Ed. PM. 515: Planning Education for Change

Course No.: Ed. PM. 515   Nature of course: Theoretical
Level: M. Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

---

1. Course Introduction

This course is designed for the students at Master's level to provide them with general knowledge about planning education for change. Its aim is to help the students develop knowledge and skills which are necessary to formulate and implement the plans and policies of education that aim at bringing educational change and addressing the issues of national development. Education as a dynamic process has to be made possible by planning it for bringing desired results i.e. changes in the status of people. Students, under this course, are, therefore, encouraged to have a broader conceptual clarity about the latent force of education which is brought out to the fore through its planning.

2. General Objectives

The general objectives of the course are to:
- explore the concept and evolution of educational planning.
- acquaint students with techniques of planning education for bringing about changes in different areas of development in the country.
- prepare students to explore and address diversities in education.
- analyze the policy, mode and parameters of educational planning for change.
- provide students with knowledge of different trends of planning for national development in education.
- equip students with the knowledge of different crises of educational planning and issues of quality education.

3. Specific Objectives and Contents

Specific Objectives	Contents
- To define the concept of plan and educational plan. - To enumerate the chronology and milestones of educational planning. - To state different themes, issues and challenges of educational planning. - To describe the development and trends of educational planning.	**Unit I: Concept and Evolution of Educational Plan (8)** 1.1 Concept of a plan and educational planning. 1.2 Chronology and milestones of educational planning. 1.3 Prospects of educational planning. 1.4 Themes, issues and challenges of educational planning. 1.5 Trends and development of educational planning.
- To define the concept and need of planning for people. - To plan for the universalization of basic education. - To plan education to address pluralities of the country. - To plan for the under-served groups of	**Unit II: Planning Education for Change (10)** 2.1 Concept of change in education. 2.2 Planning for people. 2.3 Planning for the universalization of basic education. 2.4 Planning for pluralities of the country. 2.5 Planning to reach the under-served groups of people. 2.6 Planning education for consumerism.

people. • To plan education for consumerism. • To assess the internal (national) and external funding processes in education. • To suggest future directions for educational planning.	2.7 Assessment of funding processes (internal and external) in education. 2.8 Future directions in educational planning.

• To make meaning from different perspectives of diversity planning.
 • To elucidate diversity planning for ensuring access, equity and quality of education.
 • To be knowledgeable of institutional culture in higher education.
 • To identify the link between diversity planning and strategic planning.
 • To relate the main thrusts, role and level of diversity planning with institutional planning.
 • To find out ways to apply system the approach to higher education.
 • To identify performance measures, benchmarks, indicators, targets and trends through the use of diversity planning.
	Unit III: Planning for Diversity (10)
	 3.1 Meaning and concept of diversity planning
	   3.1.1 International perspective
	   3.1.2 Population dynamics as a driver of diversity planning
	 3.2 Diversity planning as an instrument to promote access, equity and quality of education
	 3.3 Institutional culture in higher education
	 3.4 Planning diversity from an institutional planning perspective
	   3.4.1 Linkage of diversity planning to strategic planning
	   3.4.2 Main thrusts of the strategic planning
	   3.4.3 Role of planning information in institutional diversity planning
	 3.5 Application of the system approach to higher education
	 3.6 Levels of planning information at macro-, meso-and micro- levels
	 3.7 Diversity planning for identifying performance measures
	   3.7.1 Benchmarks
	   3.7.2 Performance indicators
	   3.7.3 Targets
	   3.7.4 Trends

• To state the parameters of economic, educational and dynamic changes through policy planning.
 • To explain different policy modes in relation to planning education for change.
 • To state the criteria of policy options with reference to planning education for change.
	Unit IV: Educational Policy Planning (10)
	 4.1 Parameters of policy planning
	 4.1.1 Economic parameter
	 4.1.2 Educational parameter
	 4.1.3 Parameter of dynamic change
	 4.2 Policy modes
	   4.2.1 Systemic mode
	   4.2.2 The ad hoc mode
	   4.2.3 The incremental mode
	   4.2.4 The importation mode
	 4.3 Criteria of policy options
	   4.3.1 Desirability
	   4.3.2 Affordability
	   4.3.3 Feasibility of policy options

