Far-western University

Faculty of Education

B. Ed. Core (Professional) Courses

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Faculty of Education

B. Ed. Core (Professional) Courses

Course Structure

Course Code	**Course Title**
Semester: I	
Ed.101	Philosophies in Education
Semester: II	
Ed.Psy.121	Learning, Teaching and Assessment
Semester: III	
Ed.Psy.231	Educational Development in Nepal
Ed.Psy.232	Education and Society
Semester: IV	
Ed.241	Alternative Thinking in Education
Semester: V	
Ed. 351	Diversity in Education
Semester: VII	
Ed.Cur.471	Introduction to Curriculum
Semester: VIII	
Ed.481	Developmental Psychology

Faculty of Education

Course Title: **Philosophies in Education**

Course No. : **Ed.101**   Full marks: 100

Level: B. Ed.   Year: First

Semester: First   Pass marks: 45

Total Teaching Hours: 45 Hours

1. Course Introduction

This course aims to provide the students with learning opportunities to understand and reflect upon the philosophical underpinning of education as well as to help them develop critical thinking surrounding the issues of philosophies in general and educational philosophies in particular. Primarily, it intends to acquaint the students with the meaning and nature of philosophy, relation between education and philosophy, perspectives on the philosophies of education and major educational philosophies. It then provides them with learning opportunities to understand the basic premises and educational implications of the selected philosophies including behaviourism, pragmatism, critical theory and feminism. In addition, this course intends to acquaint the students with two major religious philosophies and help them draw implications of these philosophies for education and teaching. Finally, it helps the students acknowledge the importance of elective approach to philosophy in view of the emerging learning needs in the today's complex modern world.

2. General Objectives
General objectives of this course are as follows:

- Develop critical understanding of educational philosophy
- Specify behaviourism as a basic philosophy of education and draw its implication for education and teaching.
- Understand and critically appreciate pragmatism with reference to its premises and educational implications.
- Comprehend critical theory of education and draw its implications for education and teaching.
- Develop understanding of the emergence of feminism, its basic strands and premises and draw its implications for educational policies and practices.
- Develop critical thinking on the philosophical worldviews of Hinduism, Buddhism, Christianity and Islamism and derive their implications for education and teaching.
- Specify the need and importance of eclectic approach to educational philosophies in the modern times.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents

• Conceptualize the meaning and nature of philosophy and discuss its scope and function.
• Specify the branches of philosophy.
• Discuss the relation between education and philosophy.
• Reflect on the various perspectives of philosophy of education.
• Acknowledge the needs and importance of philosophy of education in modern times.
• Be acquainted with major educational philosophies.
	Unit I *Introduction to educational philosophy* (8 hours)
	
	1.1 Meaning, nature, scope and function of philosophy
	1.2 Branches of Philosophy
	1.3 Relation between education and philosophy
	1.4 Perspectives on the philosophies of education
	1.5 Need and Importance of philosophy of education in modern times
	1.6 Major educational philosophies (introduction only)
	    • Idealism
	    • Realism
	    • Naturalism
	    • Pragmatism
	    • Postmodernism

• Specify meaning and concept of behaviourism.
• Discuss the philosophical bases of behaviorism.
• List and explain educational implications of behaviourism.
• Provide critiques of behaviourism with reference to education.
	Unit II *Behaviourism and education* (6 hours)
	
	2.1 Meaning and concept of behaviourism
	2.2 Philosophical bases of behaviourism
	2.3 Educational implications of behaviourism
	    • Aims of education
	    • Methods and curriculum
	    • Role of the teacher
	2.4 Critique of behaviourism in education

• Introduce pragmatism
• List and explain basic premises of pragmatism.
• Explain educational implications of pragmatism.
• Provide critiques of pragmatism.
	Unit III *Pragmatism and Education* (5 hours)
	
	3.1 Introduction to pragmatism
	3.2 Basic premises of pragmatism
	3.3 Educational implications
	    • The aims of education
	    • Curriculum
	    • The teacher
	    • Educational methods
	3.4 Critique of pragmatism in education.

• Introduce critical theory with its characteristics and development. • Discuss the educational relevance of critical theory. • Explain the distinctive insights and contributions of critical	**Unit IV *Critical theory and critical pedagogy* (5 hours)** 4.1 Development and characteristics of critical theory 4.2 The educational relevance of critical theory 4.3 Distinctive insights and contribution

theory. • Discuss the meaning of critical pedagogy and its implication for classroom.	4.4 Critical pedagogy and its implication for classroom teaching

• Introduce feminism in relation to philosophy of education.
• Discuss the issues of feminism.
• List and explain the implications of feminism for educational policies and practices.
	Unit V Feminism and education (5 hours)
	
	5.1 Overview of feminism in relation to philosophy of education
	5.2 Issues of feminism
	    • Gender difference (Cultural/Biological feminism)
	    • Gender inequality (Liberal feminism)
	    • Gender oppression (Radical feminism)
	    • Structural oppression (Socialist feminism)
	5.3 Implication of feminism for educational policies and practices

• Introduce Hindu/Vedic Philosophy.
• Explain the ontological, epistemological and axiological premises of Hinduism.
• List and explain educational implications of Hinduism.
• Introduce Buddhist philosophy.
• Explain the ontological, epistemological and axiological premises of Buddhism.
• List and explain educational implications of Buddhism.
• Introduce Christianity and discuss educational implications of Christianity.
• Introduce Muslim religious principles of education.
	Unit VI Religious philosophy and education
	
