

**F**aculty of **E**ducation

**Master of Education (M.Ed.)**  
**in**  
**Educational Planning and Management**  
*Curriculum*  
1999



**Curriculum Development Centre**  
***Tribhuvan University***  
**Kirtipur, Kathmandu**  
**Nepal**

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TEXT BOOK



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**Master of Education (M.Ed.)**  
Educational Planning and Management

*Effective from 1999*

*Office of the Dean*  
**Faculty of Education**  
**Tribhuvan University**  
Kathmandu, Nepal

**Tribhuvan University**  
**Faculty of Education**  
**Master of Education (M.Ed) Programme**

Education has a key role in national development. The extent to which education will be able to support the process of national development depends on the academic and professional strengths of educational planners, managers, teacher educators, headmasters and teachers. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two-year Master programme is committed to providing better and qualified teachers, teacher educators, educational administrators and planners, system analysts and experts in the field of education.

The FOE has introduced three-year B.ED. programme since 1996 with the curriculum focused on meeting varying social needs. This necessitated restructuring the M.Ed. curriculum so to make it consonant with the newly developed B.Ed. programme. All in all, this change has been prompted by the visions and the experiences of teacher educators and other professionals working in the field of education all these years.

**I. Programme Objectives**

The overall objective of the M.Ed. program is to produce higher level manpower in the field of education. More specifically, the main objectives are :

- to develop leadership manpower in the field of education;
- to produce better qualified and competent teacher educators;
- to produce efficient educational planners, administrators and supervisors and other educational experts;
- to promote innovative practices in the field of education; and
- to produce better trained teachers especially at the higher level.

**II. Curriculum Structure**

The curriculum structure for this programme consists mainly of the core and specialization areas. The weightage and full marks given to these areas are as follows:

Areas	Weightage	Full Marks
a. Core Courses	30%	300
b. Specialization	65%	650
c. Elective	5%	50
Total	100%	1000

**a. The core courses consist of the following:**

<u>Courses</u>	<u>Full Marks</u>
i. Foundations of Education	100
ii. Psychology in the Classroom	50
iii. Curriculum Planning and Practices	50
iv. Measurement and Evaluation in Education	50
v. Research Methodology	50
Total	300

**b. Each specialization subject covers the following areas:**

<u>Areas</u>	<u>Full Marks</u>
i. Content Courses	350-450
ii. Pedagogical Courses	100-200
iii. Practicum	50
iv. Thesis	50
Total	650

Students can specialize in any one of the following subjects provided that they have basic background knowledge in that subject:

- i Curriculum and Evaluation
- ii Educational Planning and Management
- iii English Education
- iv Nepali Education
- v Science Education
- vi Health Education
- vii Physical Education
- viii Geography Education
- ix Economics Education
- x History Education
- xi Political Science Education
- xii Mathematics Education

In addition to specializing in any one of these subjects, the students of this program are required to conduct independent research work and participate in teaching and its related activities (practicum). Both the thesis writing and practicum have to be related to the specialization subject of the student.

### III. Course Cycle

Area	First Year	Full Marks	Second Year	Full Marks
Core area	Core Courses	200	Core Courses	100
	i. Foundation of Education	100	i. Measurement and Evaluation in education	50
	ii. Psychology in the classroom	50	ii. Research Methodology	50
	iii. Curriculum Planning and Practices	50		
Specialization	As approved by concerned subject committee	300	As approved by concerned subject committee	350
Elective			As approved by concerned subject committee/dept.	50
Total		500		500

### IV. Instructional Days

Generally an academic year will consist of 150 teaching days excluding the days taken by admission and annual examination. A theory paper of 100 marks will generally carry 150 lectures and 5 periods a week and a paper of 50 marks, 75 lectures and 3 periods a week. A practical course of 50 marks requires the students to attend 4 periods per week. Each lecture must be of 55 minutes, duration.

### V. Method of Instruction

The method of teaching in the M.Ed. programme will be a combination of several approaches. Class lecture, group discussion, demonstrations, guest lectures, seminar, term paper presentation, case analysis, problem solving, practical experiences and fieldwork approaches will be used as different techniques of giving instruction in the courses so that students will be able to develop abilities for self learning, problem solving and critical thinking.

### VI. Eligibility for Admission

A graduate with B.Ed. degree either one year, two year or three year from Tribhuvan University or a university recognized by Tribhuvan University will be eligible to apply for admission to the two year M.Ed. programme.

### VII. Admission Criteria

An applicant seeking admission to the M.Ed. programme must appear in the Entrance Test (ET) of two hour's duration conducted by the FOE. The ET questions will be related to general education, educational aptitude and the subject of specialization. Fifty percent weightage will be given to education-related areas and the remaining fifty percent weightage will be given to specialization subject. A merit list of the applicants will be prepared by adding the percentage of marks they have obtained in their previous qualification for application with the marks scored by them in ET. An applicant who fails to

obtain a minimum qualifying score of 35 percent will not be eligible for admission. Admission of candidates will be based on the merit list and the intake capacity of the Central Department/Campuses. Each student will have to appear in the year-ending examination of all the courses offered in the first year to be eligible for enrolment in the second year.

#### **VIII. Thesis Writing and Evaluation**

Thesis writing within the specialization area is compulsory. **Only those students who have passed all the courses of the first year programme will be allowed to undertake thesis writing.** The thesis has to be written under the direct supervision of a Faculty member of the Campus/Department. The format for writing the research proposal and the procedure for approving it will be as fixed by the Departmental Research Committee. The evaluation of the thesis will be based both on the written part and viva-voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva-voce. Viva -voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

#### **IX. Practicum**

The practicum is an integral part of the M.Ed. programme. It is designed to provide opportunities to students to actually participate in the activities of the campus or of higher secondary school level. Each student is required to complete three activities - classroom teaching, internship and curriculum evaluation in their specialization subject. However, students specializing in Educational Planning and Management are required to undertake other activities in place of classroom teaching. This practicum course is carried out within or after the second year of the programme for six weeks. **Students who have passed all the courses offered to them in the first year can participate in this course.**

#### **X. Attendance and Evaluation System**

- Minimum attendance (i.e. 70p. c.) in accordance with the University regulation is required in each subject in order to be eligible for the annual examinations (i.e. 70 percent).
- Controller of Examination, T.U., will conduct the annual examinations at the end of each academic session. Each student must appear in and pass all those examinations in order to qualify for M.Ed. degree.
- The evaluation procedures for practical courses will be as specified by the subject committees.
- The minimum pass marks for the theory paper is 40 percent and for the practicum, 50 percent.

## **XI. Grading System**

The grading system will be as follows:

Third Division:	40% and above
Second Division	50% and above
First Division	60% and above
Distinction	75% and above

## **XII. Graduation Requirements**

The M.Ed. programme extends over two academic years. M.Ed. degree is awarded on its successful completion. All the candidates for M.Ed. degree must fulfill the following requirements:

- The successful completion of 1000 marks as prescribed with the passing grades in all the courses.
- Completion of courses for the fulfillment of this programme must occur within the time frame prescribed by T.U.

## Educational Core Courses

### First Year

Course No.	Course Title	F. M	Year	Nature
Ed. Psy. 501	Foundations of Education	100	I	Theoretical
Ed. Psy. 502	Psychology in the Classroom	50	I	Theoretical
Ed. 503	Curriculum Planning and Practices	50	I	Theoretical

### Second Year

Ed. 504	Research Methodology	50	II	Theoretical
Ed. Psy. 505	Measurement and Evaluation in Education	50	II	Theoretical

## **Foundations of Education**

Course No.: Ed. 501

Nature of the course: Theoretical

Year: First

Full Marks: 100

Pass Marks: 40

Periods per week: 5

### **Course Description**

This is a compulsory course designed for the students of Master Degree in Education. It intends to develop a comprehensive theoretical knowledge and understanding related to the philosophy, history and sociology of education. It also deals with the education system in selected countries of the world.

### **General Objectives**

The general objectives of this course are (a) to assist the students in developing a philosophical base of education, (b) to explore the use of sociological knowledge in education, and (c) to acquaint the students with the basics of education in various countries.

### **Specific Objectives**

- Explain the meaning, uses and functions of philosophy.
- Explain progressivism and existentialism and their contributions in education.
- Discuss the concepts of reality, nature of knowledge, values system and their implications in education of Hindu and Buddhist Philosophy.
- Explain the Origin, Nature and Structure of the Sociology of Education.
- Analyse the Theories of Social Stratification in Education.
- Describe the perspective of Social Mobility in Education.
- Explain the factors of cultural reproduction and the process of transmission of knowledge.
- Describe the process of social transformation in Education.
- Explain the political role in Education.
- Describe major educational systems of the Ancient, Medieval and Modern periods.
- Explain the structure of education in the context of selected countries.
- Identify the national goals of education in different countries.
- Study and explore the subject areas taught in the primary and secondary levels including their major focus.
- Explore the evaluation systems of different countries, and make a comparative analysis.
- Describe the administrative structure of education at the central, district and local levels.
- Analyze the provision of teacher education in selected countries.

## Course Contents

### Part I: Philosophical Foundation

- Unit I Introduction to Philosophy** **6 hrs.**
- Approaches to study philosophy
  - Philosophy and Education
  - Uses of philosophy
  - Fields of philosophy (Metaphysics, Epistemology, Axiology, Logic)
  - Functions of Philosophy (Descriptive, Speculative, Prescriptive, Analytic)
- Unit II Progressivism in Education** **6 hrs.**
- Basic principles
  - Progressivism and Education
  - Progressivism and Aims of Education
  - Progressivism and Curriculum
  - Progressivism and Role of the Teacher, School and Students.
- Unit III Existentialism in Education** **6 hrs.**
- Existentialism and Education
  - Existentialism and Aims of Education
  - Existentialism and Curriculum
  - Existentialism and Role of the Teacher, Student and School
- Unit IV Hindu and Buddhist Philosophy** **7 hrs.**
- Views of Hindu Philosophy**
- Concept of Reality
  - Nature of Knowledge
  - Value system
- Views of Buddhist philosophy**
- Concept of Reality
  - Nature of Knowledge
  - Value system
  - Implications of their views in Education

### Part II Sociological Foundation

- Unit V The Origin, Nature and Structure of the Sociological Foundation of Education** **6 hrs.**
- Origin and development stage
  - Educational Sociology and the Sociology of Education (concept, differences and functions)
  - The content and the scope of the Sociology of Education.

- Theory and methodology related to the Sociology of Education (The nature of theory, Major theoretical orientation: Structural - Functionalism, conflict Theory, Symbolic Interactions and Contradiction Theory of Marx )

**Unit VI Theories of Social Stratification 6 hrs.**

- Social Stratification: five basic characteristics (Ancient, Ubiquitous, The social patterning, the diversity of form, amount and the consequences)
- Thought and theory of stratification (consensus vs conflict theories)
- The shape of stratification (classes and status groups, continuous versus discrete variables, objective versus criteria, the reputation approach)

**Unit VII Education and Social Selection 6 hrs.**

- The nature of Social Mobility (concept, measures and trends)
- Socio-economic status; intelligence and the attainment of higher education.
- Educational Factor and Social Mobility

**Unit VIII Social Transformation and Education 6 hrs.**

- Social policy and Education (concept, need and impact)
- Educational opportunity and equity.
- The problems of the economics of education.
- Changes-place in society (evolutionary theory, cyclic theory and conflict theory)
- Changing process in the context of Nepalese society.

**Unit IX The Politics of Education 7 hrs.**

- The nature of power (force, authority, and democratic representative).
- The distribution and use of power (structure approach, the power elite approach, the pluralist approach)
  - Characteristics
  - Nature of Society
  - Social Changes
  - Social Mobility
- The role of the state in Education (power, functions, order, and rules and regulations)
- The teacher and the student movement (concept, organizational structure and the role)

**Unit X Education and Culture 5 hrs.**

- Concept of Culture (pattern and functions)
- Relation between Education and Culture
- The process of Cultural Transmission

- comparatively explain the social justice approaches in education

**Unit XI Education and Social Justice** **5 hrs.**

- Approaches to Social justice
  - International Conventions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
  - National Legislative Provisions: - Human Right, Child Rights, Labourers' Rights, Women's Rights.
- Marginalized and Disadvantaged Population
- Approaches to Promote Social Justice in the Society
  - Education
  - Legislative provision
  - Advocacy for Social Justice
  - Rehabilitation program

**Part III Historical Foundations of Education**

**Unit XII Historical Background of the Education System** **7 hrs.**

- Bird's Eye- view
  - Ancient Education system in the west - Greek & Roman Education
  - Ancient Education system in the East-Hindu and Buddhist Education.
  - Education during the Medieval period
  - Development of Education in Nepal from Ancient to Modern periods.

