

Approved by Council , 2074.9.5

A 30-day In-service Training Curriculum

on

Educational Management (for Gaz-III officers)

Government of Nepal

Ministry of Education

National Centre for Educational Development

Sanothimi, Bhaktapur

2074

Table of Contents

S .N.	Contents	Page no.
1	Introduction	3
2	Aim and Objectives of the curriculum	4
3	Training competencies	4
4	Training Implementation Procedure	5
5	Elaboration of the Contents	7
6	Trainee Performance Evaluation Scheme	12

1. Introduction

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It is a process of developing professional excellence in the participants by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in the field of work. So is the reason that training is one of the inevitable parameters for professional growth and career promotion in the civil service.

Training in the civil service has been highly focused, valued and emphasized. Each civil servant has the opportunity to have the in-service training for their individual as well as professional growth and promotion in the career. Therefore, 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 Gazetted III Education Officers working in various agencies under Nepal Education Service. It particularly focuses on enhancing the capacity of the education officers on the part of the roles and responsibilities they have to undertake in their field of work. It embeds national and international aspects, modern trends and methodology that are conventional in the field of training. The contents cover the aspects of inclusion, managing and celebrating diversity in the workforce and workplace along with the educational issues and challenges.

In the world of today, knowledge must be constructed, updated, developed and further refined through study and training. This training program serves as a good opportunity and reliable tool to enhance this professional ability as they work and engage in the various contents of the curriculum. Similarly the personal development skills, study skills, presentation 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. The institutional experiences on the part of different training methods

and strategies are also adopted as an asset of organizational memory. The national and international experiences, changes, models and trends are also incorporated in the training course so as to make it more relevant to the wider context and field of work.

2. Aim and Objectives of the curriculum

This training curriculum is basically aimed to develop capacity, skill and knowledge of Education Officers working under Nepal Education service providing theoretical and practical skills on educational management and leadership for better educational service delivery. Specifically, the training participants, on completion of the program, are expected to be able to:

- a. internalize the changing notion of educational management and leadership,
- b. improve their working styles as per modern trends, technology and practices
- c. apply the managerial practices with the innovative way of thinking for the effective and efficient educational service delivery
- d. have the basics of educational research and governance systems

3. Competencies

On the completion of this training, the participants shall have developed the following competences:

- development of managerial knowledge and skills for effective implementation educational policies, programs and services
- enhancement of capacity in educational planning, programing, monitoring and evaluation skills
- development of motivating the people and decision making skill for effective delivery of education services
- acquisition of research and reflecting practices to solve educational problems
- use of modern technologies in making better educational service
- internalization of the concept of good governance for better governance in education
- demonstration of skills on supervision and managing a team effective performance
- development of skills on curriculum and evaluation management
- enhancement of skills on professional development and self management

4. Training Implementation Procedure

a. Participants

Education officer (Gazetted III) 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 multiple methods of presentation, case study, discussion, practical exercise, observation and group works.

f. Research based project works

Every individual participant is required to write three reports. One is an individual reflective report by each participant; the second is research based project work in group and finally a research article review by each participant. 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

- Collect learning points while contents delivered in the training
- Present and tabulate the collected learning points of the training

- Reflect on the training course, thereby, drawing its implication to their respective real work context
- Develop individual reflective report

