

**Mid-western University
Surkhet**

**Masters of Educational Sciences
(M.E.S.)**

**Education Planning and Management
Courses
2013**

(MES)

Educational planning and management

SEMESTER-WISE BREAKDOWN OF THE COURSES

Semester I	Semester II
EDU 511: Philosophical Foundations of Education EDU 512: Education and Development EPM 513: Educational Planning and Social Order EPM 514: Managing Educational Human Resources EPM 515: Leadership in Education EPM 516: Learner Discipline and School Management	EDU 521: Managing Diversity in Education EDU 522: Application of Learning Theories in Education EDU 523: Research Methods in Education EPM 524: Educational Management in SAARC Countries EPM 525: Organizational Theory and Strategic Planning EPM 526: Secondary Education Management
Semester III	Semester IV
EPM 531: Discourses in Educational Planning EPM 532: Contemporary Issues in Educational Planning EPM 533: Action Research in School Decision Making EPM 534: Planning for financing of Education EPM 535: Resource Planning Practices in Nepal ENG 536: Dynamics of School Supervision and Administration	EPM 541: Practicum: On-campus EPM 542: Practicum: Off-campus EPM 543: Thesis Writing (12 Credits)

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EPM 513: EDUCATIONAL PLANNING AND SOCIAL ORDER

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Educational Planning and Social Order**

Course No: EDU 513

Semester: First

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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:

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

3. Contents

Unit One: Education and Development: Setting the Framework

- 1.1. Contribution of education development: Theoretical expectations, empirical evidence and past strategies
- 1.2. The gradual recognition of the complex and global impact of education
- 1.3. Education in rural areas: learning from past experiences
- 1.4. Strategies and institutions for promoting skills for rural development

Unit Two: Corruption in Education

- 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
- 2.6. Participatory, report cards surveys and social audits
- 2.7. Decentralized financing
- 2.8. Adopting formula funding
- 2.9. Designing capitation grants of reconstruction

Unit Three: Direction for Planning, Management and Monitoring

- 3.1. Improving education
- 3.2. Choosing appropriate approaches
- 3.3. Developing targeted assessment, monitoring and evaluation instrument

Unit Four: Capacity Development

- 4.1. Concept of capacity
- 4.2. Operational definition
- 4.3. Analyzing capacity development process
 - Individual level
 - Organizational level
 - Institutional level
- 4.4. External support to capacity development efforts
- 4.5. Successful capacity development: principles and strategies
 - Strategic principles
 - Supportive context
- 4.6. Increasing the effectiveness of planning departments
- 4.7. Competent and committed educational planners and managers

Unit Five: Education as a Social Order

- 5.1 The individual vs. the citizen
- 5.2 The negative theory of education
- 5.3 Education and heredity
- 5.4 Emotion and discipline: Home vs. school
- 5.5 Aristocrats, democrats and bureaucrats
- 5.6 The herd in education
- 5.7 Religion in education
- 5.8 Sex in education
- 5.9 Patriotism in education

Unit Six: New Perspectives for Traditional Issues

6.1. Concept

6.2. Issues:

- Building educational policy agenda
- Decentralized educational system
- Time frames

6.3. Traditional and new problems in educational policies

- New in the classical issues
- Educational quality
- Financing education

6.4. 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.
- **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:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks

Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks
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6. Prescribed Texts

- a) Bertrand, R. (2009). *Education and the social order*. Routledge: Sage publications.
- b) Margarita, P. (2008). *Educational planning in Latin America new perspectives for traditional issues*. IIEP: UNESCO.
- c) Hallak, J. & Poisson, M. (2007). *Corrupt School, Corrupt Universities: What can be done?* Paris: International Institute for Educational Planning, UNESCO.

EPM 514: MANAGING EDUCATIONAL HUMAN RESOURCES

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Managing Educational Human Resources**

Course No: EDU 514

Semester: First

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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:

- a) Explain the concept of human resource management in education.
- b) Describe the concept and principles of human resource development.
- c) State the processes of planning and developing human resources.
- d) Explain the challenges of human resource management and planning.
- e) Understand the concept and need of training and career development along with performance management and appraisal system.
- f) Describe the concept of EMIS as well as its attributes and the steps involved in developing it.
- g) Identify the indicators of education system.
- h) State and describe the information system planning with information resource management.
- i) State the management aspects of EMIS.
- j) Analyze major issues of EMIS in Nepal.

3. Course Contents

Unit One: Human Resource Management

- 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

Unit Two: Planning and Developing Human Resources

- 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 Mechanism and its organization
 - Training and Development
 - Importance, functions types and methods of training
 - Systematic view of training
 - Transfer of training
 - Career development
 - Pre-conditions for career development

Continuing education

Unit Three: Recruitment, Selection, Appointment and Job Analysis

- 3.1 Recruitment
 - Purpose and importance of recruitment
 - Recruitment policy
 - Steps for recruitment
- 3.2 Selection
 - Selection process
 - Selection method
 - Factors affecting selection

- Selection system in Nepal (Public service commission- PSC, Teacher service commission - TSC and university service commission- USC)

3.3 Appointment system

- Placement and induction
- Socialization process

3.4 Job Analysis

- Major goals of job analysis
- Job analysis information hierarchy
- Job analysis method

3.5 Reward management

Unit Four: Performance management and Appraisal

4.1 Concept of performance management

4.2 Need and importance of performance management system

4.3 Use of performance data

4.4 Process of performance appraisal

4.5 Method of delivering performance

4.6 Feedback of performance appraisal

Unit Five: HRM in School: Total Quality Management (TQM)

5.1 Definition of quality in school

5.2 Understanding ed-quality

5.3 Indicators of quality education

5.4 Schooling and quality

5.5 Quality indicators for teacher education

5.6 Improving education quality

5.7 TQM in the school

5.8 The TQM approaches to leadership

Unit Six: Management Information System (MIS) in HRM

6.1 Basic concept of MIS

6.2 Attributes of information system

6.3 Analysis and design of an information system

6.4 The system lifecycle

6.5 Contemporary approaches to information systems

6.6 The challenges of information system

6.7 Impact of information on HRM

Unit Seven: Educational Management Information System (EMIS)

7.1 Basic Concept of MIS

7.1.1 Components, organization and operational structure of EMIS

7.1.2 Information Output

7.1.3 Steps of output

7.1.4 Relation between school education and EMIS

7.1.5 Use of EMIS in educational management

7.2 School Management Information System (SMIS)

7.3 EMIS in Nepalese education system (TU: Process and use and DoE: Process and use)

Unit Eight: Information System Planning (ISP)

