

Internal evaluation will be based on the following criteria

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Marks
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 ‘or’ questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 ‘or’ questions	2x10 Marks	20 Marks

6. Prescribed Texts

Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone. (Unit I to VII)

Hildgard, E.R., & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit I to VII)

Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill.

Klein, S.B. (1996). *Learning: Principle and application*. McGraw Hill. Inc. (Unit I to VII)

Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit I to VII)

Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education. (Unit I to VII)

Course Title: **Research Methods in Education**
Course: **ED 523** Nature of course: Theory +Practical
Level: M.Ed. Credit Hours: 3
Semester: Second Teaching Hours: 48

1. Course Introduction

This course is designed to acquaint the students with the basic understanding of research skills with a particular relevance to studying and understanding of the educational issues and problems. It provides them both with both theoretical knowledge and practical skills in carrying out the independent research work by developing research proposal in a standard APA format.

2. Course Objectives

- On completion of this course the students will be able to
- a) Discuss the basic concept and meaning of research and educational research
 - b) Explain the nature and purpose of educational research
 - c) Identify various research types with their characteristics.
 - d) Classify sampling techniques and explain each with examples.
 - e) Identify various sampling techniques and choose appropriate one for own research project.
 - f) Describe the procedures of carrying out different research designs.
 - g) Identify various data collection tools and discuss advantages and disadvantages.
 - h) Describe and use general procedure followed in the analysis of qualitative and quantitative data.
 - i) Describe the components of a research proposal and report.
 - j) Write a research proposal and report.
 - k) State some of the criteria to use in evaluating a research report.

3. Course Contents

Unit One: Concept of Research (10)

- 1.1. Meaning and definition of research and educational research
- 1.2. Nature and its purposes in educational research
- 1.3. Scope of educational research
- 1.4. Research problems
- 1.5. Objectives of educational research
- 1.6. Hypothesis
- 1.7. :Review of literature Theoretical, Empirical and conceptual / theoretical framework

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Unit Two: Research Designs (5)

- 2.1. Quantitative, qualitative and mixed research design
- 2.2. Basic, applied and action research
- 2.3. Experimental research design study
- 2.4. Survey
- 2.5. Case study
- 2.6. Historical research
- 2.7. Ethnography

Unit Three: Sampling (10)

- 3.1. Introduction
- 3.2. Probability sampling
 - Simple random sampling
 - Stratified random sampling
 - Cluster sampling
- 3.3 Non-probability sampling
 - Purposive sampling
 - Quota sampling
 - Convenience sampling
 - Snowball sampling
- 3.4 Sample size and error

Unit Four: Tools of Data Collection (5)

- 4.1. Interview
- 4.2. schedule
- 4.3. Questionnaire
- 4.4. Observation
- 4.5. Rating scales : Thurnstone's and likert's scales
- 4.6. Tests
- 4.7. Focus group discussions

Unit Five: Analyzing the Data (12)

- 5.1. Analyzing quantitative data
 - Data editing and tabulation
- 5.2. Statistical analysis
 - Measure of central tendency
 - Measure of dispersion
 - Measure of correlation coefficient (Pearson's and Spearman's method)
 - Hypothesis testing
- 5.3. Analyzing qualitative data
 - Organizing and coding
 - Comparing and Exploring relationships and patterns
 - Final themes and interpretation

- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	2×10 marks	20 marks

References

____ (2008). *Natural resource management approaches and technologies in Nepal*. Kathmandu: ICIMOD

____ (2010). *Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?* Paris: IIEP, UNESCO.

Indigenous technology knowledge in Nepal: a review (2009). *Indian journal of traditional knowledge*, vol. 8 (4), 569-576.

- 4.2 Personnel management
- 4.3 Pupil management
- 4.4 Public private partnership management
- 4.5 Resource management

Unit V: Monitoring and supervision in secondary school (11 hrs)

- 5.1 Supervisory practices in Nepal
- 5.2 Role of school supervisor in secondary level
- 5.3 Issues and challenges in secondary school supervision
- 5.4 Secondary school system in (India, USA and Srilanka)

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Bhatta, S. (2007). *Education in Nepal*. Kathmandu: Himalayan book store
Kanun, kitab babyasta samiti (2067). Shiksha Ayan 2028 ra Shiksha Niwaliwi 2049 latest amendment. Author.
MOE. (2009). School sector reform: core document (2009-2015), Kathmandu. Author
Robbins, S.P. (2005). *Organization behavior*. New Delhi: Pearson, Education, pvt,
Weihrich, H.& Koontz, H. (2005). *Management: a global perspective (iibd)*. New Delhi: Tata Mc Graw Hill publication company Ltd.

- 2.6 Innovative financing mechanisms
 - Global development lottery Diaspora bonds
 - Financial guarantee insurance for bonds
 - Voluntary contribution
- 2.7 Innovative public private partnerships
 - Concept
 - Local partnership
 - Global partnership
 - Multi stakeholder partnership
 - Role of 3ps in resource management

Unit III: Indigenous technology knowledge (11 hrs)

- 3.1 Concept
- 3.2 Indigenous water resource management
- 3.3 Indigenous soil fertility management
- 3.4 Indigenous knowledge on biodiversity and forest management
- 3.5 Indigenous resource mobilization ideas
- 3.6 Delivering ideas for education

Unit IV: Natural and human resources (13 hrs)

- 4.1 Natural resource
 - Water
 - Forest
 - Mountain
 - Land
 - Environment
 - Climate
- 4.2 Human resource
 - Culture
 - Politics
 - Education
- 4.3 Challenges of resource management

Unit V: Resource management in Nepal (8 hrs)

- 5.1 Concept
- 5.2 Resource information
- 5.3 Concept of resource allocation and management
- 5.4 Resource providers and consumers
- 5.5 Resource management practices

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,

Course Title: **Resource Management Practices in Nepal**
Course No: **EdPM 535** Nature of course: **Theory +Practice**
Level: **M.Ed.** Credit: **3 hrs**
Semester: **III** Teaching hours: **48**

1. Course description

This course is basically related with resource management practices in Nepal with a focus on planning. Various aspects of resource management practices and its development procedures are the ultimate ways for mobilization of human resource planning practices.

