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A 30-day In-service Training Curriculum
on

Educational Management (for Technical Assistants)

Government of Nepal

Ministry of Education

National Centre for Educational Development

Sanothimi, Bhaktapur

2074

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1. Introduction

Training describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. It helps to impart, upgrade and develop professional knowledge, skills, attitude for the accomplishment of organizational as well as societal objectives. It is an effective tool for increasing morale and motivation of the employee. Therefore, the training in the civil service has been highly focused, valued and emphasized. It has been mandatory for all the civil servant for the career growth as well as promotion.

National Center for Educational Development (NCED), an apex body for the training and capacity development under Ministry of Education (MoE) has been conducting various capacity development programs for the civil servant under Nepal Education Service. These programs generally focus on improving the educational service delivery with the tailored training contents matched to the trainee workplace needs and context.

This One-month Educational Management Training Curriculum has been developed as an in-service training course for the Technical Assistants (TA) working under Nepal Education Service. It focuses on enhancing the capacity on the part of the roles and responsibilities that TA has to undertake in their field of work. It also tries to embed the real life experiences for the better performance and individual development on the part of the participants. The contents that are relevant to accomplish the roles and responsibilities of TAs in their field of works are the major focus along with the recent trends and practices in education in these days. Furthermore, the personal development skills, study skills, presentation skills, documentation skills, research and innovation skills which are thought to be fundamental aspects in the modern management are also tried to be incorporated in the curriculum.

2. Aim and Objectives of the curriculum

This training curriculum is aimed to develop capacity, skill and knowledge of Technical Assistants working under Nepal Education service providing theoretical and practical skill on the issues of educational management in their respective workplaces. Specifically, the course participants (CPs), on completion of the program, are expected to be able to:

- conceptualize them in changed structures, roles and functions of different institutions of MOE
- enhance them on practical and professional skills on overall office performance

- demonstrate their understanding on personal management and creating positive work environment
- uplift individual capacity in using technology in office operation
- Enhance their understanding of the notion of reflection, research and reflective practice

3. Competencies

This training course will contribute in developing following competencies on the part of the participants:

- Development of better understanding and internalizing roles and responsibilities within an organization in the changed context
- Enhancement of office operational skills for effective educational service delivery
- Demonstration of positive work attitude for self- efficacy for exemplary performance
- Foster the hands on skills on professional writing and communication
- Development of basic understanding on inquisitive inquiry, reflective writing and research oriented skill for effective service delivery
- Enhancement of professional skills on ICT, creativity and innovation.

4. Training Implementation Procedure

a. Participants

Technical Assistants (non-gazetted I) working in various Ministries and organization under Nepal Education Service shall be the targeted participants of this training.

b. Structure and Duration

This training program is of 30 working days. It is a blend of theory into practice with face- to- face mode to field based. The face- to- face mode of the training program will be conducted at NCED. There will be three sessions each day and each session will be of one hour and thirty minute.

For the field work, course participants will be assigned to conduct a research based study on educational issue as a case study. And side by side they will develop individual reflective report by using data of what they have learnt in the training. For computer skill, they will have an opportunity to learn and practice in computer lab at NCED.

c. Facilitators

Mainly officers under Ministry of Education and other concerned agencies, university professors/lecturer and trainers from other training institutions will be the facilitators for the

session in the training. The session shall be led by those who have the expertise on the session content.

d. Training Materials

It is mandatory for the trainers to prepare relevant materials for the training delivery. The materials and presentation slides shall have to be relevant enough for the content.

e. Training Methodology

The training sessions are delivered by the expert trainers in a way that are participatory comprising of presentation, case study, discussion, practical exercise, observation and group works.

f. Research based project works

Every individual participant is required to write two reports. One is an individual reflective report to the every participants and other is group research report by conducting a case study with field exposure during the training program. Technical support will be provided to the participants while writing the report. Detail steps of project works are presented as below.