	Unit V: Trend Setters of Educational Planning and Management (10)
• To define planning for development concerns from various perspectives.	5.1 Planning for development concerns
	5.1.1 Development theory
	5.1.2 Concept of development as a social equalizer
• To analyze dilemmas of planning for development discourse.	5.2 Dilemmas of planning for development discourse
• To identify development issues in educational planning.	5.2.1 Crisis of development
• To explore the globalization and evolutionary-devolutionary approaches to educational planning and management.	5.2.2 Evolution of planning for development
	5.2.3 Development as redemption
	5.2.4 Development planning options
• To find out ways to use research and development in planning and management.	5.3 Development issues in educational planning
	5.3.1 Notions of change
• To explain the concept and use of QAA in educational planning and management.	5.3.2 Modernization of educational planning
	5.3.3 Critical globalism
	5.4 The Glocalization approach to planning
	5.5 The evolutionary-devolutionary approach to planning and management
	5.6 Research and development in planning and management
	5.7 Macro-leadership and micro- management to planning
	5.8 Use of Quality Assurance and Accreditation (QAA) system

Note: The figures in the parentheses indicate approximate hours allotted to each unit. Students' activities, normally, will include planning and preparation of appropriate tools/measures for information/content collection, report preparation, report presentation and discussion.

4. Instructional Techniques
A combination of general and specific techniques of instruction will be used to deliver the course. A brief note of these techniques is as follows:

4.1 General techniques
As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue-based discussion to paper-based presentation in the classroom. References to the existing practices of educational planning with a focus on the disadvantaged should be brought out into the classroom by assigning the groups of students to do small-scale investigation into the assigned components of the course.

4.2 Specific techniques

Unit	Activity and Instructional Techniques
Unit Three	**Planning for diversity**: Assign groups of students the task of reviewing the educational plans starting from the National Education System Plan (1971-75) to the School Sector Reform Plan (2009-15). Divide the class into manageable groups to work in these different periodic educational plans so as to assess these

	plans from the perspective of inclusion and diversity. Make sure that each group of students prepares the review of these plans along with the given format. Require each group of students to present the review reports before the class. Initiate discussion on the presentation followed by conclusion from the teacher.
Unit Five	**Trends in Planning for Educational Development:** 5.2 Dilemmas of planning for development discourse Divide the class into manageable groups of 5 students each to review the book Development Theory (Jan Nederveen Pieterse-2001). Ask the students to read and review the book to come up with answers on Crisis of Development, Evolution of Planning for Development, Development as Redemption and Development Planning Options. The students in groups prepare the review reports for discussion in the class followed by critical observation from the teacher. 5.3 Development issues in educational planning The students in this group read and review the book for a different purpose under the guidance of the teacher. They prepare a brief paper on Notions of Change, Modernization of Educational Planning and Critical Globalism to present before the class. The teacher asks the presenters for collecting feedback from the fellow students followed by his/her observation. These papers can be submitted to the teacher in the form of internal assessment.

Lecture, seminar, classroom exercise, guided individual study, tutorial support on the difficult contents, independent study, and project work can be used as specific instructional techniques by the teacher. Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent and private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, peer group study to issue based discussion in the classroom.

5. Evaluation Schemes
Evaluation of students' performance is done in two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal evaluation (40%)
Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, and paper-pencil tests will take the form of continuous assessment. Internal evaluation will be conducted by the course instructor based on the following activities:

Attendance	5 points
Participation in learning activities	5 points
First assignment/midterm exam	10 points
Second assignment/assessment	10 points

| Third assignment/assessment | 10 points |

_____

| **Total** | **40 points** |

5.2 External evaluation (60%)

External evaluation will be conducted by Examination Section, Office of the Dean, Faculty of Education through final written examinations at the end of the semester. The following types of questions will be employed:

1.	Objective questions (Multiple-choice items 10x1)	10 points
2.	Short-answer questions (6 questions with 2 choices x 5 points)	30 points
3.	Long-answer questions (2 questions with 1 choice x 10 points)	20 points

| **Total** | **60 points** |

6. Recommended Books and References

6.1 Recommended books

Arredondo, P. (1996). *Successful diversity management initiatives: A blueprint for planning and implementation.* London: Sage. *(For Unit 3)*

Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University (For Unit 3)

Haddad, W. D. & Demsky, T. (1995). *Education policy planning process: An applied framework.* UNESCO: IIEP. (For Unit 4)

John, S., Martial, D. & Jane, S. (2007). *Global perspectives on teacher learning: Improving policy and practice.* Paris: UNESCO, IIEP. (For Unit 4)

Kafle, B. D. Sinha, R.S., Karanjit, R. P. & Dhakal, H. R. (2067). *Educational planning.* Kirtipur: Sunlight Publication. (For Unit 1, &2)

Lewin, K. (2008). *Four decades of educational planning: Retrospect and prospect.* Paris: International Institute for Educational Planning, UNESCO. (For Unit 1)

Philip, H. & Coombs, P. H. (1970). *What is educational planning*? Paris: UNESCO, IIEP. (For Unit 1)

Pieter, J. V. (2011). *Diversity management in higher education: A South African perspective in comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development. (For Unit 3)

Pieterse, J. N. (2001). *Development theory: Deconstruction/ reconstructions.* London: Sage Publications. (For Unit 5)

UNESCO (2009). *Orientation in educational planning*. Paris: IIEP, UNESCO. (Unit 2)

Varghese, N.V. (2008). *State is the problem and state is the solution: The changing orientations in educational planning* (working document). Paris: IIEP, UNESCO. (For Unit 2)

6.2 References

Christopher, C., Jeff, E. & Mathew, A. (2005). *Human resource management practices alignment and firm performance.* Ithaca, NY: Cornell University. (For Unit 5)

D'Orville, H., Jacques, P. & Caroline, D. (2010). *Mobilizing resources for international development cooperation in education: What innovative mechanisms and partnerships?* Paris: UNESCO, IIEP. (For Unit 3)

Kenneth, C. B. (1998). *A study of strategic planning in federal organizations.* Virginia: Polytechnic Institute and State University. (For Unit 3)

Mathews, M. R. (1980). *The Marxist theory of schooling: A study of epistemology and education.* New Jersey: Harvester Press. (For Unit 2)

Nicholas, I. (1998). *Educational planning in east Africa: The role of imported planning technology.* Masters' thesis submitted to Department of Graduate Studies of Educational Research, Calgany, Alberta. (For Unit 4)

Schuurman, F. J. (2001). *Globalization and development studies: Challenges for the 21st century.* New Delhi: Sage Publications. (For Unit 3 &5)

Sergio J. (2011). *Strategic management: The theory and practice in organizations.* Denmark: Section of Innovation Systems and Foresight, Department of Engineering Management Technical University. (For Unit 3)

Ed. PM. 516 Theories of Educational Management and Leadership

Course No.: Ed.PM. 516   Nature of course: Theoretical
Level: M.Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

1. Course Introduction

This course is designed for those students who specialize in Educational Planning and Management at the M.Ed. level. The main intention of this course is to provide an in-depth understanding of the theories of educational management and leadership. The course also deals with the interface between the theories of management and leadership. Moreover, this course enriches the students' thinking on ways and measures to apply management and leadership theories in operating educational institutions. The course, therefore, intends to engage the students in brief case studies and field studies to get a feel of the operating educational organizations.