2. Course objectives

The objectives of the course are as follows:

- To contextualize the concept of resource management practices in Nepal.
- To be familiar with the concept and principles resource management in Nepal.
- To generalize the processes of planning and developing resources management.
- To be aware of challenges for mobilization of resource managing and practices in Nepal.
- To explain the innovative solutions for resource management.
- To be aware the use of indigenous technology knowledge in resource management in Nepal.

3. Course contents:

Unit I: Human resource management practices (9 hrs)

- 1.1 Concept of HRM
- 1.2 Human resource practice and work force
 - Employee selection
 - Employee management
 - Employee motivation
 - Human resource mobilization
 - Need of human resources
 - Developmental issues

Unit II: Innovative solutions for resource management (7 hrs)

- 2.1 Concept
- 2.2 Access
- 2.3 Resources
- 2.4 Education
- 2.5 Finance

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Course Title: **Discourses in Educational Planning**
Course No: **EDPM 531** Nature of course: **Theory+ Practice**
Level: **M.Ed.** Credit: **3 hrs**
Semester: **III** Teaching hours: **48**

1. Course description

This course intends to help students specialize in educational planning and management and conceptualize the principles and practices of educational planning process. It includes the concept of planning development, information, system, dynamics and implementation of educational planning. This course includes some major issues and discourses of educational planning.

2. Course objectives

The objectives of this course are as follows:

- To define the concept of educational planning for various education systems
- To identify the discourses on planning
- To analyze the functionaries for the implementation of educational planning
- To recognize the parameters of planning, inducativism, inclusion and falsificationism
- To identify the archaeology of human science and planning
- To analyze the problems, issues and challenges in planning process

Unit I: Globalization in education: process and discourse (10 hrs)

- 1.1 Context of globalization
- 1.2 Communication: local to global
- 1.3 Contrasting perspectives: socio-economic and analytic approaches
- 1.4 Globalization and social development
- 1.5 Social agenda for regional development and co-operation

Unit II: Discourse on educational planning (11 hrs)

- 2.1 Concept
- 2.2 Policy context
- 2.3 Metaphor and the discourse of community
- 2.4 Discourse of leadership
- 2.5 Discourse of participation

Unit III: Parameters of planning: intuitivism, inclusion and falsifications (8 hrs)

- 3.1 Intuitivism in planning
- 3.2 Inclusion in planning
- 3.3 Falsificationism in planning
- 3.4 Metaphysics of intuitivism and falsificationism

Unit 4: Archaeology of human science and planning (8 hrs)

- 4.1 Renaissance episteme
- 4.2 Classical episteme
- 4.3 Modern episteme
- 4.4 Contemporary episteme
- 4.5 Order and disorder of things

Unit 5: Problems, issues and challenges in planning (11 hrs)

- 5.1 Centralization
- 5.2 Decentralization
- 5.3 Localization
- 5.4 Globalization
- 5.5 Glocalization
- 5.6 Grobalization
- 5.7 Learning from educational planning of these for future Nepal.

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	10 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

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Mark, B. (2007). *The shadow education system: Private tutoring and its implications for planners*. Second edition. Paris: UNESCO- IIEP

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Varghese, N.V. (2008). *State is the Problem and State is the Solution: The Changing Orientation in Educational Planning*. Paris: International Institute for Educational Planning, UNESCO.

Course Title: **Contemporary Issues in Educational Planning**
Course No: **EDPM 532** Nature of course: **Theory+Practice**
Level: **M.Ed.** Credit: **3 hrs**
Semester: **III** Teaching hours: **48**

1.Course description

This course is designed for the students whose area is educational planning and management. It acquaint with the fundamental concepts and issues of educational planning and management. The main purpose of this course is to enable the students to identify the contemporary issues in educational planning by providing them with an organized body of knowledge about education. The course also aims to provide on recent trends and issues of educational planning by helping the students draw for the effective management of educational organizations.

2. Course objectives

The objectives of this course are as follows:

- State the evolution of educational planning
- Identify the trends of educational planning and management
- Familiarize with the problems facing educational planning
- Acquaint ways of planning and financing sustainability
- Familiarize with the crisis of educational planning
- Know the conflicting rationality and implications for planning theory

Unit I: Evolution of educational planning (10 hrs)

- 1.1 Chronology
- 1.2 Milestones
 - What is educational planning (1970)
 - The prospects for educational planning (1989)
 - Themes, issues and challenges (2008)
 - Further from now
- 1.3 The development issues in educational planning
- 1.4 Modernization of education planning

Unit II: Problems facing educational planning (10 hrs)

- 2.1 Demand for education
- 2.2 Financial constraint
- 2.3 Imbalance human resource
- 2.4 Rural and urban development
 - Training
 - Educational productivity and innovation
 - Social consequences of education
- 2.5 Implications for educational planning

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work.
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Anna, K. & Young, L. (2003). *Student loan scheme in the Republic of Korea: Review and recommendations*. Bangkok: UNESCO and Paris: IIEP.

Applying economic analysis to decision-making in developing nations - Internal efficiency of education, external efficiency of education, growth with social equity? Available online at:

Cliver, R. B. (2000). *Economic principles for education: Theory and evidence*. UK: Edward Elgar.

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Eric, A. H. (2005). *Economic outcomes and school quality*. Paris: IIEP/ UNESCO & Brussels: The international academy of education (IAE)

Gaspar, F. & Claudia, V. (2010). *Conditional cash transfers: A global perspective*. MDG Insights Issue 01.