Project work 2: Research based project work in group

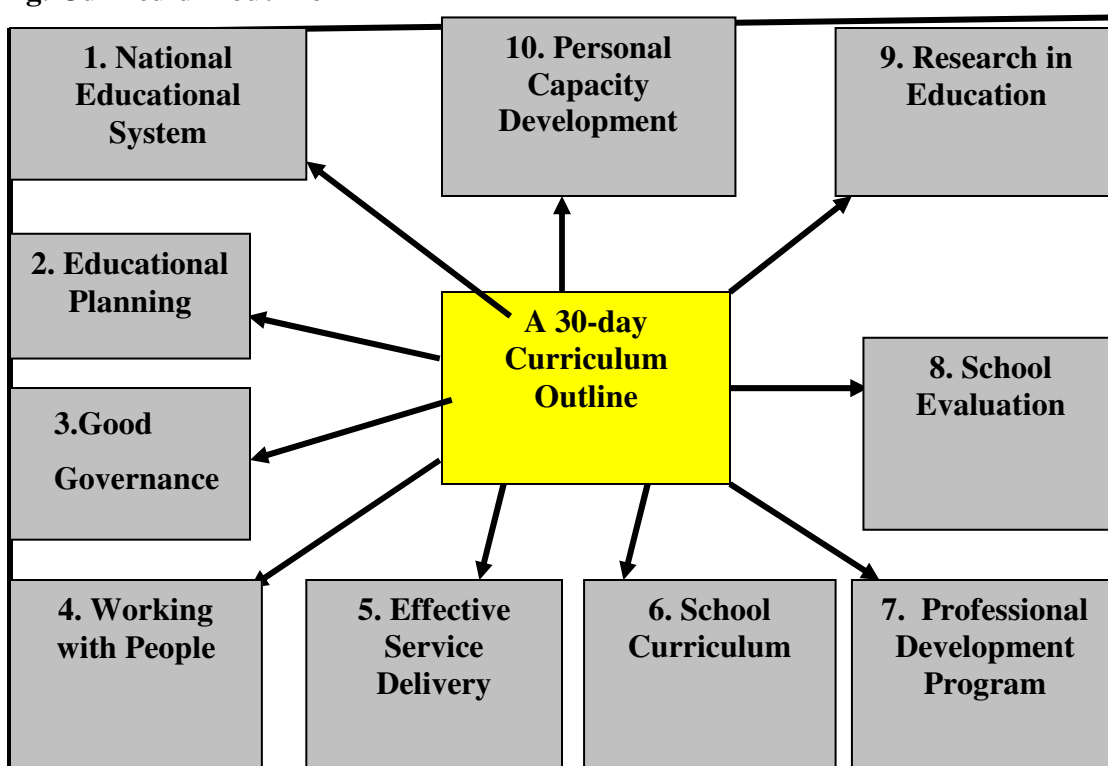
- Assign the participants to conduct a case study in group
- Develop case study tools
- Visit and collect information to conduct case study
- Analysis and interpretation of information
- Develop group report
- Group report presentation

Project work 3: Research article review

All training participants are individually assigned to review 2 educational management related research articles

- Study and review recent research articles
- Collect and compile learning points or lessons
- Compare learning points with current practices and provisions
- Suggest possible research articles for further study
- Submit a report in given format
- Present group report

g. Curriculum outline



5. Elaboration of the contents

The contents of the curriculum are grouped in different themes. The theme wise details of the contents are as follows:

Theme wise contents in detail	Delivery process	Session
1. National Education System		5
1.1. Educational Management <ul style="list-style-type: none"> ❖ Trends and current practice of educational management ❖ Managerial skills and roles for educational management ❖ Present practice and provision 	<i>Presentation and Group Discussion</i>	2
1.2 Diversity management <ul style="list-style-type: none"> ❖ Concept and practice of diversity management ❖ Integrity in educational management ❖ Issues and challenges and opportunities in educational management 	<i>Presentation, Group work, sharing and reflection</i>	1
1.3. School education management <ul style="list-style-type: none"> ❖ Concept and types of school management ❖ Functions and roles of school management ❖ Present practices of school management ❖ Issues, challenges and opportunity in school education management 	<i>Presentation and case analysis</i>	2
2. Educational Planning		13
2.1. Educational planning in federal structure <ul style="list-style-type: none"> ❖ Approaches and perspective of educational planning ❖ Current provision and practices of educational planning in different layer ❖ Present policy, provision and practices in education (current plan, SDG, SSDP) ❖ Problems, challenges and opportunities in educational policies implementation 	<i>Presentation and Group Discussion</i>	2
2.2. Educational Planning <ul style="list-style-type: none"> ❖ Review of educational planning process ❖ Concept and practices of set objectives , strategies, programs of educational plan ❖ Development of tools(EMIS, school mapping, TMIS, child tracking) 	<i>Presentation, practical exercise and hands on exercise on computer</i>	3