2. General Objectives

The general objectives of this course are to:

- equip students with the knowledge about the basic concepts of educational management and leadership and allied terms.
- provide students with a deeper understanding of the contribution of management thoughts to educational management.
- prepare students to have the wider knowledge of the models of educational management and relationship between those models with associated leadership.
- enable students to find out the different leadership theories and the effectiveness of the leadership.
- enrich students' knowledge in styles of leadership and contemporary leadership roles.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Differentiate among management, administration and governance • Elaborate the concept and functions of educational management • State the recent developments of educational management • Outline the difference between managing educational organization and other organizations • Explain gender in educational management	**Unit I: Introduction to Educational Management** **(6)** 1.1 Difference among management, administration, and governance 1.2 Concept of educational management 1.3 Functions of educational management 1.4 Chronology of educational management 1.5 Difference between management of educational organization and other organizations 1.6 Gender and educational management
• Analyze the contribution of management thought to educational management	**Unit II: Contribution of Management Thought to Educational Management (7)** 2.1 Scientific management 2.2 Theory of bureaucracy 2.3 Modern operational management theory 2.4 Human relations movement 2.5 Modern management thought
• Give introduction to models of	**Unit III: Models of Educational Management**

educational management	**(10)**
• Identify the main elements in analyzing the models	3.1 Models of educational management
	3.2 Main elements in analyzing the models
• Elucidate the models of educational management focusing on major features, associated leadership and limitations	3.3 Models of educational management: Major features, associated leadership and limitations
	3.3.1 Formal: Structural, bureaucratic and hierarchical
• Compare the management models and draw implications for management practices of schools in Nepal	3.3.2 Collegial
	3.3.3 Political
	3.3.4 Subjective
	3.3.5 Ambiguity
• Point out the ways of using theories to improve practice in managing educational organizations	3.3.6 Cultural
	3.4 Comparison of management models
	3.5 Using theories to improve organizational practice
• State the concept of educational leadership and its needs	**Unit IV: Educational Leadership**
	(12)
• Clarify the difference between leadership and management	4.1 Concept and need of educational leadership
	4.2 Difference between leadership and management
• Identify the different types of leadership theories	4.3 Theories of leadership
	4.3.1 Great man theory
• State the effectiveness of leadership	4.3.2 Trait theory
• Illustrate the key leadership and management skills	4.3.3 Contingency theory
	4.3.4 Situational theory
	4.3.5 Behavioral theory
• Explain different aspects of leading and managing change in educational organizations	4.3.6 Participative theory
	4.3.7 Transactional theory
	4.3.8 Transformational theory
• Identify the importance of inner resources and its development to the inner leader	4.3.9 Skills theory
	4.4 Effective leadership
	4.5 Key Leadership and management skills
	4.6 Leading and managing change
	4.7 Developing school leaders
	4.8 Personal leadership
	4.8.1 Need for inner recourses
	4.8.2 Development of the inner leader

• Elucidate the different styles of leadership
• Explore the determinants of leadership skills
• Identify the use of educational leadership and management processes
• Find out the leadership styles
• Explore the development and change efforts in Nepali school contexts
	Unit V: Styles of Leadership (13)
	5.1 Styles of leadership
	  5.1.1 Autocratic
	  5.1.2 Bureaucratic
	  5.1.3 Charismatic
	  5.1.4 Democratic
	  5.1.5 Laissez-faire
	5.2 Determining factors of leadership skills:
	  5.2.1 Size of an organization
	  5.2.2 Degree of interaction
	  5.2.3 Personality of members
	  5.2.4 Goal congruencies
	  5.2.5 Levels of decision making
	5.3 Educational leadership and management process:
	5.4 Leadership, behavior and styles
	  5.4.1 Styles based on the use of authority
	  5.4.2 The managerial grid
	  5.4.3 Leadership as a continuum
	5.5 Contemporary leadership roles
	  5.5.1 Mentoring
	  5.5.2 Self-leadership
	  5.5.3 The e-age and online leadership
	5.6 Applications of leadership approaches and styles in educational institutions
	5.7 Leadership development and change efforts in Nepali school contexts
	  5.7.1 Strategies
	  5.7.2 Teamwork
	  5.7.3 Development of institutional capabilities

Note: The figures in the parentheses indicate approximate hours allotted to each unit.