Harry, A. P. (2007). *Demand side financing in education*. IIEP and Brussels: The international academy of education (IAE)

Unit III: Ear marked grants and accountability in education (9 hrs)	
3.1	Concept of earmarked grants, accountability, intern governmental transfer
3.2	Earmarked and matching grants Earmarked: the traditional view Earmarked and spillovers
3.3	Flypaper effect
3.4	Need of earmarking and expenditure
3.5	Constraints of grant design and soft budget
3.6	Performance based grants
Unit IV: Demand side financing (8 hrs)	
4.1	Demand side financing tools
4.2	Definitions of mechanisms
4.3	Demand side financing mechanisms
4.4	From theory to practice
4.5	Education, values and choice
4.6	Education, ethnicity and politics
4.7	Applying demand side financing
Unit V: Per capita financing of education: experience and issues (8 hrs)	
5.1	Resource mobilization and efficiency
5.2	Advantages of per capita financing scheme
5.3	Implication of the budget code and treasury system for financing of education
5.4	The role of minimum standards and budget norms in education financing mechanisms
5.5	Lessons of international experiences
5.6	Outstanding issues
5.7	Promising policy options
Unit VI: Policies and strategies in financing of education (9 hrs)	
6.1	Financing policies of education
6.2	Sources of finance
6.3	Students loans schemes
6.4	Financial issues analysis of the loans schemes
6.5	Equity issues in performance
6.6	Suggestions for future loan issues
6.7	Strategies <ul style="list-style-type: none"> Global trends Result issues Global and local needs Cost recovery and sharing encouraging and organizing new donor

Unit III: Planning and financing sustainable (10 hrs)	
3.1	Concept
3.2	Resource and costs
3.3	Alternative sources
3.4	Issues in planning and budget
3.5	Implementing systems
3.6	Affordability and sustainability
Unit IV: Crisis of educational planning (10 hrs)	
4.1	Identity
4.2	Management
4.3	Practical information
4.4	Action plan
4.5	Economic
4.6	Communication
4.7	Human resource
4.8	Hidden crisis: armed conflict and education
Unit V: Conflicting rationality: implications for planning theory (8 hrs)	
5.1	Concept
5.2	Plan for people
5.3	Conflicting rationality
5.4	Level of understanding
5.5	Planning theory and ethics
4. Instructional Techniques	
<ul style="list-style-type: none"> Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion. 	
5. Evaluation Scheme	
<ul style="list-style-type: none"> Internal: 40% External: 60% 	
Internal evaluation will be based on the following criteria:	
• Attendance	5 marks
• Home assignment	10 marks
• Midterm exam	10 marks
• Project work/Class Presentation	10 marks
• Reflective Report	5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Jan Nederveb Pieterse (2001). *Development theory: deconstruction / reconstructions*. London: Sage Publications.

Frans J.Schuurman (2001). *Globalization and development studies: challenges for the 21st century*. New Delhi: Sage Publications

Course Title: **Planning for Financing of Education**
Course No: **Ed PM 534** Nature of course: **Theory+Practice**
Level: **M.Ed.** Credit: **3 hrs**
Semester: **III** Teaching hours: **48**

1. Course description

This course on planning for financing of education is basically linked with school finance in terms of the economics of education at the grassroots level. It is intended for those who may be program personnel or practitioners in education sector. It is designed to develop basic knowledge necessary to understand the ways education in general and school in particular is financed. Students are encouraged throughout the course to consult libraries, relevant web-sites, and participate in classroom discussions.

2. Course objectives

The Course objectives are as follows:

- To explore conceptual premises of school financing.
- To study the linkage between educational providers and consumers
- To explore different forms and trends of financing of education.
- To explore the demand side financing
- To find out the per capita financing of education and its experiences and issues
- To identify the schemes of students loans system
- To recognize the policies and strategies in financing of education

Unit I: The financing of education (5 hrs)

- 1.1 Efficiency, equity and transparency
- 1.2 Cost and education
- 1.3 Budget management and constraints
- 1.4 Choice of education and parents’ attitude

Unit II: The budget preparation process (9 hrs)

- 2.1 General framework
- 2.2 Budgetary process and time frame
- 2.3 Methods used for budget estimates
- 2.4 Procedures for budget implementation and allocation
- 2.5 Budget implementation
- 2.6 Main principles of budget expenditure
- 2.7 Funding of teaching and non teaching cost
- 2.8 Improvement in methods of budget estimates and expenditure for education
- 2.9 Existing problems, adopting a new system of budget
- 2.10 Procedures for a program based budget

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Initiating change in career decision making: an action research approach (2010). Paul Green bank teaching and learning development unit. Lancashire: Edge Hill University.

Ralph, H. and Many, L.(2005). *Leading action research in schools*. Florida: Dept of education bureau of exceptional education and student services.

Course Title: **Action Research in School Decision Making**
 Course No: **EDPM 533** Nature of course: **Theory+Practice**
 Level: **M.Ed.** Credit: **3 hrs**
 Semester: **III** Teaching hours: **48**

1. Course description

This course aims to equip the students with knowledge and skills pertaining to action research and enabling them to carry out researches and to prepare their reports. Hence, it deals with the concept and applications of research. It also focuses on the general and specific context on their educational institutes.

