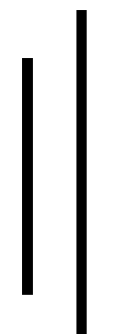# Mid-Western University
Faculty of Education
Surkhet, Nepal

Bachelor of Education
B.Ed.
(4 Years Program)

Educational Planning and Management

Curriculum 2012

Semester-wise Breakdown of the courses

Semester I
1. COMP 311: English Language Proficiency I
2. COMP 312: Compulsory Nepali I
3. EDU 313: Socio-Philosophical Foundations of Education
4. EDU 314: Human Development
5. EPM 315: Fundamentals of Curriculum Planning
6. EPM 316: Educational Management and Organization

Semester II
7. COMP 321: English Language Proficiency II
8. COMP 322: Readings in Nepali Language
9. EDU 323: Emerging Theories of learning
10. EDU 324: Curriculum and Assessment
11. EPM 325: Policy Planning In Education
12. EPM 326: School Supervision

Semester III
13. EDU 331: Educational Development in Nepal
14. EDU 332: Guidance and Counseling
15. EPM 333: Test Development and Assessment
16. EPM 334: Curriculum Development in Nepal
17. EPM 335: Teacher Professional Development
18. EPM 336: School Based Management

Semester IV
19. EDU 341: Social Justice and Education
20. EDU 342: Fundamentals of Research in Education
21. EPM 343: Contemporary Issues of Curriculum
22. EPM 344: Diversity and Education
23. EPM 345: Classroom Management
24. EPM 346: Alternative Approaches to Education

Semester V
25. EPM 451: School Development Plan
26. EPM 452: School Culture and Leadership
27. EPM 453: Conflict Management and Peace Education
28. EPM 454: Non-Formal Approaches to Education
29. EPM 455: Pedagogy in the Classroom
30. EPM 456: Technology in Education

Semester VI
31. EPM 461: Gender and Education
32. EPM 462: Inclusive Education
33. EPM 463: Education and Sustainability
34. EPM 464: Globalization and Education
35. EPM 465: Knowledge Management
36. EPM 466: Quality in Education

Bachelor of Education (B.Ed.) EPM

Semester VII
37. EPM 471: Critical Thinking in Education
38. EPM 472: Change Management in Education
39. EPM 473: Educational administration
40. EPM 474: ICTs and Learning Transfer
41. EPM 475: Foundation of education planning
42. EPM 476 : Teacher education
Semester VIII
43. EPM 481: Reflective Practices in Education
44. EPM 482: Student Teaching: on-campus
45. EPM 483: Student Teaching: off-campus

Course Title: **English Proficiency I**

Nature of course: Theory and Practice   Credit hours: 3

Level: B.Ed.   Teaching hours: 45

Course No: COMP 311   Semester: I

1. Course Introduction

This is a general English language proficiency course for B.Ed. first semester students. The course aims at developing basic conversational skill in English. It also makes an attempt to enhance the students' reading, writing and basic grammar skills. Additionally, through the wide exposure of the varied reading materials, students are also encouraged to promote their critical thinking skills.

2. Course Objectives

The objectives of the course are:

- a) To expose the students to the variety of academic listening texts.
- b) To enhance students' spoken English for academic conversation.
- c) To expose the students to the variety of academic reading texts.
- d) To develop in students the ability to write in English.
- e) To familiarize the students with the academic vocabulary items.
- f) To sharpen students' grammatical ability to write and speak correct English.
- g) To promote critical thinking skills among the students.

3. Contents

Unit One: Listening   8

- 1.1. Listen for main ideas
- 1.2. Listen for details
- 1.3. Make inferences
- 1.4. Listen for opinions
- 1.5. Follow a summary
- 1.6. Listen for specific information
- 1.7. Understand figurative expressions to interpret speaker's intention
- 1.8. Listen for signposts to understand the structure of the text
- 1.9. Listening for rhetorical questions to understand the structure of a lecture

Unit Two: Speaking   **6**

- 2.1. Participate in a conversation
- 2.2. Make notes to prepare for a presentation or group discussion
- 2.3. Take turns to make conversation go smoothly
- 2.4. Give advice, ask for clarification, express reasons, ask for reasons, ask questions and use the language functions that are used in a day-to-day communication in academic settings
- 2.5. Lead discussions in groups
- 2.6. Prepare dialogues with a partner for various conversations

Unit Three: Reading   **6**

- 3.1. Preview text using a variety of strategies
- 3.2. Read for main ideas

    3.3. Read for details
    3.4. Read and recognize different text types
    3.5. Scan text to find specific information
    3.6. Make prediction about texts

Unit Four: Writing   6
    4.1. Write paragraphs of different genres
    4.2. Plan, write, revise, edit and rewrite
    4.3. Make outline for writing
    4.4. Write a summary
    4.5. Write personal response to the texts
    4.6. Write letter to the editor
    4.7. Write essays

Unit Five: Vocabulary   6
    5.1. Dictionary skills
    5.2. Understanding idiomatic meaning
    5.3. Increase vocabulary understanding word families
    5.4. Understanding phrasal verbs
    5.5. Understanding meaning from context
    5.6. Understanding pre-fixes and suffixes to increase comprehension

Unit Six: Grammar   7
    6.1. Tenses
    6.2. Modals
    6.3. Questions, multi-word verbs and verb structure
    6.4. Determiners and preposition
    6.5. Adjectives, adverbs, the passive and conditionals
    6.6. Word formation and sentences
    6.7. Tag questions
    6.8. Gerund and infinitives

Unit Seven: Critical Thinking   6
    7.1. Relate personal experience to the topic
    7.2. Integrate information from multiple sources
    7.3. Reflect on experiences to take risks
    7.4. Analyze personal experiences
    7.5. Evaluate experiences and events
    7.6. Consider social responsibility on various levels

4. Instructional Techniques
- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme
    6.1. Internal: 40%
    6.2. External: 60%

Internal evaluation will be based on the following criteria:
- Attendance and class Presentation   5%
- Project Work/Assignment/Essay I   10% (1 essay each of descriptive, narrative and argumentative in nature)
- Project Work/Assignment/Essay II   10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project   15% (2 reading writing projects that address the critical thinking skills given in the course)

6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

7. Prescribed Texts
Craven, M. and Sherman, K.D. (2011). *Q: skills for success (listening and speaking) – 3*. New York. Oxford University Press.
Davis, F. and Rimmer, W. (2012). *Active grammar level 2*. Cambridge. Cambridge University Press.
Gramer, M.F. and Ward, C. S. (2011). *Q: skills for success* (reading and writing) – 3. New York. Oxford University Press.

8. References
Hornby. A.S. (2010). (8th Edition). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

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Course Title: **Socio-Philosophical Foundations of Education**

Nature of course: Theory and Practice   Credit hours: 3

Level: B.Ed.   Teaching hours: 45

Course No: EDU 313   Semester: I

1. Course Description

This course is a core course designed for the students of Bachelor in Education The course has categorized into two parts. The first part of this course is philosophical foundation which deals with the concept and fields of philosophy; and importance of philosophy in education. Along with this, philosophical part also incorporates basic and educational philosophies with their introduction, major premises and educational implications. The second part of this course is sociological foundation which attempts to develop understanding of community, society, sociology, educational sociology, sociology of education and their implication in education. Similarly, this part also deals with concept of socialization, agencies and modes of socialization, cultural diversity in education, and education for national integration. Thus, the overall focus of this course is to inform students about how the philosophy and society directly and indirectly influence on education.

2. Course objectives

At the end of this course, the students will be able to:

- Introduce concept and the fields of philosophy in brief.
- Explain the relationship between philosophy and education.
- Clarity the importance of philosophy in education.
- Introduce the basic philosophies in concise form.
- Synthesize the major premises of basic philosophies.
- Apply the ideology of basic philosophies in the field of education.
- List out the types of educational philosophies with brief introduction.
- Elucidate the major tenets of educational philosophies in brief.
- Draw the educational implications of educational philosophies.
- Give brief introduction to Hindu and Buddhist philosophies.
- Explain the major principles of these religious philosophies.
- Use basic principles of religious philosophies in the field of education.
- Distinguish between society and community with short introduction.
- Illuminate the meaning and importance of socialization.
- Specify the agencies and modes of socialization.
- Describe the meaning of national integration in brief.
- Elaborate the measures, importance, and obstacles of national integration.
- Analyze the role of education for national integration.