	6.1 *Hindu philosophy and education (5 hours)*
	   6.1.1 Introduction to Hindu/Vedic philosophy
	   6.1.2 Concept of reality (ontology), nature of knowledge (epistemology) and value system/ethics (axiology)
	   6.1.3 Implications of Hindu worldview for educational practices
	      • Objectives of education
	      • Nature of curriculum
	      • The roles of teachers
	      • The roles of students
	6.2 *Buddhist philosophy and education (5 hours)*
	   6.2.1 Introduction to Buddhist philosophy
	   6.2.2 Concept of reality (ontology), nature of knowledge (epistemology) and value system/ethics (axiology)
	   6.2.3 Implications of Buddhist worldview for educational practices
	      • Objectives of education
	      • Buddhist curriculum
	      • The roles of teachers
	      • The roles of students

	6.3 Christianity and education 6.4 Islamism and education

• Discuss the need of eclectic tendency in education.
• Explain various aims of education in the light of various needs of living and life.
• Justify the need of eclectic philosophical approach to actualize the various aims of education.
	Unit VII Eclectic tendency in education (synthesizing all educational philosophies and tendencies in education) (6 hours)
	
	7.1 Eclectic tendency and modern life
	7.2 Various aims of education
	    • Knowledge aim
	    • Cultural development aim
	    • Character development aim
	    • Vocational aim
	    • Citizenship (both national and global) aim
	    • Self expression and self-realization aim
	7.3 Need of eclectic philosophical approach for the actualization of the above aims.

4. References

1. Bartley, C. (2011). *An introduction to Indian philosophy*. London: Continuum (Unit VI and VII).
2. Blake, N., Smeyers, P., Smith, R. & Standish, P. (2003) (eds.). The Blackwell guide to the philosophy of education. Malden, MA: Blackwell Publishing (Units I, III, IV, V).
3. Brannigan, M.C. (2000). The pulse of wisdom: the philosophies of India, China and Japan (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning (Units VI and VII).
4. Lengermann, P. M. & Niebrugge-Brantley, J. (2000). Contemporary feminist theory, in G. Ritzer (ed.) Sociological theory (pp. 443 – 490). New York: McGraw Hill (Unit V).
5. Noddings, N. (1998). Philosophy of education. Colorado: Westview Press (Units I and IV).
6. Ozmon, H.A. & Craver, S.M. (1999). Philosophical foundations of education (6th ed.). New Jersey: Prentice-Hall, Inc (Units I, II, III, VI and VII).
7. Shrivastava, K.K. (2007). Philosophical foundations of education (1st ed.). New Delhi: Kaniska publishers (Units I, II, III and VII).
8. Wilson, J. (2003). Perspectives on the philosophies of education. Oxford Review of Education, 29(2), pp. 279 – 303 (Unit I).

Far-western University

Faculty of Education

Course Title: **Learning, Teaching and Assessment**

Course No. : **Ed.Psy.121**   Nature of course: Core, Theory

Level: Bachelor   Semester: Second

Total periods: 45   Time per period: 1 Hour

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1. Course Introduction

Teaching, learning and assessment are integral components of any formal education programme. With this in focus, this course intends to provide the students with learning opportunities to develop understanding of the fundamentals of learning and learning theories, models of teaching and measurement and assessment of students' learning outcomes. Specifically, this course acquaints the students with concepts, processes, characteristics and domains of learning, followed by major learning theories subsumed under the domain of behaviourism and congnitivism. In addition, it offers a content of Maslow's humanistic learning theory. The next unit provides the students with knowledge and understanding of different teaching models and develops their critical thinking about the various models and strategies of teaching. In addition, this course intends to acquaint them with meaning and concept of measurement and assessment, types of assessment, principles of assessment and norm-referenced and criterion-referenced assessment. It further provides the concept and understanding of reliability and validity, estimation and computational techniques of reliability and validity and non-testing devices of assessment.

2. General Objectives

The general objectives of this course are as follows:

1. Discuss the concept, nature and domains of learning.
2. Develop understanding of different learning theories.
3. Acquaint with various models of teaching and be able to use them in teaching and learning.
4. Explain the meaning and use of measurement and assessment in teaching.
5. Understand the concept of reliability and validity and be able to compute reliability and validity of classroom tests.
6. Be familiar with various non-testing devices and techniques of assessment and aware of their advantages and limitations.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents

4. Explain the meaning of learning with examples.
5. Discuss the process of learning.
6. List the characteristics of learning and explain each.
7. Identify and explain three major domains of learning.
8. List the factors affecting learning and explain each of them.
	Unit I Learning – Concept, nature and domains (6 contact sessions)
	
	1.1 Concept of learning
	1.2 Process of learning
	1.3 Characteristics of acquired behaviour or learning
	1.4 Domains of learning
	  • Cognitive
	  • Affective
	  • Psychomotor
	1.5 Factors affecting learning

9. Discuss the meaning and educational implications of Pavlov's classical conditioning.
10. Explain the meaning of Skinner's operant conditioning and its applications in teaching and learning.
11. Define Thorndike's connectionism and discuss its implication in teaching and teaching.
12. Discuss the meaning and educational implications of Kohler's insight theory.
13. Discuss the meaning and educational implications of Lewin's field theory.
14. Conceptualize the meaning of humanistic theory and discuss its implications in teaching and learning.
	Unit II Learning theories (10 contact sessions)
	