2. Course objectives

The objectives of this course are as follows:

- Define with level and applications of the action research
- Find out the different types of action research
- Familiarize with the participatory action research
- Application process of action research in school
- Identify the role of action research in decision making process in school
- Familiarize with action research as the center of inquiry for research

3. Course contents

Unit I: Introduction of action research (10 hrs)

- 1.1 Concept
- 1.2 Importance
- 1.3 Connecting theory to practice
- 1.4 Improvement of educational practice
- 1.5 Teacher as decision maker
- 1.6 Application of action research
 - Identifying problems
 - Developing and testing solutions
 - Planning for action research
 - Developing an action research
- 1.7 Levels of action research
 - Individual
 - Team
 - School

Unit II: Action research in general context (7 hrs)

- 2.1 Introduction
- 2.2 Defining action research
- 2.3 Principles and characteristics of action research

2.4	Action research as critical praxis	
2.5	Procedures for action research	
2.6	Reflexivity in action research	
2.7	Some practical and theoretical matters	
Unit III: Participatory action research		(9 hrs)
3.1	Concept	
3.2	Importance	
3.3	The family of action research	
	<ul style="list-style-type: none"> Participatory research Critical action research Classroom action research Action learning Action science Soft system approaches Industrial action research 	
3.4	The emergence of critical participatory research	
3.5	Key features of participatory action research	
Unit IV: Action research in school		(9 hrs)
4.1	Concept	
4.2	Phases and effectiveness of AR	
4.3	Role of teacher in AR	
4.4	Knowledge of AR process	
	<ul style="list-style-type: none"> Recording of main issues for AR Reading log (Resource and main points) 	
4.5	Understanding the benefits of AR	
4.6	Identify and address implementation process	
4.7	List of issues for effective implementation	
4.8	Develop goals of AR	
4.9	Establishing a support system for teachers	
4.10	Professional development in AR	
Unit V: Decision making in school		(7 hrs)
5.1	Concept of policy background	
5.2	Voices of decision making:	
	<ul style="list-style-type: none"> Students Teachers Local authorities Government 	
Definitions, cases (rights, active citizenship, school improvement, behavior, emotional well being, teaching learning and personalization)		

Unit VI: Action research: the center of inquiry (6 hrs)

6.1Conduction of action research

6.2Developmental approach to action research

6.3Decisions about action research

6.4Expanding boundaries: alternative approaches to action research

6.5Governance share for action research

6.6Suggestions for assisting action research

4. Instructional Techniques

Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,

Types of learning activities: Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, pee group study and discussion.

5. Evaluation Scheme

Internal: 40%

External: 60%

Internal evaluation will be based on the following criteria:

Attendance5 marks

Home assignment10 marks

Midterm exam10 marks

Project work/Class Presentation10 marks

Reflective Report5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	10×2 marks	20 marks

References

Craig, A. Mertler (2006). *Action research: teachers as researchers in the classroom*. Thousand Oaks: Sage publications.

Geoff, W. and Emma, W.(2007). *Real decision making: school councils in action*. London: Institute of education University London.

Louis, C., Lawrence, M. and Keith, M. (2008). *Research methods in education*. London: Routledge.

Course Title: **Dynamics of School Supervision and Administration**
 Level: **M.Ed.** Nature of course: **Theory+Practice**
 Course No: **(EdPM 536)** Credit hours: **3 hrs**
 Semester: **III** Teaching hours: **48**

1. Course description

This course is designed to help students understand the principles and procedures that guide the working of the present system of educational administration and school supervision. Similarly, this course is offered to acquaint student with the principles, scope, purpose, functions, processes and practices of school supervision. This course also deals with problems and issues relating to School supervision. It provides students with an opportunity to develop their supervisory and administrative skills.

2. Course objectives

The general objectives of this course as below:

- Understand the concept, process, principles, chronology and unique aspects of school administration.
- Develop knowledge, insight and ability needed to function as a successful educational learner in a system of education.
- Describe the need for supervision to improve the quality of teaching learning in schools.
- Provide knowledge on alternative models in reforming school supervision.
- Provide the students with a general knowledge on clinical supervision.
- Examine the current practice of school supervision in Nepal.
- Draw the concept of administration
- Develop the concept on decision making in school administration
- Find out relation and difference between individual and professional development

3. Course Contents

Part I : School Supervision

Unit I: Changing concept of school supervision (8 hrs)

- 1.1 Meaning and definition of school supervision
- 1.2 Purpose of school supervision
- 1.3 Rationale for school supervision
- 1.4 Administrative Vs. Pedagogical supervision
- 1.5 Evolution of school supervision
- 1.6 Individual and group procedures in supervision

Unit II: Approach and styles of school supervision (8 hrs)

- 2.1 Basic supervisory skills (Providing leadership and communicating)

2.2	Styles of supervision	
2.3	Power with and power over approach to supervision	
2.4	Building rapport with schools and teachers	
2.5	Teacher development and support	
2.6	Professional competence	
Unit III: Clinical supervision		(6 hrs)
3.1	Beginning of clinical supervision	
3.2	Process and steps of clinical supervision	
3.4	Practical issues in clinical supervision	
3.5	Teacher supervisor relationship in clinical supervisor	
3.6	Systematic class observation	
3.7	Individual and professional development	
Unit IV: Organization and practices of school supervision (12hrs)		
4.1	Planning for supervision	
4.2	Planning school visits	
4.3	Implementing school visits	
4.4	Reporting/documenting	
4.5	Models in school supervision	
	<ul style="list-style-type: none"> • The classical supervision model • The central control model • The close to school support model • The school site supervision model 	
4.6	Evolution of supervisory practices in Nepal	
4.7	Problems and issues of school supervision system in Nepal	
Part II: School Administration		
Unit V: Concept of administration		(8 hrs)
5.1	Concept of educational administration	
5.2	Components of school administration	
5.3	Chronology of educational administration	
5.4	Development of educational administration	
5.5	Administrative procedures	
5.6	Role of school administrators	
Unit VI: Decision making in school Administration		(6 hrs)
6.1	Concept and definitions of decision making	
6.2	Process and steps of decision making	
6.3	The decision environment	
6.4	Decision making as bargaining process	
6.5	Practical problems and issues of decision making in schools	

Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. The Jossey-Bass education series, The Jossey-Bass higher education series and The Jossey-Bass social and behavioral science series. San Francisco, CA, US: Jossey-Bass.

