Course title**: Financing of Education**

Corse No.: Ed. PM 536 Nature of the course: Theory Level: M.Ed. Credit hours: 3 Semester: Third Teaching hours: 48

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**1. Course Description**

This course on Financing of Education aims at orienting about conceptual basis and modes of education financing with particular reference to school education to higher education students. It intends to provide knowledge about the way education in general and school education in particular are financed and regulated. The course also orients students about different practices of ensuring financial accountability in education sector. Thus this course encourages students to have a broader conceptual clarity about financing of education.

1. **General Objectives**

The general objectives of this course are as follows:

* To enable conceptualize the basic philosophies of education financing.
* To understand multiple sources of education financing.
* To conceptualize and explain different trends and modalities of school education
* To make students knowledgeable about the techniques of financial resource management in education
* To familiarize students with education financing practices in Nepal.
1. **Specific objectives and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the basic principles of financing education.
* Explain the objectives for financing education
* Explore the approaches to education finance
* Elaborate the funding in Education
* Explain the Investment Decision and Risk, return, and opportunity cost of schooling
* Draw conditional cash transfer in education.
* Describe subsidization in education.
 | **Unit I: Economics of Education Finance (12)**1.1 Principle of education finance1.1.1 Definition* + 1. Scope
	1. Objectives of financing education
	2. Approaches to the financing of education

 1.3.1 The residual, the direct return approach 1.3.2 The manpower need approach 1.3.3 Demand and supply side approach * 1. Funding in Education

1.4.1 Project base funding1.4.2 Formula funding1.4.3 Need base funding * 1. Investment Decision
	2. Risk, return, and the opportunity cost of schooling
	3. Conditional cash transfer
	4. Subsidization in Education
 |
| * Identify and explain the indicators of education financing.
* Describe the sources of school finance.
* Explain the free, cost-sharing cost recovery and reduction of unit cost in school financing
 | **Unit II: Indicators and Sources of Financing of Education (8)*** 1. Indicators of financing of education
		1. Educational expenditure and GDP/GNP/GNH
		2. Educational expenditure and national budget
	2. Sources of school finance
	3. Concept of free, cost-sharing cost recovery and reduction of unit cost in school financing.
 |
| * Explain the general trends and modalities of education financing
* Explain trends and modalities of school education financing in the context of Nepal.
* Outline the critical issues on financing modalities of the government.
 | **Unit III: Trends and Modalities of Financing of School Education (12)**3.1 Trends (National and International)3.2 Modalities of government expenditure on education* + 1. Block grants/lump-sum grants
		2. Per capita funding
		3. Matching fund
		4. Ear marked Scheme
		5. Performance-based scheme
	1. Critical issues on financing modalities
 |
| * Describe resource generation & Its management
* Explain the resource planning and targeting
* Elaborate the school base allocation of resources.
* State the expenditure in education (Equity and efficiency base)
* Explain critical issues related to managing educational resources
 | **Unit IV: Financial Resource Management and Economic Analysis (8)*** 1. Resource generation & Its management
	2. Resource planning and targeting
	3. School base allocation of resources.
	4. Expenditure in education (Equity and efficiency base)
	5. Some critical issues related to managing educational resources
 |
| * State the history of financing of education in Nepal.
* Explain the financing of education in Nepal
* Draw the financial and social audit in School.
* Explore the issues and challenges of financing of education.
 | **Unit V: Education Financing Practices in Nepal. (8)**5.1 History of financing of  Education in Nepal.5.2 Financing of education in Nepal  5.2.1 Investment  5.2.2Analysis of school budget  (adequacy, equity and efficiency)5.3 financial and social audit in  School.5.4 Issues and challenges of financing of education. 5.4.1 Free education 5.4.2 Targeting 5.4.3 School quality5.4.4 Capacity 5.4.5 Sustainability5.4.6 Monitoring |

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

**4.** **Instructional Techniques**: General as well specific instructional techniques have been suggested to deliver the contents in the classroom 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, following specific instructional techniques are recommended for selected units to ensure students’ active participation in teaching-learning process and make the teaching-learning research-oriented.