	2.1 Behaviourists' learning theory
	  • Pavlov's classical conditioning
	  • Skinner's operant conditioning
	  • Thorndike's connectionism
	2.2 Congnitivists' learning theory
	  • Kohler's insight theory
	  • Lewin's field theory
	2.3 Maslow's humanistic learning theory

15. List four major families of teaching models and discuss the meaning of each family.
16. Explain the meaning and process of the following teaching models.
  ✓ Partners in learning: from dyads to group investigation
	Unit III Models of teaching (9 contact sessions)
	
	a. Teaching models and their families
	  • The social family
	  • The information-processing family
	  • The personal family
	  • The behavioural systems

✓ Role playing
✓ Inductive thinking
✓ Nondirective teaching
✓ Direct instruction
17. Discuss the meaning of programmed instruction and explain its application in teaching.
	family
	b. Selected models of teaching
	    • Partners in learning: from dyads to group investigation
	    • Role playing
	    • Inductive thinking
	    • Nondirective teaching
	    • Direct instruction
	3.3 Programmed instruction

18. Define test, measurement and assessment and explain their relationship.
19. Enumerate general principles of assessment.
20. Specify various types of assessment and explain, with examples, each of them.
21. Discuss the process involved in planning and construction of easy-type and objective test items.
22. Describe the methods and process involved in scoring and essay questions and objectives test items.
23. Analyse the test result computing difficulty level, discrimination index and power of distracters.
	Unit IV Measurement and assessment in teaching (8 contact sessions)
	
	    4.1 Test, measurement and assessment: concept and meaning
	    4.2 General principles of assessment
	    4.3 Types of assessment procedure
	    • Fixed-choice tests and complex-performance assessment
	    • Placement, formative, diagnostic and summative assessment
	    • Norm-referenced and criterion-referenced measurement
	    4.4 Planning and construction of essay questions and objective test items
	    4.5 Scoring of essay questions and objective test items
	    4.6 Analysis of test result
	    • Difficulty level
	    • Discrimination index
	    • Power of distracters

24. Define reliability and validity. 25. Discuss various methods of estimating reliability and compute reliability of a test statistically. 26. Explain various kinds of validity.	*Unit V Reliability and Validity (7 contact sessions)* 5.1 Meaning and definition of reliability 5.2 Methods of estimating reliability • Test-retest method

27. List the factors influencing reliability and validity and explain each factor.	• Equivalent forms method
	• Split-half method
	• Kuder-Richardson method.(Introduction only)
	
	5.3 Meaning and definition of validity
	
	5.4 Major considerations in assessing validation
	
	    • Content considerations (content validity)
	    • Criterion considerations (criterion validity)
	    • Construct considerations (construct validity)
	
	5.5 Factors influencing reliability and validity

• Explain the use of the following instrument/techniques as means of assessment:
    • Observation: rating scale and check list
    • Fieldwork/project work
    • Seminar/workshop
    • Portfolio
    • Peer-appraisal
    • Anecdotal records
    • Self-report techniques
    • Continuous assessment
	Unit VI Non-testing techniques of assessment (5 contact sessions)
	
	6.1 Observation: Rating scale and check list
	
	6.2 Fieldwork/project work
	
	6.3 Seminar/workshop
	
	6.4 Portfolio
	
	6.5 Peer-appraisal
	
	6.6 Anecdotal records
	
	6.7 Self-report techniques
	
	6.8 Continuous assessment

4. Methodology and Techniques

Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

5. Evaluation Scheme

• Internal   40%

- External   60%

The internal examination will be conducted based on the following criteria:

a) Attendance
b) Class participation
c) Class presentation: 2 presentations on topics assigned by the teacher
d) Project/Assignment I: 2 essays on the topics chosen by students and approved by the teacher.
e) Project/Assignment II: 2 oral interviews based on the practice book.
f) Mid-term exam

6. References

a) Hilgard, E.R. & Bower, G.H. (1981). *Theories of learning* (5th ed.). New Delhi: Prentice Hall (Unit I and II).

b) Joyce, B. and Weil, M. (2008). *Models of teaching* (8th ed.). New York: Pearson/Allyn and Bacon Publishers (Unit III).

c) Klein, S.B. (2011). *Learning: principles and applications* (6th ed.). London: Sage (Unit I and II)

d) Mangal, S.K. (2007). *Advanced educational psychology* (2nd ed.). New Delhi: PHI Learning Private Limited (Unit I and II).

e) Miller, M.D., Linn, R.L & Gronlund, N.E. (2008). *Measurement and assessment in teaching* (10th ed.) New Delhi: Pearson Education (Unit IV, V and VI)

f) Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5th ed.) London: Pearson Education

g) Schunk, D.H. (2008) *Learning theories: an educational perspective* (5th ed.). New York: Pearson/Merrill Prentice Hall (Unit I and II)

h) Woolfolk, A. (2006) *Educational psychology* (9th ed.). Delhi: Pearson Education (Unit I and II)

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Course Title: Educational Development in Nepal

Semester: Third	Course No. : **Ed.Psy.231**
Credit Hour: 3 (45 hours)	Full marks: 100
	Pass marks: 45

1. Course Introduction

This course acquaints the students with educational development and reforms in Nepal. The key historical phases of educational reform and development that this course intends to offer encompass four distinct, non-overlapping periods of educational history – the period of opposition of education, the period of quantitative growth of schooling, the period of centralization and nationalization of education and the period of democratization of education. It also offers contents on agencies of educational policy and governance including the Ministry of Education, CDC and NCED. Finally, it familiarizes the students with major contemporary issues of educational development and reform and helps develop their critical thinking and awareness.

