Far Western University

Semester II

Faculty of Education
2081/82 (2025)

Professional Bachelor of Education

Semester II
Course No. & Title
Ed.421 Educational Development in Nepal   (Com.)
Ed.FS.422 Educational Finance in Schools   (Com.)
Ed.SM. 423 Project on School Management (Com.)
Optional
i)   BS.Ed.424 Curriculum, Assessment and Planning of Business Studies Education ii)   BS.Ed.425 Teaching of Business Studies
i)   Sc.Ed.424 Curriculum, Assessment and Planning of Science Education ii)   Sc.Ed.425 Teaching of Science
i)   SS.Ed.424 Curriculum, Assessment and Planning of Social Science Education ii)   SS.Ed.425 Teaching of Social Studies iii)   Eco.Ed.425 Teaching of Economics iv)   HP.Ed.425 Teaching Health and Physical Education
i)   Eng.Ed.424 Curriculum, Assessment and Planning of English Education ii)   Eng.Ed.425 Teaching of English
i)   Eng.Ed. 424 Curriculum, Assessment and Planning of Mathematics Education ii)   Eng. Ed 425 Teaching of Mathematics
i)   नेपा.शि.४२४ नेपाली भाषा पाठ्यकम, योजना तथा मूल्याङ्कन ii)   नेपा.शि.४२५ नेपाली भाषा शिक्षण
PT.Ed. 429 Praticum/ Practice Teaching (Com.)

Far Western University

Faculty of Education

Professional Bachelor of Education Program

Course Title: **Educational Development in Nepal**	Nature: Theoretical
Course Code: Ed.421	Credit Hours: 3
Level: PBEd	Teaching Hours: 48
Semester: Second	

1. Course Introduction

This course introduces students to educational development and reform practices in Nepal. The key historical phases of educational reform and development that this course offers six distinct periods of education: the period of indigenous education, the period of negligence education, the period of opposition to education, the period of planned growth of education, the period of centralisation and nationalisation of education, and the period of democratisation of education. It emphasizes key policies, plans, and projects, as well as structural frameworks, current issues, and innovations that can shape Nepal's education system. This course also emphasizes the implementation of global commitments, such as Sustainable Development Goal 4 (SDG 4), in the Nepali context, and the development of critical thinking and practical application among students and teachers on the role of technology and equity in advancing education. Ultimately, it reflects future directions and helps them develop innovative ideas in education.

2. Course Objectives

- To enable students to analyse the historical trends and phases of educational development in Nepal.

- To enable students to interpret major national education policies, commissions, plans and projects' contribution to educational development.
- To support students in assessing the current structure, governance and institutional frameworks of Nepalese education.
- To enable students to analyse critical contemporary issues affecting the quality and accessibility of education in Nepal.
- To promote students to explore future directions, innovations and global commitments in shaping education in Nepal.

3. Content with Specific Objectives

Specific Objectives	Contents
• To trace the evolution of education through distinct historical periods. • To describe the characteristics of indigenous education before 1825 in Nepal. • To analyse the negligence and opposition periods of education (1825-1951) and their	**Unit One: Overview of Educational Development in Nepal (10 Hrs)** 1.1. Evolution of Education in Nepal 1.2. Period of Indigenous Education (Before 1825) 1.3. Period of Negligence Education (1825- 1846) 1.4. Period of Opposition to Education (1846-1951)