|  |  |
| --- | --- |
| Units | Specific Instructional Techniques |
| **Unit I: Economics of Education Finance**  | Students will be divided in groups and certain sub-topic will be assigned to team. Each group will prepare a brief field-based report and present it in the class using multimedia projector. The presentation will be supported by teacher's comments. |
| **Unit II: Indicators and Sources of Financing of Education** | Review the indicators and source of financing of Education and prepare reports and present the reports in class. |
| **Unit III: Trends and Modalities of Financing of School Education**  | Students will study and analyze the trends and modalities of financing of school education. They will prepare group report and present in the classroom for discussion. |
| **Unit IV: Financial Resource Management and Economic Analysis financing of School Education**  | Students in the groups will visit community school and observe the existing facilities and identifying their needs for separate topic. They will identify the gaps that exist between the facilities and the needs. They will prepare a brief report for presentation. The presentation will be followed by discussion and supplemented by teacher's comments. |
| **Unit V: Education Financing Practices in Nepal.**  | The sub-topic of the unit is divided in different groups. Students will prepare the presentation notes on the given topics. The notes will be presented in the class followed by discussion and feedback. |

**5 Evaluation**

**5.1 Internal Evaluation 40%**

 The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance 05 Marks

2. Participation in learning 05 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 (Final Examination) 60%**

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

1. Objective type questions (10 Multiple choice questions x 1) 10 Marks

 2. Short answer questions (5 questions with 2 choice 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**

Alain, de J. & Elisabeth S. (2004). *Conditional cash transfer programs: Are they really magic bullets?*

# Baker, B. D., Green, P. E. & Richards, C. E. (2007).*Financing Education Systems*. Prentice Hall

Benson, C.S. (1995). Educational financing.In Martin Carnoy (Ed.).*International encyclopedia of economics of education*. New York: Elsevier Science Ltd.

Chaudhry, S. &Uboweja, A. (2014).*Partnerships in school education. Learning and insights for India*. India: Central Square Foundation.

Gaspar, F. & Claudia, V. (2010).*Conditional cash transfers: A global perspective*. MDG Insights Issue 01.

***6.2 References***

*Grigoli*, F. (2014).*A hybrid approach to estimating the efficiency of public spending on education in emerging and developing economies.*IMF Working Paper.http://www.imf.org/external/pubs/ft/wp/2014/wp1419.pdf

Hartog, J. &Diaz-Serrano, L. (2014).*Why Do We Ignore the Risk in Schooling Decisions?* Institute for the Study of Labor, Bonn.

Hasan, A. (2010). *Gender-targeted conditional cash transfers. Enrolment, spillover effects and instructional quality.* Washington D.C.: The World Bank.

Human Development Unit, South Asia Region (2014).*Public expenditure tracking and quantitative service delivery surveys in Nepal’s education sector*. Washington DC: World Bank.

Janssen, M.C.W., E. M,&Kamphorst, E. M. (2004).*The Economics of demand-side financing.* The Netherlands: SEOR-ECRI.

Janssen, M.C.W., E. M,&Kamphorst, E. M. (2004).*The Economics of demand-side financing.* The Netherlands: SEOR-ECRI.

Jesper, S. &Henrik, F. L. (2005).*Conceptual basis for performance based grant systems and selected international experiences.* National Stakeholder Workshop in Nepal, Kathmandu 31 May 2005.

Koirala, M.P. &Koirala, A. (2014). Dilemmas and perspectives of financing Nepal's school education. *Academic Voices*, Vol. 4, No. 1, p.29-36.

Lamsal, H. (2014).  *Financing in primary education in Nepal from equity perspectives and its role in social change*.

LaRocque, Norman (2008). *Public-private partnerships in basic education: An international review*. London: CfBT Education Trust.

OECD (2002).Finincing of education, Investment and returns .Analysis of the world education indicators editor UNESCO .

Robertson, S.L. and Verger, A. (2012) *Governing Education Through Public Private Partnerships,* published by the Centre for Globalization, Education and Societies, University of Bristol, Bristol BS8 1JA, UK at: http://susanleerobertson.com/publications/

Santwona Memorial Academy, Educational Research Centre (2009).*A study on the financial management of department of education, District Education Office, school; and tracking of school grants (especially, sip and rahat grants)*.Sanothimi: Department of Education

School of Education (Unpublished doctoral dissertation).Kathmandu University, Dhulikhel.