2. Course Objectives

On completion of this course the students will be able to:

a) Specify major milestones in educational history of Nepal.
b) Analyze the major educational changes and developments in different historical periods.
c) Critically appraise the educational development and changes brought about by NNEPC and NESP.
d) Acquaint with, and develop critical understanding of, contemporary educational reforms.
e) Develop understanding of objectives and programmes of school and higher education.
f) Be familiar with major governance and policy agencies of education with their functions and responsibilities.
g) Develop critical understanding and awareness of the issues surrounding contemporary education in Nepal.

3. Content with Specific Objectives

Specific Objectives	Contents
• Overview of the historical development of education • Trace out the major shifts in educational development in Nepal	**Unit One: Historical Overview of Educational Development in Nepal (8)** 1.6 Educational development before the Rana period 1.7 Period of opposition to education (1846-1951) 1.8 Period of planned growth of education (1951-1971) 1.9 Period of nationalisation and centralisation of education (1971-1990)

	1.10 Period of democratisation of education (1990-date)
• List the key features of NNEPC • Underscore the highlights of NESP and its implications in national education system • Identify major educational reforms • Discuss the educational implications of EFA • Draw implications of the various educational reforms for quality education • Justify teacher licensing system	**Unit Two: Key Historical Educational Reforms (6)** 2.1. Nepal National Educational Planning Commission (NNEPC): 2010 B.S. 2.2. National Education System Plan (NESP): 2028 B.S. 2.3. National Education Commission (NEC) and its recommendations 2.4. Basic and Primary Education Project/Programme (BPEP) 2.5. Community School Support Project (CSSP) 2.6. Educational For All (EFA) 2.7. Secondary Education Development Project (SEDP) 2.8. Secondary Education Support Program (SESP) 2.9. Teachers' licensing 2.10. School Sector Reform Plan (SSRP): 2009 – 2015
• Link curriculum and instruction • Describe the curriculum development process in Nepal • Be familiar with the national curriculum framework	**Unit Three: Curriculum Development Practice in Nepal (8)** 3.1. Curriculum and instruction 3.2. Process of curriculum development in Nepal 3.3. National curriculum framework 3.4. Local curriculum and national curriculum

• Be familiar with the structures of education in different times
• Explain and justify the current educational structure
• Acknowledge the need and importance of TEVT
• Be knowledgeable about the statutory provisions of education
	Unit Four: Education Structures and Legislations (7)
	
	4.1. Educational structure in historical times
	4.2. Current educational structure
	    4.2.1. Basic education
	    4.2.2. Secondary education
	    4.2.3. Higher education
	4.3. Technical education and vocational training (TEVT)
	4.4. Educational Act and Regulations

• Describe the roles and functions of central level agencies of education • Draw implications from the	**Unit Five: Central Agencies of Education (8)** 5.1. Ministry of Education and its line agencies 5.2. Curriculum Development Centre (CDC) 5.3. Office of the Controller of Examination (OCE)

composite roles of these central level agencies for quality education	5.4. Council for Technical Education and Vocational Training (CTEVT) 5.5. National Centre for Educational Development (NCED) 5.6. Non-formal Education Centre
• Discuss access and equity in education • Elucidate the role of development partners in education • Discuss the issues of privatization, teacher management, decentralization, and state restructuring in education • Relate education with globalization, knowledge economy and employability	**Unit Six: Current Issues of Educational Development(8)** 6.1. Access and equity in education 6.2. Development partners and education 6.3. Decentralisation of school management 6.4. Diversity in teacher management 6.5. State restructuring, federalism and education 6.6. Private schooling opportunities 6.7. Use of ICT in globalisation, knowledge economy and employability

4. Methodology and Techniques

Modes of instruction:
- Lecture
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

Modes of learning:
- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

5. Evaluation Scheme

- Internal   40%
- External   60%

The internal examination will be conducted as follow:
  a) Regularity and class participation   5%

b) Quizzes: 3	5%
c) Class presentation: 1	20%
d) Term paper/assignment: 1	20%
e) Mid-term Exam	20%
f) Investigative Project Work: 1	20%
g) Group Work and Pair Work/Group project	10%

6. References

a) Bhatta, P. (2011) 'Aid agency influence in national education policy-making: a case from Nepal's 'Education for All' movement', *Globalization, Societies and Education*, 9(1), pp. 11 – 26.

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

c) Caddell, M. (2007) 'Education and change: a historical perspective on schooling, development and the Nepali nation-state', in Kumar, K. and Joachim, O. (eds.) *Education and social change in South Asia*. New Delhi: Orient Longman, pp. 251-284 (Unit I and II).

d) 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 III and VI).

e) College of Education (1956).*Education in Nepal: Report of Nepal National Educational planning Commission.* Kathmandu: College of Education (Unit II).

f) Government of Nepal. *Education Act and Regulation* (latest amendments). Kathmandu: Author

g) Government of Nepal/Ministry of Education. *Reform documents and programmes – NEC report, BPEP, EFA core document, SSRP, CSSP*. Kathmandu: Author.

h) His Majesty's Government of Nepal (1971) *National Educational systematic Plan*. Kathmandu: Author (Unit II).