Miles, M. B. & Huberman, A. M. (Drawing valid meaning from qualitative data: Towards a shared craft. *Educational researcher*, Vol. 13, No. 5 (May, 1984), 20-30. Retrieved on 22/03/2010 16:14 from <http://www.jstor.org/stable/1174243>

Schilling, J. (2006). On the pragmatics of qualitative assessment: Designing the process for content analysis. *European journal of psychological assessment*. Vol. 22(1):28–37

Stake, R.E. (1995). *The art of Case study*. California: Sage Publication

4. Instructional Techniques

- **Modes of instruction:** Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work,
- **Types of learning activities:** Attending lectures, library consult performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

- Attendance 5 marks
- Home assignment 10 marks
- Midterm exam 10 marks
- Project work/Class Presentation 10 marks
- Reflective Report 5 marks

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 marks	10 marks
Short answer questions	6 with 2 'or' questions	6×5 marks	30 marks
Long answer questions	2 with 1 'or' questions	2×10 marks	20 marks

References

- Adams, H. P. and Dickey, F.G. (1975). *Basic Principles of Education, Administration and Supervision*. New York: American Book Company.
- Campbell, Ronald F. and Russell T. Gregg (1957). *Administrative Behaviour in Education*. New York: Harper and Row Publishers.
- Campbell, Ronald F. and Others (1968). *Introduction to Educational Administration*. Boston: Allyn and Bacon.
- Cogan, M. (1979). *Clinical Supervision*. Boston: Houghton Mifflin.
- Elsbree, Willard S. and Others (1967). *Elementary School Administration and Supervision*. New York: American Book Company.
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- Wiles, K. and Lovell, J. (1975). *Supervision for Better Schools*: Englewood Cliffs: Prentice Hall.
- Alternative Models in Reforming School Supervision* (2007). Paris: IIEP.
- Bulin, J.G. (1996). *Supervision*. USA: Houghton Mifflin Company.

Kenneth, L. and Others (1996). *International Handbook of Educational Leadership and Administration*. USA: Kluwar Academic Publishers.

Lesley, K. and others (1999). *Professional Development for Educational Management*. Philadelphia: Open University Press.

The Organization of Supervisors (2007). Paris: International Institute for Educational Planning, UNESCO.

Evaluation of the thesis

Evaluation of the thesis will be based on both the written quality and oral presentation of the researcher (student). A viva voce exam will be held to evaluate the quality of the thesis as presented by the researcher. A thesis evaluation committee will evaluate the thesis in consultation with both external and internal supervisors. The evaluation criteria are given below:

Criteria for evaluating the thesis

Written quality	Weightage (In percentage)
Appropriateness of the title	5
Clearly written abstract	8
Well stated objectives/ research questions	6
Convincing rationale of the study	5
Clarity of the literature review/conceptual framework	9
Appropriateness of theoretical/ conceptual framework	6
Clarity of methods and procedures	10
Critical discussion of results(analysis and interpretation of findings)	10
Appropriateness of conclusions and recommendations/ implications	6
References in APA style	5
Overall organization of the report (format, sequencing, flow)	10

Oral quality (Viva voce)

Confidence, fluency and clarity of presentation	10
Problem solving skills	5
Openness to comments and suggestions	5

Recommended books

APA (2010). Publication manual of American Psychological Association. Washington, DC: American Psychological Association.

Best, J.W. & James V. K. (2008). *Research in education* (latest 10th edition). Boston: Allyn & Bacon New Delhi: Prentice hall of India.

Bogdan, R. & Biklen, S. K. (2006). *Qualitative research for education: an introduction to theories and methods* (5th edition). Boston: Allyn & Bacon

Cohen, L. Manion, L. & Morrison, K. (2010). *Research methods in education* (latest edition). London: Routledge.

Denzin, N. & Lincoln, Y. (Eds). (2005). *Hand book of qualitative research*. Thousand Oaks, CA: Sage

Dooley, D. (2003). *Social research methods* (3rd edition). New Delhi: Prentice hall of India.

Gillham, B. (2000). *Case study research methods*. New York: Continuum

Kerlinger, F. (2005). *Foundations of behavioral research* (latest edition). New York: Holt Reinhert and Winston, Inc.

Mayring, P. (2000, June). *Qualitative content analysis* [28 paragraph]. *Forum qualitative sozialforschung / Forum: qualitative social research [On-line Journal]*, 1(2). Available at: <http://qualitative-research.net/fqs/fqs-e/2-00inhalt-e.htm> [Date of access: 03-21-2010]

CHAPTER: FOUR
DISCUSSION OF FINDINGS

CHAPTER: FIVE
CONCLUSIONS AND IMPLICATIONS/RECOMMENDATIONS

Format of research proposal

The format of research proposal for thesis writing is given below:

- **Cover page** of the proposal with title, details of the researcher and the level for which it is written.
- **Table of contents**
- **Acronyms/ Abbreviations**
- **List of tables** (If necessary)
- **List of figures** (If necessary)
- **List of charts and graphs** (If necessary)

CHAPTER: ONE
INTRODUCTION

- 1.1 Background of the study
- 1.2 Statement of the problem
- 1.3 Rationale of the study
- 1.4 Objectives of the study
- 1.5 Research question/s
- 1.6 Hypothesi(e)s of the study (If applicable)
- 1.7 Delimitations of the study
- 1.8 Definition of the key terms (If necessary)

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

- 2.1 Review of related literature (national, regional and international)
- 2.2 Conceptual framework
- 2.3 Implications of the review for the research