consequences.	1.5. Period of Planned Growth of Education (1951-1971)
• To explain the major educational changes introduced during the planned development period (1951-1971).	1.6. Period of Nationalisation and Centralisation of Education (1971-1990)
• To discuss the impact of centralisation and nationalisation of education from 1971 to 1990.	1.7. Period of Democratisation of Education (1990-date)
• To evaluate the educational transformations from the democratic movement of 1990 to the present.	
• To summarise the major national education policies.	**Unit 2: Educational Policies and Plans in Nepal (13 Hrs)**
• To compare the objectives and recommendations of the NNEPC, NESP, NEC and HLNEC.	2.1 Overview of National Education Policies
• To assess the implementation and outcomes of major educational projects like BPEP, EFA, SSRP and SSDP.	2.2 Major Commissions and Plans
	• Nepal National Educational Planning Commission (NNEPC)- 2011 B.S.
• To analyse how recent plans, such as SESP (2023-2032) address current educational needs.	• National Education System Plan (NESP)- 2028 BS
• To analyse how education has been prioritised and addressed in Nepal's national periodic plans, with a focus on goals, strategies and budget allocation.	• National Education Commission (NEC) -2049
	• High-Level National Education Commission (HLNEC) - 2075 B.S.
	2.3 Major Education Projects and Plans
	• Education for Rural Development in Seti Zone, 1981
• To evaluate the educational goals, programs and implementation challenges highlighted in the Sudurpaschim Province's periodic development plans.	• Basic and Primary Education Project (BPEP)1991-2001
	• Educational For All (EFA) 2001-15
	• School Sector Reform Plan (SSRP), 2009 - 2015
	• School Sector Development Plan (SSDP), 2016–2023.
	• School Education Sector Plan (SESP), 2023-32
	2.4 Education in Periodic Plans, Including the Sudurpaschim Provincial Plan
• To describe the current structure of school and higher education in Nepal and its national objectives.	**Unit 3: Current Structure and Status of Education in Nepal (8 Hrs)**
• To explain the role and governance system of schools and higher education institutions.	3.1 Education Structure and National Objectives
	3.2 Governance of Education
• To identify the process of school-level curriculum development and textbook distribution in Nepal.	3.3 Curriculum Development and Textbooks
	3.4 Examination and Evaluation Systems
	3.5 Teacher Licence, Recruitment and Training
• To analyse the examination and evaluation	3.6 Provincial and Local Bodies of Education

system at different levels of school education. • To discuss the mechanisms of teacher licensing, recruitment and training in Nepal. • To evaluate the higher education curriculum development and evaluation system.	3.7 Higher Education Curriculum Development and Evaluation System.
• To identify challenges related to access, equity, and quality in Nepalese education. • To evaluate the distribution of teachers and their professional development opportunities. • To analyse national student assessment results and their implications for learning outcomes. • To discuss the issues of privatisation and public education. • To examine and discuss the use of ICT and blended learning approaches in educational delivery.	**Unit 4: Current Issues of Educational Development (9 Hrs)** 5.1 Access, Quality, And Equity In Education 5.2 Distribution of teachers and their professional development 5.3 Student performance in national assessments 5.4 Privatisation vs. public education debates 5.5 Blended mode of ICT in education
• To analyse the investment in education for quality education • To interpret Nepal's role and commitments toward achieving SDG 4. • To evaluate the scope and need for expanding vocational and technical education in the country. • To propose strategies for implementing blended learning in community schools. • To explore the innovative strategies for addressing issues of globalization in education. • To reflect on past educational development trends to recommend future directions and innovations.	**Unit 5: Future Directions and Innovations in Education (8 Hrs)** 5.1 Investment in Education- Quality Education for all 5.2 Education for Sustainable Development (SDG Goals with a focus on SDG 4) 5.3 Expansion of Vocational and Technical Education 5.4 Blended learning in community schools 5.5 Innovative Strategies for Addressing Issues of Globalization in Education 5.6 Reflection of educational development for future directions (Assignment Task only)

4. Instructional Techniques
4.1 General Techniques
Lecture and discussion, Demonstration, Self-study, Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Interactive lecture with timeline charts • Group discussion and historical reflection • Concept mapping activity on educational eras	
II	• Policy review and critique through document analysis • Panel presentation on major commissions and projects • Guest lectures by policymakers or educators.	