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

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

j) Poudel, L.N. (2063BS) *Educational process and education in Nepal* (in Nepali). Kathmandu: Prativa Pustak Bhadar (Unit I to V).

i. Poudel, L.N. (2060 BS) *Educational development in Nepal* (in Nepali). Kathmandu: Bidhyarthi Pustak Bhandar (Unit I to V).

b) Roy, S. (2005) Globalisation, ICT and developing nations: challenges in the information age. New Delhi: Sage (Chapter VI).

c) Sharma, G.N. (2003) *Educational history of Nepal* (Part I and II) (In Nepali). Kathmandu: Lumbini Pustak Bhandar (Unit I to V).

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

e) 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)

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Course Title: Education and Society

Semester: Third	Course No. : **Ed.Psy.232**
Credit Hour: 3 (45 hours)	Full marks: 100
	Pass marks: 45

1. Course Introduction

Education and society are inseparable from each other. Education helps students prepare for their socialization and helps them live a social life. In this regard, this course helps students understand the relation between education and society and acquaints them with, and develops their critical understanding of, issues of Nepalese society. This course, thus, deals with the issues of gender, caste, ethnicity and language that lie at the heart of Nepali societies. Finally, the course helps students develop awareness of contemporary social issues with reference to education.

2. Course Objectives

On completion of this course the students will be able to:
a) Specify and illustrate the agencies of education
b) Be aware of the nature of education as a social sub-system
c) Explain the relation between society and education
d) List social determinants of education that shape the nature of education
e) Conceptualize gender and explain its relation with education
f) Develop critical understanding of gender policies and politics with their educational implications
g) Be familiar with caste hierarchy and education, multiculturalism, and multilingualism and indigenous education
h) Develop awareness and understanding of contemporary social issues of education in Nepal.

3. Contents with Specific Objectives

Specific Objectives	Contents
• Explain the various agencies of education • Elaborate the role of education in society	**Unit One: Education and Society (7)** 1.1. Agencies of education • The family • The community • The school • The religious organization (Church, Gumba, temple etc.) • The state 1.2. Education as a social sub-system 1.3. Relation of education to society

	1.4. Roles of education in society
• Describe the various determinants of education • Relate education with philosophy, culture, language, religion, economy, science and technology	**Unit Two: Social Determinants of Education (8)** 2.1. Philosophical and political influences 2.2. Culture 2.3. Language 2.4. Religious influences 2.5. Economy and occupational opportunities 2.6. Science and technology
• Explain the concept of gender in education • Critique the policies and plans of education with gender lens • Draw implications from gender movements	**Unit Three: Gender and Education (7)** 3.1. Conceptualising gender 3.2. Access, equity and participation 3.3 Gender policies and planning in education 3.4. Gender movements and politics, and their implications for education
• Investigate the hierarchies and inequalities in education • Highlight the role of education in mullingualism, multiethnicity and multiculturalism • Identify the problems of schooling in Nepal	**Unit Four: Caste, Ethnicity and Language (6)** 4.1. Caste hierarchy and inequality in education 4.2. Education for disadvantaged and Dalit 4.3. Mulitiethnicity and multiculturalism 4.4. Monolingualism, bilingualism and multilingualism in education 4.5. Problems of schooling in relation to caste, ethnicity and language in Nepal

• Define indigenous education
• Explore ways to acknowledge and respect indigenous wisdom and education
	Unit Five: Indigenous Education (10)
	5.1. Definition, identification, issues and movement of indigenous peoples in Nepal
	5.2. Indigenous knowledge in ethnic communities including
	    5.2.1. Food storage and preparation
	    5.2.2. Medicines and health care
	    5.2.3. Farming and fishing
	    5.2.4. Honey hunting and beekeeping
	    5.2.5. Educating children and skill learning
	    5.2.6. Natural resource management
	    5.2.7. Bamboo and cane works

• Identify contemporary social issues in education and relate the role of education with employment, democracy and technological advancement • Be aware of the	**Unit Six: Contemporary Social Issues and Education (7)** 6.1. Poverty and education 6.2. Employability and labour market 6.3. Ethnicity, exclusion and democracy 6.4. New technology and new literacy 6.5. Brain drain, brain circulation and education 6.6. Local skills, education and livelihood

implications of brain drain and brain gain	6.7. Foreign employment and education

4. Methodology and Techniques

Modes of instruction:
- Lecture
- Seminar
- Exercises
- Discussion
- Guided study
- Tutorial
- Independent study
- Project work

Modes of learning:
- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion

5. Evaluation Scheme

- Internal   40%
- External   60%

The internal examination will be conducted as follow:

h)	Regularity and class participation	5%
i)	Quizzes: 3	5%
j)	Class presentation: 1	20%
k)	Term paper/assignment: 1	20%
l)	Mid-term Exam	20%
m)	Investigative Project Work: 1	20%
n)	Group Work and Pair Work/Group project	10%

6. References

a) Hofer, A. (2004). *The Caste Hierarchy and the state in Nepal.* Kathmandu: Himal Books.
b) Khare, R.S. (2006). *Caste Hierarchy and individualism,* Oxford University Press.

c) Lawoti, M. (2000). Special section: ethnicity, inequality and politics in Nepal. *HIMALAYA*, XXVIII(1-2), pp. 9 - 16

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Course Title: Alternative Thinking in Education

Semester: Fourth   Course No.: **Ed.241**

Credit Hour: 3(45 hours)   Full marks: 100

                                                                Pass marks: 45

1. Course Introduction

      Alternative thinking in education is the way out to prevail over the failure of the formal education. It helps students to critically analyze the current education system and produce alternative way to develop and train proceeding generation for 21st century. Furthermore, it develops capabilities for critical thinking in education sector in order to makes innovations in education. It also helps to develop effective and relevant measures in education for just and equitable society eradicating all social disorder. It provides theoretical base for alternative thinking in education and promote alternative ways in education providing insights on different alternative ideologies in education sector.