The institute of internal auditors (2012).*Supplemental Guidance: The role of auditing in public sector governance*. www.globaliia.org/standards-guidance

UNESCO (2008).Equity and inclusion in education.Tools to support education sector planning and evaluation. www.unesco.org/bpi/pdf/iatt\_equity\_inclusion\_tools\_042008\_en.pdf

Course Title: **Managing Diversities in Education**

Course No: Ed. PM 537 Nature of course: Theoretical

Level: M.Ed. Credit Hours: 3

Semester: Third Teaching hours: 48

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**1. Course Description**

This course is designed to provide the students with perspectives on diversities to be managed in education. It particularly acquaints the students with the performance, practices, and factors of diversity management, emphasizing multicultural perspectives. Diversity technology, sources of diversity, and managing diversity of people that result from different backgrounds that they come from are the focus of the course.

**2. General Objectives**

The objectives of this course are as follows:

* To acquaint the students with fundamental concepts and dimensions of diversity management from different perspectives.
* To develop ability to accommodate diversity in education for its management.
* To explore the challenges in relation to the organization of education.
* To accommodate the students with different models of diversity management.
* To familiarize the concept of using technology and managing diversity.
1. **Specific objects and contents**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Draw the concept, need, and importance of studying diversity in education.
* Describe the dimensions of diversity in education.
* Explore planning of different dimensions of diversity
 | **Unit I: Concept and Dimensions of Diversity in Education (8)** 1.1 Concept of Diversity 1.2 Need and importance of studying diversity in education 1.3 Dimensions of diversity in education 1.3.1 Gender 1.3.2 Ethnicity and caste 1.3.3 Language 1.3.4 Economy 1.3.5 Culture and religion 1.3.6 Special needs 1.3.7 Intelligence and ability1.4 Planning for different dimensions of diversity |
| * Explore the need for multicultural curriculum in education
* State the need to accommodate bilingual and multilingual approach to education
* Enumerate the concept of inclusive education
* Identify ways of changing school culture
* State ways to ensure action for social justice
* Highlight ways to accommodate local and school-based curriculum
 | **Unit II: Accommodating Diversity in Education (11)** 2.1 Need of multicultural curriculum2.2 Bilingual and multilingual approaches to education 2.3 Inclusive education2.4 Changing school culture 2.5 Action for social justice 2.6 Local and school-based curriculum |
| * State structural diversity with its mechanism for managing in education
* Critique community-based schooling from the perspective of diversity
* State the need to foster public-private partnerships for people in education.
* Illustrate multi-culture as diversity in education
* Identify contemporary challenges of ethnic diversity in educational organizations.
* Present the holistic model of total quality diversity in education.
 | **Unit III: Diversity and Challenges in the Organization of Education (12)** 3.1 Structural diversity and mechanism for managing it in education3.2 Community-based schooling 3.3 Public-private partnership for people (4P) 3.4 Multi-culture as diversity 3.5 Contemporary challenges of ethnic diversity 3.6 A holistic model of total quality diversity |
| * Explain the assimilationist, differentialist and multiculturalist models of diversity management
* List out ways of planning for diversity in education
* State the diversity challenges for national policy-maker and planners
 | **Unit IV: Models of Diversity Management and Planning (11)**4.1Models for incorporating diversity4.1.1 Assimilationist model4.1.2 Differentialist model4.1.3 Multiculturalist model4.2 Planning for diversity in education4.3 Diversity: Challenges for national policy maker and planners  |
| * State the use of technology in diversity management
* Suggest ways for increasing access, performance, opportunity and knowledge through technology in managing diversity.
* Familiarize the language, indigenous knowledge and cculturally sustaining pedagogies
 | **Unit V: Technology and Diversity Management (6)**5.1 Use of technology in diversity management5.1. 1 Access5.1. 2 Performance 5.1. 3 Opportunity5.1. 4 Knowledge5.1. 5 Status5.2 Pedagogies in diverse school5.2.1 Language and indigenous knowledge.5.2.2 Culturally sustaining pedagogies |

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

**4. Instructional Techniques**: General as well specific instructional techniques have been suggested to deliver the contents in the classroom 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, following specific instructional techniques are recommended for selected units to ensure students’ active participation in teaching-learning process and make the teaching-learning research-oriented.

|  |  |
| --- | --- |
| **Unit** | **Specific Instructional Technique** |
| **Unit I:** Concept and Dimensions of Diversity in Education | * Lecture
* Classroom discussion