<p>Educational Programs development and implementation</p> <ul style="list-style-type: none"> ❖ Development of educational programs(including LMBIS entry) and projects ❖ Institutional arrangement for educational program implementation ❖ Major bottlenecks and lesson learnt in terms development and implementation of programs 	<p><i>Presentation and Group work for practical exercise</i></p>	<p>2</p>
<p>2.3. Educational Plan Appraisal</p> <ul style="list-style-type: none"> ❖ Concept, principles and parameters of plan appraisal ❖ Appraisal of existing education plans against the parameters ❖ Identification of strength and weaknesses, opportunity 	<p><i>Presentation and Group work for practical exercise</i></p>	<p>2</p>
<p>2.4. Funding for Educational plan</p> <ul style="list-style-type: none"> ❖ Concept and models of funding in education ❖ Trends in funding in education (Government , donor , community , individual) ❖ Utilization of fund in education ❖ Local level fund for education development ❖ Major issues and challenges and opportunities 	<p><i>Presentation and Group Discussion</i></p>	<p>2</p>
<p>2.5. Result based monitoring of educational programs</p> <ul style="list-style-type: none"> ❖ Concepts and processes of managing development result (MfDR) ❖ Indicators and tools MfDR ❖ Analysis and usage of the monitoring results for improving the policies, program design and implementation ❖ Major issues, challenges and opportunity 	<p><i>Presentation and Group Discussion</i></p>	<p>2</p>
<p>3. Good governance</p>		<p>5</p>
<p>3.1. Good governance for effective government</p> <ul style="list-style-type: none"> ❖ Concept and elements of good governance ❖ Federal, provincial and local level governance ❖ Practice and provisions for good governance 	<p><i>Presentation and Group Discussion</i></p>	<p>2</p>
<p>3.2. Good Governance in Education</p> <ul style="list-style-type: none"> ❖ Concept, principles and focus of good governance in education ❖ Scope of good governance in education ❖ Practices and provision of good governance in education ❖ Major issues, challenges and opportunity of good governance in education 	<p><i>Presentation and Group Discussion</i></p>	<p>2</p>
<p>3.3 Right to information for good governance</p> <ul style="list-style-type: none"> ❖ Concept and principles of right to information ❖ practice and provision of right to information ❖ issues and challenges and opportunities 	<p><i>Presentation and Group Discussion</i></p>	<p>1</p>

4. Working with people		7
4.1 Leadership development <ul style="list-style-type: none"> ❖ Techniques for inspiring shared vision ❖ Influencing skills ❖ Setting and persuasion of organization goals ❖ Setting positive work culture ❖ Issues, challenges and opportunity for effective leadership 	<i>Presentation, simulation and discussion</i>	2
4.2 Managing change/conflict and negotiation skills <ul style="list-style-type: none"> ❖ Concept of conflict, change, negotiation ❖ Strategy for conflict resolution and negotiation skill ❖ Strategy to adopt change in/of organization ❖ Initiate positive work environment and culture for working with people 	<i>Presentation and Group Discussion</i>	3
4.3. Self Motivation (SM) in organization <ul style="list-style-type: none"> ❖ Concept, content and process of SM ❖ Provision and practices of intrinsic and extrinsic motivation ❖ Design and implement self motivation tools for motivating people at work 	<i>Presentation and reflection sharing</i>	1
4.4. Team building and communication skill <ul style="list-style-type: none"> ❖ Development of team building skill ❖ Practice of communication skill for team building ❖ Time management skills for team building for effective performance 	<i>Presentation and simulation Discussion</i>	1
5. Effective Service Delivery		5
5.1 Approaches and practices for service delivery <ul style="list-style-type: none"> ❖ Principles and standards of educational service delivery ❖ Approaches of service delivery ❖ Mechanism of service delivery ❖ Present practice of service delivery 	<i>Presentation and simulation Discussion</i>	2
5.2 Accountability and client satisfaction <ul style="list-style-type: none"> ❖ Accountability and responsiveness in service delivery ❖ Performance contract and performance appraisal ❖ Customer satisfaction survey ❖ Redress and grievance handling 	<i>Presentation and simulation Discussion</i>	3
6. School Curriculum		5
6.1. Perspective and approaches of curriculum development <ul style="list-style-type: none"> ❖ Perspective and approaches of curriculum development ❖ Importance of NQE and practice of NCF ❖ Development and implement process of curriculum(core, local, hidden) ❖ Content digitization and integrated curriculum 	<i>Presentation and Group Discussion</i>	2

6.2. Instruction <ul style="list-style-type: none"> ❖ Approaches of learning theories ❖ Capacity building of teacher for pedagogical skill ❖ Teacher capacity to implement curriculum ❖ Instructional planning and management ❖ Issues and challenges and opportunity 	<i>Presentation and Group Discussion</i>	1
6.3 Curriculum evaluation <ul style="list-style-type: none"> ❖ Process of curriculum evaluation ❖ Analysis of curriculum development with reference to gender, linkage, competencies, objectives and relevance ❖ Impact of research and development in curriculum development 	<i>Presentation and practical exercise</i>	1
6.4. Quality Education <ul style="list-style-type: none"> ❖ Concept, perspectives, perceptions and framework of quality of education ❖ Provision and practices of assurance of quality in education ❖ Major issues, challenges and opportunity in quality of education 	<i>Presentation and simulation Discussion</i>	1
7. Professional development program		5
7.1 Continuous professional development <ul style="list-style-type: none"> ❖ Concept, rationale and models of continuous professional development ❖ Review of teacher training policy and TPD framework and teacher competency framework ❖ Assessment of effectiveness of training implementation mechanism (design, delivery and application) ❖ Major limitations and challenges and opportunities 	<i>Presentation and reflection, sharing</i>	2
7.2. Self professional development <ul style="list-style-type: none"> ❖ Concept and rationales of self professional development ❖ Approaches and models (clinical, coaching, mentoring) ❖ Major issues and challenges and opportunities 	<i>Presentation and simulation Discussion</i>	1
7.3. Application of teacher training <ul style="list-style-type: none"> ❖ Approaches and principles of training application ❖ Post training support mechanism ❖ Follow up support ❖ Research finding and implication of research finding ❖ Major issues and challenges and opportunities 	<i>Presentation and simulation Discussion</i>	2