4. **Instructional Techniques**
   General as well as specific instructional techniques have been suggested to deliver the contents and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General instructional techniques
   - Lecture
   - Discussion
   - Question-answer
   - Project work

4.2 Specific instructional techniques
   To promote experiential learning in this course, the following specific instructional techniques are recommended for selected units to ensure students' active participation in the teaching-learning process and to make the teaching-learning research-oriented.

Units	Specific Instructional Techniques

Unit 1 (Sub-units)	Brief Case Studies
• Difference between the management of educational organizations and that of other organizations • Gender and educational management	• Divide the class into two groups to observe the daily activities of the chiefs of two organizations: one of their own institutions and the other of a nearby organization, not the schools and campuses/colleges. Let both the groups of students present their reports in the class. Let other students list out the differences between the management of these two types of organizations and discuss in the class. • Let the two groups of students observe the activities of male and female headteachers and get them to present their reports in the class. Ask the other students to list out the differences between the management of male and female headteachers for classroom discussion purpose.
Unit II Models of educational management	Students' Activities • Divide the students into several groups as required to let them work in groups. • Let the groups of students prepare lessons to analyze the management of the public/community schools, public/institutional schools and the constituent and affiliated campuses of universities from the perspectives of management models. For preparing the lessons, students need to visit the concerned institutions as required. • Presentation of lessons in the class followed by discussion. • A separate session will be allotted for discussing the comparison of management models.
Unit III	Divide the class into groups of four or five students. Let them do a simulation exercise to review the listed articles and let to present and discuss in the class. Bush, T. (1995). Theories of educational management. In Organizational Behavior (15th edition, unit I) London: Paul Chapman Publishing Ltd. Bush, T. (2008). *Theories of educational management (module)*. Retrieved from http://enx.org/content/m13867/latest. (For Units 1, 2, 3 and 4)
Unit IV Leadership	Students' Activities • Divide the students into several groups as required. • Let the groups of students study managerial roles and skills from the books (Weihrich and Koontz, 2005; Robbins, Judge and Sanghi, 2009) linking with the sub-units of this unit. • Let the groups of students prepare the lessons comparing both contents. • Get students to present the lessons in the classroom followed discussion.
Unit V: Style of leadership	Brief Field Studies • Engage groups of students in interviews with the teachers of

(Sub-units)	selected schools. Some groups will analyze the leadership behavior and styles of headteachers from the perspective of managerial grid and other groups from the perspective of leadership as a continuum.
• The Managerial Grid • Leadership as a Continuum • Applications of Leadership Approaches, Behavior, styles and roles in Managing Educational Institutions	• Let the students present the findings in the class for discussion.

5. Evaluation Schemes
5.1 Internal evaluation (40%)
The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1.	Attendance	5 Marks
2.	Participation in learning	5 Marks
3.	First assignment/assessment	10 Marks
4.	Second assignment/assessment	10 Marks
5.	Third assessment	10 Marks
	Total	**40 Marks**

5.2 External evaluation (60%)
Examination section, Office of the Dean, Faculty of Education will conduct final written examination at the end of the semester. The types of items, number of items and their weightage are as follows:

1.	Objective questions (10 Multiple-choice questions x 1)	10 Marks
2.	Short-answer questions (5 questions with 2 choices x 6)	30 Marks
3.	Long-answer questions (2 questions with 1 choice x 10)	20 Marks
	Total	**60 Marks**

6. Recommended Books and References
6.1 Recommended books
Bush, T. (1995). *Theories of educational management*. London: Paul Chapman Publishing Ltd. (For Units 1, 2, 3 and 4)

Bush, T. (2008). *Theories of educational management (module)*. Retrieved from http://enx.org/content/m13867/latest. (For Units 1, 2, 3 and 4)

Bush, T. (2009). *Leadership and management development in education.* London: SAGE Publication Ltd. (For Unit 6)

Bush, T. (2009). *Theories of educational leadership and management.* London: SAGE Publication Ltd. (For Units 4 and 5)

DeFliminis, J. A. (2008). *Effective management and management stars: Change and continuous quality improvement.* Retrieved from www.gse.upenn.edu/pcel. (For Units 4)

Robbins, S. P., Judge, T. A., & Sanghi, S. (2009). *Organizational behavior (13th edition).* New Delhi: Pearson Education. (For Unit 5)

Weihrich, H. & Koontz. (2005). *Management: A global perspective (11th edition).* New Delhi: Tata McGraw Hill Publishing Company Limited. (For Units 1, 2 and 5)

Brent, D. and Mark, B. (Eds.). (2010). *Developing successful leadership*. London: Springer Dordrecht Heidelberg.