CHAPTER: THREE
METHODS AND PROCEDURES

- 3.1 Research design (qualitative, quantitative and mixed design)
- 3.2 Criteria of sample selection
- 3.3 Population and sample
- 3.4. Instrumentation
- 3.5 Sources of data (primary and secondary)
- 3.6 Data collection procedures
- 3.7 Data analysis procedures

REFERENCES (APA format)

APPENDICES (list of respondents, tools, raw data, tables, etc. if necessary)

Course Title: **Practicum in educational planning and management**
Course No: **Ed PM 541 (on campus)** Nature of Course: **Theoretical +Practical**
Semester: **IV** Credit Hrs: **3+3 (on campus)**

1. Course description

This practicum course is designed to provide students with practical experiences related to various components of planning and management of educational institutions they are placed in for a period of 6 weeks. In this course, the students are required to conduct and complete a host of activities as reviewing related literature, making an intensive investigation of a problem/issue of the organization, organizing seminar, teaching, and participating as well as planning activities for the planned development of the institution they are assigned to work as the interns.

2. Course objectives

The objectives of the course will be to assist the interns in:

- Carrying out administrative and supervisory responsibilities in institutional situation.
- Sharing experiences and skills with sponsoring administrators / concerned professionals in matters related to planning and management of the organization.
- Putting into practice the theories and principles of educational planning and management in the institutional setting of the organization
- Assisting the respective sponsoring administrator in developing and implementing various approaches to address the organizational problems
- Developing organized lesson plans and delivering them in the assigned institution
- Conducting an analytical survey of the institution assigned for making an interpretation of various critical components of management.
- To give students practical experiences of preparing lesson plans.

3. The major areas for practicum activities are outlined as follows:

- 3.1 Reviewing related research literature
- 3.2 Conducting an intensive case study
- 3.3 Organizing a seminar in the sponsoring institution on a topic related to educational planning and management
- 3.4 Internship (making an analytical survey of various components of organizational management and interpreting them from the perspective of planning and management, planning the delivery of lessons and completing other defined activities of the practicum).

4. Practicum requirements

The interns are required to complete the following tasks in order to meet the requirements of the course. The tasks are detailed out in the following points:

- The students must have appeared in the final exam of all subjects of the 3rd semester MES program before undertaking the practicum work.
- The department will supervise the work of the practicum students through its internal supervisor.
- The interns are required to submit two copies of the practicum report to the department for final evaluation.
- The final report should be submitted to the department in two weeks' time after the completion of the practicum.
- The interns should be engaged in teaching higher secondary or college level students; for this they are required to prepare 15s lesson plans and deliver them.
- The interns are required to prepare an operation calendar for the duration of the practicum in the assigned institution.
- All the students are required to attend a one week orientation organized by the department on the practicum. Similarly, they are required to have full time participation during the practicum work.
- The practicum report should be prepared in line with the given format.
- The interns will be assisted and supervised by the internal supervisor appointed by the department of practice teaching upon the recommendation of the department of educational planning and management

Evaluation Scheme

• Attendance	5%
• Mid- term exam	10%
• Preparation of lesson plan	20%
• Case study	30%
• Organizing a Seminar	20%
• Reviewing related research literature	15%

Activities

5. On Campus Activities (6 credit)

S.N.	Items/tasks	Activities to be completed	Credit hour	Assessment
A.	Model Class Demonstration	Prior to involve in micro teaching based on preparing lesson plan, student teachers are expected to participate in model class demonstration. The model class demonstration will be carried out either from the group of students or teachers so that student teachers grasp the fine aspects of the demonstration and are hoped to be performed accordingly on and off campus activities.	0.5	Portfolio assessment

- 4.1
- 4.2
- 4.3
- 4.4
- 4.5
- 4.6

CHAPTER FIVE:

CONCLUSIONS AND IMPLICATIONS/RECOMMENDATIONS

- 5.1 Conclusions
- 5.2 Implications/Recommendations (of the research): The implications/recommendations should be drawn for three levels: policy level, practice level and research level.

REFERENCES (APA format)

APPENDICES (List of respondents, tools, raw data, large tables, etc.)

Specific objectives of the research framework

CHAPTER: ONE

INTRODUCTION

- 1.1 Background of the study
- 1.2 Statement of the problem
- 1.3 Rationale of the study
- 1.4 Objectives of the study
- 1.5 Research question/s
- 1.6 Hypothesi(e)s if the study (If applicable)
- 1.7 Delimitations of the study
- 1.8 Definition of the key terms (If necessary)

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

- 2.1 Review of related literature (national, regional and international)
- 2.2 Conceptual framework
- 2.3 Implications of the review for the research

CHAPTER: THREE

METHODS AND PROCEDURES

- 3.1 Research design (qualitative, quantitative and mixed method)
- 3.2 Criteria of sample selection
- 3.3 Population and sample
- 3.4 Sources of data (primary and secondary)
- 3.5 Instrumentation
- 3.6 Data collection procedures
- 3.7 Data analysis procedures

CHAPTER: ONE INTRODUCTION

- 1.1 Background of the study
- 1.2 Statement of the problem
- 1.3 Rationale of the study
- 1.4 Objectives of the study
- 1.5 Research question/s
- 1.6 Hypothesi(e) s of the study (if applicable)
- 1.7 Delimitations of the study
- 1.8 Definition of the key terms (If necessary)

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

- 2.1 Review of related literature (national, regional and international)
- 2.2 Conceptual framework
- 2.3 Implications of the review for the research

CHAPTER: THREE METHODS AND PROCEDURES

- 3.1 Research design (qualitative, quantitative and mixed design)
- 3.2 Criteria of sample selection
- 3.3 Population and sample
- 3.4 Source of data (primary and secondary)
- 3.5 Instrumentation
- 3.6 Data collection procedures
- 3.7 Data analysis procedures

CHAPTER: FOUR DISCUSSION OF FINDINGS

(This chapter is basically a discussion and interpretation of the findings which are treated as the results of the study. Analysis of findings, drawing findings from the analysis of the data and interpreting the findings therefore remain the core feature of the chapter. The themes for discussion should be generated from the objectives of the thesis and supported by the field data. Each of the key points of discussion should be dealt as meaningful units/ themes supported by findings derived from the analysis and interpretation of data/ information. Discussion of findings/ results- the main focus of this chapter- is therefore discussion of data related to the themes. Each of these themes should come up with relevant findings as related to the objectives of the thesis.)