**Unit XIII Major Educational Movements Leading to the Development of Education in the Modern Period** **7 hrs.**

- Basic Needs Approaches in Education
- Movement from Selective to Mass Education
- Movement from Religion to Nationalism
- Movement from Authoritarian to Democratic Education
- Human Rights Movement
  - Right to education
  - Gender equality
  - Peace education

**Part IV Education System of Nepal, India, China, USA, Russia and Japan**

**Unit XIV Bases of Education of Above mentioned Countries** **20 hrs.**

- National Goals
- Cultural factors
- Social factors
- Religious factors
- Geographical factors

- National economic factors
- Political system factor

**Unit XV Structure and Levelwise Goals of Education of Above Mentined Countries 30 hrs.**

- Pre-primary Education
- Primary Education
- Secondary
- Higher secondary
- Higher Education
- Teacher Education

**Unit XVI Problems of Education Systems Interrelation of Education of Above Mentined Countries 20 hrs.**

- Curriculum organization
- Examination system
- Student of admission
- Financing education

**Instructional Techniques**

- Lecture
- Discussion
- Assignments
- Presentations
- However, the following techniques may be useful for the study of the Education Systems in selected countries.
- Have the students study the materials provided by the teacher.
- The contents should be dealt with in a comparative form, not on an individual basis
- Comparative charts of each of the said contents should be developed, both by the teachers (for a model) and students in groups.
- Presentation of comparison (at least two countries) from each group is expected

**Evaluation Technique**

Final examination at the end of the academic year  
External Examination 100%

**Textbooks and References**

- Allan C, Ornstein and David V, Levine, (1989), **Foundations of Education**, Houghton Mifflin Company, Boston, USA
- Boyd, William (1957), **History of Western Education**, London, Adam and Chats Black.
- Butler, **Four Philosophies and their practice in Education and Religion**, Harper & Row Publication.
- Chanube SP and Chanbe A (1994) **Foundations of Education** New Delhi: Vikas Publishing House.

- Dandekar, **Psychological Foundations in Education** Macmillan India Limited.
- Good, H.G. (1960), **History of Western Education**, New York, MacMillan Company.
- George L.F. Bereday, (1967) **Comparative Method in Education**, Oxford and IBS Publishing Company Calcutta, India.
- Haralambos, Michael and Holborn, Martin (1995) **Sociology: Themes and Perspectives**. London: Collins Educational
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- Kneller, George F (1964). **Introduction to the Philosophy of Education**. New York: Johnwiley & Sons.
- Mukherjee, **Comparative Education** Kitab Mahal, Pvt. Ltd., Allahabad, India.
- Morris, Ivor (1976). **The Sociology of Education: An Introduction**. London: George Allen & UNwin Ltd.
- Tumin, Melvin. M., (1982), **Social stratification** Prentice Hall of India.
- Thakur, A.S., (1977), **The Philosophical Foundations of Education**, National, New Delhi.
- Wagley M. & Karki, H. (1998), **Different Foundations of Education**, Bidhyarthi Publications, Kathmandu.

## Psychology in the Classroom

Course No.: Ed. Psy. 502

Nature of the course: Theoretical

Year: First

Full Marks: 50

Pass Marks: 20

Periods per week: 3

### Course Description

This is an educational psychology course focussing upon the theories and principles of human development, learning and guidance in education. It briefly deals also with the concept and causes of the different types of developmental deviations and their remedial measures.

### General Objectives

The main objective of this course is to familiarise and orient the students with the different approaches to human development, learning theories, principles of guidance and the concept of developmental deviations so as to enable them to draw implications for teaching and education.

### Specific Objectives

- Identify the stages of human development and their major characteristics.
- Explain the physical, mental and emotional characteristics of the adolescent and their implications in education.
- Compare the characteristics of the Nepalese adolescent with those of the west.
- Identify major factors involved in human development and their implications in education.
- Be familiar with different approaches to human development and their educational implications.
- Be acquainted with deviations and their remedial measures.
- Define guidance and counseling.
- Identify the areas of guidance.
- Explain the inter-relationship between guidance and education.
- Identify the needs of guidance in schools.
- Discuss the status of guidance services in Nepal today.
- Identify major theories of learning.
- Distinguish between behaviouristic and cognitive approaches to learning.
- Discuss the implications of each of the major behaviouristics and cognitive theories of learning.
- Explain the psychological base of some models of teaching
- Familiarise themselves with the nature of experiments done in learning.

## Course Contents

- Unit I Nature and Stages of Human Development** **2 hrs.**
- A review of the different stages of human development and their major characteristics.
  - Concept of developmental norms and status of the normative studies in Nepal.
- Unit II Domains of Human Development** **3 hrs.**
- A review of physical, mental and emotional characteristics of adolescence and their educational implications.
  - The Nepalese adolescent vis-avis the adolescent in the west.
- Unit III Major Factors Influencing Human Development** **4 hrs.**
- Genetic and sex-related factors.
  - Socio-economic and educational factors.
  - Eco-cultural factors.
- Unit IV Theories of Human development** **8 hrs.**
- Major Issues in Human Development
    - Nature Vs Nurture
    - Universal Vs Culture Specific.
    - Maturation Vs Learning
  - Major Approaches to Human development
    - Behaviouristics Approach: Skinner's view
    - Psychoanalytic Approach: Freud's view
    - Humanistic Approach: Maslow's view
    - Cognitive Approach: Piaget's view
- Unit V Developmental Deviation: A General Survey** **13 hrs.**
- Nature and Types
    - Mental Retardation: symptoms and causes
    - Sexual Perversions: sex diseases and perversions
    - Behavioural Disorders: delinquency and psycho-sociopaths
    - The Drug Abusers
    - The economically and culturally deprived children.
  - Remedial Measures
    - Medical Measures
    - Institutionalization and Family Rehabilitation.
    - Special Education Programs: headstart program and education for the out-of school children.
    - Psychotherapies.
    - Practical: Case studies of the deviated.
- Unit VI Orientation to Guidance** **3 hrs.**
- Guidance Program (Preventive Measures)
    - Meaning of guidance

- Guidance and education
- Purpose of guidance
- Role of teachers and parents in guidance

**Unit VII Scope and Functions of Guidance**

**6 hrs.**

- Process and Functions of Guidance
  - Understand the individual and his/her environment.
  - Help the individual develop his/her potentialities.
  - Enable him/her to solve life problems and live a happy life.
- Types of Guidance
  - Educational Guidance
  - Personal Guidance
- Guidance Services
  - Inventory Service
  - Information Service
  - Counselling Service
  - Placement Service
  - Follow-up and Research

**Unit VIII Counselling**

**6 hrs.**

- The Concept
  - Meaning of Counselling
  - Relation of Counselling
  - Purpose and functions of counselling and the counselor.
- Types of Counselling
  - Diagnostic Counselling
  - Therapeutic Counselling
  - Directive and non-directive approaches to counselling.
- Techniques of Counselling
  - Individual Counselling
  - Group Counselling

**Unit IX Introduction to the Theories of Learning**

**7 hrs.**

- Major issues in psychology of learning
  - Process and mechanism of learning
  - Role of practice, reward and punishment, and understanding in learning.
- Introduction to the behaviouristic and cognitive theories of learning and their distinctive features.

**Unit X Behaviouristic Theories**

**1 Pavlovian Conditioning**

**7 hrs..**

- Principles and Applications
  - Acquisition of Conditioned Response (CR): The Pavlovian conditioning procedure,
  - Application of Pavlovian conditioning in

- \* Habit formation,
- \* Fear and other emotional conditioning,
- \* Verbal learning
- \* Sensitization
- Different Types of Conditioning
  - Aversive and escape conditioning
  - Vicarious conditioning
- Application of different forms of conditioning in acquiring and changing behaviour.
- Extinction of CR.
  - The extinction or unconditioning process.
  - The nature and type of inhibition process.
  - The phenomenon of spontaneous recovery and its implication.
  - Application of unconditioning in desensitization and emotional control.
- Contribution of Pavlov to the development of the theory and practice of learning.
- Practical demonstration of a simple Pavlovian conditioning experiment in the class or in Psychology lab.

## **2 Skinnerian Operant Conditioning**

**6 hrs.**

- Acquisition of operant response: The technique of operant conditioning.
- Role of reinforcement in operant conditioning
  - Nature of reinforcement: Skinner's view,
  - Types of reinforcement
- \* Primary and secondary reinforcement.
- \* Positive and negative reinforcement.
  - Schedule of reinforcement.
- \* Fixed-variable
- \* Interval-ratio
- \* Differential schedule
  - Impact of different schedules of reinforcement on operant behaviour.
- Application of operant conditioning in
  - Personnel management; group contingency management
  - Behaviour therapy
  - Verbal learning
  - Programmed instruction
  - Use of token economy.
  - Group Contingency
- Practical: The teacher demonstrates a simple experiment to show the effect of reinforcement and non-reinforcement on learning and teaching.

### **3 Thorndike's Connectionism**

**3 hrs.**

- Thorndike's Trial and Error Process of Learning
- Application of Trial and Error in skill learning.
- Thorndike's Laws of Learning
- Applications of the primary laws of learning in teaching.
- Practical: Demonstrate the role of practice on learning verbal or motor skill.

### **Unit XI Cognitive Approaches to Learning**

**6 hrs.**

- The information processing theory of learning
- Contribution of
  - Tolman's place learning, latent learning and expectancy learning experiments.
  - Wertheimer's productive thinking
  - Kohler's insight learning
  - Piaget's cognitive development to the development of cognitive theory of learning.
- Applications of information processing in
  - Memory
  - Concept and principle learning
  - Problem solving and creative thinking

### **Unit XII Models of Teaching**

**6 hrs.**

- The Basic Teaching Model
- The Teacher Centred Teaching Models: the lecture, recitation and classical technological models of teaching.
- Child-centred Teaching Model: the progressive teaching and systems.
- Interactional Teaching Model: The constructivists' model.
- Model Planning from the students

### **Instructional Techniques**

- Lecture-cum-discussion
- Group discussion
- Library work and
- Individual activity

### **Evaluation Technique**

Final examination at the end of the academic year

External Examination 100 %

## **Instructional Materials**

### **Main texts**

- Bernard, Harold W. and Fullmer, Daniel W. (1977), **Principles of Guidance**. Thomas Y. Crowell Company.
- Begee, Morris L. (1976) **Learning Theoris for Teachers**. Harper & Row.
- Bhatia, **Textbook of Educational Psychology** Macmillan India Limited.
- Beggi, Morri, L. and Hunt, Maurice P. (1968), **Psychological Foundations of Education** Harper and Row, New York.
- Craig, Grace J. (1989) **Human Development**, Prentice Hall.
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- Hilgard, Wmest R. and Bower, Gordon H. (1977), **Theories of Learning**. Prentice Hall of India.
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- Lapp, Bender. and Ellenwood, john, **Teaching and Learning: Philosophical, Psychological and Curriculum Applications**. McMillan Publishing Co. Inc.
- Mahanty, Girishbala. (1989), **A Text Book of Abnormal Psychology**, Kalyani Publishers. 24 Daryaganj, New Delhi.
- Mohsin, S.M., (1985), **Experiments in Psychology**. Motilal Banarshi,
- Van Hoose, William H.; and Pietrofesa, john J. (Eds.) 1970, **Connseling and Guidance in the Twenticth Centure**. Houghton Mifflin Company.

## Curriculum Planning and Practices

Course No.: Ed.503

Nature of the course: Theoretical

Year: First

Full Marks: 50

Pass Marks: 20

Periods per week: 3

### Course Description

This is a compulsory course on curriculum designed for the students of Master Degree in Education. This course deals with the concept of curriculum and its development procedures, the patterns of organization as well as the issues and challenges in its development. The course aims at acquainting the students with the theoretical base of the existing practices in curriculum planning and development.

### General Objective

To acquaint the students with the theoretical bases of the existing practices in curriculum planning and development.

### Specific Objective

- Explore the meaning of curriculum in different perspectives.
- Explain the process of curriculum development.
- Discuss the systemic view of curriculum.
- Explore different issues in curriculum
- Identify emerging challenges in curriculum development.
- Appraise different patterns of curriculum organisation.