8.1 Concept of ISP

8.1.1 Mission

8.1.2 Objectives

8.1.3 Strategies

8.1.4 Policies

8.2 Resource allocation

8.3 Information resource management

8.4 Internal and external efficiency of educational system

Unit Nine: Decision-Support System (DSS)

9.1 Decision making process and decision-support system

9.2 Differences between MIS and DSS

9.3 Types of decision-support system

9.4 Barriers to good decisions

9.4.1 Human biases

9.4.2 Decision tools

9.4.3 Lack of appropriate and adequate information

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:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- Aswathappa, K. (2003) *Human Resource Management*. New Delhi: Tata McGraw Hill(Unit 1-9).
- Bernardin, H. John (2004).*Human Resource Management*.New Delhi: Tata McGraw Hill(Unit 1).
- UNESCO (1992).*Conceptual Framework for EMIS*.Bangkok: UNESCO(Unit 1-9).
- DeCenzo, D.A. and Robbins, S.P. (2005).*Fundamental of Human Resource Management*. New Delhi: John Wiley and Sons (Unit 1).
- Goyal, D.P. (2007).*Management Information System*.New Delhi: MacMillan India Ltd.(Unit 7&8)
- Kaufman, R. (1992). *Improving School Quality*. New York: Corwin Press (Unit 5).
- Laudon, K.C. and Laudon, J.P. (2007).*Management Information System*.New Delhi: Prentice Hall Pvt.

EPM 515: LEADERSHIP IN EDUCATION

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Leadership in Education**

Course No: EPM 515

Semester: First

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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:

- a) To acquaint the knowledge of concept of leadership
- b) To find out the leadership styles and behavior
- c) To draw the meaning and different types of leadership with approaches.
- d) To use the implications of various classes of organization in educational field
- e) To identify the organizational culture, role and practices of different organization and its relation with educational leadership.
- f) Shaping Organizational Culture
- g) Role and practice of educational organization in Nepal

3. Course Contents

Unit One: Conceptual Framework

- 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 Types of decision
- 1.8 Conditions for decision making
- 1.9 Leader vs. non leader
- 1.10 Leader vs. manager
- 1.11 Barriers of decision making

Unit Two: Leadership Styles

- 2.1 Types of leadership styles
- 2.2 Positive and negative motivation
- 2.3 Decision- making styles
- 2.4 Leadership behavior and styles
- 2.5 Followership
- 2.6 Leader member relation

Unit Three: Leadership

- 3.1. Basic oriented leadership behavior
- 3.2. Relationship oriented leadership behavior
- 3.3. Reading change
- 3.4. Driving forces of original change
- 3.5. Role of leader in overcoming resistance to change process
- 3.6. Assertive behavior
 - Passive behavior
 - Aggressive behavior

Unit Four: Approaches to Leadership

- 4.1 Trait approach to leadership
- 4.2 Behavioral approach to leadership
- 4.3 Situational approach to leadership
 - 4.3.1 Fiedler's contingency approach to leadership
 - 4.3.2 Goals approach to leadership effectiveness
- 4.4 Visionary leadership
- 4.5 Transformational and transactional leadership
- 4.6 Application of leadership approaches in educational management

Unit Five: Work class Organization

- 5.1 Concept of world class organization
- 5.2 Attributes of world class organization
- 5.3 World-class organization's needs
- 5.4 High performing class organization
 - 5.4.1 Employee involvement
 - 5.4.2 Self directing teams
 - 5.4.3 Learning organization
 - 5.4.4 Total quality management

5.4.5 Society based focus

5.5 Power of leaders

5.6 The sources of leader's power

Unit Six: Shaping Organizational Culture

6.1 Concept and definitions organizational culture

6.2 Primary characteristics of organizational culture

6.3 Significance of organizational culture

6.4 Culture of excellence

6.5 Organizational environment

6.5.1 Commitment

6.5.2 Relationship

6.5.3 Shared values and belief

6.6 Criteria for successful organizational culture

6.7 Learning of culture by teachers

6.8 Impact of culture on teacher's performance and satisfaction

Unit Seven: Role and practice of educational organization in Nepal

7.1 MOE

7.2 DOE

7.3 RED

7.4 DEO

7.5 RC

7.6 Schools

7.7 Problems and issues of educational leadership in Nepal

7.8 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%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Buhin, J.G. (1996). *Supervision: Skills for managing work and leading people*. New Delhi: AITBS Publication
- b) Fielder, F. (1951). *A theory of leadership effectiveness*. New York: Mc Graw Hill ((Unit 1).
- c) [http:// www.legacee. Com /Info/ Leadership/leadership styles. Html](http://www.legacee.com/Info/Leadership/leadership%20styles.html)
- d) Kenneth, L. & others (1996). *International handbook of educational leadership and administration*. USA: Kluwar academic publishers (Unit 1&6).
- e) Levison, H. & Rosenthal, S. (1984). *Corporate leadership in action*. New York: Basic books publishers (Unit 1).
- f) Pounder, G.D. & Young, I.P. (1996). *International handbook of educational leadership*. USA: University of Utah. The Ohio state university (Unit 1-6).
- g) Robbins, S.P. (2008). *The administrative process*. New Delhi: Prentice Hall Pvt.Ltd.(Unit 1-6).
- h) Koontz and Weirich (?). *Global perspective of Management*. Singapore:TTMC (Unit 2&5)

EPM 516: LEARNERS DISCIPLINE AND SCHOOL MANAGEMENT

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Learners Discipline and School Management**

Credit Hours: 6

Course No: EPM 516

Full Marks:

Semester: First

Pass Marks:

1. Course Introduction

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 in present context.