3. Content Specifications

Unit I: Introduction to philosophy   **6**

     1.1   Concept of Philosophy

     1.2   Fields of Philosophy (Brief review)

- Epistemology
- Ontology
- Axiology

     1.3   Relationship between Philosophy and Education

     1.4   Importance of Philosophy in Education

Unit II: Basic Philosophies   **10**

     2.1   Idealism (Introduction, Major premises, Influence on education)

     2.2   Realism (Introduction, Major premises, Influence on education)

     2.3   Naturalism (Introduction, Major premises, Influence on education)

     2.4   Pragmatism (Introduction, Major premises, Influence on education)

Unit III: Educational Philosophies   **10**

     3.1   Perennialism (Introduction, Major tenets, Educational implications)

     3.2   Essentialism (Introduction, Major tenets, Educational implications)

     3.3   Progressivism (Introduction, Major tenets, Educational implications)

     3.4   Reconstructionism (Introduction, Major tenets, Educational implications)

Unit IV: Religious Philosophies   **3**

     4.1   Hindu Philosophy (Introduction only)

     4.2   Buddhist Philosophy (Introduction only)

Unit V: Society and Education   **10**

     5.1   Concept of Society and Community

     5.2   Meaning and Importance of Socialization

     5.3   Agencies of Socialization

- Formal agencies (School, college, university)
- Informal agencies (Family, peer group, society, and channels of communication)

     5.4   Modes of Socialization and their Impact on Education

Unit VI: Education for National Integration   **6**

     6.1   Concept of National Integration

     6.2   Measures of National Integration

     6.3   Importance of National Integration

     6.4   Obstacles of National Integration

     6.5   The Integrating Forces and the Role of Education

Instructional Techniques

Lecture, questionnaire, demonstration, discussion, individual study, buzz session, and project method with seminar session will be used to clarify the suggested contents within this course.

Evaluation Procedures

There will be two types of evaluation techniques – 40% internal and 60% external. The knowledge, skills and attitudes of the students will be evaluated during academic session through classroom participation, content presentation, project work, seminar, and written tests which will be formative in nature. Continuous feedback will be provided to the students on the basis of results obtained from the employed evaluation tools and techniques to improve their knowledge, skills and attitudes. The overall achievement in the course will be assessed through annual examination conducted by the Office of the Controller of Examination established under Mid– Western University.

References

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Morrish, I. (1978). *The sociology of education: An introduction.* London: George Allen and Unwin.

Ozmon, A. H. and Craver, S. M. (1999). *Philosophical Foundations of Education (6th ed.).* New Jersey: Prentice Hall, Inc.

Purkait, B. R. (2004). *Principles and practices of education.* India: New Central Book Agency (P.) Ltd.

Bachelor of Education (B.Ed.) EPM

Course Title: Title: **Human Development in Education**

Nature of course: Theory and Practice	Credit hours: 3
Level: B.Ed.	Teaching Hours: 45
Course No: EDU 314	Semester: I

1. Course Introduction

This course deals with concept, different issues and approaches to human development, and brief review of life span from conception to death. It further intends to widen understanding of human development for fostering growth and development of the children in their perspective fields. Taking the major focus of the course on puberty and adolescence into consideration, it discusses the puberty and adolescence in the light of its implication to the planners, decision makers, parents and teachers in their related fields.

2. Course objectives

> On completion of this course the students will be able;

- To enable the students to grasp the meaning and concept of growth and development.
- To identify the determining factors of growth and development.
- To list the influencing factors of human development with their explanations.
- To enable students to compare critically with different issues of human development
- To familiarize the students with basic assumption of major approaches to human development.
- To review the developmental stages with their concept, characteristics and developmental tasks.
- To enable students to acquaint with characteristics and nature of physical growth and development during puberty.
- To become able to grasp the distinctive characteristics of puberty.
- To assess the social relation of children and their major social characteristics.
- To enable to clarify the concept of emotion and list out their characteristics.
- To make the students familiarize with pubertal children's recreational activities and games.
- To analyze the major hazards of children during puberty.
- To list out the annoying and satisfying factors of during puberty.
- To draw conclusions of overall changes and developments happening during puberty for educational purpose.
- To enable students to prepare the list of major physical characteristics and their impacts on psychology, health and sexual behavior of adolescence.
- To trace out the mental characteristics as a major development during adolescence.
- To enable students to familiarize with adolescent's involvement in major recreational and games.
- To make the students aware of the potent hazards that influence overall development of adolescence.
- To explore factors lading adolescents to be happy and unhappy during adolescence.

- To draw conclusions based on developmental characteristics and changes during adolescence for sound educational achievement.

3. Content specifications

Unit 1. Meaning and Definition of Human Development   **8**

    1.1 Concept of Growth and Development
    1.2 Influencing Factors of Human Development
    1.3 Determinants of Growth and Development
- Genetics
- Environment factors
  - ✓ Psycho-social environment
  - ✓ Economic and educational factor

Unit 2. Approaches to Human Development   **12**

    2.1 Issues of Human Development
- Nurture Vs Nurture
- Maturation Vs Learning
- Continuity Vs Discontinuity

    2.2 Major Theories of Human Development
- Psychoanalytical Approach- Freud's View
- Cognitive Approach-Piaget's View
- Humanistic Approach-Maslow's View

Unit 3. A Brief overview of lifespan   5

    (Conception to Old Age)
- Concept
- Characteristics
- Developmental Task

Unit 4. Puberty: Understanding and Implication   **10**

    4.1 Physical Growth and Development
    4.2 Mental Growth and Development
    4.3 Social Relation and Development
    4.4 Emotional Development
    4.5 Entertainment and Play
    4.6 Hazards and Happiness
    4.7 Implication: Role of Parents and School Teacher

Unit 5. Adolescence: Understanding and implication   **10**

    5.1 Physical Characteristics/Development
- ❖ Psychological Effects of Physical Changes
- ❖ Effect of Physical Changes on Health and Sexual Behaviors

    5.2 Mental Characteristics/Development
    5.3 Emotional Characteristics/Development
- ❖ Heightened Emotionality

    5.4 Entertainment and Play
    5.5 Hazards and Happiness
    5.6 Implication: Role of Parents and School Teachers

Bachelor of Education (B.Ed.) EPM

Suggested methodologies

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

Types of learning activities: Attending lectures, library consult 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.

Assessment:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References
Baron, R. (2005). *Psychology.* India: Pearson Education.
Ciccarelli, S. K. & Meyer. G. E. (2007). *Psychology.* India: Pearson Education.
Hurlock, E.B. (2002). *Developmental psychology: A life span approach.* New Delhi: Tata McGraw-Hill Publishing Company LTD.
Grace J. C. (1976). *Human development.* NJ: Prentice Hall.
Jersild, A.T., Telford, C.W., & Sawrey, J.M. (1997). *Child psychology.* New Delhi: Prentice Hall.
Rogers, D. (1972). *The psychology of adolescence.* NJ: Appleton-century-Crofts

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **The Fundamentals of Curriculum Planning**   Credit Hours: 3
Course No: **EPM 315**   Full Marks:
Semester: **First**   Pass Marks:

1. Course Introduction

This course is designed to acquaint the students with fundamentals of curriculum planning, curriculum development, curriculum implementation and curriculum evaluation. To achieve this goal, this course provides students with opportunities for acquiring essential knowledge and developing critical understanding of issues and the need of curriculum planning, factors influencing curriculum planning, stages and components of curriculum development, essentials of curriculum implementation and needs and strategies for curriculum evaluation and change.

2. Course Objectives

On completion of the course the students are expected to;
 a) specify the need of curriculum planning.
 b) list the fundamental issues of curriculum planning and explain, with example, each issue
 c) identify and explain the factors and forces of curriculum planning
 d) discuss the components and stages of curriculum development
 e) explain the essential requirements for effective curriculum implementation
 f) discuss the change process as a fundamental element of curriculum implementation
 g) list the basic prescriptions for implementing curriculum change
 h) discuss the need of curriculum evaluation
 i) specify the major decision and evaluation techniques
 j) use the basic evaluation models
 k) explore the major issues and challenges of curriculum evaluation

3. Course Contents

Unit One: Basic Issues of Curriculum Planning
 1.1 Meaning and concepts of curriculum planning
 1.2 Need for better curriculum planning
 1.3 Basic issues of curriculum planning
  - Does curriculum planning at present make adequate provisions for all children and youth?
  - What should be the philosophical bases for curriculum planning?
  - What kind educational experiences should be provided by the school?
  - What should be the relative emphasis given to general and specialized education
  - Who should plan the curriculum
  - What are the desirable characteristics of good curriculum

Unit Two: Forces that Influences Curriculum Planning
 2.1 Historical and political precedent and tradition
 2.2 Cultural patterns and social aims of curriculum determinants
 2.3 The pupil and educative process
 2.4 Teacher Union and students' forces
 2.5 Philosophical influences
 2.6 Educational organization and administration
 2.7 Financing of education
 2.8 Globalization/global educational policy
 2.9 Issues of gender, ethnic and sexual minorities, disadvantaged groups S
 2.10 Science and technology

Unit Three: Developing Curriculum
 3.1 Situational analysis
 3.2 Curriculum intent
 3.3 Curriculum content
 3.4 Learning activities
 3.5 Evaluation and assessment