### Course Contents

- Unit I Changing Concept of Curriculum** 8 hrs .
- a. Curriculum as syllabus / subject matter / courses of study.
  - b. Curriculum as a plan for instruction
  - c. Curriculum as an organization of educational process.
- Unit II Steps of Curriculum Development** 8 hrs .
- a. Objectives
  - b. Contents
  - c. Methods / strategies
  - d. Evaluation
- Unit III Patterns of Curriculum Organization (To address specific issues)** 10 hrs .
- a. Activity-based curriculum
  - b. Broadfield Curriculum
  - c. Curriculum based on life situation (intergrated curriculum)
  - d. Core Curriculum

**Unit IV A Systemic View of Curriculum**

**22 pds.**

- a. Curriculum Inputs
  - Operant
    - \* Contents
    - \* Materials
    - \* Facilities
  - Operator
    - \* Teachers
    - \* Students
    - \* Administrative personnel
- b. Curriculum Process
  - Teaching Learning Process
  - Time and Task
  - Activities
- c. Curriculum Output
  - Student Achievement
  - Institutional Development
  - Cost-effectiveness
  - External Efficiency

**Unit V Issues in Curriculum**

**12 pds.**

- a. Relevance to life (Does education help the learner to solve his daily problems of life ? Does education help the learner to become a good member of society?)
- b. Medium of instruction
- c. integration of courses
- d. monolithic vs diversities of course.

**Unit VI Emerging Challenges in Curriculum Development**

**15 pds.**

- a. Impact of Science and Technology on Social life and Curriculum Plan.
- b. Behavioural Problems (Social evils)
- c. Impact of drugs, alcohol, sex problems, aculturation and deculturation of society.
- d. Student migration out for education.

**Instructional Techniques**

- Lecture
- Discussion
- Term paper writing

**Evaluation Technique**

Final examination at the end of the year

External Examination 100%

### **Textbooks**

- Taba, Hilda: 1962, **Curriculum Development: Theory and Practice**. Harcourt Brace World Inc. New York,
- Samuel A. Krik. **Educating Exceptional Children**,
- Alexander, W.M. & Saylov, J.G. (1974), **Curriculum Planning for School**, Holt, Rinehart and Winston, Inc.

### **References**

- **Curriculum of Different Levels of Schooling.**
- Hayman, R.T. (1973) ; **Approaches in Curriculum**, Prentice Hall.
- **Report of Various Commissions on Education in Nepal.**
- Sowell, J. (1996): **Curriculum: An integrated Introduction**, Merrill and Imprint, Prentice Hall, Englewood Cliffs, New Jersey (Ohio)
- Print, Marray (1993) **Curriculum Development and Design**, Allen & Unwin.
- Tyler, R.W., (1974), **Basic Principles of Curriculum and Instruction** Open University Publication, London
- Tanner, D., and Tanner., L. (1980), **Curriculum Development Theory into Practice.**
- Zais, R.S., (1976), **Curriculum Principles and Foundations**, Harper and Row Publication London,

## Research Methodology

Course No.: Ed. 504

Nature of the course: Theoretical

Year: Second

Full Marks: 50

Pass Marks: 20

Period per week: 3

### Course Description

This course on Research and Evaluation in Education is designed to acquaint the students with and to enable them to conduct evaluation and research studies on education. The course will plan, write proposal, construct and administer tools and analyse the results. At the end of the course the students will be required to submit a research proposal.

### Course Objectives

- Discuss the concept and the purpose of educational research.
- Explain the purpose and methods of sampling
- State different types of research designs and their use.
- Explain the uses and importance of different kinds of methods and tools in research and evaluation.
- Analyze and present the data in different forms.
- Develop a research proposal on any educational topic.
- State basic concepts and use of statistics in education.
- Use basic statistics for research and other purposes.
- Analyse and interpret statistical data

### Course Contents

#### Unit I Concept of Research

6 hrs.

- a. Definition and purpose of research in Education.
- b. Quantitative and qualitative research.
- c. Statement of problems and hypothesis.
- d. Measurement: Scales, reliability, validity
- e. Sampling:
  - Random sampling,
  - Stratified sampling,
  - Purposeful sampling,
  - Sampling size

#### Unit II Research Designs

6 hrs.

- a. Factors jeopardizing internal and external validity
- b. Pre-experimental designs
  - The one shot case study
  - The one group pretest post test
  - The static group comparison
- c. Experimental designs

- The pre-test-post test control group
  - The post test only control group
- d. Quasi-experimental designs
- The time-series experiment
  - Time equivalent time-samples
  - The non equivalent control group
  - Ex post facto

**Unit III Methods and Tools of Data Collection**

**6 hrs.**

- a. Interview schedule
- b. Observation
- c. Tests: types and uses.
- d. Case - study
- e. Questionnaire
- f. Checklists
- g. Opinionnaire/gallop poll.
- h. Rating scales
- i. Anecdotal records

**Unit IV Introduction to Educational Statistics**

**5 hrs.**

- a. Meaning and uses of statistics
- b. Population and sampling
- c. Variables - continuous and discrete
- d. Measurement - nominal, ordinal, interval, and ratio

**Unit V Measures of Dispersion (Meaning, Purpose and Computation)**

**5 hrs.**

- a. Range
- b. Variance
- c. Standard deviation
- d. Probability of normal distribution: normal probability, normal distribution, application of normal probability curve.

**Unit VI Measure of Relative Position**

**5 hrs.**

- a. Percentile rank
- b. Percentile score
- c. Standard score

- Unit VII Measures of Relationship / Association** 15 hrs.
- Significance of testing differences and association: testing of significance of means, chi-square ( $\chi^2$  tests), concept of multiple regression.
  - Coefficient of correlation (r test)
  - t test
  - Analysis of variance (concept and applications)
  - Analysis of co-variance (concept only)

- Unit VIII Analysis and Presentation of Data** 5 hrs.
- Tabulation and graphic presentation
  - Computation of percentage
  - Central Tendency (mean, median, and measures of dispersion, standard deviation)

- Unit IX Research Proposal** 15 hrs.
- Statement of the problem
  - Significance of the problems
  - Definition, assumption, limitation and delimitation
  - Review of related literature
  - Hypothesis
  - Methods: sampling, data collection procedure (instruments/tools, manpower), data analysis and interpretation.
  - Time schedule
  - Budget

- Unit X: The Research Report** 7 hrs.
- Executive summary
  - Introduction
  - Objectives
  - Statement of hypothesis
  - Methodology sampling plan, data collection, tools, analysis
  - Presentation: based on findings: summary, conclusion and recommendations

**Instructional Techniques**

- Lecture
- Assignment/term paper
- Presentation

**Evaluation Technique**

Final examination at the end of the year  
External Examination 100%

### **Textbooks**

1. Best, J.W. and Kahn, Jams V. (1995). **Research in Education**, New Delhi: Prentice Hall of India Private Limited
2. Koul, Lokesh (1997). **Methodology of Educational Research**, New Delhi: Vikash Publishing House Pvt. Ltd.

### **References**

1. APA (1974). **Publication Manual**. Washington, D.C.: American Psychological Association (Available in Dept. Library)
2. Campbell, D.T. and Stanley, J.C. (1963). **Experimental and Quasi-experimental Designs for Research**. Chicago: Rand McNally & Company.
3. Cohen, Louis and Manion, Lawrence (1994) **Research Methods in Education** London, Routledge.
4. Dewivedi, R.S. **Research Methodology in Behavioural Science**, Mac Millan of India Limited.
5. Fowler, Jr. F.J. (1987). **Survey Research Methods**. New Delhi: SAGE Publications.
6. Issac, S. and Michael, W.B. (1978). **Handbook in Research and Evaluation**. San Diego, CA :EDITS Publication.
7. Jack R. Fraenkel, Norman E. Wallen (1996), **How To Design and Evaluate Research in Education**, Mc. Graw-Hill, Inc.
8. Kerlinger, F.N. (1995 ) **Foundations of Behavioural Research**. New York: Holt Rensert and Winston, Inc.

## Measurement and Evaluation in Education

Course No.: Ed. Psy. 505

Nature of the course: Theoretical

Year: Second

Full marks: 50

Pass Marks: 20

Periods per week: 3

### Course Description

This course deals with the nature of measurement and evaluation in education along with planning, constructing, testing, scoring and analyzing the test. Measurement analysis, graphic representation of the data; and evaluation tools, techniques and approaches are given which are applicable in education. Major examples of standardized tests are oriented towards widening the students' visions. The students are required to fulfill the practical activities mentioned in this course.

### General Objectives

The objective of the course is to provide knowledge and skills on educational measurement and evaluation.

### Specific Objectives

- Explain the concepts of measurement and evaluation.
- Explain the need of classroom tests.
- Describe the difference between teacher made test and standardized tests.
- Develop different types of tests.
- Plan, administer, score, analyse and improve a test.
- Analyse the test statistically.
- Describe the different kinds of standardized tests and their uses.
- Plan and conduct testing program.

### Course Contents

#### Unit I Concept of Measurement

10 hrs.

#### (Physical measurement and psychological measurement)

- a. Purposes of measurement
- b. Uses of measurement
- c. Scales: nominal, ordinal, interval, ratio
- d. Characteristics of Measuring Instruments
  - Reliability
  - Validity
  - Practicability
  - Comparability
  - Utility
- e. Errors of measurement and methods of minimizing errors
- f. Norm and criterion referenced measurement.

**Unit II Concept of Evaluation****12 hrs**

- a. Comprehensive Concept of Evaluation: Student Evaluation, Teacher Evaluation, Curriculum Evaluation, Program Evaluation
- b. Types of Evaluation
  - Formative
  - Summative
  - Evaluation at all levels (primary, secondary and higher education)
- c. Components of Student Evaluation
  - Social Development
  - Attitudinal Development
  - Emotional Development
  - Intellectual Development
  - Achievement/Performance
  - Co-curricular Activities

**Unit III Construction of a Test****16 hrs.**

- a. Differences between Teacher-made Test and Standardized
- b. Need and Purposes of Test
- c. Planning Test
  - Why Testing
  - What to test (selection of subject matter, area)
  - How to test (written / oral, subjective, objective, practical)
  - When to test (testing schedule)
- d. Construction of Test
  - Content analysis
  - Specification Chart
  - Writing test items
  - Editing and arranging test items
  - Writing directions for test administration
  - Administering test
  - Interpretation of test results
  - Pilot study.
  - Item analysis and selection of final test items

**Unit IV Standardization of a Test****11 hrs.**

- a. Item Analysis
- b. Reliability (with computation)
- c. Validity (with computation)
- d. Norms
- e. Administration of Final Test
- f. Scoring
- g. Interpretation of Test Result

- Unit V Standardized Test** **12 hrs.**
- a. Historical Development of Tests, Functions and Uses
  - b. Intelligence test: Standford Binet, WAIS
  - c. Achievement test: STEP, SAT
  - d. Aptitude test: DAT, GATB
  - e. Personality Inventory: MMPI
  - f. Interest Inventory: Strong's and Kudir's Inventories
  - g. Projective Technique: Rorchach's inh.-blot Technique

- Unit VI Non- Testing Devices** **6 hrs.**
- a. Observation
  - b. Questionnaire
  - c. Interview Schedules
  - d. Opinionnaire
  - e. Sociometric Test
  - f. Gallop Poll

- Unit VII Planning Testing Program** **8 hrs.**
- a. Steps of Testing Program
  - b. Purposes
  - c. Organizing a test library (Question Bank)
  - d. Selection of Competent Personnel
  - e. Test Administration
  - f. Reporting Test Results
  - g. Organizing remedial measures

#### **Practical Activities**

Each students is required to undertake the following practical activities (any two):

1. Construction of a teacher-made test including preparation of specification chart, writing items, editing and arranging the items, and preparation of final format with specific directions.
2. Items analysis of achievement test including difficulty level, discrimination index, power of distractors and language of the items.
3. (a) Construction of rating scale or check list for observation; opinionnaire or questionnaire; interview schedule; sociometric test; (b) Trail test of the evaluations tools mentioned above & their improvement.
4. Development of a school testing program

#### **Instruction Techniques**

- Lecture
- Discussion
- Assignment
  - Individual work
  - Group work

## **Evaluation Technique**

Final Examination at the end of the year

External Examination 100%

## **References**

1. Ebel, L.R. and Frisbie, D.A. (1991) **Essentials of Educational Measurement**, Prentice Hall of India Pvt. Ltd. New Delhi.
2. Groulund , N.E., (1976), **Measurement and Evaluation in Teaching**, New York: Macnillan
3. Sing, A.K., **Measurement and Research in Behavioural Science**, McGraw Tata.
4. Thorndike, A.W. and Hagen, E. (1977) (Recent) **Measurement and Evaluation in Psychology and Education**. John Weley and Sons, Inc. New York.