	• Case study on education in Sudurpaschim Provincial Plan	
III	• Lecture with discussion. • Provide reading materials. • Field visits to schools/higher education institutions. • Workshops on curriculum design and teacher training. • Role-playing provincial/local education governance scenarios.	
IV	• Lecture cum demonstration. • Questions and answers on current issues of educational development • Structured debate on privatisation vs. public education • Data interpretation activity using NAS results. • Group presentation on ICT and blended learning practices	
V	• Project-based learning: Designing a future community school • SDG mapping activity • Reflective on future direction in education innovation.	

5. Evaluation Scheme

5.1 Internal Evaluation 40%

An internal evaluation will be conducted by the course teacher based on the following activities.

a) **Attendance and Participation in class activities**:   **5+5= 10 marks**

b) **Assignment I: Reflective Notes and Class presentation:**   **5+5= 10 marks**

(Reflective notes on 2 to 4 questions/issues given by the teacher at the end of every unit and presentation on any two questions among them)

c) **Assignment II**: **one Term paper/ Essay/Project and Interview:**   **5+5=10 marks**

(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)

d) **Mid-term exam**:   **10 marks**

5.2 External Evaluation (Final Examination) 60%

The Controller of Examination office will conduct the final examination at the end of the semester.

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple-choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' question	2×10	20

References

Caddell, M. (2006) 'Private schools as battlefields: contested visions on learning and livelihood in Nepal', *Compare*, 36(4), pp. 463 -479 (Unit VI)

Carney, S. and Bista, M. (2009) 'Community schooling in Nepal: A genealogy of education reform since 1990, *Comparative Education Review*, 53(2), pp. 189-211 (Unit 2, 4).

College of Education (1956).*Education in Nepal: Report of Nepal National Educational planning Commission.* College of Education (Unit 1, 2).

His Majesty's Government of Nepal (1971) *National Educational Systematic Plan.*(Unit 2)

Khanal, P. (2010) 'School decentralisation in Nepal: a disjuncture between macro-level advocacy and micro-level reality?', *Educational Research for Policy and Practice*, 9(3), pp.145-158 (Unit5).

Khanal, P. (2011) Teacher management in a decentralised school context in Nepal: fuelling tension and dissent? *Compare*, 41(6), pp. 769 -784 (Unit 4).

Poudel, L.N. (2063BS) *Educational process and education in Nepal* (in Nepali). Prativa Pustak Bhadar (Unit 1 to 5).

Poudel, L.N. (2060 BS) *Educational development in Nepal* (in Nepali). Bidhyarthi Pustak Bhandar (Unit 1 to 5).

Roy, S. (2005) Globalisation, ICT and developing nations: challenges in the informationage. Sage (Chapter 4).

Shields, R. (2011). ICT or I see tea? Modernity, technology and education in Nepal. *Globalisation, Societies and Education*, 9(1), pp. 85 – 97 (Unit VI).

Shields, R. and Rappleye, J. (2008) 'Differentiation, development and (dis)integration: education in Nepal's 'People War'', *Research in Comparative and International Education*, 3(1), pp. 91 - 102 (Unit VI)

UNESCO (2085). Education for Rural Development in the Seti Zone: Project Findings and Recommendations. UNESCO. (Unit 2)

MoE (2016). School Sector Development Plan, Nepal, 2016–2023. Author. (unit 2)

Ministry of Education. (2009). *School Sector Reform Plan (SSRP)*. Author.(unit 2)

Wood, H. B. (1959). *A Survey of Educational Development in Nepal*. UNESCO.

Parajuli, M. N. (2007). *Contemporary Educational Discourse in Nepal*. Martin Chautari.(Unit1)

Ministry of Education, Nepal (2016). *School Sector Development Plan (SSDP), 2016 2023*.(Unit2

MOEST (2023). *School Education Sector Plan (SESP) 2023-2032*. (Unit 2)

CERID (2002). *Education for All: Nepal National Plan of Action*. (Unit 2)

Government of Nepal. (2018). *Right to Education Act 2018*. Author.