Unit Four: Implementing Curriculum
 4.1 Essential requirements for effective implementation of curriculum
  - Teacher – motivation, qualification and training
  - Physical facilities
  - Teaching materials and equipments
  - Effective school program
  - Leadership and management
  - Community involvement
 4.2 Conceptualizations of the change process
 4.3 Prescriptions for implementing curriculum change

Unit Five: Evaluating Curriculum
 5.1 Context and relevance of curriculum evaluation
 5.2 Need of curriculum evaluation
 5.3 Decisions and evaluation techniques
 5.4 Evaluation conceptions and models
 5.5 Issues and challenges in curriculum evaluation

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

6. Prescribed Texts

a. McNeil, J. D. (2004). *Curriculum: A comprehensive introduction.* New York: Little, Brown and Company (Unit I to V)

b. Pratt, D. (2000). *Curriculum: design and development*, New York: Harcourt, Brace Jovanovich (Unit I to V)

c. Print, M. (1993). *Curriculum development and design* (2nd ed.). Crows Nest NSW: Allen & Unwin (Unit I to V)

d. Saylor, J.G. and Alexander, W.M. (1999. *Curriculum planning for better teaching and learning*. New York: Rinehart & Company (Unit I to V)

e. Sowell, E.J. (1996. *Curriculum: an integrative introduction*. New Jersey: Merrill (Unit I to V)

f. Wiles, J. and Bondi, J. (1997). *Curriculum development: a guide to practice*. New Jersey, NJ: Merril (Unit I to V)

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Educational Management and Organization**   Credit Hours: 3
Course No: **EPM 316**   Full Marks:
Semester: **First**   Pass Marks:

1. Course Introduction

This course is designed for the students who take EPM specialization area at Bachelor of educational science. This course is specially designed for perspective and practicing head teachers, educational managers, administrator and other educational human resources. This course is divided into two parts. The first part deals with the theory of management while the second part talks about the educational management in Nepal. It deals with the contents related to professional educational manager and effective management of educational institution.

2. Course Objectives

On completion of the course the students are expected to;

a. discuss the theoretical aspect of management and its practice in educational institution.

b. share the general information about educational management system in Nepal and focusing on problem & issues of educational management with reference in Nepal.

c. be familiar with the educational management with reference in Nepal.

d. talk about the organization of Education Management in Nepal.

e. be familiar with the educational management in SAARC countries

3. Course Contents

Part: One

Unit One: Concept of Management

1.1   Meaning and definition.
1.2   Elements and function.
1.3   Need and importance.
1.4   Differentiate among management, administration & organization.
1.5   Meaning of educational management.

Unit Two: Management Theories/Approaches and their Implication to School Management.

2.1   Scientific
2.2   Bureaucratic
2.3   Human relation

2.4   Behavioral

2.5   System &

2.6   Contingency

2.7   Implication of above theories approaches is school management

Unit Three: Qualification of Educational Manager

    a.   Personal

    b.   Social

    c.   Professional

Impacts of above qualities of school management

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Part: Two
Educational Management of Nepal SAARC Countries

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Unit Four: Educational Management in Nepal

4.1.   Historical development

4.2.   Ancient, Negligence, oppressed, Reformation, Development period and Onward

4.3.   Personnel public management

4.4.   Resource management.

Unit Five: Organization of Education Management in Nepal.

5.1.   Central level (MOE, DOE)

5.2.   Regional level (RED)

5.3.   District level (DOE,DEC)

5.4.   Local level (SMC, VEC, PTA & H.T)

Unit Six: Problems and Issues of Educational Management in Nepal

6.1.   Structure

6.2.   Policy

6.3.   Equity and access

Unit Seven: Brief Introduction of Educational Management of SAARC Countries

Bangladesh, India, Bhutan, Maldives, Afghanistan, Pakistan, Sri Lanka

4. Instructional Techniques

This is a theory course so the teacher will adopt the following techniques to evaluate the students. General techniques (lecture, Discussion, question answer). Specific techniques library study self study& paper presentation of report on a topic on problem and issues of educational management system in Nepal.

5.Evaluation Schemes

- Internal 40%
- External:60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

    a)   Aggrwal, J.C. (1991). *School organization, administration and Management*. New Delhi DobaHouse(Unit 1&2).

    b)   Afful, Ken (2000). *Management & organization behavior, Kathmandu.* Ekata Books(Unit 1 &2)

    c)   Koontz, Herald & Hewing Weirinch (2005). *Management of global perspective*. Singapore: MC Grow Hill (Unit 1&2).

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    e)   Dhakal,M.P.(2069). Educational Administration (Nepali). Kathmandu: Ratna Pustak Bhandar. (Unit 1-6)

Course Title: **Title: English Proficiency II**
Nature of course: Theory and Practice   Credit hours: 3
Level: B.Ed.   Teaching Hours: 45
Course No: ENG 321   Semester: II

1. Course Introduction
The English Proficiency Course – II is a continuation of English Proficiency Course – I of the first semester and it also focuses on basic conversational skill, reading and writing skills and basic grammar skills. These skills are introduced in context through varieties of reading materials. In addition to this, it also aims to develop students' vocabulary of general use required for reading, writing and everyday communication.

2. Course Objectives
The objectives of this course are as follows:
  a) to develop vocabulary knowledge of different thematic field
  b) to expose the students to the variety of academic listening texts.
  c) to enhance students' spoken English for academic conversation.
  d) to expose the students to the variety of academic reading texts.
  e) to develop in students the ability to write in English.
  f) to promote critical thinking skills among the students.

3. Contents
Unit One: Listening
  1.1. General listening
  1.2. Micro-listening
  1.3. Drawing inferences
  1.4. Make opinions from the listening texts
  1.5. Listen and summarize
  1.6. Comprehending figurative expressions to interpret speaker's intention
  1.7. Guided listening
  1.8. Listening to a lecture

Unit Two: Speaking
  2.1. Communicating with friends
  2.2. Use of language functions in different academic settings
  2.3. Turn taking in conversation
  2.4. Participating in discussion
  2.5. Presenting information to the audience

Unit Three: Reading
  3.1. Previewing skills
  3.2. Prediction skills
  3.3. Micro-reading skills
  3.4. Macro-reading skills
  3.5. Reading different genres
  3.6. Reading for detail comprehension
  3.7. Reading with strategies

Unit Four: Writing
  4.1. Writing different genres
  4.2. Process writing
  4.3. Writing letters
  4.4. Essay writing

Unit Five. Vocabulary
Vocabulary related to the following themes:
  5.1. Countries, nationalities and languages
  5.2. The weather
  5.3. Describing people
  5.4. Relationships
  5.5. At home
  5.6. Everyday problems
  5.7. Global problems
  5.8. Education
  5.9. Work
  5.10. Sport
  5.11. The arts
  5.12. Food
  5.13. The Environment
  5.14. Town s
  5.15. The natural world
  5.16. Clothes
  5.17. Health and Medicine
  5.18. Travel
  5.19. Number and shapes
  5.20. Science and Technology
  5.21. The press and media
  5.22. Politics and Public institutions
  5.23. Crime
  5.24. Money – buying, selling and paying

Unit Six. Critical Thinking
  7.1. Relate personal experience to the topic
  7.2. Integrate information from multiple sources
  7.3. Reflect on experiences to take risks
  7.4. Analyze personal experiences
  7.5. Evaluate experiences and events
  7.6. Consider social responsibility on various levels

4. Instructional Techniques
  • Class discussion
  • Presentation
  • Group work/pair work
  • Project work
  • Self-study

5. Evaluation Scheme
- 6.1. Internal: 40%
- 6.2. External: 60%

Internal evaluation will be based on the following criteria:
- Attendance and class Presentation   5%
- Project Work/Assignment/Essay I   10% (1 essay)
- Project Work/Assignment/Essay II   10% (2 reflective writing based on their classroom experiences of learning the course)
- Mid-term Exam/Project   15% (2 reading writing projects that address the critical thinking skills given in the course)

6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

7. Prescribed Textbooks
1. Daise, D., Norloff, C. and Carne, P. (2011)). Q: Skills for Success (Reading and Writing) – 4. New York. Oxford University Press.
2. Freire, R. and Jones, T. (2011). Q: Skills for Success (Listening and Speaking) – 4. New York. Oxford University Press.
3. McCarthay, M. & O'Dell F. (1994) English Vocabulary in Use, Upper Intermediate and Advanced . Cambridge: Cambridge University Press

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Course Title: **Title: Emerging Theories of learning**

Nature of course: Theory and Practice   Credit hours: 3

Level: B.Ed.   Teaching Hours: 45

Course No: EDU 323   Semester: II

1. Course Description

This course is designed as a core educational course of Bachelor in Education The overall goal of this course is to acquaint the students with various theories that explain how an individual learn within their real-life environment. This course includes the content areas including learning theories and paradigms ranging from the behaviouristic to cognitivist theoretical models. As a requirement for the implementation of these theories for teaching and professional development, this course enables the students to use these theories in their everyday teaching learning practices.