Pair group or individual assignment: Dimentions of Diversity in Education. Students will be divided into pairs. Those who want to undertake the assignment independently will be allowed to do so. Each pair or individual will investigate and prepare and present briefs in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students’ performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class. |
| **Unit-II:** Accommodating Diversity in Education | * Lecture
* Classroom discussion

Group students will prepare a brief paper on the accommodating diversity in education. Group of students will investigate, prepare and present their paper in the class followed by class room discussion and feedback input from the teacher and peers. Students will search the resource materials from library and internet. Teacher need to provide feedback before the paper presentation in the class. |
| **Unit-III:** Diversity and Challenges in Organization of Education | * Lecture
* Group work
* Classroom discussion
* Form pairs of students to prepare a comparative picture on structural diversity and mechanism for managing education from diversity perspective. Let them present the paper in the class and discuss to find out ways of managing diversity in education in Nepal. Work out groups of students to study diversity in community based school setting, public private partnership for the people, multi- cultural society, ethnic composition and holistic model of total quality.

Let them prepare brief reports and present them in the class followed by discussion. |
| **Unit-IV:** Models of Diversity Management and Planning | * Lecture
* Discussion

Pair group or individual assignment: Each pair or individual student will prepare a brief paper on the models of diversity management and Planning. Each student will investigate, prepare and present her/his paper in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students’ performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class. |
| **Unit-V:** Technology and Diversity Management | * Lecture
* Discussion
* Library study

Assign students in groups to draw the concept and use of technological access, performance, opportunity, knowledge and status for diversity in education. Let them prepare brief reports with the ways of managing diversity through technology and present them in the class. Let the class discuss after presentation of the report with appropriate feedback. |

**5. Evaluation**

**5.1 Internal Evaluation 40%**

Internal evaluation will be 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 (Mid-term test) 10 marks

5. Third assessment 10 marks

**Total 40 marks**

**5.2 External Evaluation (Final Examination) - 60%**

External evaluation will be conducted by Examination Division, Office of the Dean; Faculty of Education will conduct final examination at the end of semester with a focus on the following types of questions:

Objective type questions (Multiple choice10x1) 10 marks

Short answer questions (6 questions with 2 choice x 5 marks) 30 marks

Long answer questions (2 questions with 1 choice x 10 marks) 20 marks

**Total 60 marks**

**6. Recommended and References Books**

**6.1 Recommended Books**

Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon (Unit I to V)

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

Corson, D. (1998). Changing education for diversity. Buckingham: Open University Press (Unit I to V)

Inglis, C. (2008). *Planning for cultural diversity*. Paris: UNESCO/IIEP (Unit I to V)

Pieter, J. V. (2004).*Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission. (Unit I, II and IV)

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. University Press (Unit I to V)

Watson, C.W. (2002) Multiculturalism. New Delhi: Viva Books (Unit IV)

**6.2 References Book**

Oparah, D.C. (2006). Make a world of difference: 50 asset-building activities to help teens explore diversity. A Search Institute Publication.

 Retrieved from: [file:///C:/Users/lenovo/Desktop/Make-A-World-of-Difference-50-Asset-Building-Activities.pdf](file:///C%3A%5CUsers%5Clenovo%5CDesktop%5CMake-A-World-of-Difference-50-Asset-Building-Activities.pdf)

Course Title: **School Management**  Nature of Course: Theoretical Course No: Ed. PM 538 Credit Hours: 3 Level: M.Ed. Teaching Hours: 48

Semester: Third

1. **Course Description**

This course is designed to provide the students with the recent approaches to managing public/community schools. This course specifically deals with theoretical and practical perspectives of school-based management and enriches the student's understanding of improving school effectiveness. The course also deals with school emergency management plans. Through experiential exercises, the students gain insight into practical know-how of school-based management.