UGC Nepal (2022). *Annual Report on Higher Education Institutions*. Author. (Unit 3)

CDC Nepal (2021). *Curriculum Guidelines and Textbook Framework*. Author. (unit 3)

Education Review Office (ERO), Nepal (2023). *National Assessment of Student Achievement (NASA)*. Author. (Unit 4)

UNESCO (2022). *Education in Nepal: Challenges and Way Forward*. Author. (unit 4)

World Bank (2019). *Country Education Profile: Nepal*. Author. (Unit 4)

UNDP (2023). *Nepal SDG Progress Report*. Author. (Unit 5)

MOEST (2022). *Vocational and Technical Education Expansion Plan*. Author. (Unit 5)

UNESCO (2020). *Global Education Monitoring Report- Nepal Profile*. (Unit 5)

UNDP. (2016). *Nepal's Roadmap for SDG 4*. (Unit 5)

World Bank. (2021). *Blended Learning in Low-Resource Settings*. (Unit 5)

शर्मा गोपीनाथ (२०६२), नेपालका शिक्षा आयोगका प्रतिवेदनहरू, मकालु प्रकाशन (Unit 1)

शर्मा गोपीनाथ (२०६७), नेपालमा शिक्षाको इतिहास भाग –२, मकालु प्रकाशन । (Unit 1)

शर्मा गोपीनाथ (२०६८), नेपालमा शिक्षाको इतिहास भाग –१, मकालु प्रकाशन । (Unit 1)

Far Western University

Faculty of Education

Professional Bachelor of Education Program

Course Title: **Educational Finance in Schools**	Nature of the course: Theoretical
Course Code: Ed. FS.422	Credit Hours: 3
Level: PBEd	Teaching Hours: 48
Semester: Second	

1. Course Description:

This is a mandatory course for the professional B.Ed. Program. It aims to provide in-depth knowledge and skills in school finance, especially in the context of school management in Nepal. It provides a foundation to overcome challenges by emphasising knowledge, principles, practices and policies that support teachers in planning, managing and monitoring the financial resources required in schools. This course will enable future teachers and school leaders to make necessary financial decisions, prepare school budgets, ensure transparency and implement innovative techniques in financial management.

2. General Objectives:

- To enable students to explain the basic concepts and importance of educational finance in schools.
- To enable students to understand and explain the multiple sources of education financing and how these sources operate simultaneously.
- To enable students to demonstrate the ability to prepare and manage school budgets effectively.
- To enable students to evaluate financial processes and practices to promote accountability in school financing.
- To enable students to identify and review national policies and innovative strategies for school education financing in Nepal.

3. Specific objectives and Contents

Specific objectives	Contents
• To define educational finance and explain its importance in school management. • To identify key financial terms and their relevance. • To show the relationship between education and economics. • To explain the terms risk, return and opportunity cost of schooling.	**Unit 1: Introduction to Educational Finance (9 Hrs)** 1.1 Meaning, scope, purposes and importance of educational finance 1.2 Key concepts: Budgeting, accounting, auditing, and financial reporting 1.3 Relationship between education and economics/finance 1.4 Risk, return and the opportunity cost of schooling. 1.5 Principles of equity, adequacy and efficiency