2. Course objectives

- To acquaint the students with meaning and concepts of learning theory
- To develop understanding of empiricism and rationalism of learning in relation to the origin of learning theories
- To specify different types of learning theories
- To discuss the importance of learning theories in education and teaching
- To introduce the meaning of classical conditioning theory
- To understand the process and mechanism of classical conditioning theory
- To use the operant conditioning theory in teaching learning practices
- To familiarize the students with meaning and concept of operant conditioning
- To explain the acquisition process of operant conditioning
- To develop the concept of reinforcement and its application to change behaviors of learners
- To use the operant conditioning in classroom teaching and learning
- To clarify the concept of phi-phenomenon in productive thinking
- To list the principles of perception with explanation
- To discuss the implication of productive thinking in classroom practices
- To explain the meaning of purposive behavior
  To explain the Tolman's experiments and draw the conclusion from them
- To derive implication of Tolman's learning theories for teaching and learning practices
- To acquaint with, and develop critical insight of, the premises of individual constructivism
- To explain the basic features of individual constructivism
- To draw educational implications of individual constructivism
- To define social constructivism and its premise
- To discuss the concept of Zo - Ped (Zone of proximal development and Totem in relation to knowledge construction
- To draw educational implications of social constructivism

3. Content Specifications

Unit I: Introduction to Learning Theories   7

    1.1   Meaning and Issues of Learning

    1.2   Origin of learning theories

         1.2.1   Empiricism – Behaviorism

         1.2.2   Rationalism – Cognitivism

    1.3   Major Types of Theories (Introduction only)

         1.3.1   Behaviorisms

- *Pavlov's Classical Conditioning*
- *Skinner's Operant Conditioning*
- *Thorndike's Connectionism*
- *Hull's Systematic Behavior Theory*
- *Guthrie's Contiguous Theory*

         1.3.2   Cognitive Theories

- *Gestalt Theories*
- *Tolman's Sign learning Theory*

    1.4   Importance and Use of Learning Theories in classroom teaching

Unit II: Classical Conditioning Learning Theory   7

    2.1   Introduction

    2.2   Process and Mechanism of Classical Conditioning

    2.3   Implication in Classroom Teaching

Unit III: Operant Conditioning Learning Theory   7

    3.1   Meaning and Concept

    3.2   Acquisition of Operant Behavior (Principles and Mechanism)

    3.3   Concept and Application of Reinforcement

    3.4   Implication for Teaching and Learning

Unit IV: Wertheimer's Phi-Phenomenon Theory   7

    4.1   Basic Concept of Phi-Phenomenon/Productive thinking

    4.2   Principles of Perception

    4.3   Educational Implication of Productive Thinking

Unit V: Tolman's Sign Learning/Purposive Behaviorism   7

    5.1   Introduction

    5.2   Reward Expectancy Learning

    5.3   Place Learning/Alternative Path Learning

    5.4   Latent Learning

    5.5   Educational Implications of Sign Learning Theory

Unit VI: Constructivism   10

    6.1   Piaget's Individual constructivism (5)

         6.1.1   Philosophical Premises

         6.1.2   Basic Features (Scheme, Adaptation, Assimilation, Accommodation, and equilibration)

         6.1.3   Educational Implications of Piaget's Theory

    6.2   Vygotsky's Social Constructivism (5)

         6.2.1   Introduction

         6.2.2   Basic Premises (Situated Cognition)

         6.2.3   Fundamental Entities of Social Constructivist Theory

         6.2.4   Zone of Proximal Development (Zo-Ped)

6.2.5 Cultural Tool (Totem)
6.2.6 Process of Knowledge Construction
6.2.7 Educational Implications of Vygotsky's Theory

4. Suggested methodology
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

Assessment
External: 60%
Internal: 40%
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References
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Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. London: Lowe & Brydone
Hldgard, E.R., & Bower, H.G. (1975).*Theories of Learning*. Delhi: Prentice Hall
Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill
Klein, S.B. (1996). *Learning: Principle and application*. McGraw Hill. Inc
Rogers, D. (1972). *Psychology of adolescence*. New York
Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall
Woolfolk, A. (2008). *Educational Psychology*. New Delhi: Pearson Education

Course Title: **Title: Curriculum and Assessment**
Nature of course: Theory and Practice   Credit hours: 3
Level: B.Ed.   Teaching hours: 45
Course No: EDU 324   Semester: II

1. Course introduction
This course is one of the core courses in education which aims to provide the students with learning opportunities to grasp meaning and concept of curriculum and help them develop understanding of assessment with reference to classroom teaching. It intends to acquaint the students with the meaning of curriculum, elements of curriculum and difference between curriculum and course of study. It then provides them with learning opportunities to understand curriculum development models, curriculum framework and taxonomy of educational objectives, In addition, this course intends to acquaint students with the basic concepts 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, test construction and appraisal, and non-testing devices of assessment.

2. Objectives
On the completion of this course the students will be able to
- Conceptualize and understand the meaning and concept of curriculum.
- Distinguish between curriculum and course of study.
- Specify and illustrate the elements of curriculum.
- Understand and reflect on the various models of curriculum development.
- Acquaint with subject-cantered, activity-centred and core curriculum.
- Develop various types of learning objectives based on the taxonomies of educational objectives.
- Differentiate between measurement and assessment.
- Understand and appraise various types of assessment.
- Use assessment in academic purpose.
- Acquaint the students with the concept of reliability and validity of measuring instrument and be able to estimate reliability and validity of classroom tests.
- Differentiate between standardised and classroom tests.
- Construct various kinds of subjective and objective tests.
- Appraise scoring techniques of subjective and objective tests.
- Calculate difficulty level and discrimination index of objective test using item analysis techniques.
- Acquaint the students with various non-testing devices and techniques of assessment.

3. Content specifications
Unit I Introduction to curriculum 5
1. Meaning of curriculum
   - Etymological meaning
   - Narrow meaning
   - Wider meaning

2. Distinctions between curriculum and course of study
3. Elements of curriculum
   - Objectives
   - Contents
   - Teaching-learning strategies
   - Evaluation
4. Needs and importance of curriculum

Unit II : Curriculum development models and process   **6**
1. Tylor's model of curriculum development
2. Taba's model of curriculum development
3. Nicholls and Nicholls's models of curriculum development
4. Walker's models of curriculum development
5. Strengths and weaknesses of these models
6. Curriculum development process in Nepal

Unit III: Curriculum framework   **5**
1. Subject curriculum
2. Activity-centred curriculum
3. Core curriculum

Unit IV : Taxonomy of Educational objectives   **6**
1. Bloom's taxonomy
   - Cognitive domain
   - Affective domain
   - Psychomotor domain
2. New taxonomy (introduction only)
   - Theoretical basis
   - Three domains of knowledge
   - Six levels of new texonomy

Unit V : Measurement and Assessment   **6**
1. Meaning and concept of test, measurement, assessment and evaluation
2. The role of measurement and assessment in teaching
3. General principles of assessment
4. Types of evaluation
   - Placement
   - Formative
   - Diagnostic
   - Summative
5. Norm-referenced and criterion-referenced assessment
6. Assessment system in school education in Nepal

Unit VI : Reliability and validity   **6**
1. Meaning and definition of reliability
2. Types and methods of estimating reliability
   - Test-retest method
   - Parallel form method

- Split-half method
3. Meaning and definition of validity
4. Types validity
   - Content validity
   - Criterion-related validity
   - Construct validity

Unit VII : Test construction and appraisal   **6**
1. Standardised test
2. Teacher made test
   - Subjective test
   - Objective test
3. Scoring of subjective and objective test
4. Analysis of test results
   - Difficulty level
   - Discrimination index
   - Power of distracters

Unit VIII: Non-testing devices of assessment   **5**
1. Rating scale and check list
2. Portfolio
3. Peer-appraisal
4. Anecdotal records
5. Self-report techniques

4. Suggested methodology
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. Assessment
    External: 60%
    Internal: 40%
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

7. References

Linn, R.L & Gronlund, N.E. (2000). *Measurement and assessment in teaching* (8th ed.) Delhi: Pearson Education

Marzano, R.J. and Kendall, J.S. (2007). The new taxonomy of educational objectives (2nd ed.) California: Carwin Press

Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues (4th ed.).* Boston: Allyn and Bacon

Print, M. (1993) Curriculum development and design. Sydney: Allen

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Policy Planning in Education**   Credit Hours: 3
Course No: **EPM 325**   Full Marks:
Semester: **Second**   Pass Marks:

1. Course Introduction

This course is a theoretical course and it deals with basic concepts of educational policy planning. It also provides the generic knowledge about the globalization and its impact while formulating educational planning. The factors of policy planning as well its analysis are the basic components of educational planning.