2. Course Objectives

The general objectives of this course are as follows;

- a. To acquaint the students about school discipline, classroom, code of conduct school rules and regulation.
- b. To enable the students in making comprehensive view about discipline
- c. To make the students familiar with issues and challenges of discipline in multicultural context.
- d. To find out the relation between religion and morality in education
- e. To state the different types of mode of discipline
- f. To identify and use of child socialization theories
- g. To recognize the problems and issues of discipline in school

3. Course Contents

Unit One: School Discipline

- 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 Two: Promoting Mechanism of Learners Discipline and School Management

- 2.1 School culture and its management
- 2.2 Human relation and theories
 - 2.2.1 Development of prejudice with in individuals
 - 2.2.2 Development of prejudice and hostility between groups

- 2.3 Media and different agencies school discipline
 - 2.3.1 Impact of media on school discipline management
 - 2.3.2 Home/family
 - 2.3.3 Peer groups
- 2.3.4 Club, community, mass media and technology

Unit Three: Classroom Order and Discipline

- 1.1 System of classroom management
- 1.2 Humanistic tradition classroom management
- 1.3 Integrated approach to classroom management
- 1.4 Parent teachers conference
- 1.5 Culturally responsive management
- 1.6 Cultural pluralism and education (assimilation, cultural transmission)

Unit Four: Religion and Morality in Education

- 4.1 Definition
- 4.2 Religion and morality
- 4.3 Remmendotation of plan, commission committee on school discipline
(2011,2028,2049,2055)
- 4.4 Theories of collective behavior (emergent-non perspective, value- added perspective
assembling perspective)

Unit Five: Mode of Discipline

- 5.1 Anticipatory socialization
- 5.2 Re-socialization
- 5.3 Socialization through life course
 - 5.3.1 Childhood
 - 5.3.2 Teenage
 - 5.3.3 Young adulthood
 - 5.3.4 Degradation ceremony
- 5.4 Conflict and change
 - 5.4.1 Managing conflict in school
 - 5.4.2 Dealing with the Bully
 - 5.4.3 Students make friendship quits

Unit Six: Child Socialization Theories

- 6.1 Child and socialization

6.2 Theoretical approaches to development of self (Charles Horton Cooley, George Herbert Mead)

6.3 Emotional management (concept of stress and anger only)

6.4 Ogburn Willinam F. cultural lag theory in socialization

Unit Seven: Problems and Issues of Discipline in School

7.1 Violence in school (management created, teacher created and peer group created)

7.2 Gender ethnic and cultural issue

7.3 Discrimination in school geographical, religious, socio economic, opportunities

7.4 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, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed texts

- a) Borich, G. (1998). *Effective teaching methods* (3rd ed.). New Jersey: Prentice Hall (Unit 1-4)

- b) Giddens, A. (2006). *Sociology* (5th ed.). New Delhi, ATBS: publishers and distributors (Unit 1-3)
- c) Hurlock, E.B. (2005). *Child development*. New Delhi: Tata Mc Graw Hall (Unit 6)
- d) Nepal Government (2060). *Shiksha Ain (2028) ra Shiksha Nimawali (2059)*. *Prachalit samsodhan*, Kathmandu: Kanunkitab Babstha Committee (Unit 4).
- e) Thakur, A.S. & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: Mayur Paperbacks (Unit 5 & 7).

EPM 524: EDUCATIONAL MANAGEMENT IN SAARC COUNTRIES

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Educational Management in SAARC Countries**

Credit Hours: 6

Course No: EPM 524

Full Marks:

Semester: Second

Pass Marks:

1. Course Introduction

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:

- a. To provide the students with the essential up to date knowledge on theories of educational management.
- b. To make the students familiar with the historical perspectives of education of SAARC countries
- c. 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 SAARC countries.
- d. To outline basic features and future directions of SAARC countries in educational management
- e. To acquaint the students with the investing policies in ICT for quality educational management

3. Course Contents

Unit One: Theories of Educational Management

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 Managers and professionals
- 1.6 The theory/practice divide
- 1.7 The relevance of theory to good practice
- 1.8 The nature of theory in educational management
- 1.9 The characteristics of educational management theory
- 1.10 Gender and educational management

Unit Two: Educational Management in SAARC Countries

- Afghanistan
 - Bangladesh
 - Bhutan
 - India
 - Maldives
 - Nepal
 - Pakistan
 - 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. Mobilization of human resources
 - 2.9. Mobilization of natural resources
 - 2.10. Allocation of budget in education
 - 2.11. Policy of government in education
 - 2.12. Types of education
 - 2.13. Major priority in education
 - 2.14. Focusing on rural and urban educational opportunity
 - 2.15. Comparison of educational management among SAARC countries

Unit Three: Future Directions of SAARC Countries in Educational Management

- 3.1 Missions
- 3.2 Targets

3.3 Strategies

3.4 Millennium perspectives

Unit Four: Investing Policies in ICT for Quality Educational Management

4.1 Concept of ICT

4.2 Role of ICT in management

4.3 Policies of government in ICT

4.4 Comparative analysis of SAARC countries in ICT

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Tony, B. (1995). *Theories of educational management*. London: Sage publications (Unit 1).
- b) Educational management of SAARC countries (search websites of each country)

EPM 525: ORGANIZATIONAL THEORY AND STRATEGIC PLANNING

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Organizational Theory and Strategic Planning**

Credit Hours: 6

Course No: EPM 525

Full Marks:

Semester: Second

Pass Marks:

1. Course Introduction

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

The objectives of this course are as follows:

- a) Define organizational theory and strategic planning
- b) Explain strategy as a natural and human activity
- c) Describe and classification of organizations as a rational, natural and an open system with levels, environment and modern perspectives of organization.
- d) Describe organizational theories and systems with implications
- e) Explain the resource based strategic management
- f) Explain trends of schools of strategic management.
- g) Describe the concept the inclusion of organizational theory in the educational change process
- h) Describe the planning and participation
- i) Explain strategic planning

3. Contents

Unit One: Defining Strategy

- 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. Levels of organization
- 1.5. Organizational environments
- 1.6. Modern organizational perspectives
- 1.7. Strategy in the perspective of organizational theory
- The evolution of corporate organizations
 - The strategic need to align specialization, coordination and cooperation
 - Hierarchy: The basic organizational design
 - Alternative organizational forms
- 1.8. Management systems for coordination and control

Unit Two: Organizational Theories and Systems

- 2.1. Theories and strategy
- Definition
 - Chaos theory
- 2.2. Network theory
- Fitness landscapes
 - Complexity theory
 - Comparing chaos and complexity theory
 - Complexity theory and social sciences
- 2.3. Application of complexity theory for strategy

Unit Three: Resource Based Strategic Management

- 3.1. Evolution
- Classical approach
 - Human resource approach
 - Quantitative approach
 - System approach
 - Contingency approach
 - Information technology approach
- 3.2. Strategic management
- Resource base view
 - Critiques