## Specialization

### Educational Planning and Management (EPM) Course

#### First Year

Course No.	Course Title	FM.	Nature
Ed. PM. 511	Educational Planning	100	Theoretical
Ed. PM. 512	Educational Management and Organization Behavior	100	Theoretical
Ed. PM. 513	Educational Administration and Supervision	100	Theoretical

#### Second Year

Ed. PM. 551	Educational Technology and Non-formal Education	100	Theoretical
Ed. PM. 552	Management Information System (MIS) and Human Resource Management	100	Theoretical
Ed. PM. 553	Financing of Education	50	Theoretical
Ed. PM. 599	Practicum Educational Planning and Management	50	Practical
Ed. PM. 598	Thesis	50	Practical

#### Elective Course

Students specializing in Educational Planning and Management (EPM) will have to choose one elective course of 50 marks from other specialization areas (e.g., curriculum and evaluation). However, students specializing in other subject areas (other than EPM) may choose one of the following EPM courses as their elective courses:

Ed. MP 571	Introduction to Educational Planning	50
Ed. MP 572	Introduction Educational Management	50

## **Educational Planning**

Course No.: Ed. PM. 511  
Nature of the Course : Theoretical  
Year : First

Full Marks : 100  
Pass Marks : 40  
Periods per week : 5

### **Course Description**

This course intends to help students specializing in educational planning and management conceptualize general principles and practices of educational planning process. The course includes the concepts of development, national planning and educational development. This course also includes some major considerations of educational planning, its approaches, processes and decentralized planning.

The course provides students with the opportunity to appraise the basic features of national development plans.

### **Course Objectives**

- Explain the concepts of development, national planning for educational development;
- State the need of educational planning ;
- Explain the demographic, economic, socio-political and educational considerations of educational planning ;
- Elaborate approaches and sources of educational planning;
- State the need of decentralization of educational planning;
- Explain the educational planning efforts in Nepal;
- Appraise the philosophy, goals and basic features of current development plans;
- Identify educational targets and performance;
- Identify problems and strategies of plan implementation;

### **Course Contents**

#### **Unit I Development as the Objective of Planning and Management 10 hrs.**

- Concept of development
- Indicators of development : economic and socio-economic indicators
- Process of development

#### **Unit II Concept of National Planning**

**10 hrs.**

- Concept
- Exercises in Planning
- Short history
- Types of planning

#### **Unit III Concept of Educational Development**

**10 hrs.**

- Changing concept of education
- Concept of educational development

- Indicators of educational development
- Role of educational planners and administrators
- Functions of educational planners

**Unit IV Need for Educational Planning 10 hrs.**

- Background
- Factors influencing educational planning

**Unit V Demographic Considerations in Educational Planning 10 hrs.**

- Introduction
- Educational planner's concern with enrollment ratio and population estimates
- Other concerns of a demographic nature

**Unit VI Economic Considerations in Educational Planning 10 hrs.**

- Introduction
- Education, consumption or investment
- Some other economic considerations
- Some other vital issues
- Education - an agent of national development
- Manpower and employment
- Efficient use of resources in education

**Unit VII Socio-Political Considerations in Educational Planning 10 hrs.**

- Education as a sub-system interacting with other sub-systems
- Impact of planning on society
- Social tradition and taboos affecting education
- Social aspirations relating to education
- Political and group pressure in education planning and management

**Unit VIII Educational Considerations in Educational Planning 10 hrs.**

- Objectives of education
- Structure of educational system
- Content of education
- Methods of teaching and learning
- Innovations

**Unit IX Approaches to Educational Planning 10 hrs.**

- Introduction
- The social demand approach
- The manpower requirement approach
- The cost-benefit or the rate of return approach
- The system approach

**Unit X Process and Steps of Educational Planning** **15 hrs.**

- Introduction
- Process and steps of Educational Planning

**Unit XI Decentralization of Educational Planning and Administration** **10 hrs.**

- Rationale
- Issues and problems
- Concept of decentralized planning
- District and school level planning

**Unit XII The Planning Exercises in Education in Nepal : General Features** **20 hrs.**

- Education in Nepal
- All Round National Education Committee 1961 in Nepal
- National Education System Plan -2028-32
- Educational planning in Nepal and its economic implications
- Report of the National Education Commission 1992
- Report of the Royal Commission for Higher Education, 2040
- High Level Education Commission, 1998.
- Basic and Primary Education Master Plan 1997
- Secondary Education Perspective Plan 1997
- School Improvement Planning (SIP) under BPEP

**Unit XIII Ninth Plan** **10 hrs.**

- Basic features
  - development concept
  - objectives
  - priority
  - emphasis
  - plan outlays
- Social sector analysis (education)
  - background
  - review of the Eighth Plan
- Existing challenges
  - pre-primary level
  - primary level
  - secondary level
  - higher secondary level
  - higher education
  - technical and vocational education
- Long-term concept
- Basic features of the education sector of the Ninth Plan
  - objectives - general and levelwise
  - targets
  - policy and work policy programmes .

- programmes

- \* pre-primary, primary, non-formal, lower-secondary, secondary, higher secondary, technical and vocational, special, curriculum and textbooks, women education, low caste students scholarship, population and health education, monitoring, evaluation, statistics and educational management higher education - policy and programmes

- Institutional development

**Unit XIV Eighth Plan**

**10 hrs.**

- Basic features
- Social sector analysis (Education)
- Existing challenges / long term concept
- Basic features of the education sector.

**Reference Books**

1. Banghart, F.M. & Truel A. Jr., (1973) **Educational Planning**, The McMillion Co. New York.
2. Bird, R.N. & Horten, S. (ed.) (1989), **Government Policy and the Poor in Developing Countries**, University of Toronto Press, London,.
3. Coombs , Philip H., (1968) **The World Education Crisis**, Oxford University Press, New York.
4. Coombs, Philip H., (1970) **What is Educational Planning: UNESCO: International Institute for Educational Planning**, Paris.
5. Muhammad Shamsul Huq, (1965) **Education and Development Strategy in South and Southeast Asia**, East West Center Press, Honolulu.
6. **Eighth Plan** National Planning Commission, HMG/Nepal
7. **Maier, Gerold M.** (1970) **Reading Issues in Economic Development**, Oxford University Press, Inc. Singapore.
8. **Ninth Plan (2054-2059)** National Planning Commission Nepal
9. Pradhan, Ratna Man, (2055) **Handbook in Educational Planning**, Kathmandu.
10. Pradhan, Ratna Man, (2042) Co. **A Draft Report on a Survey of the Methods and Techniques of Educational Planning and Programme Formulation in Nepal.**, Indsitude of Education, T.U. Bhaktapur.
11. Pradhan, Ratna Man, (1981) **Planning of Higher Education in Nepal: An Analysis of Resource Allocation at T.U.**, University of Southern California, Los Angeles.
12. Sirken, Irring A ed. (1977) **Education Programs and Projects: Analytical Techniques, Case Studies and Exercise**, Economic Development Institute of the World Bank.
13. Shimahara, Bobuo Keumeth and Somspe, and Adam, (1975) **Social Forces and Schooling**, David Mckay Co. Inc. New York.
14. UNESCO, (1982), **The Decentralization of Educational Administrations**, UNCESCO Regional Office for Education in Asia and Pacific Bangkok.

## **Educational Management and Organizational Behaviour**

Course No. : Ed. PM. 512  
Nature of the course : Theoretical  
Year : First

Full Marks : 100  
Pass Marks : 40  
Periods per week : 5

### **Course Description**

This course is designed with a view to acquainting students with the various theories and perspectives of organizational management. It will provide an opportunity for students to understand the concepts and the process of management in general and educational management in particular. The course also presents an overview of the way educational institutions are organized and managed. Drawing theories of organizations and management from the organizational management literature, this course will give students an opportunity to examine the application of these theories to education. It also helps prospective educational administrators and managers develop their own management and leadership skills required for organizing and managing educational organizations. The course is developed on the assumption that managing educational organizations is becoming increasingly complex and no single perspective of management is adequate to handle the complexity. The aim is also to inform students about the emerging trends of educational management.

### **Course Objectives**

- Describe the basic concepts of management;
- Define and describe the process of management;
- Explain the historical evolution of management thoughts and approaches;
- Describe and explain the modern approaches to understanding and managing organizations;
- Describe the nature and process of managerial planning, organizing, decision making; communicating, leading, motivating and controlling;
- Examine the application of management theories and principles in education;
- Define and explain the key concepts of organizations and organizational behaviour;
- Describe the foundations of individual behavior in organizations;
- Explain how values and attitudes of individuals are formed and how they shape individual behavior in organizations and job satisfactions;
- Describe the various theories of motivation;
- Explain the foundations of group behavior;
- Describe and examine the foundations of organizational structure;
- Analyze the sources of conflicts in organizations and explain the various approaches to conflict management;
- Examine the characteristics of organizational culture and describe the factors determining an organization's culture; and
- Describe the process and theories of organizational change and development.

## Course Contents

### Part I

- Unit I The Evolution of Management Thought** **5 hrs.**
- Scientific management
  - Administrative management theory
  - Bureaucratic model
  - Human relations theory
  - Behavioral science
  - Managerial roles approach
  - Managerial excellence approach
  - Evolution of Educational Management
- Unit II Introduction to Educational Management** **5 hrs.**
- Definition of management / educational management
  - Management : Science or Art ?
  - The functions of management/ educational management
  - Managerial skills
  - The role of management theory
  - The role and functions of educational managers
- Unit III Approaches to Understanding and Managing Organizations** **5 hrs.**
- The structural approach
  - The human resource approach
  - The political approach
  - The symbolic approach
  - The integrated model
  - Examining school management from the four perspectives
- Unit IV The Management Process** **5 hrs.**
- Process of management
  - Basic components and elements of management
- Unit V Planning** **5 hrs.**
- The nature and purpose of planning
  - Types of management plans
  - Steps in planning
  - The planning process : a rational approach to goal setting
  - Evolving concepts in Management by objectives (MBO)
  - Application of planning techniques in education
- Unit VI Decision Making** **5 hrs.**
- The decision-making process
  - The importance and limitations of rational decision making process

- Types of decisions
- Participative decision making
- Committees and group decision making
- Decision making in educational organizations

#### **Unit VII Organization**

**5 hrs.**

- Formal and informal organizations
- The structure and process of organizing
- Types of organizational structures
- Line and staff authority
- Effective organizing and organizational culture
- Schools and colleges as organizations
- Education as loosely coupled systems
- Wholistic approach to management

#### **Unit VIII Communication**

**5 hrs.**

- The importance of communication
- The purpose of communication
- The communication process
- Communication in the organization
- Barriers and breakdowns in communication

#### **Unit IX Motivation**

**5 hrs.**

- Human factors in motivation
- Motivation and motivators
- Theories of human motivation
- Teacher motivation
- Defining job motivation
- Maslow's theory of motivation
- Theory X and Theory Y
- Motivation hygiene theory
- Contemporary theories of motivation
- Teacher motivation

#### **Unit X Leadership**

**10 hrs.**

- Defining leadership
- Leadership style
- Approaches to leadership
- Leadership in education
- Nature of leadership
- Popular ideas about leadership
- The leadership/management distinction
- Functions of leadership
- Trait theories
- Behavioural theories
- Contingency theories

- Power and influence theories
- Transformational and transactional leadership
- Bases and sources of power

**Unit XI Controlling**

**5 hrs.**

- The basic control process
- Critical points and standards
- Requirements for effective controls
- Control techniques
- Application of control techniques in education

**Unit XII Modern Trends in Management (with reference to educational management)**

**10 hrs.**

- Total Quality Management (TQM)
- Changing the public sector management : re-inventing government
- Re-engineering management
- Management of change
- Site-Based Management (SBM)
- Team management
- Managing time and stress
- Coalition building
- Gender in educational management

**Unit XIII Effective Organizations and Managers**

**5 hrs.**

- Qualities of effective managers
- Characteristic features of an effective educational organization
- Case studies on educational managers
- Case studies on educational organizations

