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**A One Month In-service Training Curriculum**  
**On**  
**Educational Management**

(for Gazetted-II Officers of MOE)

Government of Nepal

Ministry of Education

**National Centre for Educational Development (NCED)**

Sanothimi, Bhaktapur

2074

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## **1. Introduction**

How effectively an organization functions largely depends upon the capacity of its human resource. There are many approaches to human resource development and training is one of them. It is regarded as a continuous process of imparting, upgrading and developing professional knowledge, skills, and attitude. Also, training is supposed to develop a broader vision as well as correct, ethical and novel patterns of behavior compatible for the enhancement of organizational as well as societal objectives. Hence, every organization must pay adequate attention to the training needs of its employees.

In-service training in the civil service has been highly focused, valued and emphasized. Therefore, each civil servant is entitled to receive training for his/her professional development as well as career growth. Moreover, standardized and quality training for the employee further contribute for improving quality and standard in the public service delivery.

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

This One-month Educational Management Training Curriculum has been developed for the Gazetted II Education Officers working in various agencies under Nepal Education Service. This curriculum has internalized the roles of these officers in the changed context. The major content areas comprise of personal development skills, leadership and managerial skills, as well as presentation, research and innovation skills which are thought to be fundamental aspects in modern management. Furthermore, it also provides an exposure to national and international experiences and current models and trends in education in the modern era.

This training curriculum focuses on developing capabilities of educational managers to lead the fellow workers to better plan, manage, lead and deliver the educational services as per the needs of the diverse clientele groups. Also, it addresses the need of constructing and utilizing knowledge in the changed context. Development of this training curriculum has gone through various levels of consultation and interaction with experts, practitioners, and concerned stakeholders.

## **2. Aim and Objectives of the curriculum**

This training curriculum is aimed at developing capacity, skill and knowledge of G-II officers working under Nepal Education service through providing theoretical and practical skills on management and leadership in order to ensure effective and efficient educational service delivery. Specifically, on completion of this training program, the participants are expected to be able to:

- get exposed to different aspects of federal governance system, policies, leadership and management
- internalize new modes, approaches , and principles of educational service delivery
- demonstrate effective personal management skills and create positive work environment
- enhance their understanding of the notion of reflection, research and reflective practice

## **3. Competencies**

This training curriculum is expected to develop the following competencies in participants:

- Enhancement of leadership and managerial skills for effective development and analysis of educational policies, plans, programs and services
- Development of understanding on the perspectives and approaches of education governance system
- Demonstration of effective educational management and leadership skills for quality educational service delivery
- Utilizing understanding of creative techniques for decision making, conflict resolution and negotiation
- Enrichment of research skill and reflective practices in the field of education and apply them to solve educational problems
- Application of modern technologies including ICT tools for managing educational services
- Adoption of modern professional development approaches and self management skills

## **4. Training Implementation Procedure**

### **a. Participants**

Second Class officers (Gazetted II) working in different organizations of MOE under Nepal Education Service shall be the targeted participants of this training.

## **b. Structure and Duration**

This training program is for 30 working days. It is a blend of theory into practice with face- to- face to field based modes. The face- to- face mode of the training program will be conducted at NCED and as part of the field work, participants will be assigned four different tasks.

## **c. Facilitators**

Mainly officers under Ministry of Education and other concerned agencies, university professors/lecturer and trainers from other training institutions will be the session facilitators in this training. The training 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 need to be relevant enough for the content.

## **e. Training Methodology**

The training sessions are delivered by expert trainers using multiple approaches such as powerpoint presentation, critical readings, reflection on key articles and documents, group discussions, document review , case study, problem analysis, library study and work in computer lab, field visit and observation along with other appropriate techniques.

## **f. Practical and Research Work**

Each participant is required to write four reports as mentioned below. Technical support will be provided to the participants while writing the report.

### **1. Project work 1: Individual reflective report**

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

### **2. Project work 2 : Research based project work in group**

- Assign the participants to conduct 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

### 3. Project work 3: Research article review

All training participants individually assign to review education management related recent 2 research articles