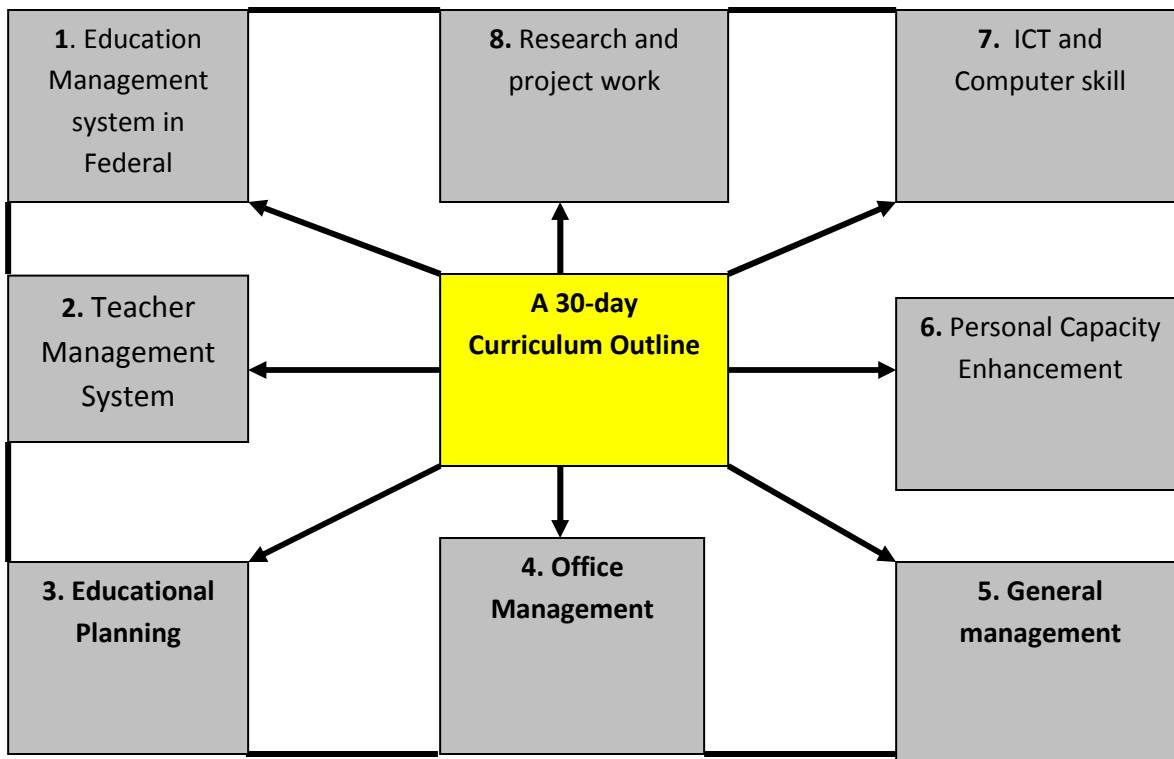
Project work 1: Individual reflective report writing

- Collect learning points while contents delivered in the training
- Compile and tabulate collected learning points
- Draw implications of training program by participant to use their respective real work situation
- Write individual reflective report in given format
- Submit report to NCED before processing of next group report

Project work 2: Research based group work

- Identify problem or case by group participants
- Develop tools to conduct case study
- Visit field to collect information /data
- Compile, analysis and interpretation of information
- Write group report in given format
- Prepare for presentation
- Present group report

g. Curriculum outline



5. Elaboration of the Contents

The contents are grouped in different themes. These themes are further elaborated as given in the table below:

| Theme wise contents in detail | Delivery process | Session |
|--|--|----------|
| 1. Education Management system in Federal Structure | | 8 |
| 1.1 Education management system in Federal structure <ul style="list-style-type: none"> • Educational provisions in Constitution of Nepal • School Management in Federal structure (role and responsibility of different levels) on constitution of Nepal • Roles and responsibility of local level for school management in Local Government Operation Act 2074 | Presentation and experiences sharing, discussion ,group work | 2 |