1. **General Objectives**

The general objectives of this course are as follows:

* To enable the students to understand the theoretical premises and sources that shaped and reshaped school-based management (SBM).
* To provide the students with a better understanding of experiences of selected countries with SBM and draw implications for improving SBM in Nepal.
* To enable students to develop insight into improving school effectiveness, and
* To familiarize the students with the school emergency management plan.
1. **Specific Objectives and Contents**

|  |  |
| --- | --- |
| Specific Objectives | Contents |
| * Clarify the meaning and definition of school-based management and self-managing schools
* State the objectives and ccharacteristics of SBM
* Elucidate the knowledge framework for the internal school process for SBM.
* Elaborate on a conceptual framework for analyzing

school-based management* Elaborate on the different models of SBM
* Clarify Discourse on decentralization and devolution
* Clarify SBM as micro-level management
* Explain the experiences of application of SBM in developing countries
 | **Unit 1: School-Based Management (SBM):**  **Theoretical Perspective**  (**13)** 1.1 Concept of SBM and self-managing schools1.2 Objectives of SBM1.3 Characteristics of SBM1.4 New vision of SBM: A knowledge framework for the internal school process1.5 A Conceptual framework for analyzing School-Based Management1.6 Models of SBM1.6.1 Administrative-control SBM1.6.2 Professional-control SBM1.6.3 Community-control SBM1.6.4 Balanced-control SBM1.7 Discourse on decentralization and devolution1.8 SBM as micro-level management1.9 Applications of SBM in developing countries |
| * Shed light on challenges of SBM in the present context
* Explain the influences of tri-polarization in education on SBM
 | **Unit II: Challenges of SBM in New Era** **(6)*** 1. New educational paradigm
	2. Tri-polarization in education (Globalization, Localization and Individualization)
		1. New paradigm of learning
		2. New paradigm of schooling
 |
| * Shed light on the significant experience of Canada, Hong Kong (China), The United Kingdom, The United States of America and Australia
* State the Australian SBM practice with special reference to its implementation in Victoria state
* Explore and present how SBM is being practiced in Nepal
 | **Unit III: Experiences of Selected Countries with** **SBM**  **(12)**3.1 Concise experiences of Canada, Hong Kong (China), The United Kingdom, The United States of America and Australia3.1.1 Australian SBM as 'Schools of the Future'3.1.2 Dimensions of 'Schools of the Future'3.1.3 The School Charter3.2 SBM in the context of Nepal: Community Managed chools |
| * Clarify the concept of 'school effectiveness'
* Differentiate between school effectiveness and school efficiency
* Explain four theoretical views on organizational effectiveness and draw implications for community schools of Nepal
* Describe enhancing conditions of schooling for improving school effectiveness
* Explain the concept with its types of ‘School self-evaluation’
 | **Unit IV: Improving School Effectiveness (12)** 4.1 Concept of school effectiveness4.2 Distinction between school effectiveness and school efficiency4.3 Theoretical views on organizational effectiveness4.3.1 Economic rationality 4.3.2 The organic system model 4.3.3 The human relations approach  4.3.4 The bureaucracy4.4 Effectiveness-enhancing conditions of schooling4.5 Concept of school self-evaluation4.6 Types of school self-evaluation4.7 Choice of criteria to assess organizational effectiveness |
| * Clarify the concept school emergency management plan
* Elaborate the types of emergency management plan
 | **Unit V: School Emergency Management Plan (5)** 5.1 Concept of school emergency management plan (fire, lightning, flood, earthquake, storm, etc.)5.2 Types of the emergency management plan 5.2.1 Evacuations 5.2.2 Relocation 5.2.3 Isolation 5.2.4 Expansion5.3 Eemergency management planning and preparation |
| * Prepare the framework for emergency management planning.
 |  |

*Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.*

1. **Instructional Techniques**

General as well as specific instructional techniques are used while teaching this course. The general instructional techniques are applicable to all units, where as specific instructional techniques are applicable to the particular units.

**4.1 General Instructional Techniques**

* Multi-media projector
* Lecture
* Discussion
* Question- answer
* Brain storming exercises
* Participatory interactive classroom activities

**4.2 Specific Instructional Techniques**

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

|  |  |
| --- | --- |
| **Units** | **Specific Instructional Techniques** |
| **Unit I : School-Based Management (SBM):**  **Theoretical Perspective**   | * Form pairs of students to study comparatively about the educational output of community managed schools and non community managed schools
* Let them prepare brief reports and present them in the class and discuss.
 |
| **Unit II : Challenges of SBM in New Era** | * Study the challenges of SBM in Nepalese community school and have discussion in the classroom with participatory and interactive way to draw the conclusion
 |
| **Unit III :****Experiences of Selected Countries with SBM**  | * Form pairs of students to prepare a comparative view of SBM in different countries and to find out successful cases
* Let them present the paper in the class and discuss to find out implications for Nepal