2. Course Objectives

On completion of the course the students are expected to;
    a.   define educational policy, determinant factors and analysis policy
    b.   explain the needs for planning culture
    c.   describe socio economic mobility for planning
    d.   describe the globalization and labor flexibility
    e.   identify the socio economic mobility for planning
    f.   describe globalization and labor flexibility

3. Course Contents

Unit One: Concept of Educational Policy
    1.1   Parameter of policy planning
        Economic
        Educational
        Change dynamics
    1.2   Policy mode
        Systemic mode
        The ad hoc mode
        The incremental mode
        The importance mode
    1.3   Criteria of policy options
        Desirability
        Affordability
        Feasibility

Unit Two: Determinant Factors for Policy Making
    2.1   Socio-cultural factor
    2.2   Economic factor

   2.3   Political factor
   2.4   Organizational factor
   2.5   Systemic factor
   2.6   Global and local factors

Unit Three: Analysis of Education Policy
   3.1   Policy making
   3.2   Existing situation
   3.3   Generating policy options
   3.4   Making policy options
   3.5   Policy impact assessment
   3.6   Evaluating policy options
   3.7   Subsequent policy cycle
   3.8   Policy analysis for educational planning

Unit Four: Need for a Planning Culture
   4.1   Meaning
   4.2   Characteristics
   4.3   Importance
   4.4   Thinking culture
   4.5   Implications

Unit Five: Socio Economic Mobility for Planning
   5.1   Structural change
   5.2   Dynamic strategies
   5.3   Analysis of mobility for planning

Unit Six: Globalization and Labor Flexibility
   6.1   Social protection
   6.2   Social safety, employment and poverty
   6.3   Social insurance and protection: Dealing with risk and volatility

4. Instructional Techniques

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a)   John, S. and Martial, D. collaboration with Jane, S. (2007). *Global perspectives on teacher learning: improving policy and practice.* Paris: UNESCO, IIEP.

b)   Nicholas, I. (1998). *Educational planning in east Africa: the role of imported planning technology.* Masters' thesis submitted to department of graduate of educational research Calgany, Alberta.

c)   Wadi D. Hadded with the assistance of Terri Demsky (1995). *Education policy planning process: an applied framework.* UNESCO: IIEP.

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **School Supervision**   Credit Hours: 3
Course No: **EPM 326**   Full Marks:
Semester: **Second**   Pass Marks:

1. Course Introduction

This course is the professional course of BES. This course is designed to help students understand the principles, purpose, functions, processes and practice of school supervision. This course also deals with problems and issues relating to instructional supervision. It provides learners with an opportunity to develop the supervisory leadership and skills. During the course it is expected that the students will get acquainted with the emerging trends of educational supervision.

2. Course Objectives

On completion of the course the students are expected to;
  a. define and describe the process of school supervision.
  b. describe the need for supervision to improve the quality of teaching learning in schools.
  c. explain the historical evolution of supervisory practices, thoughts and approaches.
  d. define and explain the concepts, process and steps involved in providing clinical supervision.
  e. examine the current practice of school supervision in Nepal.
  f. define supervision and support system in action
  g. differentiate clinical supervision from professional development

3. Course Contents

Unit One: Changing Concept and Practice of Supervision
  1.1   Meaning and definitions of educational supervision
  1.2   Objectives of school supervision
  1.3   Need of School supervision
  1.4   Functions of school supervision
  1.5   Rationale for school supervision
  1.6   Inspection vs. supervision
  1.7   Types of supervision
  1.8   Domains of supervision

Unit Two: Evolution of School Supervision
  1.1   Period of administrative inspection
  1.2   Period of efficiency orientation

  1.3   Period of co-operative efforts
  1.4   Period of research orientation

Unit Three: Supervisory Skills
  3.1   Basic supervision skills (Communicating, providing leadership, releasing human potential and building teacher morale)
  3.2   Conceptual skill
  3.3   Human relations skill
  3.4   Technical skill
  3.5   Counseling and discipline
  3.6   Resolving conflict

Unit Four: Process of Supervision
  4.1   Group processes in supervision
  4.2   Types of group
  4.3   Phases of group process
  4.3   Conditions for group process
  4.4   Types of group process

Unit Five: Approaches to School Supervision
  5.1   Power with and power over approach to super vision
  5.2   Styles of supervision
  5.3   Teacher development and support
  5.4   Building rapport with schools and teachers
  5.5   Competency-based approach
  5.5   School-based- supervision
  5.6   School supervision through school clusters

Unit Six: Supervision and Support System in Action
  6.1   Supervision and support services to teachers
  6.2   Job description of school supervisors
  6.1   Teacher support mechanism systems
  6.2   Role of field supervisor
  6.3   Training of supervisors (Job Instruction Training-JIT)
  6.4   Pillars of supervision
  6.5   Diversity in supervision
  6.6   Ethics of supervisor

Unit Seven: Clinical Supervision and Professional Development
  7.1   Beginning of clinical supervision
  7.2   Central principles of clinical supervision
  7.3   Steps and process of clinical supervision
  7.4   Teacher-supervisor relationship in clinical supervision
  7.5   Practical issues in clinical supervision

7.6 Instructional planning in clinical supervision
7.7 Observation and analysis of classroom instruction

Unit Eight: Organization and Practice of School Supervision in Nepal
8.1 Historical evolution of supervisory practices in Nepal
8.2 Organization and structure of supervision
8.3 Role and responsibility of supervisory personnel in Nepal (HM, DEO, SS and SMC)
8.4 Problem and issues of school supervision in Nepal
8.5 Supervision policy of MOE

4. Instructional Techniques

The methods and techniques of instruction will mostly lectures, class discussion, school survey, school and class observation & question answers.

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Adams, H.P. and Dickey, F.G. (1975).*Basic Principles of Education, Administration and supervision.* New York: American Book Company (Unit 1-2).
b) Adhikari, N.P. (2069). *Educational Administration and supervision (Nepali).*Kirtipur: Sunlight Publication (Unit 1-8).
c) Agrawal, J.C. (1994). *Educational Administration, management and supervision.*New Delhi: Jaya Book Dept(Unit 1).
d) *Alternative Models in Reforming School Supervision (2007).*Paris: IIEP(Unit 1-8).

e) Bulin, J.G. (1996). *Supervision*. USA: Houghton Mifflin Company (Unit 1-8).
f) Cogan, M.L. (1973). *Clinical Supervision.* Boston, USA: Houghton Mifflin Company(Unit 7).
g) Goldring, B.B and Sullivan, A.V. (1996).*International Hand Book of Educational Leadership and Administration*. Boston: Vandarbilt University, Kulwer Academic Publishers.
h) Lesley, K. and Others (1999).*Professional Development for Educational Management*. Philadelphia: Open University Press.
i) HMG/MOE, *Education for All, National Action plan of Nepal (2001-2015)*KesherMahal: Author
j) Sharma, S.K. (2003). *Administration and Supervision in School*. New Delhi: MohitPublication(Unit 1,2&3).
k) *The Management of Supervision staff (2007).* Paris: IIEP, UNESCO.
l) *Understanding a National Diagnosis on School Supervision: Some Guidelines*. Paris: IIEP UNESCO.
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Course Title: **Title: Educational development in Nepal**

Nature of course: Theory and Practice   Credit hours: 3
Level: B.Ed.   Teaching hours: 45
Course No: EDU 331   Semester: III

1. Course description

This course is designed for the students of B.Ed. level of MWU. This course intends to acquaint the student with various aspect of system and structure of education in Nepal. It also deals different educational projects and role of institution have also been included in this course to indicated development practice of the education system over the year.

2. Course objectives

- To make the students familiar with the historical development of education in Nepal.
- To enable the student in describing the educational policies, structure and system of Neal
- To orient the various university of Nepal
- To impart the knowledge on NFE and CTEVT

Unit 1: Education in Nepal   5
1.1   Historical development of education in Nepal
1.2   Pre- democratic period (indigenous, negligence, opposition period)
1.3   Post democratic period 2007-2027
1.4   Developmental period 2028 to 062
1.5   Curriculum prarup 2062 to on ward

Unit 2: Pre-primary level Education   5
1.1   Evolution
1.2   Objectives
1.3   Curriculum
1.4   Policy suggested by HLNEC 1998
1.5   Role of NGOs and INGOs in promoting pre-primary education
1.6   Problem and issues in primary education

Unit 3: School Level Education in Nepal   5
3.1   Historical development of primary, lower secondary, secondary and higher secondary school education
3.2   Objectives of primary, lower secondary, secondary and higher secondary school education
3.3   Existing curriculum, structure and evaluation system of primary, lower secondary, secondary and higher secondary school education
3.4   Problem and issues of school education in Nepal

Unit 4: Higher Education in Nepal   5
4.1   Evolution
4.2   Objectives
4.3   General introduction of different universities (TU, NSU, PU,KU,Pok U…..)