| | | |
|---|---|-----------------|
| <p>1.2 National educational policies, plans and programs</p> <ul style="list-style-type: none"> Existing education policies and current development plan(Education only) Sustainable development goals, goal no. 4 School Sector Development Plan(SSDP2016-2022) Programs for formal, non-formal, alternative, open and distance education, virtual/online education, inclusive education, TEVT education, life long learning Issues and problems in education policies, plans and programs implementation | <p>Document study , discussion, experience sharing, group work</p> | <p>2</p> |
| <p>1.3 School curriculum management</p> <ul style="list-style-type: none"> Scope of National Qualification Framework(NQF) Existing provision and practice of National Curriculum Framework(NCF) School level curriculum development process and textbook management | <p>Presentation, experience sharing , reflections, and group discussion</p> | <p>2</p> |
| <p>1.4.Management of school level examination</p> <ul style="list-style-type: none"> Provisions of student evaluation (National/provincial, local level, school)/school based, public and mass examination/ assessment) CAS and letter grading system Record management (registration entry in computer) Record management of grade 8, 10,11 and 12 Practice on examinations tools and forms and formats, Role of ERO and NEB/ OCE in evaluation | <p>Presentation, reflections, and Group Discussion</p> | <p>2</p> |
| <p>2. Teacher Management System</p> | | <p>6</p> |
| <p>2.1 Teacher record management</p> <ul style="list-style-type: none"> Development of record of recruitment/Selection of teacher, individual portfolio (sheet-roll) Practice and provisions of teacher performance evaluation Update and maintain record of reward/punishment ,redeployment/transfer, promotion, and code of conduct Practice and provisions of Teacher Information system(TIS),Teacher gratuity, pension , approval of pay scale of teacher, and other benefits | <p>Practical exercise, Group Discussion and simulation</p> | <p>3</p> |

| | | |
|---|---|----------|
| <p>2.2 Teacher Professional Development(TPD)</p> <ul style="list-style-type: none"> • Concept and provisions of TPD • Provision of teacher competency framework • Online training program • Teacher profile management | <p>Sharing and presentation, Practical exercise on profile development</p> | <p>3</p> |
| <p>3. Educational Planning</p> | | |
| <p>3.1 Introduction to Micro Educational Planning</p> <ul style="list-style-type: none"> • Concepts and practice of education planning • Level and types of educational planning | <p>Presentation and Experience share and discussion</p> | <p>1</p> |
| <p>3.2 School based IEMIS</p> <ul style="list-style-type: none"> • Concept of IEMIS • Tools and data collection process • Use of the educational indicators • Tabulation, data verification, preparing report | <p>Presentation and hands on practice on excel</p> | <p>3</p> |
| <p>3.3 LMBIS, audit and reporting</p> <ul style="list-style-type: none"> • Concept of LMBIS • Education programs and budgeting on LMBIS • Developing program implementation manual (PIM) • Progress report(Documentation ,reporting dissemination, public hearing) • Concept and practice of social and financial audit | <p>Practical Exercise on LMBIS, PIM, Presentation and discussion Audit and report</p> | <p>2</p> |
| <p>3.4 Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Concept of M & E • Tools and techniques of monitoring and evaluation • Development M & E and Status report | <p>Presentation and discussion, Practical exercise</p> | <p>2</p> |
| <p>3.5 School Supervision</p> <ul style="list-style-type: none"> • Concept and present practices of school supervision • Role of Technical Assistants to support supervision functions | <p>Presentation and simulation exercises</p> | <p>1</p> |