 * Form pairs of students to study the management of community/ public schools to analyze them from the SBM perspective.
* Let them prepare brief reports and present them in the class and discuss.
 |
| **Unit IV:****Improving school effectiveness** | * Form pairs of students to develop self-evaluation tools and administer them in public schools
* Let them prepare brief reports and present them in the class
* Let the class discuss after presentation of the report
 |
| **Unit V: School Emergency Management Plan**  | * Form pairs of students to study the status of school emergency management plan in school
* Write a report to suggest the stakeholder to promote school emergency management plan.
 |

**5. Evaluation**

**5.1 Internal Evaluation 40%**

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Class attendance 05 marks

2. Participation in learning activities 05 marks

3. First assignment/assessment (Paper writing and presentation) 10 marks

4. Second assignment/assessment (Mid-term class test) 10 marks

5. Third assessment (Class test) 10 marks

**Total 40 Marks**

**5.2 External Evaluation (Final Examination) 60%**

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

1. Objective type questions (10 Multiple Choice questions 10 x 1 mark) 10 marks

2. Short answer questions (6 questions with 2 Choice 6 x 5 marks) 30 marks

3 Long answer questions (2 questions 1 Choice 2 x 10 marks) 20 marks

 **Total 60 Marks**

1. **Recommended Books and References**

**6.1 Recommended Books**

Abu-Duhou, I. (1999). *School-based management*. Paris: International Institute for Educational Planning. (Unit III)

Barrera-Osorio, F., Fasih, T., Patrinos, H. A. & Santibanez, L. (2009). *Decentralized decision-making in schools: The Theory and Evidence on School-Based Management*. Washington DC: The World Bank. (Unit II)

Caldwell, B.J. (2010). *School-based management.* Paris: International Institute for Educational Planning. (Unit II)

Patricia, G. (1994) *School based management: theory and practice*. Virginia: National Association of Secondary School Principals. (Unit I & V)

Nova Scotia Department of Education. (2008). *School emergency management plan - planning guide*. Halifax, N.S.: Nova Scotia Department of Education (Unit V)

Scheerens, J. (2000). *Improving school effectiveness*. Paris: International Institute for Educational Planning. (Unit IV)

Townsend, T. (1997) *Restructuring and quality: Issues for tomorrow’s schools*. New York: Routledge. (Unit I and III)

The World Bank. (2007). *What is school-based management.* Washington D.C.: Author. (Unit I)

Volansky, A & Friedman I. A. (2003). *School-based management an international perspective*. Israel: Ministry of Education, Devora Ha-Niviah (Unit I& V)

**6.2 References**

By Lori Jo Oswald, L. J. (1995). School-based management. ERIC Digest 99 July 1995. Retrieved from <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3320/digest099.pdf?sequence=1>

Wohlstetter, P. and Briggs, K. L. (1994). The principal’s role in school-based management. School Leadership. Retrieved from [https://www.usc.edu/dept/education/cegov/focus/leadership/publications/journals/The%20Principal's%20Role%20In%20School-Based%20Management.pdf](https://www.usc.edu/dept/education/cegov/focus/leadership/publications/journals/The%20Principal%27s%20Role%20In%20School-Based%20Management.pdf)

Course Title: **Social Justice Education**

**Nature of course: Theory + Practical**

**Course No: Ed PM 539 Credit Hours: 3**

**Level: M Ed. Teaching Hours: 48**

**Semester: Third**

**Theoretical part**

**1. Course Description**

This course is designed to assist potential educators in understanding, appreciating, and practicing the essence of social justice in real-life situations. It also intends to generate a multiplier effect of social justice education extending from the master’s level classroom to the realities of the households. It will assist students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs.

The students are supposed to identify not only the local social justice issues but also relate and explore them at the national and international context. In this sense, the course intends to help the students situate themselves in the lived reality and connect with the macro environment around them with a critical perspective.