Unit Four: Schools of Strategic Management

- 4.1 The design school: Strategy as a process of conception
- 4.2 The planning school: Strategy formation as a formal process
- 4.3 The positioning school: Strategy formation as an analytical process
- 4.4 The entrepreneurial school: Strategy formation as a visionary process
- 4.5 The cognitive school: The strategy formation as a mental Process
- 4.6 The learning school: Strategy formation as an emergent process
- 4.7 The power school: Strategy formation as a process of negotiation
- 4.8 The cultural school: Strategy formation as a collective process
- 4.9 The environmental school: Strategy formation as a reactive process
- 4.10 The configuration school: Strategy formation as a process of transformation

Unit Five: The inclusion of Organizational Theory in the Educational Change Process

- 5.1. The functions
- 5.2. Objectives
- 5.3. Development and assessment of strategic plans

Unit Six: The Planning and Participation

- 6.1. Concept of participation
- 6.2. Ladder of participation
- 6.3. Citizen empowerment
- 6.4. Complexities in categorizing participation
 - Dimensions
 - Issues of process and capacity
 - Understanding community
 - Evaluating community participation

Unit Seven: Strategic Planning

- 7.1. Planning in public organizations
- 7.2. Public private distinction
- 7.3. Distinguishing factors
- 7.4. Difficulties in strategic planning
- 7.5. Goal conflict and ambiguity
 - Financial
 - Legal
 - Contractual
 - Organizational

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) 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.
- b) Sergio J. (2011). *Strategic management: the theory and practice in organizations.* Denmark: Section of Innovation Systems and Foresight, Department of Engineering Management Technical University.
- c) Kenneth, C. B. (1998). *A study of strategic planning in federal organizations.* Virginia: Polytechnic Institute and State University.

EPM 526: SECONDARY EDUCATION MANAGEMENT

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Secondary Education Management**

Course No: EPM 526

Semester: Second

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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 programme of secondary school management.

2. Course Objectives

The objectives of this course are as follows:

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

3. Course Contents

Unit One: Concept of Management

- 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 Two: Secondary School (SL) Management

- 2.1 Instructional management of SL
- 2.2 Extracurricular activities management and co curricular activities
- 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 Three: Organization of Secondary School Management in Nepal

3.1. Central level-MOE,DOE,TSC

3.2. Regional level-RED

3.3. District level-RC,SMC, VEC, SHT, PTA (With composition, right and duties)

Unit Four: Secondary School Management in Nepal

4.1. Historical development

4.2. Personal management

4.3. Pupil management

4.4. Public private partnership management

4.5. Resource management

Unit Five: Monitoring and Supervision in Secondary School

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, Japan, China, USA and Srilanka)

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

- Internal:40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
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Multiple choice items	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Bhatta, S. (2007). *Education in Nepal*. Kathmandu: Himalayan book store (Unit 1-5)
- b) Kanun, kitab babyasta samiti (2067). Shiksha Ayan 2028 ra Shiksha Niwaliwi 2049 latest amendment. Author (Unit 3-4).
- c) MOE. (2009). School sector reform: core document (2009-2015), Kathmandu .Author (Unit 1-2)
- d) Robbins, S.P. (2005). *Organization behavior*. New Delhi: Pearson, Education, pvt.(Unit 1&5).
- e) Weihrich, H. & Koontz, H. (2005). *Management: a global perspective (ibid)*. New Delhi: Tata Mc Graw Hill publication company Ltd (Unit 1&5).

EPM 531: DISCOURSES IN EDUCATIONAL PLANNING

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Discourses in Educational Planning**

Course No: EPM 531

Semester: Third

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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:

- a) To define the concept of educational planning for various education systems
- b) To recognize the different educational management information systems and their implications.
- c) To identify the discourses on planning
- d) To analyze the functionaries for the implementation of educational planning.
- e) To recognize the parameters of planning: inductivism, inclusion and falsificationism
- f) To identify the archaeology of human science and planning
- g) To analyze the problems, issues and challenges in planning process

3. Course Contents

Unit One: Globalization in Education: Process and Discourse

1.1 Context of globalization

1.2 Communication: local to global

1.3 Contrasting perspectives: socio-economic and analytic approaches

Unit Two: Globalization and Social Development

2.1 Educational deficits and gaps

Quality deficits

Education, employment and income

2.2 Globalization and employment

- 2.3 Dynamics of the production and employment structure
- 2.4 Globalization and labor flexibility
 - Social protection
 - Social agenda
 - Challenges in employment
- 2.5 Education, training and employment
- 2.6 Social protection systems
- 2.7 Social agenda for regional integration and cooperation

Unit Three: Discourse on Educational Planning

- 3.1 Concept
- 3.2 Policy context
- 3.3 Metaphor and the discourse of community
- 3.4 Discourse of leadership
- 3.5 Discourse of participation
- 3.6 Rational and emotional planning
 - Power
 - Text, voice and narrative

Unit Four: Reflective Concept of Educational Planning

- 4.1 Concept
- 4.2 Problems of planning
- 4.3 Preferred explanations
 - Going deeper, means- ends confusions
- 4.4 Implications for education and educational planning
- 4.5 Possible new direction of signposts of hope

Unit Five: Parameters of Planning: Inductivism, Inclusion and Falsificationism

- 5.1 Inductivism in planning
- 5.2 Inclusion in planning
- 5.3 Falsificationism in planning
- 5.4 Metaphysics of inductivism and falsificationism

Unit Six: Archaeology of Human Science and Planning

- 6.1 Renaissance episteme
- 6.2 Classical episteme
- 6.3 Modern episteme
- 6.4 Contemporary episteme

6.5 Order and disorder of things

Unit Seven: Problems, Issues and Challenges in Planning

7.1 Centralization

7.2 Decentralization

7.3 Localization

7.4 Globalization

7.5 Glocalization

7.6 Grobalization

7.7 Learning from educational planning of these for future Nepal.

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Bowles, S. & Gintis, H. (1987). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. USA: Basic Books, a division of Harper Collins

- b) Cohen, J.M. & Peterson, S.B. (1999). *Administrative Decentralization: Strategies for Developing Countries*. USA: West Hartford.
- c) Dalin, P., Rolff, H.G. & Kleekamp, B. (1993). *Changing the School Culture*. CASSELL: The imtec Foundation.
- d) Holt, M. (1987). *Judgment, Planning and Educational Change*. London: Harper and Row publishing
- e) Kafle, B.D. and et al (2067). *Educational Planning* (Nepali). Kirtipur: Sunlight Publication.
- f) Lewin, K. (2008). *Four Decades of Educational Planning: Retrospect and Prospect*. Paris: International Institute for Educational Planning, UNESCO
- g) Matthews, M.R. (1980). *The Marxist Theory of Schooling: a Study of Epistemology and Education*. New Jersey: Harvester Press
- h) Pamela, M.P. (1983). *Michel Foucault's Archaeology of Western Culture: Toward a New Science of History*. Chapel Hill: The University of North Carolina Press.
- i) Sommerr, M. (2004). *Coordinating education during emergencies and reconstruction: challenges and responsibilities*. Paris: International Institute of Educational Planning, UNESCO
- j) UNESCO (2004). *Planning Human Resources: Methods, Experiences and Practices*. Paris: Author.
- k) UNESCO (2005). *Hand book for decentralized education planning*. Paris: Author
- l) Varghese, N.V. (2008). *State is the Problem and State is the Solution: The Changing*
- m) *Orientation in Educational Planning*. Paris: International Institute for Educational Planning, UNESCO.