2. Course Objectives

On completion on this course, the students will be able to:

a) To develop an understanding of the meaning and concept of alternative thinking in education
b) To conceptualize the role of alternative thinking in education in present context.
c) To develop critical understanding on formal education.
d) To develop insights on problems and difficulties of formal education system.
e) To contribute their share in the educational development of Nepal by helping government to achieve the targets of education.
f) Be familiar with the major thoughts and their proponents in alternative education
g) Develop awareness and understanding of contemporary issues of alternative education in Nepalese context.

3. Contents with Specific Objectives

Specific Objectives	Contents
• Explain Meaning, definition and aims of education • Criticize Practice of general education • Conceptualize alternative	**Unit One: Concept of alternative thinking in education (6)** 1.1. Meaning, definition and aims of formal education

thinking in education	1.2. Criticism of current practices of education:
	     (Traditional Formal, Education, Colonial
	     Education, Banking Education and, Enforced Education)
	1.3. Concept of Alternative Thinking in Education

- Summarize de schooling society - Conceptualize school is dead - elucidate pedagogy of oppressed - Analyze compulsory miseducation - Evaluate the under achieving schools	**Unit Two: Ideologies of Alternative Thinking in Education (10)** 2.1 De schooling society (I Illich) 2.2. School is dead (E Reimer) 2.3. Pedagogy for oppressed (P Frere) 2.4. Compulsory miseducation (P Goodman) 2.5. The under achieving school (John Holts)
- Characterize lifelong education - Explain non formal education - Describe adult education - Illustrate special education - Define distance education - Elucidate open education - Discuss life skill education	**Unit Three: Alternative Education (7)** 3.1. Lifelong Education 3.2. Non Formal Education 3.3. Adult Education 3.4. Special Education 3.5. Distance Education 3.6. Open Education 3.7. Life skill education

- Introduce critical thinking - Distinguish higher order and lower order thinking - Enumerate critical thinking - Define indigenous education - Explain application of critical thinking in education	**Unit Four: Critical Thinking in Education (4)**
	4.1. Introduction
	4.2. Order of thinking (Higher order thinking
	     and lower order thinking)
	4.2. Critical thinking skills
	4.3. Critical thinking skills
	4.4. Application of critical thinking in
	     education: (Curricula, Pedagogy and
	     Evaluation; Introduction only)

- Define educational program - Introduce work experience - Describe vocational training - Explain careers education - Illustrate personal and social education - Leisure based activities - Elucidate environmental activities	**Unit Five: Alternative education initiatives (12)** 5.1. Educational program 5.2. Work experience 5.3. Vocational training 5.4. Careers education 5.5. Personal and social education 5.6. Leisure-based activities

• Enumerate work in community	5.7. Environmental activities 5.8. Work in the community

• Discuss various issues in alternative thinking in education	**Unit Six: Major Issues of Alternative Thinking In Education (6)**
	6.1. Education for students with disruptive/
	     disciplinary issues
	6.2. Education for underachieving & under
	     credited students
	6.3. Education for marginalized and deprived
	     students
	6.4. Education for students who dropped out/
	     at risk of dropping out
	6.5. Education for students with special needs
	6.6. Education for social justice

4. Methodology and Techniques

Modes of instruction:

- Mini Lecture
- Seminar
- Exercise
- Discussion
- Guided study
- Tutorial
- Independent study
- Project work

Modes of learning:

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing
- Group study
- Peer discussion
- Presentation

5. Evaluation Scheme

- Internal   40%

- External   60%

The internal examination will be conducted as follow:

a) Regularity and class participation   5%
b) Quizzes: 3/reflection note   5%
c) Class presentation: 1   20%
d) Term paper/assignment: 1   20%
e) Mid-term Exam   20%
f) Investigative Project Work: 1   20%
g) Group Work and Pair Work/Group project   10%

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Far Western University
Faculty of Education

Bachelors of Education   **Semester: Fifth**
Course Title: Diversity in Education   **FM 100**
Nature of course: Theory   **Course Code: Ed. 351**

Course Description

This course is designed to provide knowledge, attitude and skill of diversity issues in education. The diversity issues include racial/ethnic groups, sexual orientation, disability, religion, gender, adult learners, national origin, as well as socioeconomic status. This course helps students to be aware of diversity issues and make them competent or skilled, that they can handle those issues in a efficient ways. They can manage classroom environment and learning through CRP and equity pedagogy. In addition, the course provides abilities to design appropriate pedagogy for diverse pupil and prepare them to function in a multicultural world in order to provide effective services for culturally diverse students. Apart from this, the course will provide awareness for promoting cross-cultural understanding and help them to educate all students as well as look at the institutional and societal issues.

Course Objectives

By the end of this course, your ability to complete the following tasks should be strengthened:
1. To conceptualize diversity and education.
2. To understand impact of diversity in education.
3. To be familiar with the inclusive teaching strategies.
4. To Identify approaches to working across the differences.
5. To develop understanding on Nepalese diversity issues.
6. To conduct seminar on Nepalese context of diversity and education.