**2. General Objectives**

The general objectives of the course are as follows:

* To enable students to identify the theoretical concept of social justice.
* To acquaint students with the issues of liberty and citizenship related to social justice.
* To prepare students to explore and address distributive justice as a social justice demand.
* To provide students with the knowledge and use of theoretical foundations of social justice education.
* To explore and suggest ways to address the issues and challenges of social justice education in Nepal

**3. Course Outlines**

|  |  |
| --- | --- |
| **Specific Objectives** | **Contents** |
| * Describe the concept of justice and social justice
* Explain evolution of social justice
* State the circumstances of justice delivery
* Identify the subject of justice
* Explain moral theory and role of justice
* State institutional and formal justice
* Explain tendency of equality
* Define veil of ignorance and classical utilization of justice
 | **Unit I: Theoretical Concept of Social Justice (8)**1.1 Concept of justice and social justice1.2 Evolution of social justice1. 1.3 Circumstances of justice
2. 1.4 Subject of justice
3. 1.5 Role of justice
4. 1.6 Institutional and formal justice
5. 1.7 Tendency of equality
6. 1.8 Veil of ignorance
 |
| * Explain the concept of liberty and citizenship
* Define equal liberty and equity/consumption
* Describe the meaning of political justice and the constitution
* State justice as fairness from the Kantian interpretation
* Draw the principles of morality
 | **Unit II: Liberty and Citizenship (4)**1. 2.1 Concept of liberty and citizenship
2. 2.2 Political justice and the constitution
3. 2.3 Kantian interpretation of Justice as Fairness
4. 2.4 Morality of principles
 |
| * Describe the concept of justice in political economy
* Explain the concept of institutions for distributive justice
* Define the principles and approaches of natural duty, voiced and social justice
* State the role of institutions and persons
* Explain closed, open and plurality of impartiality reasons.
 | **Unit III: Distributive Justice as a Demand (8)**1. 3.1 Concept of justice in political economy
2. 3.2 Institutions for distributive justice
3. 3.3 Principles of natural duty
4. 3.4 Approaches to Justice
5. 3.5 Voiced and social justice
6. 3.6 Institutions and persons
7. 3.7 Closed and open impartiality
8. 3.8 Plurality of impartial reasons
 |
| * Identify pedagogical framework for social justice education
* Explain education as a conservative force to change for social justice
* Define education a transformative and reformative force for social justice
* Define curricular role for social justice
* State pedagogical role for social justice in classroom practice and inclusive participation of students
* State the co-curricular and extra- curricular role of social justice
 | **Unit IV: Practices in Social Justice Education (8)**4.1 Pedagogical framework and role for social justice education 4.2 Education as a force to change for social justice 4.2.1 Conservative 4.2.2 Transformative 4.2.3 Reformative* 1. Curricular role for social justice:

4.4 Pedagogical role for social justice4.5 Co-curricular and Extra -curricular role for social justice |
| * Define and differentiate equality, equity and inclusion of social justice education in Nepal
* Critique the causes of domestic violence and analyze right based social movements of women, children, elderly people, Dalits, deprived people, religious and language minorities group, special needs people and indigenous people.
 | **Unit V: Issues and Challenges of Social Justice Education in Nepal (4)*** 1. Equality
	2. Equity
	3. Inclusion
	4. Challenges to address:

Domestic violence -Human rights- based movements: Women, gender, Children, Elderly people, Dalit, Deprived people, Religious and Language minority groups, Special needs people and Indigenous people. |

*Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.*

**4. Instructional Techniques**: General as well specific instructional techniques has been suggested to deliver the contents in the classroom 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
* Demonstration
* Individual study
* Teacher guided study group/ peer work
* Assigning the class work
* Seminar
* Classroom exercise
* Guided individual study
* Tutorial support on the difficult content
* Independent study
* Project work

**4.2 Specific Instructional Techniques**

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

|  |  |
| --- | --- |
| Units | Specific instructional techniques |
| Unit I: Theoretical Concept of Social Justice  | Divide the class into groups of four or five students. Let them do a simulation exercise to review the Theory of Justice Revised edition Chapter I, II and III written by John Rawls and discuss in class. |
| Unit II: Liberty and Citizenship | Divide the class into groups of four or five students. Let them do a simulation exercise to review the Theory of Justice Revised edition Chapter V, and VIII written by John Rawls and discuss in class |
| Unit III: Distributive Justice as a Demand | Divide the class into groups of four or five students. Let them do a simulation exercise to review the book The Idea of Justice PART I and II written by Amartya Sen and discuss in class. |

|  |  |
| --- | --- |
| Unit IV: Theoretical foundations of social justice education  | **Experiential Exercises** * Form pairs of students to prepare a comparative view on theoretical foundations of social justice education.
* Let them present the paper in the class and discuss and compare the different types of justice.
* Form pairs of students to study the different types of social justice and let them prepare brief reports and present them in the class and discuss.
 |
| Unit V:Issues and challenges of social justice education in Nepal   | **Experiential Exercises** * Form pairs of students to draw issues and challenges of social justice education in Nepal.
* Let them prepare brief reports to come up with ways to address the challenges resulting from social justice movements and human rights of different groups. Let the class discuss after presentation of the report.
 |