6.2 References

Brent, D. and Mark, B. (Eds.). (2010). *Developing successful leadership*. London: Springer Dordrecht Heidelberg

Bush, T. (2007). Educational leadership and management: Theory, policy, and practice. *South African Journal of Education*, 27(3), 391–406.

Daft, R.R. (2004). Theory Z: Opening the corporate door for participative management. *Academy of Management Executive*. 18(4), 117-122.

Government of Nepal (2009). *School sector reform plan 2009-2015*. Kathmandu: Ministry of Education.

Griffiths, D.E. (1978). *Administrative theory.* New Delhi: D.B. Taraporevala sons and Co. Pvt. Prentice Hall.

Humes, W. (2000). The discourses in educational management. *Journal of Educational Enquiry.* Vol. 1, No. 1, 35-53.

Ken, A. (2002). *Effective management in the south.* Kathmandu: Ekta Books Distributors Pvt. Ltd.

Koontz, H., O'Donnell, C., & Weihrich, H. (1982). *Essentials of management.* New Delhi: TATA McGraw-Hill Publishing Company Ltd.

Ouchi, W. G., & Price, R. L. (1978). Hierarchies, clans, and theory Z: A new perspective on organization development. *Organizational Dynamics*, 7(2), 25-44.

Robbins, S. P. (2005). *Organizational behavior (10th edition).* New Delhi: Pearson Education.

Amanchukwu, R. N., Stanley, G. J. & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management* 5(1), 6-14.

Telford, H. (1996). *Transforming schools through collaborative leadership*. London: The Farmer Press

Ed. PM. 517 Educational Administration and Supervision

Course No.: Ed. PM. 517	Nature of course: Theoretical
Level: M. Ed.	Credit hours: 3
Semester: First	Teaching hours: 48

1. Course Introduction

This course aims at providing general knowledge about educational administration and supervision to the students at Master's level. It intends to orient the students to theoretical bases of educational administration and supervision by relating them to some established practices. Educational administration and supervision is an applied discipline for bringing the desired results, i.e. efficient and effective educational organizations and the students are therefore encouraged to have a broader conceptual clarity about its different facets that work in tandem to drive the organizations to deliver quality education services to people.

2. General Objectives

The general objectives of this course are to:
- familiarize students with the conceptual bases of educational administration and supervision.
- equip students with the knowledge about personnel administration and its influence in educational administration.
- promote students' understanding about the approaches of educational supervision.
- enhance students' knowledge about the concepts, principles, models and processes of clinical supervision.
- explore and understand the practices related to educational administration and supervision in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
- Acquire the knowledge of the basic theoretical and conceptual premises of educational administration - Analyze the conceptual and technical aspects of educational administration - Be acquainted with the changing concept of educational administration - Identify major issues of educational administration with a focus on their relevance to administrative practice	**Unit I: Educational Administration: Theoretical and Conceptual Basis** (7) 1.1 Concepts and theories of educational administration 1.2 Educational administration as a disciplinary practice 1.3 Changing concept of educational administration 1.4 Components and importance of educational administration 1.5 Major issues

- Analyze the personnel administration policies and methods   - State organizational factors   - Explore the collective bargaining processes in educational institutions
Assess the status of personnel administration in
Nepalese public education
	Unit II: Personnel Administration (10)
	2.1 Personnel administration policies and methods
	2.2 Individual and professional development
	2.3 Performance appraisal
	2.3. Organizational factors
	  2.3.1 Environmental influences
	  2.3.2 Relevance
	  2.3.3 Structure
	2.4 Collective bargaining
	2.5 Personnel school administration of Nepal