Bachelor of Education (B.Ed.) EPM

UNIT 5: Non- formal Education in Nepal   8
5.1   Evolution of NFE in Nepal
5.2   Types/ different programme of NFE in Nepal (basic concept only)
- Adult education
- Out of school children (OSP)
- Flexible schooling program (FSP)
- School out teach program(SOP)
- Community learning centre (CLC)
- Extension primary education program
5.3   Open and distance education in Nepal
5.4   Problem and issues of NFE in Nepal

Unit 6: Major Recommendation of Commission, Plans in their application School system 6
6.1   NNEPC 1951
6.2   ARNEC 1961
6.3   NESP 1971
6.4   NEC 1991
6.5   HLNEC 1998

Unit 7: Efforts of Educational Movement in Nepal (basic concept only)   6
7.1   Lahachok experiment
7.2   Seti education for rural development
7.3   PEP 1984 and BPEP 1992, 1999
7.4   EFA 2001-2015
7.5   SSRP 2010-2015

Unit 8: Vocational and Technical Education in Nepal   5
8.1   Evolution
8.2   Objectives
8.3   Role
8.4   Problem and issues

Assessment

External: 60%
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References
ARNEC (1961). Repot of ARNEC. Kathmandu: MOE.
Government of Nepal (2009). SSRP 2009-O15. Kathmandu: Author.
HLNEC (1998). Report of HLNEC. Kathmandu: Author.
MOE (2003). Education in Nepal. Kathmandu: Author.
Mohanty and Mohanty (1996). Early child case and Education. New Delhi: Deep and Deep Publication.
MOE (1971). NESP 2028-032. Kathmandu: Author.
NNEPC (1956). Nepal ma Shiksha. Kathmandu: Author.

Course Title: **Guidance and Counseling**

Level: B.Ed.   Credit hours: 3
Course No.: EDU 332   Teaching hours: 45

Course description
This course is designed for Bachelor of Education (B.Ed.) in MWU. This course is the core course of B.Ed. which intends to acquaint students with the general background of education with reference to the meaning of guidance and counseling and its need, importance and implication in the different fields in Nepal.

Course objectives
The general objectives of the course are as below:
- Generalize the needs of guidance and counseling and educational guidance and counseling.
- Enumerate the different educational guidance and counseling.
- Explain the types, approaches and process of guidance and counseling.
- Describe the implication of guidance and counseling in the field of education.

Unit 1. Concept of Guidance   5
- Meaning and definition of guidance
- Philosophy of guidance
- Need and importance of guidance
- Types of guidance
- Services of guidance

Unit 2. Concept of Counseling   6
- Meaning and Definition of counseling
- Need and importance of counseling
- Types of counseling
- Function of counseling

Unit 3. Guidance and counseling in the educational setting   8
- Concept of educational guidance
- Guidance needs to related to education
- Aptitude and interest
- Guidance at secondary school

3.2 Concept of educational counseling
- Counseling at secondary school child
- Role of presents teachers in counseling
- Educational curriculum and counseling

Unit 4. Emergence and growth of guidance and counseling psychology   12
- Factors contributing the emergence of counseling
- Moral and philosophical issues
- Economic changes and challenges
- Educational Aspects

- Mental measurement
- The mental hygienic movement
- Progress in psychology
- Social Theories, important period in development of counseling
- Philosophical concern

Unit 5. Approaches of counseling   **7**
- Directive approach (Psychoanalytic)
- Non directive approach
- Humanistic Approach
- Elective Approach

Unit 6. Process of counseling preparation of counseling   **7**
- Counseling relatives
- Counseling interactions
- Variables affecting the counseling process
- Counselor skills
- Portrait of an affective counselor
- Counselor factors

Note: Figures indicate the approximate periods for the respective unit.

1. Teaching Method/instructional techniques

The methods of instruction will mostly lectures discussion & question answer.

Assessment
External: 60%
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References

Rao, S. Narayan (2011). Counseling & guidance, New Delhi; Tata McGrow hill Companies

Deck, CE (1963). Philosophical Foundation and Guidance N.G. printice Hall

Welfel, Eligabeth R. & patterson lewis E. (2005) the counseling process a multicultural integration approach, Australia Thompson Brooks/ cole

Kochhar SK (   ) Educational & vocational guidance in secondary schools, New Delhi sterling published Pvt.

SND sister marry Ushila (2008), Guidance & counseling, New Delhi, S. Chandra & company Ltd.

Bachelor of Education (B.Ed.) EPM

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Test Development and Assessment**   Credit Hours: 3
Course No: **EPM 333**   Full Marks:
Semester: **Third**   Pass Marks:

1. Course Introduction

Testing is a dominant means of student assessment both at the school and university levels. In this context, this course is designed to acquaint the students with the fundamentals of assessment in teaching. It provides them with opportunities to learn ways in which tests are used as a means of assessment and the ways they are constructed and validated.

2. Course Objectives

On completion of the course the students are expected to;
a) define assessment, test and measurement.
b) differentiate between measurement and assessment.
c) explain various types of assessment.
d) understand the concept of reliability and validity of a measuring instrument and be able to compute reliability and validity of classroom tests.
e) list and explain the stages of planning classroom tests and assessments.
f) construct various kinds of subjective and objective tests.
g) explain the considerations for assembling test items.
h) describe the factors to be considered while administering the test.
i) describe and be able to use techniques for scoring subjective and objective tests.
j) estimate and compute difficulty level and discrimination index of objective test items using item analysis techniques.
k) be familiar with various non - testing devices and techniques of assessment and aware of their advantages and limitations.

3. Contents

Unit One: Test, Measurement and Assessment
1.1   Meaning and concept of assessment, test and measurement
1.2   Types of assessment
- Placement, formative, diagnostic and summative assessment
- Norm-referenced and criterion-referenced assessment
1.3   Instructional goals and objectives: foundation for assessment
- General and specific objectives
- Writing instructional objectives (both general and objectives)

Unit Two: Reliability and Validity

2.1   Reliability
- Meaning and definition of reliability
- Types of reliability
- Methods of estimating reliability (test-retest and split-half methods)

2.2   Validity
- Meaning and definition of validity
- Types of validity
- Estimating content validity

Unit Three : Planning Classroom Tests and Assessment (8 hours)

3.1   Determining the purpose of the test
3.2   Developing specifications for tests and assessments (building table of specifications)
3.3   Selecting appropriate types of items and assessment tasks
3.4   Preparing relevant assessment tasks
3.5   Assembling the assessment
3.6   Administering the assessment
3.7   Appraising the assessment
3.8   Using the results

Unit Four: Constructing Test Items (8 hours)

4.1.   Short-answer items
4.2.   True-false or alternative-response items
4.3.   Matching exercises
4.4.   Multiple-choice forms
4.5.   Essay type test

Unit Five: Administering and Appraising Classroom Tests and Assessments

5.1   Administration and scoring classroom tests and assessments
General considerations in administering tests
Scoring the test (essay type and objective)
5.2   Item analysis
Determining item and task effectiveness
Computing item difficulty and discriminating power
Evaluating the effectiveness of distracters

Unit Six: Non-testing Techniques of Assessment

6.1   Observation: Rating scale and check list
6.2   Portfolio
6.3   Peer-appraisal
6.4   Anecdotal records
6.5   Self-report techniques
6.6   Continuous assessment

Bachelor of Education (B.Ed.) EPM

4 Instructional Techniques

- 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%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20marks

6. Prescribed Texts

a)   Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5[th]ed.). Upper Saddle River, NJ: Prentice Hall (Unit I to VI).

b)   Gronlund, N.E. (1998). *Assessment of student achievement* (6th ed.), Boston: Allyn&Backon (Unit I to VI)

c)   Miller, M. D., Linn, R. L & Gronlund, N. E. (2008). *Measurement and assessment in teaching* (10[th]ed.) New Delhi: Pearson Education (Unit I to VI)

d)   Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5[th]ed.) London: Pearson Education (Unit I to VI)

e)   Reynolds, C. R., Livingston, R. B. and Willson, V. (2009) *Measurement and assessment in education.* New Delhi: PHI Learning (Unit I to VI)

f)   Taiwo, A.A. (2000). *Fundamentals of classroom testing.* New Delhi: Vikash Publishing House (Unit I to III).

Course Title: **Curriculum Development in Nepal**   Credit Hours: 3
Course No: **EPM 334**   Full Marks:
Semester: **Third**   Pass Marks:

1. Course Introduction

This course is designed to acquaint the students with the educational development in Nepal with a particular focus on school curriculum. It provides a general overview of educational development during the Rana and Panchayat period, followed by the post-1990 educational development. Students also acquire knowledge and understanding of school curriculum in those periods. This course also provides students opportunities to learn about the curriculum development process in recent times, including the roles of Curriculum Development Centre in the development of school curricula and textbooks.