• Distinguish between equity, adequacy, and efficiency in educational finance.	**Project Work:** Prepare a report on the financial structure of a selected school in Nepal.
• To evaluate the trends and challenges in securing sustainable funding. • To analyse different funding sources and modalities of government expenditure in schools. • To discuss the issues on financing modalities in schools. • To analyse educational expenditure. • To explain the cost sharing and cost recovery in school finance.	**Unit 2: Trends and Modalities of Financing of School Education (11 Hrs)** 2.1 Financing of school education: Trends and Modalities (Block grants/lump-sum grants, Per capita funding, matching fund, earmarked scheme, performance-based scheme) 2.2 issues on financing modalities 2.3 Educational expenditure: GDP/GNP and national budget 2.4 School funds and Sources of school finance 2.5 Concept of cost sharing and cost recovery in school finance **Project Work:** Survey funding sources in local schools and present findings.
• To explain the concept and key principles of school budgeting. • To outline the step-by-step process of budget preparation and approval at the school level. • To apply techniques for monitoring and controlling expenditures to ensure financial discipline. • To demonstrate financial forecasting methods and develop contingency plans for unexpected costs. • To analyse the role of the School Management Committee (SMC) in budgeting and financial oversight.	**Unit 3: School Budgeting and Financial Planning (9 Hrs)** 3.1 Concept and principles of school budgeting 3.2 Process/Steps in budget preparation and approval 3.3 Monitoring and controlling expenditures. 3.4 Financial forecasting and contingency planning 3.5 Role of the School Management Committee in budgeting **Project Work:** Design a sample annual budget plan for a community school.
• To describe the basic principles of financial management in schools. • To explain accounting procedures and financial record-keeping. • To Analyse issues of transparency, auditing, and accountability. • To explain the role of auditing in school finance. • To identify common financial malpractices in schools.	**Unit 4: Financial Management, Accounting and Transparency in Schools (10 Hrs)** 4.1 School financial management practices 4.2 Bookkeeping and basic accounting procedures 4.3 Financial record formats and their use (ledger, receipts, vouchers) 4.4 Audit systems and financial reporting 4.5 Challenges of corruption, misuse, and poor financial governance in schools

• To prepare strategies for ensuring accountability.	**Project Work:** Prepare a financial report (income and expenditure statement) based on imaginary or real data from a school.
• To analyse national and provincial policies on educational finance. • To identify current challenges in school financing in Nepal. • To explore innovative financing practices. • To prepare strategies for efficient financial management. • To explore innovative funding methods. • To apply digital tools for financial record-keeping.	**Unit 5: Policies, Challenges, and Innovations in Educational Finance (9 Hrs)** 5.1 Education Act and Regulations related to school finance. 5.2 Policies of the federal in Nepal and local governments 5.3 Current challenges: underfunding, inequality, fund misuse and linking finance with educational quality 5.4 Cost-effective resource utilisation and fundraising strategies for schools 5.5 Technology in financial management (accounting software) **Project Work:** Write a policy brief suggesting reforms in school financing based on field experiences. or national reports.

4. Teaching Strategies

Unit	Teaching-Learning Activities (strategies)
1	• Interactive lectures on key concepts with examples and discussion on real school cases. • Group work analysing with connection between education and economics. • Use of the Think-pair-share strategies for concepts of key terms • Guest speaker on real-situation applications.
2	• Discuss trends in school financing with a Q&A session. • Data analysis and interpretation of educational budgets and expenditures with group activity. • Field-based survey on school funding sources. • Group presentations on financing modalities. • Debate on challenges like underfunding and inequality.
3	• Discuss /workshop on the preparation of the budget. • Discuss with Case of community school budgets. • Simulation activity: Role-playing SMC members approving a budget. • Peer review of sample budget plans.
4	• Demonstration and hands-on practice of ledger entries with accounting formats and tools • Group discussion on financial malpractice and Audit report analysis in pairs. • Simulation of school financial audits • Discuss any case of corruption in school finance.
5	• Policy review and document analysis of Nepal. • Brainstorming innovative fundraising strategies.