SN	Specific Objectives	Content
1	• To explain meaning and definition of diversity • To elucidate the dimensions of diversity • To list need and importance of diversity • To discuss challenges of diversity	**Unit one: Concept of Diversity (6)** 1.1. The Meaning and definition of diversity 1.2. The Dimensions of diversity 1.3. Need and Importance of diversity 1.4. The challenges of diversity
2	• To introduce diversity in education • To elucidate changing concept of diversity in education • To conceptualize diversity in the class room • To link diversity and educational disparity	**Unit Two: Diversity and Education(7)** 2.1 Introduction **2.2** Changing concept of diversity in education 2.3 Diversity in the Classroom 2.4 Diversity and educational disparity

	• To list need for addressing diversity in education	2.5 Need for addressing diversity in education
3	• Introduce inclusive teaching strategies • To identify role of teacher • To describe CRP • To list dimensions of CRP • To enumerate implications of CRP • To discuss the concept of equity pedagogy	**Unit Three: Inclusive Teaching Strategies(9)** 1. Introduction 2. Role of teacher at different level (Individual Student Level, Classroom Level, School Level, Community Level) 3. Culturally responsive pedagogy (CRP) 4. Dimensions of Culturally responsive pedagogy 5. Implications of culturally responsive pedagogy 6. Equity pedagogy
4	• To introduce approaches to working with differences • To explain multicultural education • To discuss the components of diversity competence • To describe the development and teaching of inclusive curriculum	**Unit four: Aapproaches to working across differences (8)** 4.1. Introduction 4.2. Multicultural Education 4.3. Developing diversity competence 4.4. Developing and Teaching an Inclusive Curriculum
5	• To conduct a project work in groups and prepare report on Nepalese diversity issues in education	**Unit five: Diversity issues in Nepal(8)** Diversity issues and education • Multiculturalism and education • Ethnicity and education • Racism and education • Multilingualism and education • Social class and education • Faith system and education • Abilities and disabilities and education • Geography and education
6	• Conduct a seminar on diversity and education in Nepalese context	**Unit Six: Conduct seminar on Nepalese context(7)**

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Faculty of Education

B.Ed. in Education

Course Title: Introduction to Curriculum   **Semester: 7th**

Course No.: Ed.Cur.471   **Credit Hours: 3**

Level: Undergraduate   **Nature of the course: Theory**

1. Course description

The course is intended to orient prospective students about the concept of curriculum, principles, process and procedures of curriculum design and development. The students will be informed about the objectives, selection of contents, its scope and outcomes, teaching strategies, and design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. The students will learn about traditional and progressive points of view curriculum. This course gives students the opportunity to develop in depth-understanding of the central idea of curriculum. Furthermore this course will enable structure of curriculum and plan and develop curriculum to meet the needs and demands of the times. Finally the course enables students to understand the curriculum implementation and evaluation.

2. General Objectives

On implementation of this course, the students will be able to:

- Describe the meaning, purpose, and types of curriculum.
- Understand the concept of curriculum.
- Explain the different point of view in curriculum.
- Differentiate between different types of curriculum.
- Gain awareness of curriculum design and development.
- Examine the components of the curriculum development process.
- Learn the skills and knowledge to translate intended curriculum into practice.
- Understand curriculum development process in Nepal.
- Discuss curriculum implementation and evaluation process.

3. Content with specification objectives

Specification objectives	Content
	Unit One – Concept of curriculum(7)
- To introduce curriculum. - To explain different points of view on curriculum. - To classify orientation to curriculum. - To list curriculum operating in the	1.1. Introduction of curriculum: (Background, Meaning and Definition of curriculum.) 1.2. Curriculum from different points of view(Traditional and progressive points of view)

schools. • To describe characterization of curriculum. • To discuss need and importance of curriculum.	1.3.Orientation to curriculum(child centred, society centred, knowledge centred and eclectic) 1.4. Types of curriculum operating in the schools *(written, taught and learned curriculum.)* 1.5. Characterization of curriculum. 1.6. Need and importance of curriculum.
	Unit two: Elements of curriculum(6)
• To describe elements of curriculum. • To link elements of curriculum. • To introduce new taxonomy of objectives.	2.1. Introduction to elements of curriculum. 2.2. Elements of curriculum: (Objective, content, teaching learning strategies, evaluation) 2.3. Interrelation among elements of curriculum. 2.4. New taxonomy of objectives(in brief)
	Unit Three: Curriculum Design(6)
• To describe forms of curriculum design. • To explain dimensions of curriculum design.	3.1. Introduction 3.2. Forms of curriculum design(Subject centred: *subject, discipline and broad field design,* Learner centred: *child centred, experience centred and humanistic design,* Problem centred: *life situation and core curriculum*) 3.3. Dimensions and principles of curriculum design(Scope; Sequence: *simple to complex, prerequisite learning, whole to part, chronological learning*; Continuity, Integration, Articulation and Balance)
	Unit four: Curriculum Development(12)
• To introduce curriculum design. • To discuss determinants of curriculum. • To illustrate foundation of curriculum. • To explain models of curriculum development. • Illustrate concept and practice of local curriculum in school education.	4.1. Introduction 4.2. Determinants of curriculum(Basic need, Societal aspects, Cultural factors, individual talents, Ideals: intellectual, moral, aesthetic, religious, etc and Tradition) 4.3. Foundation of curriculum(Philosophical, historical, psychological and social foundation of curriculum) 4.4. Models of curriculum development (R. W. Tyler's and Hilda Taba's model)