The results/findings should be presented under specific components/themes as directed by the objectives of the thesis. The themes/ components can be grouped as/ under:

Educational Planning and Management (M.Ed.)

S.N.	Items/tasks	Activities to be completed	Credit hour	Assessment
B.	Site Visit	The student teachers must visit the schools/college where they expect to carry out their off campus teaching. During the school visit, they consult head teacher/ Principal of the concerned schools/colleges and observe and list out overall aspect of the schools such as Teachers 5 classes to be observed, educational, physical, administrative and economic aspects, and their problems and challenges as well. These all can support student teachers to develop the rapport and to become familiar with the school environment prior to off campus teaching.	0.5	Report assessment
C.	Critical Reflection	After completion of school visit, student teachers write their own reflection as a form of report about the schools they visit. The words of critical reflection should be within the range from 4000 to 5000 and they have to submit this report of reflection before starting micro teaching. This, in fact, results in incorporation of the important facts they found in their school tour and supportive to disseminate considerably in their off campus activities.	0.5	Report assessment and evaluation by campus
D.	Discussion Seminar	For the different groups of student teachers who visit the concerned schools, it is mandatory to conduct a discussion seminar on what they found and experienced during school trip. The seminar will be a juncture where they will share and discuss the ideas and information they received. The seminar guideline consists of the following components, and students are expected to follow these strictly.	0.5	Portfolio assessment
E.	Lesson Plan	i. Format of lesson plan (Micro-Teaching) a. Introductory parts <ul style="list-style-type: none"> ▪ Lesson plan no. ▪ Name and address of college ▪ Grade ▪ Subject of teaching/ teaching hour/period ▪ Specific contents/title b. Specific objective Single objective- single objective is required since it deals with only a single learning skill during the teaching hour. c. Teaching learning materials Teaching learning materials should correspond to the discussed specific objective.	1.5	Class observation (Supervisors and peer review)

S.N.	Items/tasks	Activities to be completed	Credit hour	Assessment
		<p>d. Teaching learning activities- It varies as per the student teachers and supervisors. They are allowed to adopt the desired format under this title.</p> <p>e. Feedback and evaluation After completion of teaching, the supervisor and collaborators (colleague teacher) provides feedback to improve the teaching. (The cycle continues until the student teacher achieves the mastery over the teaching skill)</p> <p>ii. Material development workshop The student teachers conduct material development workshops during period of micro- teaching hour. It is a part of enhancing skills in material development based on the nature and type of subject and contents to be taught.</p> <p>iii. Role of supervisor It is notable that supervisor should continually observe the micro teaching of the student teachers with feedback and suggestion for further improvement. He should supervise at least 7 to 10 lesson plans of each student.</p>	<p>1.5</p> <p>0.5</p> <p>2</p>	Portfolio assessment

6. Format of practicum report

The practicum report should contain the defined components. The report should be prepared as per the given format as following:

- **Cover page** of the practicum with title, details of the interns and the level for which it is written.
- **Approval letter** (letter head of the department/campus)
- **Acknowledgement**
- **Table of contents**
- **Acronyms/Abbreviations**
- **List of tables** (If necessary)
- **List of figures** (If necessary)
- **List of charts and graphs** (If necessary)

Part one: Review of related literature

Part two: Intensive case study

Part three: Lesson plans-Actual teaching (ten lessons)

Part four: Internship activities

Part five: Seminar activity

References

Annexes

- 3.2. Steps of writing proposal in education research
- 3.3. Steps in research report writing
- 3.4. Components and format of research proposal and report
- 3.5. Techniques of citation and referencing: APA style
- 3.6. Ethics in education research

Unit IV: Statistical Methods and computer application 12

- 4.1. Sample size determination
- 4.2. An overview of descriptive statistics
- 4.3. An overview of inferential statistics and hypothesis testing
- 4.4. Computer application in data analysis
- 4.5. Use of SPSS and other Software in data analysis
- 4.6. Qualitative data analysis software: Atlas/ti and Nvivo

Instructional Techniques

- Classroom Discussion
- Group Discussion
- Demonstration
- Lecture cum Question-Answer
- Cooperative learning
- Problem solving
- Project work

Research Format

The research format is an outline of necessary components of a research report for writing the thesis. The thesis report should have the following format:

- **Cover page** of the thesis with title, administrative details of the researcher and the level for which it is written.
- **Recommendation letter** (letter head of the department/campus)
- **Approval letter** (letter head of the department/campus)
- **Acknowledgement**
- **Abstract** (an abstract of the thesis is not more than 350 words with the **topic, major objective, method and procedure, main findings and implications/recommendations** of the study).
- **Table of contents**
- **Acronyms/ Abbreviations**
- **List of tables** (If necessary)
- **List of figures** (If necessary)
- **List of charts and graphs** (If necessary)

- The main text of the thesis should not be less than 50 pages and it should not be more than 75 pages.
- Bigger tables are placed in Annex and referred in the main text where the analysis is made as ‘Annex table...’
- Text or the write-ups should not be presented in bullets or numbers. The ideas and subject matters should be meaningfully grouped and discussed either under meaningful headings / sub headings or in paragraphs.
- Recommendations or Implications should be grouped under Policy level, Practice level and Research level.
- Each level of recommendation should not exceed meaningfully crafted 2 to 3 paragraphs and should include both what and how part.
- Selection of literature and review should be relevant/ related to the objectives and it can be presented under the themes or sub themes
- Discussion of theories and /or topic related perspectives/ concepts should also be relevant to the objectives
- Research design should spell out clearly what kind of research it is and why it is relevant for this particular research.
- The draft report should be thoroughly checked for its mistakes in sentence structures, spelling and typing before submitting it to the supervisor.
- Literature review doesn’t include reviews of the government documents such as plans, core documents, Acts, Rules and Regulations and reports of different commissions. They can be discussed under separate section/sub sections as government initiatives or perspective.