- Define and explain the concept and purposes of educational supervision - Trace the evolution of educational supervision - Explain the changes in the organization and structure of supervisory services - Analyze the quality improvement and monitoring services in relation to supervision - Identify the supervision in federal system - Critically analyze various approaches and styles of supervision - List out and describe the models of school supervision - Explain and apply the class observation and interaction - Describe basic supervisory skills	**Unit III: Concept and Purpose of Educational Supervision (14)**
	3.1 Concept and purpose
	3.2 Evolution of educational supervision
	  3.2.1 Administrative inspection
	  3.2.2 Efficiency orientation
	  3.2.3 Cooperative group efforts
	  3.2.4 Research orientation
	3.3 Changes in organization of supervisory service
	3.4 Supervision and other quality improvement and monitoring services
	3.5 Supervision in federal system
	3.6 Approaches to educational supervision
	  3.6.1 Power with approach
	  3.6.2 Power over approach
	  3.6.3 School-based supervision and support approach
	  3.6.4 Competency-based approach
	3.7 Styles of educational supervision
	3.8 Models of school supervision
	3.9 Class observation and interaction
	3.10 Basic supervisory skills
	  3.10.1 Planning
	  3.10.2 Communication
	  3.10.3 Providing leadership
	  3.10.4 Releasing human potential
	  3.10.5 Building teachers' morale

- Explain the conceptual basis of clinical supervision - Explain the purpose and processes of clinical supervision - Explain teacher-supervisor	**Unit IV: Clinical Supervision (7)** 4.1 Conceptual basis of clinical supervision 4.2 Purpose of clinical supervision 4.3 Processes of clinical supervision

	relationship for effective supervision
	• Explain the central principles of supervision
	• Enumerate the practical issues in clinical supervision
		4.4 Teacher-supervisor relationship and implication
		4.5 Central principles of clinical supervision
		4.6 Practical issues in clinical supervision
		    4.6.1 Strength
		    4.6.2 Diversity
		    4.6.3 Interdisciplinary relation

	• Explain the development of supervision system in Nepal
	• Explore the role of local governance in supervisory system
	• Assess school supervision as a tool of school evaluation
	• Explore the benefits of school-based supervision
	• Critically analyze the existing supervisory system
		Unit V: Educational Supervision Practices in Nepal
		(10)
		5.1 Development of supervision system in Nepal
		    5.1.1 Supervisory practices in different periods of time
		    5.1.2 Role of local governance in supervision
		    5.1.3 School-based supervision
		5.2 School supervision as a tool of school evaluation
		    5.2.1 Whole school evaluation
		    5.2.2 Thematic evaluation
		5.3 Critical analysis of existing supervisory system

4. **Instructional Techniques**

Two types of instructional techniques, general and specific, will be used to deliver the course. A brief note of these techniques is as follows:

4.1 General techniques

As this course is descriptive in nature with theoretical references, the teacher is suggested to apply techniques of engaging the students in a number of ways ranging from issue-based discussion to paper-based presentation in the classroom. References to the existing practices of educational administration and supervision should be brought into the classroom by assigning the groups of students the tasks of small-scale investigation into the assigned components of the course. Be sure that students make presentations on the given assignments in the classroom and the classroom is participatory and interactive.

4.2 Specific instructional techniques

Unit	Activity and instructional techniques
Unit Five: Educational Supervision Practices in Nepal	The students are required to work in groups for different sub-units of this unit. Divide the class into manageable groups of students and assign them two sub-units each for preparing briefs on the given topics. Require them to present the briefs before the class followed by discussion and feedback from the teacher. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Provide the students with resource materials so that they can read them before preparing the briefs for presentation in the class.

Lecture, seminar, class work, guided and independent study, tutorial support on the difficult content, and project work can be used as specific instructional techniques by the teacher.

Types of learning activities that the teacher is expected to facilitate will range from ensuring attendance to lectures, performing specific assignments, writing papers, initiating independent private study, reading and reviewing books, journals and papers, learning how to give constructive criticism, and peer group study.