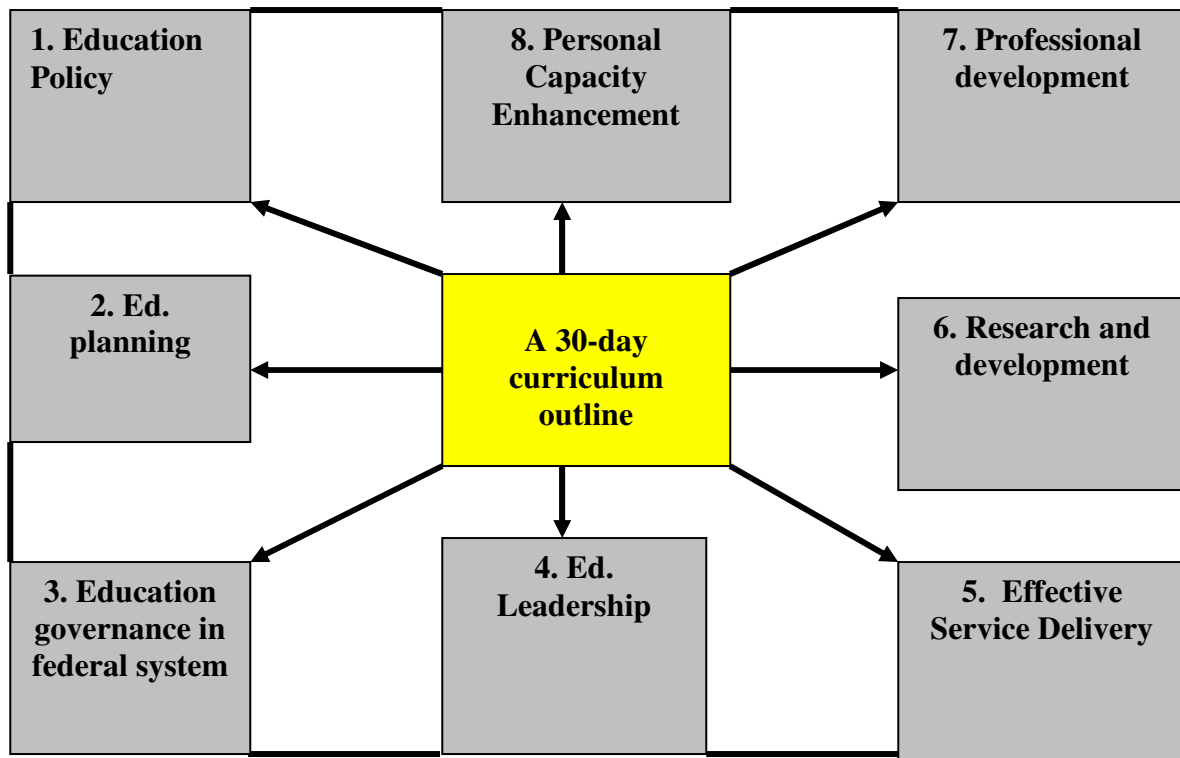
- Study and review recent research articles
- Collect and compile learning points or lessons
- Compare learning points with current practices and provisions
- Suggest possible research articles for further study
- Submit a report in given format

### 4. Project work 4: Open book review

All training participants individually assign to review a book on education management and leadership.

- Study and review a recent book on leadership development, management and administration
- Collect and compile learning points or lessons
- Compare learning points with current practices and provisions
- Suggest possible books for further study
- Submit a report in given format

## 5. Curriculum Outline



## 6. Elaboration of the contents

Unit	Themes	Contents	Session
1	<b>Education policy</b>	<p><b>1.1 Education policy development</b></p> <ul style="list-style-type: none"> <li>• Perspectives and approaches of education policy</li> <li>• Policy formulation, processes and practices in Nepal</li> <li>• Review of policy capacity in educational sector in Nepal</li> </ul> <p><b>1.2 Implementation of educational policies</b></p> <ul style="list-style-type: none"> <li>• Policy implementation arrangement (legal basis, institution, resources, capacity, delivery process)</li> <li>• Study of existing policies in the sector (current plan, ,SDG,SSDP, other sectoral policies)</li> <li>• Issues, challenges and framework for improvement</li> </ul> <p><b>1.3 Assessment of education policy</b></p> <ul style="list-style-type: none"> <li>• Policy assessment tools and techniques: analysis, reviews and evaluation</li> <li>• Practical exercises on assessment of education sector policies</li> <li>• Draw lessons from existing policy assessment</li> </ul> <p><b>1.4 Policy analysis</b></p> <p>Comparative study of education policies of SAARC countries with special reference to-</p> <ul style="list-style-type: none"> <li>• Access and equity</li> <li>• Quality and relevance</li> <li>• Efficiency and effectiveness</li> <li>• Management and institutional capacity</li> </ul>	8
2	<b>Educational Planning</b>	<p><b>2.1. Educational Planning</b></p> <ul style="list-style-type: none"> <li>• Approaches and models</li> <li>• Provision of education planning</li> </ul>	9