**Part II**

**Unit XIV Introduction to Organizations**

**5 hrs.**

- Defining organizations
- Difference between management and organizational behavior
- Organizational behavior as a field of inquiry
- Common features of organizations
- Schools as organizations
- Forms of organization unique to educational organizations

**Unit XV Foundations of Individual Behavior**

**5 hrs.**

- Biographical characteristics of individuals
- Personality and personality determinants
- Major personality attributes influencing organizational behavior
- Matching personality and jobs
- Perception and its determinants

- Impact of biographical characteristics, personality and perception in job performance and satisfaction

**Unit XVI Values, Attitudes, and Job Satisfaction** **5 hrs.**

- Meaning and importance of values
- Sources of values systems
- Meaning and types of attitudes
- Role of values and attitudes in forming attitudes towards job
- Measuring individual attitudes towards job
- Job satisfaction in the workplace

**Unit XVII Foundations of Group Behavior** **5 hrs.**

- Reasons for joining organizations
- Types of organizations
- Stages of group development
- Contingency variables that affect group behavior
- Characteristics of effective groups
- Role of management in fostering group cohesiveness
- Teacher unionization

**Unit XVIII Conflict Management** **5 hrs.**

- Meaning of conflict
- The traditional, behavioral and interactionist views of conflicts
- Conflict process
- Implications for performance and satisfaction
- Sources of conflicts in educational organizations

**Unit XIX Foundations of Organizational Structure** **10 hrs.**

- Meaning of structure
- Components of structure
- Types of organizational structures
- Mechanistic and organix structures
- Simple and functional structures
- Product and matrix structure
- Determinants of structures

**Unit XX Organizational Culture** **10 hrs.**

- Defining the concept of culture
- Functions of a culture
- Formation, maintenance and transmission of organizational culture
- Types of cultures (Club culture, role culture, task culture, and person culture)
- School as a culture

**Unit XXI Organizational Change and Development** **10 hrs.**

- Concept and nature of organizational change

- Proces of organizational changes
- Rational-empirical perspective on change
- Normative-re-educative perspective on change
- Power-coercive perspective on change
- Organizational development techniques and interventions
- School as a facilitator of change

#### **Prescribed Textbooks**

1. Arcaro, J. (1997). **Quality in Education : An Implementation Handbook**. New Delhi : Vanity Books International.
2. Bolman, L. & Deal, T. (1991). **Modern Approaches to Understanding and Managing Organizations**. San Francisco: Jossey bass.
3. Dalin, P. (1988). **School Development : Theories and Strategies**. London : Cassell.
4. Glatter, R., M. Preedy: C. Riches & M. Masterton (1988). **Understanding School Management** . Philadelphia : Open University Press.
5. Hicks, H. & Gullett, C. (1975). **Organizations : Theory and Behaviour** Tokyo : Mc Graw-Hill Kogakusha.
6. Handy, C. & Aitken, R. (1990). **Understanding Schools as Organizations**. London : Penguin.
7. Lippit, G. (1982). **Organization Renewal : A Holistic Approach to Organization Development**. Englewood Cliffs, New Jersey. Prentice Hall.
8. Osborne. D. & Gaebler. T. (1992). **Reinventing Government : How the Entreprenurial Spirit is Transforming the Public Sector**. Massachusetts : Addison-Wesley Publishing Company.
9. Robbins, Stephen P. (1988). **Organizational Behaviour : Concepts, Controversies, and Applications** (3<sup>rd</sup> ed.) New Delhi . Prentice Hall India.
10. Weihrich, H. & Koontz, H. (1993). **Management : A Global Perspective**. New York. McGraw Hill, Inc.

## **Educational Administration and Supervision**

Course No. : Ed. PM. 513  
Nature of the course : Theoretical  
Year : First

Full Marks : 100  
Pass Marks : 40  
Periods per week : 5

### **Course Description**

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

### **Course Objectives**

- Understand the principles underlying the organization and administration of education;
- Develop knowledge, insight and ability needed to function as a successful educational leader in a given system of education;
- Understand factors that promote efficiency in the instructional programme.
- Describe the need for supervision to improve the quality of teaching - learning in schools';
- Define and describe the process of educational supervision;
- Explain the historical evolution of supervisory practices, thoughts and approaches;
- Describe and explain the competencies required of a supervisor;
- Define and explain the concepts, process and steps involved in providing clinical supervision;
- Explain the roles of supervisors in the school system in general and in quality enhancement in particular;
- Examine the current practice of school supervision in Nepal; and
- Describe and explain the modern trends of educational supervision.

### **Course Contents**

#### **Unit I Concept of Administration**

**10 hrs.**

- Emergence of the concept of administration
- The rise of public administration
- Scientific management and business administration
- Development of administration science the early 1900's
- Development of educational administration
- Overview of educational administration
- Unique aspects of educational administration

- Unit II Theory of Educational Administration** 10 hrs.
- Definition of theory
  - Building of theory
  - Concept development and models
  - Theorizing educational administration
- Unit III Decision Making in Educational Administration** 10 hrs.
- Process and steps of decision making
  - The decision environment
  - Decision making as bargaining process
- Unit IV Administrative Process** 10 hrs.
- Scope of administrative process
  - Decision making
  - Planning
  - Organizing
  - Communicating
  - Influencing
  - Co-ordinating
  - Evaluating
- Unit V Administrative Supervision** 10 hrs.
- Definition
  - Subordination
  - Representative administration
  - Close and distance supervision
- Unit VI Personnel Administration** 10 hrs.
- The meaning of personnel administration
  - The selection appointment and assignment of school personnel
  - Training and upgrading of the personnel
  - Salary schedule and other benefits
- Unit VII Administration of Pupil Personnel** 10 hrs.
- Estimates of pupil population
  - Classification of pupils
  - Reporting to parents
  - Pupil records
  - Pupil records
  - Pupil personnel services
  - Pupil control
- Unit VIII Changing Concepts and Purposes of Educational Supervision** 10 hrs.
- Meaning and definitions of educational supervision
  - Administrative vs pedagogical supervision

- The purposes of educational supervision
- Evolution of educational supervision
- Administrative orientation to supervision
- Efficiency orientation
- Co-operative group efforts
- Research orientation

**Unit IX Process of Supervision** **10 hrs.**

- Needs identification of teachers and schools
- Planning for supervision
- Building rapport with schools and teachers
- Identifying and using various modalities of supervision
- Collecting and analyzing school and classroom level data
- Providing feedback to schools and teachers
- Individual and group procedures in supervision

**Unit X Approaches to Educational Supervision** **10 hrs.**

- Power with approach to supervision
- Power over approach to supervision
- Styles of supervision
- Basic supervisory skills (Communicating, providing leadership, releasing human potential, building teachers' morale)

**Unit XI Functions of Supervision** **10 hrs.**

- Curriculum development and renewal
- Curriculum dissemination and implementation
- Curriculum evaluation
- Dissemination of educational policy
- Designing and conducting in-service training courses
- Providing training follow-up
- Evaluating teacher performance
- Teacher development and support

**Unit XII Clinical Supervision** **10 hrs.**

- Beginning of clinical supervision
- Concepts of general and clinical supervision
- Process and steps of clinical supervision
- Teacher supervisor relationship and its implications for supervision
- Role of instructional planning in clinical supervision
- Elements of instructional planning process

**Unit XIII Observation of Classroom Instruction** **10 hrs.**

- Systematic and informal classroom observation
- Strategies of observation
- Phases of observation
- Targets of observation

- Selecting or constructing an observation instrument (Category system, sign system)

**Unit XIV Recent Trends in Educational Supervision** **10 hrs.**

- Co-operative Professional Development (CPD)
- Individualized Professional Development (IPD)
- Informal Supervision
- Supervision through school clusters
- School based supervision
- Concept of collaborative supervision

**Unit XV Organization and Practices of Educational Supervision System in Nepal** **10 hrs.**

- Historical evolution of supervisory practices in Nepal
- Critical analysis of the present supervisory system in Nepal
- Problems and issues of school supervision in Nepal
- The Resource Center movement under BPEP
- RCs and SEDUs as structures of teacher support and supervision
- The RC system, its functions and impact on schools
- Lessons learned and prospects for future Development
- Supervision in a changing environment
- Assessment of the job descriptions of school supervisors
- Supervision policy of MOE

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1. Campbell, Roald F. and Russell T. Gragg (Edited). (1957) **Administrative Behaviour in Education**. Harper & Row, Publishers, New York.
- ✓ 2. Campbell, Ronald F. and Others, (1968) **Introduction to Educational Administration**, Allva and Bacon, Inc., Boston.
- ✓ 3. Cogan, M. (1979). **Clinical Supervision**. Boston : Houghton Mifflin.
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6. Khaniya, T.R. (1997). **Teacher Support through Resource Centers: The Nepalese Case**. Paris: International Institute for Educational Planning
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8. Morphet, Edger L. and Others. (1963) **Educational Administration: Concepts Practices and Issues**. Prentice - Hall, Inc. Englewood Cliffs, N.H..
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## **Educational Technology and Non - formal Education**

Course No. : Ed. PM. 551  
Nature of the course : Theoretical  
Year : Second

Full Marks : 100  
Pass Marks : 40  
Periods per week : 5

### **Course Description**

This course is designed to impart indepth understanding of several important issues of NFE and Educational Technology. Student involvement in terms of independent library work, classroom participation and class reporting has been emphasized throughout the course. Teacher preparedness has been equally emphasized in terms of preparing handouts (in outlines). As textbooks alone cannot sufficiently address all the prescribed course contents, teachers are advised to make judicious use of the given references in preparing these handouts to teach the contents.

### **Course Objectives**

- Identify modern technologies in education;
- Explore ways to apply technology in education;
- Design ways to improve instruction through the use of technology.
- Provide students with rich conceptualizations about various aspects of NFE both as an alternative to formal education and as a strategy of development, and
- Equip students with critical insights helpful in assessing NFE programmes run in the country or elsewhere with various missions.

### **Course Contents**

#### **Unit I Educational Technology**

**10 hrs.**

- Concept and purpose
- From tools to systems
  - Programmed learning
  - Changing people
  - importance of objectives
  - Problem solving
- Educational technology and systems thinking
- Educational Technology in curriculum development

#### **Unit II Modes vs Media**

**15 hrs.**

- Stimulus modes
- Functions of media
- Selecting modes and media

#### **Unit III Communication and Interaction**

**15 hrs.**

- Theory of communication
- Communication cycle
- Types of communication

- Communication in classroom
- Interaction Analysis  
(OSCAR, IPC, FIAC, RCS)
- Micro-teaching

**Unit IV Open Learning/Distance Education** **10 hrs.**

- Nature of open learning
- Nature of distance education
- Concept of open schooling
- Open university & its activities in the SAARC Region
- Innovations in open learning

**Unit V Instructional Resources Centre** **10 hrs.**

- Classroom accessories
- Materials and tools required for the preparation of teaching aids
- Other accessories

**Unit VI Putting Education Technology to Work** **5 hrs.**

- Implementing innovations in education
- Role of educational Technologies

**Unit VII Lifelong-Learning** **5 hrs.**

- Meaning
- Use
- Use of educational technology in lifelong non-formal education

**Unit VIII Use of Education Technology in Nepal** **5 hrs.**

- Historical perspective
- Use of radio
- Use of television
- Use of computer
- Use of telecommunication

**Unit IX Human Learning Contexts** **5 hrs.**

- Different contexts of human learning : formal, informal, nonformal and incidental; their significance in life
- Aspects on which these contexts differ (purpose, mode, instrument, impact)
- Definitions (selected)
- Characteristics of NFE (to be deduced from the definitions)

**Unit X NFE Missions** **15 hrs.**

Programmes aiming to

- Provide second chance for schooling (OSP for children)
- Create/upgrade the knowledge base
- Generate/upgrade the skill base

- Generate feelings of empowerment among people who feel deprived or oppressed culturally, socially, politically, economically
- Create awareness or responsiveness to others-initiated programmes; mobilize community action to support such programmes
- Critique others-initiated programmes and/or instal self-defined programmes; create community action against projects that affect the living conditions (including ecology) of the people
- Indoctrinate people on political ideologies or train the cadre of political parties

#### **The great debates on NFE mission**

- NFE for what ?
  - Enlightenment (knowledge-building end)
  - Enablement (skill-building end)
  - Empowerment (discussion-making end)
  - Enfranchisement (mainstreaming end)
- Synthesis : Situational relevance of each mission