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| 4. Office Management | | 15 |
| 4.1 Concept of office management <ul style="list-style-type: none"> • Introduction, features and need of an office • Job description, roles, responsibility and accountability • Office documentation <ul style="list-style-type: none"> - Notice, announcement, memo, show-cause notice - Feedback comments, meeting minutes, circular | Presentation and simulation exercises, practical exercise on documentation | 1 |
| 4.2 Office environment and work culture <ul style="list-style-type: none"> • External and internal office environment • concept and need of work culture | Case study and problem discussion and experience sharing | 1 |
| 4.3 Optimum use of office resources <ul style="list-style-type: none"> • Using office equipment(telephone, notice board, photocopy, computer, fax, scanner, multimedia) • Using other resources(furniture, other available electronic appliances) • Office layout, decoration, cleanliness, visiting and waiting place, help desk, compliant box • Inventory management (concept, procurement, distribution procedure ledger maintenance, stock inventory and control mechanism) | Demo, simulation, exposure, visit and reflection | 3 |
| 4.4 Writing office memos (Tippani) <ul style="list-style-type: none"> • Introduction • Process of writing tippani • Writing practices of tippani in cases and programs | Simulation exercise, writing and sharing exercise | 3 |

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| <p>4.5 Preparing a formal and informal letters in the office</p> <ul style="list-style-type: none"> • Concept and types of letters <ul style="list-style-type: none"> ○ Formal or official letter -Invitation, offer letter, appointment, no objection, authorization, nomination, certification, contract award, disqualification and warning letter ○ Non forma letter • Letter writing practice <ul style="list-style-type: none"> - official letter writing -letter dispatch through mail merge method -variety of email writing practices(opening , transitions ,closing styles, inquiry, response, follow-up, reminder) -Responding official letter writing | <p>Presentation and discussion and practical exercise</p> | <p>2</p> |
| <p>4.6 Office meetings and writing minutes</p> <ul style="list-style-type: none"> • Performing different activities in organizing meeting (pre, during, and post) • Practice on minute writing (through role play) | <p>Presentation, discussion and practical exercise</p> | <p>2</p> |
| <p>4.7 Record management</p> <ul style="list-style-type: none"> • Filing system • Types of records • Cycle of records • Organizing files (prioritizing incoming and outgoing records / files and disposal) | <p>Presentation and discussion and practical exercise</p> | <p>3</p> |
| <p>5. General Management</p> | | <p>12</p> |
| <p>5.1 Introduction to Management</p> <ul style="list-style-type: none"> • Concept of management • Function of management (Planning, organizing, leading and controlling) | <p>Presentation , discussion and experience sharing</p> | <p>1</p> |
| <p>5.2 Communication in organization</p> <ul style="list-style-type: none"> • Concept and importance of communication • Communication process and elements of communication process • Type of communication • Barriers to communication • Learn to communicate and communication to learn | <p>Presentation, discussion and worksheet assessment</p> | <p>2</p> |

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| 5.3 Right to information <ul style="list-style-type: none"> • Concept of right to information • Provisions of right to information Act 2064 | Presentation and sharing | 1 |
| 5.4 Public relations <ul style="list-style-type: none"> • Concept of public relations • Professional ethics for public relations • Common complaints from public to offices • Ways for complaints handling in the office | Demonstration or role model and simulation | 2 |
| 5.5 Grievance management <ul style="list-style-type: none"> • Concept of grievance • Grievances in office (Nature and types) • Practices and ways of grievances handling | Experience and idea sharing, presentation | 1 |
| 5.6 Motivation and job satisfaction <ul style="list-style-type: none"> • Concepts of motivation and job satisfaction • Common techniques for intrinsic and extrinsic motivation • Provisions of benefits, career development in Civil Service Act and regulations | Brainstorming, Simulation, practical exercise and experience sharing | 2 |
| 5.7 Effective delivery of educational services <ul style="list-style-type: none"> • Concept and practice of effective service delivery • Mechanism of service delivery • Role of front line staffs • Use of citizen charter • Client satisfaction survey | Presentation and discussion, group work, practical work | 3 |
| 6. Personal Capacity Enhancement | | 5 |
| 6.1 Self management <ul style="list-style-type: none"> • Concept of self management • yoga and meditation • code of conduct (ethics), integrity, professional value | Brainstorming, Experience sharing , video and exemplary demonstration | 3 |
| 6.2 Personal Attributes <ul style="list-style-type: none"> • Self-esteem, optimism and self-efficacy • Emotional intelligence for self motivation • Attitude towards change • Self-awareness and development tendency | Brainstorming, Experience sharing , video and exemplary demonstration | 2 |
| 7. ICT and Computer Skill | | 18 |
| 7.1 Word process <ul style="list-style-type: none"> • develop Word file and use in word sheet | Hands on exercise | 4 |