**5. Evaluation Scheme**

**5.1 Internal Evaluation (25 marks)**

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance 3. 00 Marks

2. Participation in learning 3. 00 Marks

3. First assignment/assessment 6.00 Marks

4. Second assignment/assessment 6.00 Marks

5. Third assessment 7.00 Marks

Total 25 Marks

**5.2. External Evaluation (Final Examination)**

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

1. Objective type questions (5 Multiple choice questions x 1) 5 Marks

 2. Short answer questions (5 questions with 2 choice x 5) 25 Marks

 3. Long answer questions (1 questions with 1 choice x 10) 10 Marks

**Total 40 Marks**

**B. Practical Activities**

1. Course Descriptions

This course provides the knowledge to study the issues related to unit V in local context and explore the social justice/ injustice. The overall aim of this practical activities is to enable students think and observe the society critically from the lens of social justice and develop report. In these practical activities students need to guide for selecting issues based on unit 5, search related literature, write study methods, ways for result presentation, discussions and writing conclusion.

1. **Allocated time for practical activities guideline.**

|  |  |
| --- | --- |
| **Contents**  | **Approximate Activity hour** |
| Introduction  | 3 |
| Review of related literature  | 3 |
| Methodology  | 4 |
| Analysis and interpretation  | 4 |
| Conclusions  | 2 |
| Total | 16 |

**3. Practical Evaluation 35 Marks (15 marks internal evaluation and 20 Marks External evaluations)**

For the practical part, each student is required to identify and choose one of the contemporary social issues or any area from the Unit V and conduct case study and prepare a report.

**Allocated marks for the case study components.**

|  |  |  |
| --- | --- | --- |
| **Contents and approximate workshop hours.** | **Internal Marks**  | **External Marks** |
| Introduction  | 3 | 4 |
| Review of related literature  | 2 | 3 |
| Methodology  | 4 | 5 |
| Analysis and interpretation  | 4 | 5 |
| Conclusions and recommendation  | 2 | 3 |
| Total | 15 | 20 |

 **Recommended Books and Reference Materials**

Adams, M. (1997).*Pedagogical Frameworks for Social Justice Education.*In Teaching for Diversity and Social Justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Bell, L. A. (1997).*Theoretical Foundations for Social Justice Education.*In Teaching for Diversity and Social Justice.(Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.

Dumont, L. (1980).*Homo Hierarchicus: The Caste System and its Implications*. Chicago: The University Press.

Freire, P. (1970). *Pedagogy of the Oppressed***.** New York: Seabury Press

ILO Conventions: No.29 –*Forced Labor Convention*(1930), No. 87- *Freedom of Association and Protection of the Rights to Organize* (1948), No.98- *Right to Organize and Collective Bargaining Convention* (1949), No.100- *Equal Remuneration Convention*(1951), No.105- *Abolition of Forced Labor Convention* (1957), No.111- *Discrimination Employment and Occupation* *C*onvention (1958), No.138 –*Minimum Age Convention* (1973) and No.182- *Worst Forms of Child Labor Convention* (1999).

Jill, A. & Ernie, S. (2002). *Indigenous Knowledge, Indigenous Learning, Indigenous Research*. In What is Indigenous Knowledge: Voices from the Academy (edited by Ladislaus M. Semali and Joe L. Kincheloe). New York: Falmer Press.

John, R. (1999). *A Theory of Justice* (Revised Edition) .Cambridge:The Belknap Press of Harvard University Press.

Mahajan, G. (1998) (edit)**.** *Democracy, Difference and Social Justice.*New Delhi: Oxford University Press.

Sen., A. (2009). *The Idea of Justice*. Cambridge: The Belknap Press of Harvard University Press.

United Nations (2006).*Social justice in an open world: The role of United Nations.*New York: United Nations.