#### **Unit XI Contending Perspectives on NFE Development**

**10 hrs.**

- Structural - Functional Perspectives (The thesis)
  - Human Resource Development School
  - Rural Development School
- Critical - Conflict Perspectives (The antithesis)
  - Awareness School
  - Conscientization School
- Interpretive Perspectives (The antithesis)
  - Popular education
- UNESCO's Peace Perspectives (The Synthesis)
- Situational relevance of each of the perspectives

#### **Unit XII Adult Literacy**

**15 hrs.**

- Definition of literacy
  - Conventional definition : Limitations
  - Modern definition (UNESCO) : Inadequacies
- Parameters of literacy in developed and less developed societies :  
Relativism of the concept of literacy
- Kinds of literacies : Oral literacy, academic literacy (3 Rs), legal literacy, political literacy, business literacy, occupational literacy, scientific literacy
- Literacy versus survival cognitive system
- Literacy versus basic (fundamental) education
- Literacy components in the 21<sup>st</sup> century.
- Contributions of literacy to modernization/development of less developed societies (Research findings)
- Lessons from the literacy campaigns launched in Nepal and in other countries : Why do they succeed and why do they fail ? (Research findings)

## **Unit XIII Curriculum Development, Management and Evaluation of NFE**

**15 hrs.**

### *Curriculum :*

#### *Principles of NFE curriculum development*

- Curriculum based on the felt needs of beneficiaries
- Participants' perception of tangible improvement in their status on the programme domain (knowledge, skill, awareness, etc.) within a foreseeable short time (immediacy of gains)
- Least demanding to participants (in terms of time, effort and resources)
- Participant input at critical stages of the programme (Programme formulation, implementation, evaluation)

#### *Practices*

- Selective examples of best considered practices
- Review of curriculum development practices in Nepal

#### *Management :*

- Principles of programme management
- PODC : Planning, Organizing, Directing, Coordinating

#### *Evaluation :*

#### *Principles of Evaluation of NFE Programmes :*

- What to evaluate ? (Aspects)
  - Goal, Input, Process, Results, Impact
- How to evaluate (Methods)
  - Standardized obtrusive methods
  - Non-standardized unobtrusive methods (RRA)
  - Participatory methods (PRA,PLA)
- Who to evaluate ? (Evaluators)
  - Programme sponsors / implementers (internal)
  - Independent evaluators (External)
  - Participants (Participatory)
- When to evaluate ? (Programme phase)
  - Before inception of the programme (Appraisal)
  - During programme implementation (Midterm) (Monitoring)
  - On completion of the programme (Output)
  - After some time of programme closure (Impact)
- What to do with the evaluation feedback ?
  - For injecting corrective measures into the ongoing programme
  - For using the experiences learned to avoid pitfalls in other programmes

#### *Practices*

- Examples of these aspects from projects launched in Nepal and elsewhere
- Assessment of practices

**Unit XIV Student Activities : Seminar, Observation Report, Course Evaluation**

**15 hrs.**

*Seminar Theme : NFE as a Strategy for Development*

- a. Potentials
- b. Problems and constraints
- c. Strategies to attain the potentials

**Observation Report :**

Each student is required to present a report on observation of an NFE programme in operation or on some aspects of NFE management at some offices (NGOs, GOs, POs)

**Course Evaluation :**

Each student is required to evaluate the quality of delivery of this course on the following aspects : (Scale 1-5:5 = highest value, 1=lowest value)

- a. Course contents (coverage)
- b. Clarity in teaching difficult themes
- c. Regularity of class
- d. Supply of handouts in outlines
- e. Availability of reading materials
- f. Classroom participation

**Reference Books**

- American Library Association. **Standards for School Media Programs**, ALA, Chicago, 1968
- Blackledge, David & Hunt, Barry (1985). **Sociological Interpretations of Education**. London: Croom Helm.
- Bourdieu, Pierre (1990). **Logic of Practice**. California: Standard University.
- Carnoy, Martin & Joel, Samoss (1990). **Education and Social Transition in the Third World**. New Jersey: Princeton University Press.
- Coombs, P. H. with Ahmed K. (1974). **Attacking Rural Poverty: How Nonformal Education Can Help**. Baltimore: The John Hopkins University Press.
- Fishk, David (Ed.) (1988). **Education for Peace**. London: Routledge.
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- Sampath, K., **Introduction to Educational Technology**, Oxford and IBH
- Smith, William A. (1976). **The Meaning of Conscientizacao: The Goal of Paulo Freire's Pedagogy**. Amherst: Center for International Education.

#### **Journals**

- **DVV Journal** (Journal of the German Adult Education Association)

#### *Copies available at IFCD:*

- ACGAA (1992). **Adult Education and Lifelong Learning**. (43)
- Chiroque, Silfredo (1987). **Popular & Adult Education**. (29)
- Dijkstra, Piet (1987). **Adult Education - Peace Education - Peace Action**. (28)
- Freire, Paulo (1988). **Letter to Adult Education Workers**. (31)
- Galtung, Johan (1988). **Literacy, Education and Schooling for What?** (31)
- Hazoume, Marc-Lautent (1998). **Adult Learning and the Challenges of the 21st Century**. (49)
- Okrauku, L. A. (1991). **A Critique of Literacy in a Non-Literate Society**. (36)
- Osoria, Jorge (1987). **Educating for Peace**. (29)
- PAS/DVV (1988). **Literacy and Basic Education**. (31)
- Stromquist, Nelu P (1987). **Empowering Women through Education: Lessons from International Cooperation**. (28)
- Tandon, Rajesh (1992). **Learning in Civil Society** (43)
- Tandon, Rajesh (1999). **Knowledge, Participation and Empowerment**. (50)
- Vergen, Osorio (1997). **Rethinking Popular Education**. (48) Bhasin, Kamala (1991). **Participatory Development: Implications for Adult Learning**. (36)

### *Articles in Other Journals*

- Aryal, C. N. (1987). "Vikas ko nimti Areetik Shikshya: Kati Asha Kati Nirasha? **Vikas ko nimti Shikshya**. Kathmandu: CERID. (in Nepali)
- Aryal, C. N. (1977). "Aritik Shikshya Sahitya ka Dharaharu." **Vikas ko nimti Shikshya**. Kathmandu: CERID. (in Nepali)
- Cross, D. (1974). "The Pedagogy of Participation." **Teachers College Record**. (76)
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- La Belle, T. J. (1975). "Liberation, Development, and Rural Nonformal Education." **Council on Anthropology and Education Quarterly**. (6)
- Paulston, R. G. & LeRoy, G. (1975). "Strategies of Nonformal Education." **Teachers College Records**. (76)

### *Reports*

- Aryal, C. N. (1994). "Future Policies on Nonformal Education" in **Nonformal Education Policy Directions for National Development**. Kathmandu: CERID.
- IFCD (1996). **Community Literacy in Nepal**. Kathmandu: Integrated Forum for Community Development. (in Nepali)
- MOE (1998). **Basic and Primary Education Master Plan**. Kathmandu: Ministry of Education.
- MOEC (1991). **Basic and Primary Education Master Plan**. Kathmandu: Ministry of Education and Culture.

### *Unpublished Ph. D. Dissertations*

- *(Copies available at CERID)*
- Aryal, C. N. (1977). **The Perspectives of Nonformal Education as a Strategy for Development**. Carbondale, Illinois: Southern Illinois University.
- Koirala, Bidya Nath (1996). **Schooling and the Dalit of Nepal: A Case Study of Bunkote Dalit Community**. Alberta: University of Alberta.
- Lamichhane, Sriram (1992). **An Analysis of Perspectives on NFE: Implications for Nepal**. Alberta: University of Alberta.
- Luitel, Samira (1996). **Empowerment? What Being Literate Means to Maithili Women in Nepal**. Alberta: University of Alberta.

## **Management Information System (MIS) and Human Resource Management**

**Course No. :** Ed. PM. 552  
**Nature of the course:** Theoretical  
**Year :** Second

**Full Marks :** 100  
**Pass Marks :** 40  
**Periods per week :** 5

### **Course Description**

First, the course introduces the management information system (MIS) to the students as a pre-concept. The students will be given an acquaintance with the attributes of an effective information system and the impact of having an information system. They 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. After being exposed to the details of genetic management information system, the students will be made familiar with the major concept of Educational Management Information System (EMIS). In this course, the students will get an opportunity to know the major aspects of EMIS and steps involved in it. They will also learn about efficiency-based EMIS and indicators of education system. Afterwards, the students will be taught the management of EMIS and major concerns associated with it.

Second, the students will be exposed to major EMIS existing in Nepal mainly the ones in the Ministry of Education, Tribhuvan University and The Council for Technical Education and Vocational Training. They will also be exposed to complementary developments in EMIS Nepal such as Project Management Information System (PMIS), Basic and Primary Education Project (BPEP), Teacher Management Information System (TMIS) of the National Centre for Educational Development (NCED). Last, but not least, the students will also be able to know about the major issues of EMIS in Nepal.

Third, the course intends to provide the students with an opportunity to understand the basic concept related to human resource management in education. It also deals with different aspects of human resource management and attempts to provide some of the important dynamics that may be useful in effectively managing human resources.

### **Course Objectives**

- Explain the concept of human resource management in education;
- State the processes of planning and developing human resources;
- Explain performance appraisal and counseling;
- Explain the concept and process of personnel management and role efficacy.
- Explain decision making and supervision role;
- Elaborate motivation and effective communication ; and
- Explain managing collaboration and conflicts.
- Understand the concept of EMIS as well as its attributes and usefulness and the steps involved in developing it;
- Understand the concept of efficiency-based EMIS;

- Identify the indicators of education system;
- Become aware of the management aspect of EMIS and also of concerns regarding EMIS; and
- Analyze major issues of EMIS in Nepal.

## **Course Contents**

<b>Unit I Introduction to MIS</b>	<b>10 hrs.</b>
<ul style="list-style-type: none"> <li>• Basic concepts</li> <li>• Attributes of info. system</li> <li>• Impact of info. system</li> <li>• The system lifecycle</li> <li>• The analysis and design of an information system</li> <li>• Decision-support system</li> </ul>	
<b>Unit II Concept of EMIS</b>	<b>10 hrs.</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Major components</li> <li>• Steps/Stages (design to use)</li> </ul>	
<b>Unit III Indicators of Education System</b>	<b>15 hrs.</b>
<ul style="list-style-type: none"> <li>• Input, process, output and outcome</li> <li>• Efficiency-based indicators</li> </ul>	
<b>Unit IV Management of EMIS</b>	<b>10 hrs.</b>
<ul style="list-style-type: none"> <li>• Concerns regarding EMIS</li> <li>• Major aspects of management (including information flow, use of electronic media, integration, system and sub-systems, etc.)</li> </ul>	
<b>Unit V EMIS in Nepal</b>	<b>15 hrs.</b>
<ul style="list-style-type: none"> <li>• Introduction to existing EMIS (MOE, CTEVT, TU)</li> <li>• Critical analysis of MOE EMIS</li> <li>• PMIS, TMIS (NCED)</li> </ul>	
<b>Unit VI Human Resource Management in Education</b>	<b>10 hrs.</b>
<ul style="list-style-type: none"> <li>• Education as an instrument for human resources development</li> <li>• Managing human resources.</li> </ul>	
<b>Unit VII Planning and Developing Human Resources</b>	<b>20 hrs.</b>
<ul style="list-style-type: none"> <li>• Human resources functions</li> <li>• Human resources planning</li> <li>• Recruitment and placement</li> <li>• Performance appraisal</li> <li>• Reward management</li> <li>• Continuing education</li> </ul>	

- Organization development
- Data storage system

**Unit VIII Performance Appraisal and Counselling** **10 hrs.**

- Appraisal for development
- Components of development- oriented appraisal
- Conditions required for use of open appraisal system
- Counselling

**Unit IX Managing Personnel and Role Efficacy** **10 hrs.**

- Introduction
- Concept of effectiveness
- Personal efficacy
- Role efficacy
- Managing efficacy

**Unit X Decision Making and Supervisory Styles** **10 hrs.**

- Introduction
- Decision styles
  - Command
  - Consensus
  - Consultation
  - Convenience
- Style of supervisions
  - Task centered
  - Employment centred
  - Benevolent
  - Critical
  - Self-dispensing
  - Authoritarian
  - Democratic
- Need for flexibility and involvement