EPM 532: CONTEMPORARY ISSUES IN EDUCATIONAL PLANNING

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Contemporary Issues in Educational Planning**

Credit Hours: 6

Course No: EPM 532

Full Marks:

Semester: Third

Pass Marks:

1. Course Introduction

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:

- a) State the evolution of educational planning
- b) Identify the trends of educational planning and management
- c) Familiarize with the problems facing educational planning
- d) Acquaint ways of planning and financing sustainability
- e) Familiarize with the crisis of educational planning
- f) Know the conflicting rationality and implications for planning theory

3. Course Contents

Unit One: Evolution of Educational Planning

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

Unit Two: Trends in Educational Planning Development

2.1 Concept

2.2 Developing question

- The status of development theory
- Concept of development
- Development struggle
- Development field

2.3 Dilemmas of discourse: the crisis of developmentalism and the comparative method

- Evolution to development
- Development as redemption
- Options
- From crisis of developmentalism

2.4 The development issues in educational planning

- Notions of change
- Modernization of educational planning
- Critical globalism

2.5 Educational planning pluralism

- Delinking and globalization in educational planning
- The cultural turn in educational planning
- National culture
- Local culture
- Culture and power
- Cultural aid and stir
- Paradigm of alternative development
- Alternative paradigm
- Main stream of development

2.6 Equity growth: supply side approach to social development

- Social development
- Redistribution with growth
- Human development
- Lessons of welfare states
- Social capital

2.7 Critical holism and Tao of development

- Remedying remedies
- Wholeness and holism
- Contradiction of modernity
- Development and high modernism
- Tao development
- Future development thinking
- Development and complexity: politics and reconstructions

Unit Three: Problems Facing Educational Planning

- 3.1 Demand for education
- 3.2 Financial constraint
- 3.3 Imbalance human resource
- 3.4 Rural and urban development
 - Training
 - Educational productivity and innovation
 - Social consequences of education
- 3.5 Implications for educational planning

Unit Four: Planning and Financing Sustainable

- 4.1 Concept
- 4.2 Resource and costs
- 4.3 Alternative sources
- 4.4 Issues in planning and budget
- 4.5 Implementing systems
- 4.6 Affordability and sustainability

Unit Five: Crisis of Educational Planning

- 5.1 Identity
- 5.2 Management
- 5.3 Practical information
- 5.4 Action plan
- 5.5 Economic
- 5.6 Communication
- 5.7 Human resource
- 5.8 Hidden crisis: armed conflict and education

Unit Six: Conflicting Rationality: Implications for Planning Theory

- 6.1 Concept
- 6.2 Plan for people
- 6.3 Conflicting rationality
- 6.4 Level of understanding
- 6. 5 Planning theory and ethics

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- 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

EPM 533: ACTION RESEARCH IN SCHOOL DECISION MAKING

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Action Research in School Decision Making**

Credit Hours: 6

Course No: EPM 533

Full Marks:

Semester: Third

Pass Marks:

1. Course Introduction

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:

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

3. Course Contents

Unit One: Introduction of Action Research

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 Two: Action Research in General Context

- 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
- 2.8 Conclusion

Unit Three: Participatory Action Research

- 3.1 Concept
- 3.2 Importance
- 3.3 The family of action research
 - 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 Four: Action Research in School

- 4.1 Concept
- 4.2 Phases and effectiveness of AR
- 4.3 Role of teacher in AR
- 4.4 Knowledge of AR process
 - 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
- 4.11 Opportunities for collaboration

Unit Five: Decision Making in School

5.1 Concept of policy background

5.2 Voices of decision making:

- Students
- Teachers
- Local authorities
- Government

Definitions, cases (rights, active citizenship, school improvement, behavior, emotional well being, teaching learning and personalization)

5.3 National picture on schools: practice and perception

- Feedback from local authorities
- People's participation
- Case studies

Unit Six: Action Research: The Center of Inquiry

6.1 Conduction of action research

6.2 Developmental approach to action research

6.3 Decisions about action research

6.4 Action research: vehicle for a cause beyond oneself

6.5 Expanding boundaries: alternative approaches to action research

6.6 Governance share for action research

6.7 Strategies for assisting action research

6.8 Conclusion: focus, structure and time for development

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

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Craig, A. Mertler (2006). *Action research: teachers as researchers in the classroom*. Thousand Oaks: Sage publications.
- b) Geoff, W. and Emma, W. (2007). *Real decision making: school councils in action*. London: Institute of education University London.
- c) Louis, C., Lawrence, M. and Keith, M. (2008). *Research methods in education*. London: Routledge.
- d) Kemmis, S., & Mc Taggart, R. (2005). *Participatory action research: communicative action and the public sphere*. Denzin, N.K., & Lincoln, Y.S. (eds.). In the sage handbook of qualitative research. London: Sage publications.
- e) *Initiating change in career decision making: an action research approach* (2010). Paul Green bank teaching and learning development unit. Lancashire: Edge Hill University.
- f) Ralph, H. and Many, L. (2005). *Leading action research in schools*. Florida: Dept of education bureau of exceptional education and student services.