		<p><b>2.3. Strategic planning</b></p> <ul style="list-style-type: none"> <li>• Education sector diagnosis <ul style="list-style-type: none"> <li>–analytical framework and techniques, identification of education development issues and priorities</li> </ul> </li> <li>• Educational indicators <ul style="list-style-type: none"> <li>- data requirements, estimation, interpretation and use of key performance indicators, cost analysis in education, projection techniques</li> </ul> </li> </ul> <p>-Methods of setting plan targets and estimation of additional inputs/requirements–physical, staff, academic, management and financial</p> <p><b>2.4 Plan preparation, implementation and evaluation</b></p> <ul style="list-style-type: none"> <li>• Annual plan development( including MTEF)</li> <li>• Managing for development result ( MfDR)</li> <li>• Designing development interventions using the Logical Framework Matrix (LFM)</li> <li>• Practice of programing and budgeting( including LMBIS entry)</li> </ul> <p><b>2.5. Plan appraisal</b></p> <ul style="list-style-type: none"> <li>• Concept, principles and approaches</li> <li>• Plan appraisal: process and exercise</li> <li>• Issues and challenges</li> <li>• Framework for improvement</li> </ul>	
3	<b>Educational governance in Federal System</b>	<p><b>3.1 Educational governance</b></p> <ul style="list-style-type: none"> <li>• Structure, functions, relations of multi level educational governance( federakm province and local)</li> <li>• Comparative study of international practices of multi level educational governance</li> <li>• Constitutional and legal provisions of educational governance</li> <li>• Patterns of inter-government relation( vertical and horizontal) in education</li> <li>• Emerging issues in educational governance; liberalization, privatization of education and PPP</li> </ul>	12



		<p>model, network institutions</p> <p><b>3.2 Different functions of education governance</b></p> <p>F-1. School management</p> <ul style="list-style-type: none"> <li>• Effective school management: concept, models and policy practice</li> <li>• Roles of different institutions in school management (local level, province, and national level)</li> <li>• Management of diversity and equity</li> </ul> <p>F-2. Teacher management</p> <ul style="list-style-type: none"> <li>• Teacher requirement, job classification and evaluation</li> <li>• Recruitment to post retirement</li> <li>• Motivation, accountability</li> <li>• Performance appraisal,</li> <li>• Conduct and discipline</li> </ul> <p>F-3. School Curriculum Development and Management</p> <ul style="list-style-type: none"> <li>• Principles and models</li> <li>• NQF and NCF and curriculum development process</li> <li>• Design and implementation of curriculum</li> </ul> <p>F-4. Student assessment and School evaluation</p> <ul style="list-style-type: none"> <li>• Concept of Assessment of learning , assessment for learning, assessment as learning in the context of student assessment</li> <li>• Concept, types and tools of school evaluation</li> <li>• Supervision and academic support</li> <li>• Performance standards and quality indicators</li> <li>• Documentation and sharing organizational achievement/progress</li> <li>• Practices and lessons from school accreditation and social audit</li> </ul> <p>F-5. Continuous edu. and life learning</p> <ul style="list-style-type: none"> <li>• Underlying principles and practices</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Life long learning and provisions in SDG 2030</li> </ul>	
		<p>F.6. Financing of education</p> <ul style="list-style-type: none"> <li>• Principles and modalities( inclusion , social justice, equity)</li> <li>• Sources and methods of financing of education in changed context</li> <li>• Intergovernmental relationships in financing education</li> <li>• Financing in school education, fund flow and related issues</li> <li>• Procurement policy and practice( goods, civil works and services)</li> <li>• Maintenance, utilization and development of the resources</li> <li>• Provision and practices of financial and social audit</li> </ul>	
4	<b>Professional Development</b>	<p><b>4.1 Professional development in education sector</b></p> <ul style="list-style-type: none"> <li>• Models and practical approaches</li> <li>• Training policies and management</li> <li>• Training needs, provision, evaluation</li> <li>• Knowledge management</li> <li>• Professionalism and deprofessionalism</li> </ul> <p><b>4.2. Teacher Professional Development</b></p> <ul style="list-style-type: none"> <li>• Approaches and modes of TPD</li> <li>• Linking training to performance</li> <li>• Review of existing policies and programs of teacher development</li> <li>• Training institutions and post support</li> </ul> <p><b>4.3 Application of training and post training skills</b></p> <ul style="list-style-type: none"> <li>• Approach and principles of application</li> <li>• Application of training achievement for individual and organization performance</li> <li>• Research finding regardings implication of training program in education</li> </ul>	6