- Panel discussion with practitioners
- Demonstration of accounting software (if any)
- Preparation of policy briefs or financial reform reports

5. Evaluation Scheme

5.1 Internal Evaluation   **40%**

Internal Evaluation will be conducted by the course teacher based on the following activities:

a) Attendance and Participation in class activities: **5+5= 10 marks**

b) Assignment I: Reflective Notes and Class presentation: **5+5= 10 marks**
(Reflective notes on 2 to 4 questions given by the teacher at the
end of every unit and   presentation on any two questions among them)

c) Assignment II: one Term paper/ Practicum/Project and Interview: **5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by the student and
approved by the teacher and an interview)

d) Mid-term exam: **10 marks**

5.2 External Evaluation (Final Examination)   60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' question	2×10	20

Reference

Brimley, V., & Garfield, R. R. (2020). *Financing education in a climate of change*. Pearson.
(Unit 1)

Bush, T. (2009). *Leadership and management development in education*. SAGE Publications
Ltd. (Unit 1-5)

Bush, T. (2011). *Theories of educational leadership and management*. Sage. (Unit 4)

Bill & Melinda Gates Foundation (2018). *Digital innovation in public financial management:
opportunities and implications for low-income countries. https://accesspartnership.com
(Unit 5).*

Government of Nepal. (2020). *Public financial management handbook for schools*. (Unit 4)

Ken, A. (2002). *Effective management in the south*. Ekta Books Distributors Pvt. Ltd. (Unit 1, 5)

Everard, K.B., Morris, G. & Wilson, I. (2004). *Effective school management*. Sage
    Publications. https://core.ac.uk/download/pdf/34221694.pdf (units 1, 5)

Lamsal, H.P.(2072). *Financing and educational management in education*. Sopan Monthly.

MEFMI (2022). Public expenditure and financial management handbook. https://mefmi.org
    (unit 3, 4)

MoEST(2021). Nepal: Education sector analysis. Ministry of Education, Science and
    Technology.

NCE-Nepal (2015). *School education financing in Nepal: Bracket vs blanket approach.*(unit 2,4)
    https://ncenepal.org.np/

UNESCO. (2015). *Education finance in Nepal: A country policy brief*. United Nations
    Educational, Scientific and Cultural Organisation Kathmandu Office.

UNICEF (2021). Education budget brief: Nepal. UNICEF. (Unit 1)

पराजुली, लोकरन्जन, उप्रेती, देवेन्द्र र वन्त, प्रत्युष (सम्पा.)(२०७९), *विद्यालय शिक्षाका वित्तीय आयाम,* मार्टिन
चौतारी । (Unit 1-5)

पराजुली, लोकरन्जन, उप्रेती, देवेन्द्र र गुरुङ, रुख (सम्पा.), (२०१९), *नेपालका सामुदायिक विद्यालय : विद्यालय
सञ्चालन प्रक्रिया सम्बन्धी सर्वेक्षण, मार्टिन चौतारी ।(Unit 2, 4)*

Far Western University
Faculty of Education
Professional Bachelor of Education Program

Course Title: **Project on School Management**	Nature of Course: Theoretical and practical
Course Code: Ed.SM. 423	Credit Hours: 3 (1.5T + 1.5P)
Level: PBEd	Teaching Hrs 48 (Th. 24, P. 24)
Semester: Second	

1. **Course Description:**

This is a mandatory course for the professional B.Ed program. Its main objective is to provide students with theoretical knowledge, practical skills, and professional development ideas related to school management in the context of Nepal. The course covers key aspects of project-based learning and activities on issues related to school management and leadership.

It will promote the ability of student teachers to manage schools effectively. The practical component includes field-based project along with student teachers' practical skills in analysing and solving real school management problems and challenges.

2. **General Objectives:**

- To enable students to describe the principles and practices of school management in Nepal.
- To enable students to analyse the roles and responsibilities of school administrators.
- To enable students to apply project-based learning to address the challenges of school management.
- To help students develop practical skills in planning, managing and evaluating school management systems.
- To support to conduct of small-scale research or project work to address school management issues.