EPM 534: PLANNING FOR FINANCING OF EDUCATION

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Planning for Financing of Education**

Course No: EPM 534

Semester: Third

Credit Hours: 6

Full Marks:

Pass Marks:

1. Course Introduction

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 objectives of this course are as follows:

- a) To explore conceptual premises of school financing.
- b) To study the linkage between educational providers and consumers
- c) To explore different forms and trends of financing of education.
- d) To explore the demand side financing
- e) To find out the per capita financing of education and its experience and issues
- f) To identify the schemes of Students Loans system
- g) To recognize the policies and strategies in financing of education

3. Course Contents

Unit One: The Financing of Education

- 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 Two: The Budget Preparation Process

- 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 Allocation of expenditure
- 2.9 Improvement in methods of budget estimates and expenditure for education
- 2.10 Existing problems, adopting a new system of budget
- 2.11 Procedures for a program based budget

Unit Three: Ear Marked Grants and Accountability in Education

- 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
- 3.7 Earmarked and electoral accountability

Unit Four: Demand Side Financing

- 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 Five: Per Capita Financing of Education: Experience and Issues

- 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 standard s and budget norms in education financing mechanisms
- 5.5 Lessons of international experiences
- 5.6 Outstanding issues
- 5.7 Promising policy options

Unit Six: Students Loans Schemes

6.1 History of the students loans schemes

Objectives

Administrative structure

6.2 Financial issues analysis of the loans schemes

6.3 Formal loans conditions

6.4 Individual loan account

6.5 Loan recovery with default and administrative costs

Loans schemes viability

Equity issues in performance

6.6 Funding sources

The class gap

Efficiency and equity

Possible expansion of the loans program

Selection criteria

6.7 Loan policy implications

6.8 Policy implications

6.9 Minimum restrictions on ability criteria

6.10 Suggestions for further loan issues

Unit Seven: Policies and Strategies in Financing of Education

7.1 Concept

7.2 Objectives of financial management

7.3 Sources of finance

7.4 Strategies

Global trends

Result issues

Global and local needs

Need for innovation

Cost recovery and sharing

Existing donor commitments

Encouraging and organizing new donors

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
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Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- 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: <http://education.stateuniversity.com/pages/1905/Decision-Making-in-Schools-Appling-Economic-Analysis.html>
- Cliver, R. B. (2000). *Economic principles for education: Theory and evidence*. UK: Edward Elgar.
- Daniele, C. (2006). *The economics of education. Human capital, family background and inequality*. Cambridge: Cambridge university press.
- 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)

- h) Hessel, O., Harry, A. P. (2009). *Financing lifelong learning. Empirical research in vocational education and training 1* (2009) 25-43.
- i) Hong S. & Wenli, L. (2003). *A review of the student loan scheme in China* Bangkok: UNESCO & Paris: IIEP
- j) Hyun, H. S. (2008). *Conditional cash transfer programs: An effective tool for poverty alleviation?* Manila: ADB
- k) Jacques, H. & Muriel, P. (2002). *Ethics and corruption in education*. Paris: IIEP/UNESCO.
- l) Jeilu, O. (UD). *The challenges of free primary education in Ethiopia*. Paris: International Institute of Education Planning (IIEP)/UNESCO.

7. References

- a) Jennie, L. (UD). *Education and decentralization*. Washington D.C: The World Bank. Available online at:
- b) <http://www.ciesin.columbia.edu/decentralization/English/Issues/Education.html>
- c) Jeerer, B., Anil, B. D. & Lee-Ying, S. (2002). *Conceptual issues in the role of education. Decentralization in promoting effective schooling in Asian developing countries*. Manila: Asia Development Bank (ADB).
- d) Jesper, S. & Devkota, K.L. (2009). *Local governance and community development programme. Review and refinement of fiscal transfer mechanisms for local bodies (DDCs and VDCs)*. Kathmandu: GoN.
- e) Jesper, S. & Henrik, F. L. (2005). *Conceptual basis for performance based grant systems and selected international experiences*. National Stakeholder Workshop in Nepal, Kathmandu 31 May 2005.
- f) Jorge, S. (2002). *Education financing in developing countries: Level and sources of funds*. Washington D.C.: The World Bank
- g) Keith, L. & Francoise, C. (2001). *Financing secondary education in developing countries Strategies for sustainable growth*. Paris: UNESCO-IIEP.
- h) Kevin, M. (1993). *China's cash crisis opens school door to private sector*. Available online at: <http://www.nytimes.com/1993/10/05/news/05iht-chineduc.html>
- i) Mark, B. (2007). *Policies and tensions in the financing of education: Perspectives from*
- j) UNESCO's International Institute for Educational Planning (IIEP). Paris: UNESCO, IIEP
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- s) UNESCO Institute for Statistics (2007). *What do societies invest in education? Public versus private spending.* Montreal: Author.
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- u) UNESCO institute for statistics (2000). *Financing education- Investment and returns. Analysis of world education indicators 2002 edition.* Executive summary. Montreal: Author.
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EPM 535: RESOURCE MANAGEMENT PRACTICES IN NEPAL

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Resource Management Practices in Nepal**

Credit Hours: 6

Course No: EPM 535

Full Marks:

Semester: Third

Pass Marks:

1. Course Introduction

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:

- a) To contextualize the concept of resource management practices in Nepal.
- b) To be familiar with the concept and principles resource management in Nepal.
- c) To generalize the processes of planning and developing resources management.
- d) To be aware of challenges for mobilizationof resource managing and practices in Nepal.
- e) To explain the innovative solutions for resource management.
- f) To be aware the use of indigenous technology knowlegein resource management in Nepal.

3. Course Contents

Unit One: Human Resource Mobilization

1.1 Concept

1.2 Needs of human resource

1.3 Developmental issues

Unit Two: Human Resource Management Practices

2.1 Concept

2.2 Human resource practice and work force

Employee selection

Employee management

Employee motivation

2.3 Identification of key structure and impact

Manufacturing performance dimensions

- Human resource management practices
- TQM performance
- Relationships between individual and manufacturing performance
- Measurement issues
- Validation
- Reliability
- Dimensions of human resource management practice
- Human resource factors
- Implications
- Key take- ways and practices
- Future directions

Unit Three: Innovative Solutions for Resource Management

3.1 Concept

3.2 Access

3.3 Resources

- Education

- Finance

3.4 Steps for resource management

- Packing and repacking

- Securing high level support

- Specific actions

3.5 Innovative financing mechanisms

- Global development lottery

- Diaspora bonds

- Financial guarantee insurance for bonds

- Voluntary contribution

3.6 Innovative public private partnerships

- Concept

- Local partnership

- Global partnership

- Multi stakeholder partnership

- Role of 3Ps in resource management

Unit Four: Indigenous Technology Knowledge

4.1 Concept

4.2 Indigenous water resource management

4.3 Indigenous soil fertility management

- 4.4 Indigenous knowledge on biodiversity and forest management
- 4.5 Indigenous knowledge on pest management
- 4.6 Bio fencing agricultural tools, implements and traditional beliefs
- 4.7 Indigenous resource mobilization ideas
- 4.8 Delivering ideas for education