		<ul style="list-style-type: none"> <li>• Issues and challenges</li> <li>• Framework for improvement</li> </ul>	
5	<b>Effective Leadership in Education</b>	<p><b>5.1. Leadership for organizational effectiveness</b></p> <ul style="list-style-type: none"> <li>• Basics of educational management and leadership</li> <li>• Leadership skills and functions for effective leader</li> <li>• Ethical leadership in educational management</li> <li>• Assessment of leadership situation in educational organizations</li> <li>• Emotional intelligence and its relevance in public management and governance</li> </ul> <p><b>5.2. Decision making</b></p> <ul style="list-style-type: none"> <li>• Approaches for decision making</li> <li>• Decision-making practices</li> <li>• Ways for effective decision-making in ed. organization</li> </ul> <p><b>5.3. Staff motivation</b></p> <ul style="list-style-type: none"> <li>• Self motivation : employee attrition rates and performance</li> <li>• Workforce satisfaction</li> <li>• Workplace climate and work culture</li> <li>• Appropriate measures for staff motivation in the changed context</li> </ul> <p><b>5.4. Managing change and conflict, negotiation</b></p> <ul style="list-style-type: none"> <li>• Approaches of change in educational organization</li> <li>• Assessment of change in educational organizations</li> <li>• Development strategy to mitigating the change</li> <li>• Identification of nature and causes of conflict in organization</li> <li>• Strategies for managing conflict effectively</li> <li>• Development of negotiation skills and approaches</li> </ul> <p><b>5.5. Stress ,disaster and risk management</b></p> <ul style="list-style-type: none"> <li>• Theoretical perspectives and different models</li> <li>• managing stress, disaster, risk for organizational</li> </ul>	14

		<p>effectiveness</p> <ul style="list-style-type: none"> <li>Transforming job stress to high productivity</li> </ul>	
6	<b>Effective Education Service delivery</b>	<p><b>6.1 Service delivery Approach</b></p> <ul style="list-style-type: none"> <li>Public administration, New public service (NPS) : concept and approaches</li> <li>Modes of education service delivery</li> <li>Fostering public ethics and preventing corruption</li> <li>Right to information</li> </ul> <p><b>6.2 Good governance</b></p> <ul style="list-style-type: none"> <li>Public accountability, democracy</li> <li>Accountability, responsibility and authority</li> <li>Compliance mechanism of public accountability</li> <li>Public accountability system in education</li> </ul> <p><b>6.3 Institutional arrangement</b></p> <ul style="list-style-type: none"> <li>Government machinery and organization</li> <li>Government resources utilization</li> <li>Interaction between people and government agencies</li> <li>Ethical issues in education service delivery and utilization of public funds</li> </ul> <p><b>6.4 Performance management</b></p> <ul style="list-style-type: none"> <li>Performance appraisal system</li> <li>Objective feedback for performance improvement</li> <li>Organization result analysis for organization improvement</li> <li>Total quality management system for effective service</li> </ul>	10
7	<b>Research and Development</b>	<p><b>7.1. Research in education</b></p> <ul style="list-style-type: none"> <li>Concept and approaches</li> <li>Research Design and process</li> <li>Research proposal development</li> <li>Research report write up</li> </ul>	7

		<p><b>7.2. Use of Research finding</b></p> <ul style="list-style-type: none"> <li>• Review of findings and action steps of major research studies</li> <li>• Draw implications from research study in education</li> </ul> <p><b>7.3. Project Proposal writing</b></p> <ul style="list-style-type: none"> <li>• Concept and types</li> <li>• Selection of project</li> <li>• Development of proposal design</li> <li>• Writing of research proposal</li> </ul>	
8	<b>Personal Capacity Enhancement</b>	<p><b>8.1. Project work</b></p> <ul style="list-style-type: none"> <li>• Inquisitive reflective writing: concept, technical procedure, report template and facilitation</li> <li>• Education management and leadership related books review</li> <li>• Research based articles review</li> <li>• Research based group project: concept, technical procedure, report template and facilitation</li> </ul> <p><b>8.2 Professional ethics and efficiency</b></p> <ul style="list-style-type: none"> <li>• Positive attitude and its relation with thought and behaviour; moral; social influence and persuasion</li> <li>• Meditation and yoga exercise</li> <li>• Spiritualism in public affairs management</li> </ul>	<b>20</b>
9	<b>Miscellaneous</b>	<ul style="list-style-type: none"> <li>• Opening</li> <li>• Course briefing</li> <li>• Evaluation (Written tests, training evaluation)</li> <li>• Closing</li> </ul>	<b>4</b>
	<b>Total</b>		<b>90</b>

### 7. Trainee Performance Evaluation Scheme

Performance of trainees in training is evaluated on the basis of participation, research based project works and learning test which are further elaborated as follows:

**7.1 Participation** **10**

**Attendance** **10**

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

**7.2 Project work** **50**

- Reflective writing 15
- Research article and book review 10
- Research based report writing 25
  - Writing 15
  - Presentation 10

**7.3 Learning Test** **40**

- Mid Term Evaluation 10
- Final term Evaluation 30

**Total** **100**

**Grid for learning test**

S.n.	Exam	Types of questions	Total question	Full marks
1	Midterm	Objectives questions	20	10
2	Final term	Subjective questions	15	30
	Total		25	40

*GRADING SYSTEM*

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