4. Course contents (Theoretical part: 3 cr.)

Unit I: Fundamental of Educational Research	12
1.1. Concept and Process	
1.2. General guidelines for thesis work	
1.3. Selecting research problem and formulating research question and hypothesis	
1.4. Reviewing the literature: Theoretical, empirical and conceptual/ theoretical framework	
Unit II: Writing Research approach and design	12
2.1. Descriptive	
2.2. Qualitative, quantitative and mix method design	
2.2. Experimental design	
2.3. Data collection and analysis: Qualitative and quantitative data	
Unit III: Writing a research proposal and report	12
3.1. Selecting a topic	

Course Title: Practicum in educational planning and management
 Course No: **Ed PM 542 (off campus)** Nature of Course: **Theory + Practical**
 Credit Hrs: **3 (off campus)** Semester: **IV**

1. Course description

This practicum course is designed to provide students with practical experiences related to various components of planning and management of educational institutions they are placed in for a period of 6 weeks. In this course, the students are required to conduct and complete a host of activities as reviewing related literature, making an intensive investigation of a problem/ issue of the organization, organizing seminar, teaching, and participating as well as planning activities for the planned development of the institution they are assigned to work as the interns.

2. Course objectives

The objectives of the course will be to assist the interns in:

- Carrying out administrative and supervisory responsibilities in institutional situation.
- Sharing experiences and skills with sponsoring administrators/ concerned professionals in matters related to planning and management of the organization.
- Putting into practice the theories and principles of educational planning and management in the institutional setting of the organization
- Assisting the respective sponsoring administrator in developing and implementing various approaches to address the organizational problems
- Developing organized lesson plans and delivering them in the assigned institution
- Conducting an analytical survey of the institution assigned for making an interpretation of various critical components of management.
- To give students practical experiences in college/ campus .

3. Off Campus Activities (6 credit)

No	Tasks	Activities	Credit	Assessment
1	Lesson plans and materials	Writing lesson plan prior to the lesson and preparation/collection of teaching material; record keeping of the lesson plans and materials in	1	Portfolio assessment

No	Tasks	Activities	Credit	Assessment
2	Student teaching	Teaching in a school/college; at least 30 lessons	2.5	Class observation (External observer, Campus supervisor and School supervisor)
3	Appearance, conduct, character, leadership	School head/school supervisor observes and keeps record	0.5	Class observation and rating scale
4	Organizational analysis	i. Institution study Each student prepares a report on the issues surrounding the history, mission, goals, programmes, resources, outcomes of the school ii. Case study Each students choose a particular case such as poor but talented, specific skills of the students-music, dancing, playing.	1	Report assessment
5	Analysis of the curriculum or textbook	Student in their off campus activities, they will analyse the curriculum or textbooks related to the subject they are teaching. They assess the relevance, scope, sequence, coverage, organization weakness and strength of the curriculum or textbook in line with the curriculum objective, contents, teaching methods/strategies, and evaluation.	0.5	Report assessment
6.	Teaching logbook ,and Audio visual materials	Every student must keep the teaching logbook of their every day teaching. Finally they will prepare a audio-visual material in a form of YOU TUBE. You Tube should show how s/he perform any kind of teaching activities in classroom.	0.5	Report assessment

References

The references cited and quoted in different parts of the practicum report should be written under this heading following the APA format: separate references for each part of the report should not be placed separately under the heading of each part.

Course Title: Thesis in Educational Planning and management

Nature of Course : **Theory and Practical** Course No: **Ed PM 543**

Credit: **3+9 hrs.**

Semester: **IV**

1. Course description

This course is designed to provide the students with hands-on experience in educational research in the form of thesis writing. In this course, the student will have an opportunity to apply the theoretical knowledge of educational research in areas such as identification of research problem, development of research instruments, preparation of research design, collection, analysis and interpretation of data, and writing of the report in an organized way. The major purpose of the course is to help the students design, conduct and complete a piece of educational research independently.

2. Course objectives

The course objectives are as follows:

- To prepare a research proposal as per the given format,
- To develop competencies in identifying the problem, developing instruments and collecting, analyzing and interpreting the data,
- To help students make an organized search and review of related literature,
- To enable students to prepare a research report in their chosen area of study,
- To enable students to use the findings of the research studies.

3. Departmental requirements

- The students must have passed the third semester of M.E.S. before undertaking the thesis work.
- The students must have appeared in the examination of all subjects of M.E.S. third semester before taking viva voce for the thesis.
- The department research committee (DRC) will seek thesis proposal from the students, approve it and designate the thesis supervisor for them.
- The students should prepare and submit to the DRC a brief research proposal on the chosen area of study as per the format.
- The students should present the proposal in the DRC to finalize it.
- The students should undertake the research study under the guidance and supervision of the supervisor designated by the DRC.
- The students should submit the final 5 bounded copies of the thesis together with an electronic copy to the department.
- The thesis should be prepared as per the format recommended by the department. A format is suggested for this purpose.



Mid-Western University

Faculty of Education

Educational Planning and Management (M.Ed.)

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Four Semester (Two Years) Program

Curriculum

2073/2016