8. School Evaluation		6
8.1 School evaluation <ul style="list-style-type: none"> ❖ Concept and principle of school evaluation ❖ Practice and provision of school evaluation 	<i>Presentation and sharing</i>	1
8.2. Student evaluation <ul style="list-style-type: none"> ❖ Concept, principles and rationale of student evaluation ❖ Concept of letter grading system ❖ Provision and practice of SEE to basic level including CAS , NFE and Open schooling and grade 11 and 12 ❖ Analysis and usage of SEE, achievement results for improvement ❖ Major issues, challenges and opportunities in students evaluation system 	<i>Presentation and Group Discussion</i>	2
8.3. School performance evaluation <ul style="list-style-type: none"> ❖ Concept of Model School ❖ Approach and practices of school evaluation ❖ Development of status , social , audit report ❖ Practice and provision of school performance evaluation by ERO ❖ Major issues and challenges and opportunities in school performance evaluation 	<i>Presentation and Group Discussion</i>	2
8.1. School supervision <ul style="list-style-type: none"> ❖ Concept of Model School supervision ❖ Approach and practices of school supervision ❖ Development of status , social audit and supervision report 	<i>Presentation and group work</i>	1
9. Research in education		21
9.1. Educational Research approaches <ul style="list-style-type: none"> ❖ Concept of Research ❖ Approaches of educational research ❖ Research design and conduction modality ❖ Potential areas of education research and format for research proposal development 	<i>Presentation and Group Discussion</i>	1
9.2. Research contribution to the reform process in education <ul style="list-style-type: none"> ❖ Review different research proposal ❖ Assessment of research proposal ❖ Research tool development and implementation strategy 	<i>Presentation and Group Discussion</i>	2

9.3. Research , article and reflective report writing <ul style="list-style-type: none"> ❖ Concept, rationale and process of research article writing and reflective practice ❖ Reflective writing exercise (individual) ❖ Research based journal article review and writing ❖ Field-based research study on educational management (group) ❖ Research group report format ❖ Group report presentation 	<i>Presentation and Group Discussion</i>	18
10. Personal capacity development		18
10.1. ICT in education management <ul style="list-style-type: none"> ❖ Concept and rationale of ICT ❖ Concept of e-governance and its implication on educational management ❖ Possible technologies applicable in educational management ❖ Major issues, challenges and opportunity in ICT in education 	<i>Presentation and Group Discussion</i>	1
10.2 Professional ethics and integrity <ul style="list-style-type: none"> ❖ Yoga and meditation ❖ Positive thinking for positive work environment ❖ Principles of public life 	<i>Presentation and Group Discussion</i>	1
10.3 Self-management <ul style="list-style-type: none"> ❖ Stress management ❖ Emotional intelligence for empathy building ❖ Emotional intelligence and its implications on self-development ❖ Knowledge management 	<i>Presentation and Group Discussion</i>	1
10.4. Practical exercise in operating ICT/computer <ul style="list-style-type: none"> ❖ Word processing ❖ Basic data analysis using Excel ❖ Power point/slides design and presentation ❖ Use of web pages, learning management system , virtual class, social media ❖ Operating e-mail/internet 	<i>Presentation and Group Discussion</i>	12
10.5 Training overview and evaluation <ul style="list-style-type: none"> ❖ Opening/course briefing, mid test/final test/computer test and program review/closing 		3
Total		90

6. Trainee Performance Evaluation Scheme

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

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 success of the Course	5	
6.2 Research based project work		40
a. Reflective writing	10	
b. Article review	5	
c. Research based report writing	25	
-Writing	15	
-Presentation	10	
6.3 .Learning Test		50
• Mid Term Evaluation	20	
• Final term Evaluation	30	
Total Points		100

Grid for Written Examination

s.n.	Exam	Types of questions	Total question	Full marks
1	Midterm	Objectives questions	20	20
2	Final term	Subjective questions	15	30
	Total		25	50

Grading system

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