2. Course Objectives

Upon completion of this course, the students are expected to
 a) be acquainted with the major periods of 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) be acquainted with, and develop critical understanding of, contemporary educational reforms programs.
 e) specify the roles and responsibilities of Curriculum Development Centre in Nepal
 f) explain the curriculum development process in Nepal
 g) explore the problems and issues of curriculum development in Nepal
 h) be acquainted with school curriculum in Nepal
 i) suggest ways to improve school curriculum in Nepal

3. Course Contents

Unit One: Historical Overview of Educational Development in Nepal
 1.1.   Educational development before the Rana period
 1.2.   Educational development during the Rana period
 1.3.   Educational development during the Panchayat period
 1.4.   Educational development after the restoration of democracy

Unit Two: Curriculum Development in Historical Time
 2.1   Curriculum before and during the Rana period
 2.2   Curriculum suggested by Nepal National Educational Planning Commission
 2.3   Curriculum suggested by NESP
 2.4   Curriculum suggested by NEC

Unit Three: Curriculum Development in Modern Times
 3.1.   Curriculum Development Centre: organizational structure and roles and responsibilities
 3.2.   Curriculum development and approval process
 3.3.   Textbooks development at CDC
 3.4.   Free textbook policy – production and distribution (roles of CDC, JEMC, Private printers and Sajha)
 3.5.   Local curriculum development process
 3.6.   Problems and issues of curriculum development in Nepal

Unit Four: Analysis of School Curriculum in Nepal (8 hours)
 4.1.   Primary school curriculum
 4.2.   Lower-secondary school curriculum
 4.3.   Secondary school curriculum
 4.4.   Suggestion for improving school curriculum in Nepal

Unit Five: Issues and Challenges of Curriculum Development in Nepal (10 hours)
 5.1.   Central versus local curriculum
 5.2.   Medium of instruction
 5.3.   Technology and resources
 5.4.   Competency of teachers
 5.5.   Student assessment

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Bachelor of Education (B.Ed.) EPM

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Curriculum Development Centre (2005). *National Curriculum Framework for School Education(pre-primary – 12) in Nepal*, Sanothimi: Author (Chapter III)

b) Lau, D.C. (2001). Analyzing the curriculum development process: three models, *Pedagogy, Culture and Society*, 9 (1), pp. 29 – 44 (Chapter III and V)

c) Website of Curriculum Development Centre www.moecdc.gov.np (Chapter III and IV)

d) College of Education (1956). *Education in Nepal: Report of Nepal National Educational planning Commission.* Kathmandu: College of Education (Chapter I

e) Government of Nepal Education *Act and Regulation* (latest amendments). Kathmandu: Author (Chapter III to V)

f) Government of Nepal/Ministry of Education *Reform documents and programmes – NEC report, BPEP, EFA core document, SSRP, CSSP.* Kathmandu: Author (Chapter I to V)

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

h) Poudel, L.N. *Educational process and education in Nepal* (in Nepali). Kathmandu: Prativa Pustak Bhadar (Chapter I to V)

i) Poudel, L.N. *Educational development in Nepal* (in Nepali). Kathmandu: Bidhyarthi Pustak Bhandar (Chapter I).

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Teacher Professional Development**   Credit Hours: 3
Course No: **EPM 335**   Full Marks:
Semester: **Third**   Pass Marks:

1. Course Introduction

This course is designed for the students of bachelor level with specialization in educational sciences. The course aims to expose the students to the concept of TPD, models of TPD and role and responsibilities of related agencies in teacher professional e students with the problems, issues and challenges of TPD and encourage them to find ways of addressing the challenges and find solution in the context of Nepal.

2. Course Objectives

On completion of the course the students are expected to;
a) be familiarized with the concept of TPD
b) explain the models of TPD
c) discuss the professional of schools
d) explain the ways and impact of TPD
e) understand the problem, issues and their solution of TPD
f) talk about the role and responsibilities of different agencies of TPD

3. Course Contents

Unit One: Concept of Teacher Professional Development
1.1 Meaning and definitions of professional development
1.2 Features of professional development
1.3 Kinds of professionals
1.4 Variables of teacher development
1.5 Needs and importance of TPD
1.6 Affecting features of TPD

Unit Two: Modes of Teacher Professional Development
2.1. Models of TPD
• Organizational partnership models
• Individual/ small group models
2.2. Professional development schools
• School's network
• Distance education
• Co-operation
• Self -concept

2.3. Impact of TPD
- Impact on teacher
- Impact on student learning
2.4. Ways of TPD
- Pre-service education/ training
- In- service education / training
2.5. Training psychology and its implication

Unit 3: Individual and Professional Development
3.1. Principles of professional development (symbolic interactions, critical theory and theory of postmodern try
3.2. Needs and priorities in professional development
3.3. Stages of professional development of a school system
3.4. In- services professional development

Unit 4: Issues and Challenges of TPD
4.1. Higher expectations
4.2. Hiring new teachers
4.3. Quality professional guidelines
4.4. Quality professional development challenges
4.5. Affecting factors for TPD
4.6. Supporting quality professional development
4.7. Challenges of TPD in the Nepalese context

Unit 5: Agencies of TPD
5.1. The role of school and education leaders
5.2. Ministry of education (MOE)
5.3. Department of education (DOE)
5.4. NCED
5.5. TSC
5.6. Faculty of education
5.7. Teacher union
5.8. NGOs
5.9. Teacher educators

4. Instructional Technology

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Dempster, N. (2002 a). *The Professional Development of Principals, Theoretical Framework, the Practicing Administrator(Unit 1-5).*
b) Dempster, N. (2002b). *Professional Development of Principal, Review of Policy, the Practicing Administrator(Unit 1-2).*
c) The Finance Project (2004). *Teacher professional development.* Columbia: Public Education Network(Unit 1).
d) Abdal–Hagg, I. (1996) Making Time for TPD ERIC Digest. Washington, DC: ERIC Clearing House on Teaching and Teacher Education (Unit 1-5).
e) Benejam, P., Espinet. M. (1992).Issues and Problems in Teacher Education: An International Handbook. New York: Leavitt HB (Unit 1-5).
f) Calderhead, J. Shorrock, S.B (1997). Understanding Teacher Education: Case studies in the Professional Development of Beginning Teachers. London: The FalmerPress(Unit 1-5).
g) Fessler, R., Christensen, J. (1992). The teacher career cycle: understanding and guiding the professional development of teachers. Boston: Allyn and Bacon.
h) Falk, B. (2001). Professional Learning through Assessment. New York: Teachers College Press(Unit 1-5).
i) NCED (2008) Teachers development in Nepal.Bhaktapur: Authors (unit 4&5)

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **School Based Management**　　　Credit Hours: 3

Course No: **EPM 336**　　　Full Marks:

Semester: **Third**　　　Pass Marks:

1. Course Introduction

This course is designed for the students of BES. The course provides the students with the concept of SBM, financial delegation and leadership skills to the students. It also provides them the knowledge about human resources management and state the roles and responsibilities of head teacher and other related educational managers. During the course, students will also be familiarized with the problems and issues of SBM and their solution in the context of Nepal.

2. Course Objectives

On completion of the course the students are expected to;
a) explain the concept of SBM
b) be familiar with the process of SBM and its implication
c) describe the issues and problems of SBM with their solution
d) understand the human resource of secondary school
e) describe problems and issues of SBM

3. Course Contents

Unit One: Concept of School Based Management
1.1　Definitions of SBM
1.2　Need of SBM
1.3　Emergence of major reforms for SBM
1.4　Development/ decentralization
1.5　School of the future
1.6　Dimensions of SOF's reform
1.7　Theory of SBM
1.8　Linkage of SBM with learning outcomes
1.9　Topology of SBM

Unit Two: Financial Delegation and Leadership
2.1.　Delegation of financial management
2.2.　Effects of SBM and financial delegation
2.3.　Leadership consideration
2.4.　Equity consideration
2.5.　SBM in developing countries
2.6.　Implication of SBM

Unit Three: Human Resource of Secondary School
3.1.　The staff
- Administrative staff
- The teaching staff
- Support staff

3.2.　Pupils
3.3.　Parents

Unit Four: Qualities, Role and Responsibility of the Head teacher
4.1.　Qualities of the head teacher
4.2.　The role of head teacher
- On pedagogical level
- On financial level
- At a social level

4.3.　Concerning HRM
- Personnel management
- Pupil management
- Partnership management

4.4.　The head teacher's responsibilities

Unit Five: Problems and Issues of SBM
5.1.　Capacity building for SBM
5.2.　Synergy through network
5.3.　SBM in the context of Nepal
5.4.　Problems and issues of SBM
5.5.　Implication procedures of SBM

4. Instructional Techniques

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

Bachelor of Education (B.Ed.) EPM

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Chion, Kenney (1994). Site-Based Management and Decision making Problem and Solutions. Arlington, Virginia: American Association of School Administrators(Unit 1-5).

b) David, Jane L. (1989). Synthesis of Research on School - Based Management, Educational Leadership, and EJ 388(Unit 1).

c) Prasch John C. (1990). How to Organize for SBM. Alexandria, Virginia: Association for Supervision and Curriculum Development (Unit 1).

d) Abu-Duhou, I. (1999).SBM. Paris: IIEP/ UNESCO(Unit 1-5).

e) Leithword, K. and Menzies, T. (1998). Form and Effects of SBM: A Review of Educational Policies. UK: Oxford Press(Unit 1-5).