3. **Specific objectives and Contents**

Specific objectives	Contents
• To define school management and its importance in Nepal. • Explain the main principles and functions of school management.	**Unit 1: Foundations of School Management (8 Hrs)** 1.1 Concept, scope and importance of school management 1.2 Principles and functions of management 1.3 School management in the context of Nepal

• To explain the legal and policy frameworks governing school management in Nepal. • To discuss leadership styles and their impact on school administration. • To identify the challenges faced in school management in Nepal and propose effective solutions.	• Legal provisions and education act • School management committee 1.4 Administration, leadership and management in schools 1.5 Challenges in Nepalese school management

• To identify key functional areas of school management.
• To describe academic, financial and human resources management.
• To clarify monitoring and evaluation techniques.
	Unit 2: Functional Areas in School Management (8 Hrs)
	2.1 Academic management
	   • Curriculum
	   • Teaching-learning
	   • Monitoring /Supervision
	2.2 Financial management
	   • Budgeting
	   • Resource mobilisation
	   • Auditing
	2.3 Human resource management
	   • staff recruitment and retention
	   • motivation,
	   • conflict resolution
	2.4 Infrastructure and resource management
	2.5 Community and stakeholder engagement

• To identify the roles of head teachers, school management committees and teachers in school leadership. • To examine leadership styles and their application in Nepali schools. • To explore participatory and inclusive decision-making practices.	**Unit 3: School Leadership and Governance (8 Hours)** 3.1 Roles of head teachers, teachers and SMCs in school governance 3.2 Roles of local government in school management 3.3 Collaborative and participatory leadership in school settings 3.4 Gender-sensitive and inclusive leadership
• To conduct a field study on school management issues. • To prepare a project report with problem analysis and recommendations. • To present findings and defend the project.	**Unit 4: Project Work on School Management (48 Hrs)** 4.1 Project identification & proposal writing 4.2 Data collection methods (interviews, surveys, observation) 4.3 Case study analysis of a selected school 4.4 Report writing and presentation.

4. Instructional Techniques
4.1 General Techniques
- presentation on each topic of the unit.

- Use of lecture, discussion, question and answer, brainstorming, library work and self-study.

- Reading, report writing assignments, presentation in the classroom, followed by feedback.

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Lecture and discussion on school management • Case analysis of schools in Nepal • Review of education policy documents	
II	• Group discussions on functional areas of school management	
III	• Group discussion and role play • Interaction with school leaders • Analysis of leadership case studies in Nepali schools • Group discussions on stakeholder involvement in management	
IV	• Conduct a week-long orientation program related to the project work. • Conduct engaging, interactive and informative activities to help students understand common challenges in schools and possible solutions. • Discuss how to identify school problems, prepare a short proposal, collect data, analyse data and prepare a report. • Discuss how SIP is formulated and implemented	

5. Evaluation Scheme

5.1 Internal Evaluation 40%
Internal evaluation will be conducted by the course teacher based on the following activities.

a) **Attendance and Participation in Class Activities**:   **5 marks**

b) **Assignment I: Reflective Notes and Class presentation:**   **5 marks**
*(Reflective notes on 2 to 4 questions/issues given by the teacher at the
end of every unit and presentation on any two questions among them)*

c) **Assignment II**: **one Term paper/ Essay/Project and Interview:**   **5 marks**
*(Logical essay/term paper/project on the topics chosen by students
and approved by the teacher and the interview)*
d) **Mid-term exam**:   **5 marks**

5.2 External Evaluation (Final Examination) 60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple-choice items	5 questions	5 × 1	5
Group B: Short answer questions	3 with 1 'or' questions	3 ×5	15
Group C: Long answer questions	1 with 1 'or' question	1×10	10

Recommended Books and References

Bhatta, P. (Ed.). (2009). *Education in Nepal: Problems, reforms and social change.* Martin Chautari. (Unit 3)

Brent, D. and Mark, B. (Eds.). (2010). *Developing successful leadership*. Springer Dordrecht Heidelberg.(Unit 3)

Bush, T. (2009). *Leadership and management development in education*. SAGE Publications Ltd. (Unit 3)

Bush, T. (2011). *Theories of Educational Leadership and Management*. Sage. (Unit 1-3)

DOE. (2009). *School Improvement Plan (SIP) Guidelines*. Department of Education.