5. **Evaluation Schemes**

Students' performance is evaluated through a two-way system of internal and external evaluation. Internal evaluation will take the form of formative assessment of students' performance, grades on which will be added to the grades of external evaluation.

5.1 Internal evaluation (40%)

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written essay and examination (unit tests), quizzes, paper-pencil/ test will take the form of continuous assessment. The course teacher based on the following activities will conduct internal evaluation:

1. Attendance   5 points
2. Participation in learning activities   5 points
3. First assignment/midterm exam   10 points
4. Second assignment/assessment   10 points
5. Third assignment/assessment   10 points
   _____
   Total   **40 points**

5.2 External evaluation (60%)

Examination section, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. The number of items in each category of questions and the distribution of points to be included in the final examination paper are as follows:

1. Objective questions (Multiple-choice items 10x1)   10 points
2. Short-answer questions (6 questions with 2 choices x 5 points)   30 points
3. Long-answer questions (2 questions with 1 choice x 10 points)   20 points
   _____
   Total   **60 points**

Recommended Books and References

Adams, H.P. & Dickey, F. G. (1975). *Basic principles of educational administration and supervision.* New York: American Book Company. (Unit 1)

Campbell, R. & Others (1957). *Administrative behavior in education.* New York: Harper and Row Publication. (Unit1)

Campbell, R. F. & Others (1968). *Introduction to educational administration.* Boston: Allva and Bacon, Inc. (Unit 1)

Cogan, M. L. (1973). *Clinical supervision.* Boston: Houghton Mifflin Co. (Unit 4)

Gill, D. S. (2010). *Educational administration and organization management.* New Delhi: Saurabh Publishing House Lotus Press. (Unit 1 and 2)

Gold Hammer, R., Robbert, H. A. & Robert A. K. (n.d). *Clinical supervision: Special methods for the supervision of teaching.*(Unit 4)

Goldring, B. B. & Sullivan, A. V. (1996). *International handbook of educational leadership and administration*. Boston: Vanderbilt University, Kluwer Academic Publishers. (Unit 1)

Griffiths, D. E. (1978). *Administrative theory*. New Delhi: D.B. Tara Porevala Sons and Co. Pvt. Prentice Hall. (Unit 1 and 2)

International Institute for Educational Planning (2007). *The organization of supervisors.* Paris: Author. (Unit 3)

International Institute for Educational Planning (2007). *Reforming school supervision for quality improvement* (all 8 modules). Paris: Author. (Unit 3)

Kenneth, L., Judith, C., David, C., Philip, H. & Ann, H. (1996). *International handbook of educational leadership and administration.* USA: Kluwer Academic Publishers. (Unit 1 and 2)

Kimball, W. (1975). *Supervision for better schools.* New Jersey: Prentice, Inc. Englewood Cliffs. (Unit 3 and 4)

Mohanty, J. (2008). *Educational management, supervision and school organization*. Nil Kamal Publication Pvt. (Unit 1, 3 and 6)

Ed. PM. 518 Organizational Behavior in Education

Course No.: Ed. PM. 518   Nature of Course: Theoretical
Level: M. Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

1. Course Introduction

This course is designed for those students who specialize in educational planning and management in Master's of Education (M.Ed.). The aim of this course is to provide an in-depth understanding of the theory and practice of organizational behavior (OB) and change relating to educational institutions. This course enriches the students' understanding and thinking and stimulates them to apply the knowledge of organizational behavior and change gained through classroom interaction and experiential exercises in operating educational institutions.

2. General Objectives

The general objectives of this course are to:
- equip students with the knowledge about the concept of fundamental organizational and individual behavior for ensuring an understanding of educational institutions.
- stimulate the students to develop a strong theoretical foundation of personality, perception, attitudes and job satisfaction for becoming capable educational managers.
- make the students conversant with a deeper understanding of overarching roles of groups and teams in organizations.
- familiarize the students with the deeper and wider understanding of conflict management.
- enhance the understanding of the organizational culture in general and educational institutions in particular.