	4.5. School level curriculum(subject and weightage only)
	4.6. Local curriculum (concept and practice in school education)
	Unit five: Curriculum implementation and Evaluation(5)

• To discuss approaches of CI
• To elucidate strategies of CI
• To list factor affecting CI
• To explain models of curriculum evaluation
	5.1. Curriculum implementation
	    5.1.1. Approaches of curriculum implementation
	    5.1.2. Strategies of implementation curriculum
	    5.1.3. Factors affecting curriculum implementation
	5.2. Curriculum Evaluation
	    5.2.1. Models of curriculum evaluation: Stufflebeam (CIPP Model) and Provus (Disrepancy model)

	Unit Six: Curriculum Evaluation(8)
• To prepare a project report on school curriculum evaluation and present report in the classroom.	6.1. Project work on curriculum evaluation (in a group)

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- http://www4.uwsp.edu/education/wilson/curric/curtyp.htm gives an overview of Curriculum Development and Planning. Lecture format.
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Far Western University

Faculty of Education

Course Title: Developmental Psychology   **Course Code: Ed.481**

FM: 100   **Credits: 3**

Semester: Eighth

Course introduction:

This course is designed to develop concept of overall child development along with motivation, guidance and counseling. It also enables students to understand the developmental stages of children special focus in puberty and adolescence. Similarly, it also enable students conceptualize social, emotional and mental development. At the same time course provide opportunity to be aware with issues and concerns of children. Finally, the course will develop capabilities to understand individual differences of children, guidance and counseling procedure.

Objectives of the Course:

- To familiarize student-teachers about the conceptions about child and childhood(Specially with reference to the adolescent youth)
- To develop understanding on developmental stages of child.
- To develop a critical understanding of the different social, educational and cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a child with diverse abilities in the Social, cultural and Political context of Nepal.
- To acquaint them with respect to the role of different agencies in the healthy development of children.

Course Content with specific objectives:

Specific Objectives	Content
	Unit-1: Concept of Growth and Development(5)
- Conceptualize growth and development - Distinguish growth and development - Discuss principles of G&D - Explain theories of G&D	1.1 Introduction to developmental psychology 1.2. Concept of growth and development 1.3. Distinctions between Growth and Development 1.4. Principles of Development 1.5. Theories of growth and development: Jean Piagets theory of cognitive development (In detail);

	Freuds theory of psycho-sexual development, Erickson's theory of psycho social development, Kohlberg's theory of moral development (Introduction only)
	Unit-II: Growth and Development(8)
• Distinguish growth, development & maturation • Explain stages of G&D • Describe puberty and adolescence • Discuss different types of development • List educational implication of growth and developments	2.1. Introduction 2.2. Stages of growth and development 2.3. Puberty & adolescence (in detail with educational implication) 2.4. Physical/motor, cognitive/mental, Social and Emotional Development 2.5. Educational implication of growth development
	Unit III: Individual Differences(8)
• Introduce individual differences • Explain nature of individual differences • Describe causes of individual differences • Discuss individual differences • List ways to dealing individual differences • Elucidate importance of mental health and stress management in education	3.1. Introduction 3.2. Nature of individual differences: intra and inter Individual differences 3.3. Causes of individual differences: (a) Personal-(Readiness to learn, abilities, aptitude, motivation, age, gender & maturity, interest, attention & attitude), (b) Environmental: (socio-economic status, rural-urban home environment of environment) 3.4. Individual differences: personality, self-concept, achievement, motivation, study habits, emotions. 3.5. Dealing with Individual Differences (Children with learning disabilities, Emotionally disturbed children, Gifted students, Mentally challenged children) 3.6. Mental health and stress management
c	**Unit-IV: Motivation and higher mental process(6)**
• Introducing motivation • Explain nature and motivation • Discuss motivation theory • Describe higher mental process • Explain memory and forgetting	4.1. Introduction 4.2. Nature of motivation: Intrinsic and Extrinsic Motivation 4.3. Motivation theories (Introduction only) 4.4. Higher mental process: Sensation, Perception, Imagination, Concept formation, mind mapping. 4.5. Memory and forgetting
	Unit-V: Issues and Concerns of

	Children(10)
• Introduce issues and concerns of childhood • Discuss types of social issues • Explain health concern of child • Enumerate child rights • Describe equity issues and inclusion • Explain gender equity and equality in education • Discuss agency of socialization	5.1 Introduction 5.2 Social issues: (a) Separation of Parents, (b) Loss of Parents, (c) Child abuse 5.3 Health concerns: Fitness and Obesity 5.4 Child rights: Issues and Problems and Awareness about Rights of Child 5.5 Equity Issues and Inclusion: (Inclusion of the differently able, children with special need, street children and marginalized groups) 5.6 Gender equity and equality in education 5.7 Socialization: concept and agencies (family, peers, school, media, etc.)
	Unit VI: Concept of guidance and counselling(8)
• Conceptualize guidance and counselling • Differentiate guidance and counselling • Discuss types of counselling • Enumerate counselling skill • List characteristics of a good guidance worker/counsellor	6.1. Concept of guidance and counselling 6.2. Difference between guidance and counselling 6.3. Types of counselling styles-Direct, non-directive, eclectic 6.4. Counselling skills: Verbal skills and non-verbal skills 6.5. Characteristics of a good guidance worker/counsellor

References

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