**Unit XI Managing Motivation and Effective Communication** **20 hrs.**

- Introduction
- Motivation
  - Concept
  - Hierarchy of human needs
  - Some important motives relevant to employee behaviour and the motive indicators
- Hygienes and motivators
- Creating proper motivational climate
- Communications
  - Introduction
  - Types : organizational, interpersonal, downward, upward and horizontal

- Channel of communicators

## **Unit XII Managing Collaboration and Conflicts**

**10 hrs.**

- Dynamics of collaboration
- Collaboration culture
- Mechanism of developing collaboration
  - extension motivation
  - group norms
  - rewarding collaboration
  - sharing information
  - joint problem solving
  - organization development interventions
- Conflict management
  - interpersonnel conflict
  - intrapersonnel conflict
  - intergroup conflict
- Managing conflict

### **Prescribed Books**

1. Brookes, C.H.P. Grouse, P.J. Jeffery, D.R. & Lawrence, M.J. (1982). **Information Systems Design**. Sydney; Prentice Hall.
2. Chafmon, D.W. & Mallick, L.O. (Eds.). (1993). **From Data to Action: Information Systems to Educational Planning**. Paris: Unesco, Pergamon.
3. UNESCO (1982) **Human resource Management in Education**.
4. Hussain, K.M. (Ed.) (1979), **Management Information System for Higher Education**. Paris : OECD
5. McMahon, W.W. (1993), **An Efficiency-based Management Information System** (fundamentals of Educational planning 49). Paris: UNESCO IIEP.
6. Mehta, M.M. (1976) **Human Resources Development Planning**, The Mac Millan Co. of India Ltd. Delhi.
7. Weihrich, H. & Kooty, H. (1992), **Management: A Global Perspective**, McGraw Hill, Inc., New York.
8. McGregor, Douglas. (1972), **An Uneasy Look at Performance Appraisal**, Harvard Business Review, Sept-Oct.
9. Shukla, M.C., (1988) **Management and Education**, S.Chand & Co. (Pvt.) Ltd.
10. Windhan, D.M. (1988), **Indicators of Educational Effectiveness and Efficiency**. New York: IEES.

## Financing of Education

Course No. : Ed. PM. 553

Nature of the course: Theoretical

Year : Second

Full Marks : 50

Pass Marks : 20

Periods per week : 3

### Course Description

This course is designed to assist students to understand and analyse the basic concepts of financing of education. It also deals with issues relating to the types and sources of educational financing, resource allocation, subsidization, taxation, etc. Finally, the students will be exposed to the structure and process of educational financing in Nepal.

### Course Objectives

- Explain the concept, principles, techniques, types and sources of financing
- Identify and analyse the allocation of resources
- Identify and analyse source policy options
- Explain the economic finance including taxation
- Identify alternative models of financing
- Identify and analyse financing of education of Nepal.

### Course Contents

#### Unit I Economics of School Finance : Basic Concepts

10 hrs.

- Introduction
- Some important assumptions
  - anticipated changes in society that will affect school financing
  - anticipated changes in the educational program that will affect school financing
- Some concepts from economics
  - education and the national economy
  - education as economic good
  - the optimum amount of money to invest in education
  - the benefits of education
  - education and the equilization of income
  - competition and educational productivity
- The use of systems analysis to determine educational expenditures

#### Unit II Financing of Education : Principles and Techniques

5 hrs.

- Indicators of national educational expenditure
  - ratio between educational expenditure and GNP/GDP
  - ratio between educational expenditure and national budget
  - Strengths and weaknesses of the indicators
  - recent trends in educational expenditures and financing

#### Unit III Types and Sources of Financing

10 hrs.

- Government financing
- Private financing
- Social financing
- Government sources
  - general income
  - general taxes
  - custom
  - fees
  - ear marked income
  - ear marked taxes
  - loan
  - lottery
  - compulsory labour
- Non-governmental sources
  - educational fees
  - donations
  - loan
- Labour contribution

**Unit IV Criteria for Measuring the Potential Sources of Financing**

**5 hrs.**

- Amounts
- Equity
- Feasibility
- Quality
- Efficiency

**Unit V Identification and Utilization of Resource Allocation**

**5 hrs.**

- Allocation ratio
  - instruction
  - general administration
  - research and publication
  - student welfare
  - operation and maintenance
- Some exercises on allocation ratio in school budgets

**Unit VI Some Policy Options of Financing**

**5 hrs.**

- Recovering costs and reallocating resources
- Providing loans and selective scholarships
- Decentralizing management
- Effects of the policy package
- Policy implementation

**Unit VII Effects of Subsidization on Education**

**5 hrs.**

- Introduction
  - Equity in the distribution of public social expenditure

- patterns of distribution
- reasons for the distribution
- Efficiency of public subsidization
  - under-investment in education
  - resource mis-allocations within education
- Directions for policy change

**Unit VIII Economics of School Finance : Taxation and Sources of school Finance** **10 hrs.**

- Introduction
- Public school expenditures and other government expenditures
- Tax collections of different levels of government
- Trends in sources of revenue for the public school
- Sources of the national income and types of tax
- Theories and principles of taxation
- Tax burden and benefits of government expenditure
- Some problems and issues

**Unit IX Alternative Models of Financing** **5 hrs.**

- Introduction
- Student loans for higher education
- Tax credit for parents
- Direct support of the institutions
- Direct grants and tax revenue sharing with the local government
- An eclectic approach

**Unit X Managing Educational Resources** **5 hrs.**

- Introduction
- Management of educational resources
- Basic concepts and procedures
- Preparation, presentation and adoption of the budget
- Administration of the resource management plan

**Unit XI Financing of Education in Nepal** **hrs.**

- Brief historical development
- Present practice of financing primary, secondary and tertiary levels of education.

**Unit XII Problems of Financing Education with Reference to Nepal** **5 hrs.**

- Accuracy of forecasting in the educational field
- Educational expenditure as part of a plan of economic and social development
- Finding the optimum cost price
- The search for maximum future value

- Is a country's standard of living directly related to its standard of education
- Does the concept of diminishing returns apply in education
- Education and international aid.

### References

1. Bird, R.N. & Horten, S. (ed.) (1989) **Government Policy and the Poor in Developing Countries**, University of Toronto Press, London.
2. Bowman, Mary Geam et. atl (ed.), (1971) **Readings in the Economics of Educaiton**, UNESCO, Paris.
3. Coombs, Philip H., (1968) **The World Education Crisis**, Oxford University Press, New York.
4. Fohus, Roc L. & Morphet, Edgar L., (1975) **The Economics and Financing of Education**, Prentice Hall, Inc. New Jersey.
5. Orwing, M.D., (1978) **Financing Higher Educaiton: Alternatives for the Federal Government**, The American College Testing Program, Iowa.
6. Pradhan, Ratna Man, (1981) **Planning of Higher Education in Nepal: An Analysis of Resource Allocation at T.U.**, Unitersty of Southern California, Los Angeles.
7. Sirken, Irring A (ed.) (1977) **Education Programs and Projects : Analytical Techniques**, Case Studies and Exerciese, Economic Development Institute of the World Bank.
8. Thapa, Bijaya Kumar, (1993) **Financing of Education in Developing Countries: Implications for Nepal**, University of Albertea.
9. World Bank, (1985) **Financing Education in Developing Countries**, Washington D.C, .

## **Practicum: Educational Planning and Management**

Course No.: Ed. 599

Full Marks : 50

Nature of the course : Practical

Pass Marks : 25

Year : Second

Duration of the course : 6 weeks

### **Course Descriptions**

This is a practical course designed to provide opportunities for M.Ed. students specializing in Educational Planning and Management participate in specific activities (i.e. to observe, analyze and study) in their specialization area for practical experience. This course consists of some culminating practical activities selected for the students to participate creatively. It is expected that these activities would lead the students on to gaining valuable experience.

The major areas for activities are :

- Reviewing related literature
- Conducting case studies
- Conducting a seminar at the sponsoring school on a topic related to educational planning and management
- Internship (Since each intern will be engaged in different activities, sharing their experiences gained during the period would be very beneficial for all the participating interns)

### **Course Objectives**

The major objectives of this course will be to assist the students in:

- carrying out administrative and supervisory responsibility in the real school situation.
- sharing their experience with sponsoring administrators.
- putting into practice the theories and principles of school administration in the sponsoring school setting.
- helping the respective sponsoring school administrator develop and implement various alternative approaches to solve the problems of the school.

### **Requirements**

The practicum will be of six weeks' duration and will require full-time participation of the interns. Each cooperating school will sponsor three to five interns. Interns are required to fulfil the following tasks during the practicum period.

#### **A. Reviewing Related Literature**

The interns are required to submit a detailed report on the related literature in the field of administration and supervision. At least one research report and one journal article are to be reviewed on the topic approved by the campus supervisor.

## **B. Conducting Case Studies**

Each intern is required to select an administrative or supervisory problem faced by a sponsoring school. A comprehensive report is to be submitted including his/her own suggestions to solve the identified problems. The report should consist of the following aspects :

- i) Identification of the case (problem)
- ii) Methodology.
- iii) Analysis of the case.
- iv) Suggestions.

## **C. Conduct a in Seminar**

Conduct a joint seminar at the sponsoring school on the topic related to educational planning and management.

## **D. Internship**

The following major tasks are to be performed by the interns :

### 1) Organization of the Administrative Unit

#### 1.1 Review the Organization Structure

1.2 Visit all the departments and sections and study the administrative the organization from headteacher's office to the classrooms.

1.3 Attend Staff Meeting

1.4 Study rules and regulations of the school.

### 2) Staff Personnel

2.1 Study teachers' load

2.2 Study the organization of staff activities such as staff meetings and school testing programme.

### 3) Student Personnel and Guidance Services

3.1 Study the records, report cards, promotion policies.

3.2 Study class size.

3.3 Keep students' records in a scientific way.

3.4 Study procedures and terms in different aspects such as dropout, repeaters, promotion and new admission.

### 4) Instructional Planning

4.1 Plan for co-curricular activities.

4.2 Develop a plan for maximum use of instructional materials.

4.3 Develop a plan for improving library facilities.

4.4 Arrange meeting with individuals teachers on professional problems.

### 5) Building and Physical Facilities

5.1 Study the existing physical facilities.

5.2 Formulate a plan and make recommendations for the best utilization of buildings and develop schedules for use of rooms and equipment.

5.3 Study the existing condition of playgrounds and other facilities and develop a plan for maximum utilization.

6) Finance

6.1 Study the school's budget and identify the sources of school funds.

6.2 Analyze the school expenditures and suggest measures for improvement of resource allocations.

**Evaluation Scheme**

1. Reviewing of related literature	20%
2. Conducting of Case Study	20%
3. Conducting of a Seminar	20%
4. Internship	40%

## **Introduction to Educational Planning (Elective)**

Course No. : Ed. PM. 571  
Nature of the course : Theoretical  
Year : Second

Full Marks : 50  
Pass Marks : 20  
Periods per week : 3

### **Course Description**

This course intends to help students specializing in educational planning and management conceptualize the general principles and practices of educational planning process. It includes the concepts of development, national planning and educational development. This course also includes some major considerations of educational planning, its approaches, processes and decentralized planning.

The course provides students with the opportunity to appraise the basic features of current national development plans.