| | | |
|---|--|-----------|
| 7.2. Excel program • Datasheet operation | Hands on exercise | 4 |
| 7.3 PowerPoint • Slide design ,animation, presentation | Hands on exercise | 4 |
| 7.4 ICT in Education • Concept of ICT • ICT in Education and Education in ICT • Use of Email, internet, website | Hands on exercise | 4 |
| 7.5 Learning management system (Moodle)or online course and service | Hands on exercise | 2 |
| 8. Research and Project Work | | 13 |
| 8.1 Reflective writing • Concept, rationale and process • Reflective writing exercise (individual) | reflections sharing ,daily reporting note(DRN) | 1 |
| 8.2 Project work • Case based research and report writing in group • Group Report presentation | Presentation and discussion, Group field visit, data collection and report writing and presentation | 12 |
| 9. Overview and Evaluation 9.1. Pre test and post test 9.2. Program and course briefing 9.3.Mid-term, final term and program evaluation | Presentation and discussion, written examination | 4 |
| Total | | 90 |

6. Trainee Performance Evaluation Scheme

The trainee participants are evaluated on the basis of participation, research based project works, learning test and computer test which are further elaborated as below:

6.1 Participation 10

a. Attendance 5

(Point will be deducted for absence in each session by 1 point Until 10 sessions, beyond is cause for incompleteness)

b. Contribution to the success of the course 5

Evaluation Criteria to assess contribution to the course further elaborated as follow:

| S.N. | Evaluation criteria | Marks | Total marks |
|------|---------------------------|-------|-------------|
| 1 | Group work | 1 | 1 |
| 2 | Team work | 1 | 1 |
| 3 | Presentation | 1 | 1 |
| 4 | Creativity and innovation | 1 | 1 |
| | Total | 5 | 5 |

6.2 Research based Project work 40

The project work consists of individual reflective report writing and research based group work report writing. These are further evaluated as below:

- Reflective writing 15
- Research based group work report writing 25
 - Writing 15
 - Presentation 10

Evaluation Criteria for group report writing:

| S.N. | Evaluation criteria | Marks | Total marks |
|------|---|-------|-------------|
| 1 | Identify case | 2 | 2 |
| 2 | Objective setting | 2 | 2 |
| 3 | Linking study with theories /principles | 2 | 2 |
| 4 | Methods | 2 | 2 |
| 5 | Information /data presentation | 2 | 2 |
| 6 | Finding and conclusion | 3 | 3 |
| 7 | Recommendation | 2 | 2 |
| | Total | 15 | 15 |

Evaluation Criteria for group report presentation

| S.N. | Evaluation criteria for presentation | Marks | Total marks |
|------|--------------------------------------|-------|-------------|
| 1 | Confidence | 2 | 2 |
| 2 | Sequence | 2 | 2 |
| 3 | use of material | 2 | 2 |
| 4 | Timeliness | 2 | 2 |
| 5 | Question tackling | 2 | 2 |
| | total | 10 | 10 |

6.3 Learning Test 40

a. Mid Term Evaluation 10

(20 objective type questions carrying 0.5 marks each and this test takes place at the middle of the training course)

b. Final Term Evaluation 30

(15 short-answer questions carrying 2 marks each)

6.4 Computer test 10

a. Practical exercise 5

(A practical test will be conducted based on the exercises performed during the training.)

b. Written test 5

(Five short answer questions carrying one mark each)

Total Points 100

Grading system

| | |
|---------------|-----------------|
| 90% and Above | Distinction |
| 80% and Above | First Division |
| 65% and Above | Second Division |
| 50% and Above | Third Division |
| 50% Below | Incomplete |