Ken, A. (2002). *Effective management in the south*. Ekta Books Distributors Pvt. Ltd. (Unit 1-3)

K.B. Everard, K.B., Morris, G. & Wilson, I. (2004). *Effective school management*. Sage Publications. https://core.ac.uk/download/pdf/34221694.pdf (units 1, 3)

MoEST. (2016). *School Sector Development Plan (SSDP)*. Government of Nepal. (Unit 1-4)

MoEST (2022). *School Education Sector Plan, 2022-2032 (BS 2079-2089)*.Government of Nepal.(Unit 1-4)

UNESCO. (2005). *School management: A training manual for educational management*. UNESCO IICB. (Unit 2-4)

पराजुली, लोकरन्जन, उप्रेती, देवेन्द्र र वन्त, प्रत्युष (सम्पा.). (२०७९), *विद्यालय शिक्षाका वित्तीय आयाम*, मार्टिन चौतारी । (Unit 2, 3)

पराजुली, लोकरन्जन, उप्रेती, देवेन्द्र र गुरुङ, रुख (सम्पा.), (२०१९), *नेपालका सामुदायिक विद्यालय : विद्यालय सञ्चालन प्रक्रिया सम्बन्धी सर्वेक्षण, मार्टिन चौतारी । (Unit 2-3)*

Practical/Project Work

Practical/Project Work Component (1.5 Credits)

Steps	Periods	Activities	Supervision/Guidance
1. Orientation & Proposal Writing	2 weeks	Topic selection, planning and project proposal	Faculty supervision
2. Field Visit & Data Collection	3 weeks	School visit, interview, observation, document analysis	School collaboration, reflections
3. Report Writing & Presentation	3 weeks	Report preparation, peer feedback, final submission	Draft review and feedback

Final Project Report Format

Each student must submit an original and research-based written report within the specified process, structure and deadline:

A. Front page

- Cover Page (Title, School Name, Name, Reg. No., Roll No., Campus/ University, Date)
- Acknowledgment
- Table of Contents
- List of Tables/Figures (if applicable)

B. Main Report

1. **Introduction**
   - Background of the project
   - Statement of Problem
   - Rationale
   - Objectives
   - Scope/ Delimitations

2. **Profile of the School**
   - Name and location
   - Type (Community/Institutional)
   - Enrollment, staffing, infrastructure
   - Management structure (SMC, PTA, HT)

3. **Method and Procedure**
   - Tools and techniques used (interviews, observation, document review)
   - Respondent groups/Participants
   - Ethical considerations

4. **Findings and Analysis**
   - Description of current practices
   - Leadership and governance
   - Resource management
   - SIP implementation
   - Challenges and gaps

Summary of findings

5. **Conclusion and Recommendations**
   - Key conclusions
   - Suggestions
   - Reflections on the learning process

References: Use APA7 referencing style

Appendices
   - Interview questions
   - Photos (if permitted)
   - SIP samples, observation notes, etc.

Viva Voce Conduct

Each student must participate in a formal oral presentation and viva conducted by a panel.

Viva Format
- Duration: 30 minutes per student
- Presentation (15 min): PowerPoint or oral, summarising background, process, findings, and recommendations
- Question-Answer (15 min):
  - Based on report, analysis and project experience
  - Ethics, leadership and reflective learning

Evaluation Criteria

Criteria	Marks (%)	Internal assignment	External Exams
Project activities/ Clarity and confidence in presentation	8	4	4
Understanding the objectives of the project	8	3	5
Depth of analysis and findings	10	4	6
Relevance of recommendations	8	3	5
Ability to respond to questions	8	3	5
Overall project report	8	3	5
Total Marks	50	20	30