Unit Five: Role of National and International Agencies for Resource Management

- 5.1 ICIMOD
- 5.2 UN
- 5.3 JICA
- 5.4 Helvetas
- 5.5 Save the children
- 5.6 Danida
 - Role
 - Objectives
 - Policies of resource mobilization
 - Implementation process

Unit Six: Resource Management in Nepal

- 6.1 Concept
- 6.2 Resource information
- 6.3 Resource allocation and management concept
- 6.4 Resource providers and consumers
- 6.5 Changing resource pool performance
- 6.6 Cluster pre-requisites
- 6.7 Resource management practices
 - Natural resource
 - Water
 - Forest
 - Mountain
 - Land
 - Environment
 - Climate
 - Human resource
 - Culture
 - Politics
 - Education
- 6.8 Challenges of resource management

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

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) _____ (2008). *Natural resource management approaches and technologies in Nepal*. Kathmandu: ICIMOD
- b) _____ (2010). *Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?* Paris: IIEP, UNESCO.
- c) Indigenous technology knowledge in Nepal: a review (2009). *India journal of traditional knowledge*, vol. 8 (4), 569-576.

EPM 536: DYNAMICS OF SCHOOL SUPERVISION AND ADMINISTRATION

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Dynamics of School Supervision and Administration** Credit Hours: 6

Course No: EPM 536

Full Marks:

Semester: Third

Pass Marks:

1. Course Introduction

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:

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

3. Course Contents

Part I: School Supervision

Unit One: Changing Concept of School Supervision

- 1.1 Meaning and definition of school supervision
- 1.2 Purpose of school supervision
- 1.3 Rationale for school supervision

- 1.4 Types of supervisors
- 1.5 Administrative Vs. Pedagogical supervision
- 1.6 Evolution of school supervision
- 1.7 Domains of supervision
- 1.8 Pillars of supervision
- 1.9 Individual and group procedures in supervision

Unit Two: Organization of School Visits

- 2.1. Planning for supervision
- 2.2. Planning school visits
- 2.3. Implementing school visits
- 2.4. Reporting/documenting
- 2.5. Structure of supervisory services
- 2.6. Tools for monitoring the functioning of schools
- 2.7. Daily functioning of supervision services
- 2.8. Supervision and other quality improvement and monitoring services

Unit Three: Models of School Supervision

- 3.1. Modalities of supervision
- 3.2. Models in school supervision
 - The classical supervision model
 - The central control model
 - The close to school support model
 - The school site supervision model
- 3.3. Close and distance supervision

Unit Four: Approach and Styles of School Supervision

- 4.1 Basic supervisory skills (Providing leadership and communicating)
- 4.2 Styles of supervision
- 4.3 Power with and power over approach to supervision
- 4.4 School based supervision
- 4.5 Building rapport with schools and teachers
- 4.6 Teacher development and support
- 4.7 Risk management in supervision
- 4.8 Professional competence
 - Problems of professional competence

Unit Five: Clinical Supervision and Professional Development

- 5.1 Beginning of clinical supervision
- 5.2 Process and steps of clinical supervision
- 5.3 Functions of clinical supervision
- 5.4 Central principles of clinical supervision
- 5.5 Practical issues in clinical supervision
- 5.6 Teacher supervisor relationship in clinical supervisor
- 5.7 Systematic and informal classroom observation.

Unit Six: Organization and Practices of School Supervision System in Nepal

- 6.1 Evolution of supervisory practices in Nepal
- 6.2 The resources center system, its function and impact on school
- 6.3 Critical analysis of the present supervision system in Nepal
- 6.4 Practical problems and issues of school supervision system in Nepal.

Part II: School Administration

Unit Seven: Concept of Administration

- 7.1. Concept of educational administration
- 7.2. Chronology of educational administration
- 7.3. Development of educational administration
- 7.4. Unique aspects of educational administration
- 7.5. Administrative procedures
- 7.6. Role of school administrators

Unit Eight: Decision Making in School Administration

- 8.1 Concept and definitions of decision making
- 8.2 Process and steps of decision making
- 8.3 The decision environment
- 8.4 Decision making as bargaining process
- 8.5 Decision problems and issues in schools

Unit Nine: The Individual and Professional Development

- 9.1 Changes in professional development
- 9.2 Competence in school management
- 9.3 Developing managerial capabilities
- 9.4 Identifying needs and priorities in professional development
- 9.5 Some moral dilemmas in educational management

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

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

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	16	1 Marks	16 Marks
Short answer questions	10 with 3 'or' questions	10x6 Marks	60 Marks
Long answer questions	2 with 1 'or' question	2x12 Marks	24 Marks

6. Prescribed Texts

- a) Adams, H.P. and Dickey, F.G. (1975). *Basic Principles of Education, Administration and Supervision*. New York: American Book Company.
- b) Campbell, Ronald F. and Russell T. Gregg (1957). *Administrative Behaviour in Education*. New York: Harper and Row Publishers.
- c) Campbell, Ronald F. and Others (1968). *Introduction to Educational Administration*. Boston: Allva and Bacon.
- d) Cogan, M. (1979). *Clinical Supervision*. Boston: Houghton Mifflin.
- e) Elsbree, Willard S. and Others (1967). *Elementary School Administration and Supervision*. New York: American Book Company.
- f) Khaniya, T.R. (1997). *Teacher Support through Resource Centers: The Nepalese Case*. Paris: International Institute for Educational Planning.

- g) Wiles, K. and Lovell, J. (1975). *Supervision for Better Schools*: Englewood Cliffs: Prentice Hall.
- h) *Alternative Models in Reforming School Supervision* (2007). Paris: IIEP.
- i) Bulin, J.G. (1996). *Supervision*. USA: Houghton Mifflin Company.
- j) Kenneth, L. and Others (1996). *International Handbook of Educational Leadership and Administration*. USA: Kluwar Academic Publishers.
- k) Lesley, K. and others (1999). *Professional Development for Educational Management*. Philadelphia: Open University Press.
- l) *The Organization of Supervisors* (2007). Paris: International Institute for Educational Planning, UNESCO.