### **Course Objectives**

- Explain the concepts of development, national planning and educational development;
- State the need of educational planning ;
- Explain the demographic, economic, socio-political and educational considerations of educational planning ;
- Elaborate approaches and sources of educational planning;
- State the need of decentralization of educational planning;
- Explain the educational planning efforts in Nepal;
- Appraise the philosophy, goals and basic features of national development plans;
- Identify educational targets and performance;
- Identify problems and strategies of plan implementation;

### **Course Contents**

#### **Unit I Development as the Objectives of Planning and Management 5 hrs.**

- Concept of development
- Indicators of development : economic and socio-economic indicators
- Process of development

#### **Unit II Concept of Educational Development 5 hrs.**

- Changing concept of education
- Concept of educational development
- Indicators of educational development

#### **Unit III Demographic Considerations in Educational Planning 5 hrs.**

- Introduction

- Educational planner's concern with enrollment ratio & population estimates

**Unit IV Economic Considerations in Educational Planning 5 hrs.**

- Introduction
- Education, consumption or investment
- Some other economic considerations
- Some other vital issues
- Education - an agent of national development
- Manpower and employment
- Efficient use of resources in education

**Unit V Socio-Political Consideration in Educational Planning 5 hrs.**

- Education as a sub-system interacting with other sub-systems
- Social tradition and taboos affecting education
- Social aspirations relating to education
- Political & group pressure in education planning and management

**Unit VI Educational Considerations in Educational Planning 5 hrs.**

- Objectives of education
- Structure of educational system
- Content of education
- Methods of teaching & learning
- Innovations

**Unit VII Approaches to Educational Planning 10 hrs.**

- Introduction
- The social demand approach
- The manpower requirement approach
- The cost-benefit or the rate of return approach

**Unit VIII Process and Steps of Educational Planning 10 hrs.**

- Introduction
- Process and steps of Educational Planning

**Unit IX Decentralization of Educational Planning and Administration 5 hrs.**

- Concept of decentralized planning
- District and school level planning

**Unit X The Planning Exercises in Education in Nepal : General Features 10 hrs.**

- Education in Nepal
- National Education System Plan -2028-32
- Report of the National Education Commission 1992
- Report of the Royal Commission of Higher Educational, 2040 BS

- High Level Education Commission, 1998.
- Basic and Primary Education Master Plan 1997
- Secondary Education Perspective Plan 1997

#### **Unit XI Ninth Plan**

**10 hrs.**

- Basic features
  - development concept
  - objectives
  - priority
  - emphasis
  - plan outlays
- Social sector analysis (education)
  - background
  - review of the Eight plan
- Existing challenges
  - pre-primary level
  - primary level
  - secondary level
  - higher secondary level
  - higher education
  - technical and vocational education
- Long-term concept
- Basic features of the education sector of the Ninth Plan
  - objectives general and levelwise
  - targets
  - policy and work policy
  - programmes
    - \* pre-primary, primary, non-formal, lower-secondary, secondary, higher secondary, technical and vocational, special, curriculum and textbooks, women education, low caste students scholarship, population and health education, monitoring, evaluation, statistics and educational management higher education :- policy and programmes
- Institutional development

#### **Reference Books**

1. Banghart, F.M. & Truel A. Jr., (1973), **Educational Planning**, The McMillion Co. New York.
2. Bird, R.N. & Horten, S. (ed.) (1989), **Government Policy and the Poor in Developing Countries**, University of Toronto Press, London.
3. Blaug, Mark, (1972), **An Introduction to Economics of Education**, Middlesex England, Penguin Books Ltd..
4. Coombs, Philip H., (1968), **The World Education Crisis**, Oxford University Press, New York.
5. Coombs, Philip H., (1970), **What is Educational Planning: UNESCO: International Institute for Educational Planning**, Paris.

6. Muhammad Shamsul Huq (1965) **Education and Development Strategy in South and Southeast Asia**, East West Center Press, Honolulu.
7. **Eight Plan National Planning Commission**
8. Maier, Gerold M. (1970), **Reading Issues in Economic Development**, Oxford University Press, Inc. Singapore.
9. **Ninth Plan (2054-2059)** National Planning Commission
10. Pradhan, Ratna Man. (2055), **Handbook in Educational Planning**, Kathmandu.
11. Pradhan, Ratna Man, (2042) Co. **A Draft Report on a Survey of the Methods and Techniques of Educational Planning and Programme Formulation in Nepal.**, Institute of Education, T.U. Bhaktapur.
12. Pradhan, Ratna Man, (1981) **Planning of Higher Education in Nepal: An Analysis of Resource Allocation at T.U.**, University of Southern California, Los Angeles.
13. Shimahara, Bobuo Keumeth and and Sompse, and Adam, **Social Forces and Schooling**, David Mckay Co. Inc. New York, 1975.
14. Sirken, Irring A (ed.) (1977) **Education Programs and Projects: Analytical Techniques, Case Studies and Exerciese**, Economic Development Institute of the World Bank.
15. UNESCO. (1982) **The Decentralization of Educational Administrations**. UNESCO Regional Office for Educatin in Asia and Pacific Bangkok.

## **Introduction to Educational Management (Elective)**

Course No.: Ed. PM. 572

Nature of the course: Theoretical

Year : Second

Full Marks : 50

Pass Marks : 20

Periods per week : 3

### **Course Description**

This course is designed with a view to acquainting students with the various theories and perspectives of organizational management. It will provide an opportunity for students to understand the concepts and the process of management in general and educational management in particular. The course also presents an overview of the way educational institutions are organized and managed. Drawing theories of organizations and management from the organizational management literature, this course will give students an opportunity to examine the application of these theories to education. It also helps prospective educational administrators and managers develop their own management and leadership skills required for organizing and managing educational organizations. The course is developed on the assumption that managing educational organizations is becoming increasingly complex and no single perspective of management is adequate to handle the complexity. The aim is also to inform students with the emerging trends of educational management.

### **Course Objectives**

- Describe the basic concepts of management;
- Define and describe the process of management;
- Explain the historical evolution of management thoughts and approaches;
- Describe and explain the modern approaches to understanding and managing organizations;
- Describe the nature and process of managerial planning, organizing, decision making; communicating, leading, motivating and controlling;
- Examine the application of management theories and principles in education;

### **Part I**

#### **Course Contents**

#### **Unit I The Evolution of Management Thought**

**5 hrs.**

- Scientific management
- Administrative management theory
- Bureaucratic model
- Human relations theory
- Behavioral science
- Managerial roles approach
- Managerial excellence approach
- Evolution of Educational Management

**Unit II Introduction to Educational Management** **5 hrs.**

- Definition of management / educational management
- Management: Science or Art ?
- The functions of management/ educational management
- Managerial skills
- The role of management theory
- The role and functions of educational managers

**Unit III Approaches to Understanding and Managing Organizations** **5 hrs.**

- The structural approach
- The human resource approach
- The political approach
- The symbolic approach
- The integrated model
- Examining school management from the four perspectives

**Unit IV The Management Process** **5 hrs.**

- Process of management
- Basic components and elements of management

**Unit V Planning** **5 hrs.**

- The nature and purpose of planning
- Types of management plans
- Steps in planning
- The planning process : a rational approach to goal setting
- Evolving concepts in Management by objectives (MBO)
- Application of planning techniques in education

**Unit VI Decision Making** **5 hrs.**

- The decision-making process
- The importance and limitations of rational decision making process
- Types of decisions
- Participative decision making
- Committees and group decision making
- Decision making in educational organizations

**Unit VII Organization** **5 hrs.**

- Formal and informal organizations
- The structure and process of organizing
- Types of organizational structures
- Line and staff authority
- Effective organizing and organizational culture
- Schools and colleges as organizations
- Education as loosely coupled systems
- Wholistic approach to management

**Unit VIII :Communication****5 hrs.**

- The importance of communication
- The purpose of communication
- The communication process
- Communication in the organization
- Barriers and breakdowns in communication

**Unit IX Motivation****5 hrs.**

- Human factors in motivation
- Motivation and motivators
- Theories of human motivation
- Teacher motivation
- Defining job motivation
- Maslow's theory of motivation
- Theory X and Theory Y
- Motivation hygiene theory
- Contemporary theories of motivation
- Teacher motivation

**Unit X Leadership****10 hrs.**

- Defining leadership
- Leadership style
- Approaches to leadership
- Leadership in education
- Nature of leadership
- Popular ideas about leadership
- The leadership/management distinction
- Functions of leadership
- Trait theories
- Behavioural theories
- Contingency theories
- Power and influence theories
- Transformational and transactional leadership
- Bases and sources of power

**Unit XI Controlling****5 hrs.**

- The basic control process
- Critical points and standards
- Requirements for effective controls
- Control techniques
- Application of control techniques in education

**Unit XII Modern Trends in Management (with Reference to Educational Management) 10 hrs.**

- Total Quality Management (TQM)
- Changing the public sector management : re-inventing government
- Re-engineering management
- Management of change
- Site-Based Management (SBM)
- Team management
- Managing time and stress
- Coalition building
- Gender in educational management

**Unit XIII Effective Organizations and Managers 5 hrs.**

- Qualities of effective managers
- Characteristic features of an effective educational organization
- Case studies on educational managers
- Case studies on educational organizations

**Prescribed Textbooks**

1. Arcaro, J. (1997). **Quality in Education An Implementation Handbook**. New Delhi : Vanity Books International.
2. Bolman, L. & Deal, T. (1991). **Modern Approaches to Understanding and Managing Organizations**. San Francisco: Jossey bass.
3. Dalin, P. (1988). **School Development : Theories and Strategies**. London : Cassell.
4. Glatter, R., M. Preedy: C. Riches & M. Masterton (1988). **Understanding School Management** . Philadelphia : Open University Press.
5. Handy, C. & Aitken, R. (1990). **Understanding Schools as Organizations**. London: Penguin.
6. Hicks, H. & Gullett, C. (1975). **Organizations: Theory and Behaviour**. Tokyo : Mc Graw-Hill Kogakusha.
7. Lippit, G. (1982). **Organization Renewal: A Holistic Approach to Organization Development**. Englewood Cliffs, New Jersey. Prentice Hall.
8. Osborne. D. & Gaebler. T. (1992). **Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector**. Massachusetts : Addison-Wesley Publishing Company.
9. Weihrich, H. & Koontz, H. (1993). **Management: A Global Perspective**. New York. McGraw Hill, Inc.

## THESIS WRITING

Course No.: Ed. 598

Nature: Practical

Year: Second

Full Marks: 50

Pass Marks: 25

Duration:

### Course Description

The course is designed to provide the students with hands-on experience in educational research and thesis writing. In this course, the students will have an opportunity to apply the theoretical knowledge of educational research to research such as identification of research problem, development of research instruments, preparation of research design, collection, analysis and presentation of data and writing of the thesis report.

The major purposes of the course are to help students design and conduct educational research studies independently and use the findings of the studies to make the research work meaningful.

### Course Objectives

The course intends to accomplish the following specific objectives:

- To develop competencies on the part of the students in identifying and defining research problems, preparing data collection instruments, and collecting and analyzing the data;
- To help students search and review relevant literature;
- To enable students to use the findings of research studies in thesis writing
- To enable students to prepare a research report in one's chosen area of study.

### Prerequisites of the course

- The students must have passed the first year of M.Ed. before undertaking the thesis work.
- Viva voce for the thesis of the student will be conducted only after passing all the courses offered in the second year of M.Ed.

### Requirements

- The Departmental Research Committee (DRC) will seek thesis proposals from the students approve the proposals and designate the thesis guides for the students
- The student should prepare and submit to the DRC a brief research proposal on the chosen area of study as per the format.
- The students should face an oral examination to finalize the proposal in the DRC.
- The students should undertake the study under the guidance and supervision of the guide designated the by DRC.
- The student should submit 4 copies of the thesis to the department concerned.

- The thesis should be prepared as per the format supplied by the concerned department. A suggested format is given below:

### **Format for thesis writing**

#### ***I. Introduction***

- Background/the context
- Statement of the problem
- Significance of the study
- Objectives of the study
- Hypotheses of the study (if applicable)
- Limitations of the study
- Definitions of appropriate terms

#### ***II. Review of Related Literature***

- Theoretical framework of the study
- Related literature (in and outside Nepal)

#### ***III. Methodology***

- Research design
- Population and sampling
- Instrumentation
- Data collection and analysis procedures

#### ***IV. Analysis and Interpretation of Data***

#### ***V. Summary, Conclusions and Recommendations***

- Summary
- Conclusions
- Recommendations

#### ***VI. Selected References (Bibliography) Annexes/Appendices***

### **Evaluation of the Thesis**

The thesis will be evaluated on the basis of its written quality and the performance of the student in viva voce. Of the total weightage given to thesis course, seventy percent weightage will be allocated to the written quality of the thesis and the remaining thirty percent will be allocated to viva voce. A Thesis Evaluation Committee (TEC) will evaluate both the written quality of the thesis and viva voce of the student. The average of the marks individually awarded by the TEC members will be treated as the final mark of the student. The evaluation criteria are given below.

## Criteria for Evaluating Masteral Thesis

### Written Quality

### Weightage

Appropriateness of method (s) and the quality of instruments	10
Clarity of conceptual/theoretical framework and or literature review	10
Appropriateness of presentation and analysis of result	10
Appropriateness of conclusions and suggestions	10
Overall organization of the report (format, use of references and bibliography)	10
Contribution of the study to related theory and practice	10
Overall quality of the report	10
<b>Total</b>	<b>70%</b>

### Oral Quality

Presentation of the research work (Substantive part, Methodology, Findings Conclusions)	20
Accuracy, fluency and clarity of verbal presentation	10
<b>Total</b>	<b>30%</b>

**Grand Total: 100%**

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