EPM 541 & 542: PRACTICUM (ON-CAMPUS AND OFF-CAMPUS)

Mid-western University
School of Educational Sciences
M.E.S. in Educational Planning and Management

Course Title: **Practicum (On-campus and Off-campus)**

Credit Hours: 6 + 6

Course No: EDU 541 & 542

Full Marks:

Semester: Fourth

Pass Marks:

1. Course Introduction

Teaching practice is a core part of all MES programmes. It enables the Student Teachers (STs) to experience school-based teaching in the final semester of their degree programme. This course has two major components: On-campus activities and courses (6 credits) and Off-campus activities or school/campus teaching (6 credits). The goal of the on-campus programme is to prepare STs for the practical necessities of designing and delivering student-centred lesson plans with clear objectives. In this programme, students will reflect on teaching as a craft, a practice, or as an art through creation of a philosophy of education. Through this programme itself, as well as via the practice of peer teaching, students will be exposed to active learning and learner-centred methods of teaching.

The off-campus programme (school/college teaching) constitutes the three-month teaching assignment (at least 30 lessons) in a real school/college environment. During the teaching experience STs will be expected to fully engage in the work of the school to enable them to carry out practical applications of the teaching principles, theories and concepts they have to acquire in other courses and in on-campus teaching programmes. The student should have to control of the class (under supervision) and plan, present and evaluate all teaching activities during this period. All activities presented during the teaching practice periods must comply with the principles of anti-bias, multi-cultural and inclusive education.

2. Course Objectives

On-campus courses and activities

Upon completion of the on-campus course and activities students will be able to

- a) Learn to develop rapport with college family and list out the major educational, administrative, physical and economic aspect of college prior to micro teaching,
- b) Able to prepare the report of reflection based on college visit, and conduct a seminar to share the college visits and experiences;
- c) Demonstrate knowledge and understanding of the essentials of teaching, learning and assessment;

- d) Learn the new methods of teaching and making a good lesson plan;
- e) Demonstrate knowledge, understand and skills required for designing lesson objectives, analyzing, evaluating and investigating teaching techniques or experience;
- f) Complete written work using the shape of lesson plan, drafting, revising, editing, evaluating;
- g) Demonstrate and adapt lesson plan based on peer feedback;
- h) Create the formal shape of a lesson plan and implement the new methodology through the course materials;
- i) Define and produce the important elements of a lesson plan and its details, with timing;
- j) Recognize the style elements of a lesson plan in collaboration with peers in both large and small groups using the group process techniques of listening, clarifying, confirming, checking, summarizing, encouraging, compromising, handling objections and dealing with difficulties;
- k) Deliver teaching for an hour that shows the process of his/her learning through the class topics and peer feedback sessions;
- l) Demonstrate the techniques for constructively giving and receiving feedback;

Objectives off-campus activities (college teaching)

During the teaching experience in real setting STs will demonstrate the following professional teaching competencies:

Plan and organize systematically and imaginatively

- a) Identify and interpret student interests, varying learning styles and developmental needs, and use this understanding in all planning
- b) Plan lessons and tasks which
 - ✓ reflect knowledge and understanding by the student
 - ✓ show imagination, insight, and an ability to plan beyond the expected
- c) Use available resources to teach with conviction
- d) Plan a lesson that is balanced, appropriate for the student group, and meaningful
- e) Promote a positive learning atmosphere
- f) Create whole, group, and individual activities to allow for successful learning
- g) Plan an extracurricular programme

Related to and communicate with students sensitively and appropriately

- a) Be sensitive to students by gaining an understanding of the societal and classroom influences that affect their learning
- b) Motivate students to want to learn
- c) Relate and talk to students in a mature, respectful way, without condescension
- d) Respond to the needs of individual students as well as the needs of the class as a whole

- e) Use methods and styles of teaching that are most suitable for students and their context

Conduct lessons confidently on the basis of knowledge and executing extracurricular programme

- a) Understand and apply knowledge of theories and models of learning to teaching
- b) Appropriately and correctly teach subject content knowledge
- c) Conduct, where possible, assessment of student learning in appropriate ways that reflect theories and models of learning
- d) Conducting extracurricular programme

Assess own individual growth as teachers

- a) Evaluate personal learning and the development of teaching
- b) Make informed judgements and decisions about their own practice as teachers
- c) Be able to reflect critically on their teaching, and to accept informed criticism of your work

Activities

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
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 educational, physical, administrative and economic aspects, and their problems and challenges as well. These all can support student teachers to develop the rapport and	0.5	Report assessment

		to become familiar with the school environment prior to off campus teaching.		
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 ▪ 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	1.5 0.5	Class observation (Supervisors and peer review)

		objective. d. Teaching learning activities- It varies as per the student teachers and supervisors. They are allowed to adopt the desired format under this title. 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) 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. 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.	2	Portfolio assessment
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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
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

EPM 543: THESIS WRITING

Mid Western University
Faculty of Educational Sciences
MES in Educational Planning and Management

Course Title: Thesis in Educational Planning and management

Course No: EPM 543

Credit Hours: 12

Semester: Fourth

Full Marks:

Pass Marks:

1. Course Introduction

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:

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

3. Departmental Requirements

- a) The students must have appeared M.E.S. subjects before undertaking the thesis work.
- b) The students must have passed in the examination of all subjects of M.E.S. before taking viva voce for the thesis.
- c) The department research committee (DRC) will seek thesis proposal from the students, approve it and designate the thesis supervisor for them.
- d) The students should prepare and submit to the DRC a brief research proposal on the chosen area of study as per the format.
- e) The students should present the proposal in the DRC to finalize it.
- f) The students should undertake the research study under the guidance and supervision of the supervisor designated by the DRC.

- g) The students should submit the final 5 bounded copies of the thesis together with an electronic copy to the department.
- h) The thesis should be prepared as per the format recommended by the department. A format is suggested for this purpose.
- i) The main text of the thesis should not be less than 50 pages and it should not be more than 75 pages.
- j) Bigger tables are placed in Annex and referred in the main text where the analysis is made as 'Annex table...'
- k) 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.
- l) Recommendations or Implications should be grouped under Policy level, Practice level and Research level.
- m) Each level of recommendation should not exceed meaningfully crafted 2 to 3 paragraphs and should include both what and how part.
- n) Selection of literature and review should be relevant/ related to the objectives and it can be presented under the themes or sub themes
- o) Discussion of theories and /or topic related perspectives/ concepts should also be relevant to the objectives
- p) Research design should spell out clearly what kind of research it is and why it is relevant for this particular research.
- q) The draft report should be thoroughly checked for its mistakes in sentence structures, spelling and typing before submitting it to the supervisor.
- r) 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. 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)

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 Hypothesis (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:

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.)

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

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1.5 Research question/s

- 1.6 Hypothesis (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

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- 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)

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

Prescribed Text

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