Course Title: **Title: Social Justice in Education**
Nature of course: Theory and Practice   Credit hours: 3
Level: B.Ed.   Teaching hours: 45
Course No: EDU 341   Semester: IV

Course description

This course is designed to assist the students to understand the essence of education and social justice in real life situation. It aims to generate multiplier effect of education and social justice extending from the Bachelor in educational science level classroom to the realities of the households. It will also assist the 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 education and social justice but also explore their scenario at the national and global contexts.

Course objectives

At the end of this course the students will be able:
- To identify the evolution concept of social justice education
- To enhance the knowledge of students in promoting social justice through affirmative action
- To impart the knowledge on education as a requisite for social justice
- To make the students familiar with the contribution of social justice for social development and empowerment.
- To enable the students in carrying out an enquiry into social movements as a global movement.

Unit 1: Concept of social justice   **10**
1.1 Meaning and evolvement of social justice education
1.2 Theoretical foundations of social justice education
1.3 Pedagogical framework for social justice education
1.4 Concept of poor law and corn laws
1.5 Concept of anti poor laws and anti Corn Laws.

Unit 2: Education for social justice   **7**
2.1 Education as a conservative force to change in social justice
2.2 Education as a transformative force to bring change in social justice
2.3 Education as reformative force for social justice
2.4 Curricular role for social justice
2.5 Pedagogical role for social justice
2.6 Classroom practice
2.7 Participation and inclusion of students in the classroom

Unit 3: Social justice for equitable development   **5**
3.1 Social justice as political, distributive and economic justice
3.2 Critical domains of equity and equality
3.3 Poverty alleviation for social justice
3.4 Human rights for social development and justice

Unit 4: Social justice through affirmative action   **7**

     4.1   Affirmative action and morality relevant characteristics

     4.2   Affirmative action compensatory justice

     4.3   Justification of affirmative action in employment

     4.4   Individual rights and group rights

     4.5   Pluralism in politics

Unit 5: Social justice and empowerment   **5**

     5.1   Social defense programs

     5.2   Employment and poverty alleviation

     5.3   Self employment and development programs

     5.4   Rights of persons with special needs

Unit 6: Glocalization of social movements   **5**

     6.1   Nature of international and national social movements

     6.2   Movements for diversified people in Nepal and abroad in relation to children, women, special needs people, elderly people, indigenous people and other disadvantaged groups of people.

Unit 7: Approaches to promote social justice   **6**

     7.1   Educational approaches

     7.2   Legal approaches

     7.3   Awareness campaign

     7.4   Internalization process

     7.2   Advocacy campaign

     7.6   Rehabilitation program

Assessment

        External: 60%

        Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

6. External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References

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.

Bourdieu, P. (1980).*The logic of practice* (English translation) translated by Richard Nice, 1990. Stanford, California: Stanford university press.

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

Mahajan, G. (1998) (edit). *Democracy, difference and social justice.* New Delhi: Oxford University Press.

National master plan against child labour- ministry of labor and transport management (2001)

Stake, R.E. (1995). *The art of case study.* California, USA: Sage publication

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

Yugh, P. (2000). *Social justice and empowerment.* Delhi: Kal Paz publications

ILO conventions: No.29 –*forced labor convention* (1930), No. 87- *freedom of association and protection of the right 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* convention (1958), No.138 –*minimum age convention* (1973) and No.182- *worst forms of child labor convention* (1999).

Bachelor of Education (B.Ed.) EPM

Nature of course: **Title: Fundamentals of Research Methodology in Education**

Nature: Theory and Practice   Credit hours: 3

Level: B.Ed.   Teaching hours: 45

Course No: EDU 342   Semester: IV

Course description

This course provides students with fundamental knowledge and understanding about research methodology in education. It also enables students to develop basic skills in preparing research proposal and essential tools for collecting the data. This course includes the basic concept and terminology of research, types of research, use of action research, data collection tools, data analysis and writing reports in standardized format.

Course objectives

- To introduce basic concepts and types of research in education
- To acquaint the students with the concept and use of action research in education
- To develop understanding about various types of data collection instruments and processes
- To enable the students to acquire basic quantitative and qualitative techniques of data collection
- To develop students' understanding and skill of writing research proposal and research report

Contents

Unit I Meaning and concept of research   **8**

  1.1   Meaning and importance of educational research

  1.2   Types of research

       -   Quantitative and qualitative

       -   Basic, Action and applied

       -   Experimental and descriptive

  1.3   Importance of research in education

  1.4   Basic terminologies and concepts used in research

  1.5   Hypothesis

  1.6   Sampling

Unit II Methods of data collection   **8**

  2.1   Interview

  2.2   Observation

  2.3   Questionnaire

  2.4   Rating scale and check list

  2.5   Tests

Chapter III Statistical data analysis   **7**

  4.1   Measures of central tendency

  4.2   Measures of dispersion

  4.3   Correlation

Chapter IV Qualitative data analysis   **7**

  5.1   Thematic analysis

  5.2   Constant Comparison method

Chapter V Proposal writing   **7**

  6.1   Need and importance of research proposal

  6.2   Essential components of research proposal

  6.3   Criteria for measuring qualities of a research proposal

Chapter VI Research report   **8**

  7.1   Essential components of research report

  7.2   Format of report writing

  7.3   Qualities of a good research report

Suggested methodology

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.

Assessment

     External 60%

     Internal 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

References

Ary, D., Jacobs, L.C., Sorensen, C. and Razaveih, A. (2009) *Introduction to research in education*. (8th ed). Belmont, CA: Wadsworth/Thomson Learning.

B.eD.t, J.W. and Kahn (2006) *Research in education* (10th ed.), New Delhi:Prentice Hall of India.

Cohen, L., Manion, L. and Morrison, Keith (2007) *Research methods in education* (6th ed.) London: Routledge.

Punch, K.F. (2009) *Introduction to research methods in education*. London: Sage.

MacMillan (2007) Educational research: fundamentals for the consumer.

Wiersma, W. (2000) *Research methods in education: an introduction* (7th ed.) Boston: Allyn and Backon.

Bachelor of Education (B.Ed.) EPM

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Contemporary Issues in Curriculum**   Credit Hours: 3
Course No: **EPM 343**   Full Marks:
Semester: **Fourth**   Pass Marks:

1. Course Introduction

This course acquaints the students with the fundamental issues of curriculum, providing them with opportunities for learning and developing critical understanding of contemporary issues that lie at the heart of public concerns and debate. The course includes a wide range of curricular issues including value education, life-skills approach to education, medium of instruction, Sanskrit education, inclusive approach to curriculum, alternative approach to education and others.

2. Course Objectives

Upon completion of this course, the students are expected to
   a)   discuss whether school curricula are being designed following the curriculum development stages
   b)   specify the need of coherence and continuity for designing curricula.
   c)   explain the issue and need of timely improvement and revision of curriculum
   d)   discuss the need of value education.
   e)   demonstrate understanding of life skills approach to education.
   f)   mention the focus of curriculum in relation to its demand for work.
   g)   discuss the various pedagogical issues of curriculum with examples.
   h)   list various contemporary issues of curriculum.
   i)   discuss the issues related to ICT, medium of instruction and local curriculum
   j)   analyze the need of Sanskrit education and inclusive approach to education.

3. Contents

Unit One: Issues Related to Curriculum Design
   1.1   Situational analysis for curriculum development
   1.2   Curriculum Development Process (whether school curricula are being designed following the curriculum development stages)
   1.3   Curricular Coherence and Continuity
   1.4   Timely improvement and revision of curriculum

Unit Two: Issues Related to the Focus of Curriculum
   2.1   Need for Value Education
   2.2   Life Skills Approach to Education
   2.3   Education for Work

Unit Three: Pedagogical Issues of Curriculum
   3.1.   Language issues
   3.2.   Subjects and contents to teach
   3.3.   Instructional approach
   3.4.   Assessment issues
   3.5.   Teacher curriculum decision-making

Unit Four: Contemporary Curricular Issues and Challenges
   4.1.   Need for Information and Communication Technology Education
   4.2.   Inclusive Approach to Curriculum
   4.3.   Sanskrit Education
   4.4.   Subjects to Teach
   4.5.   Alternative Education

Unit Five: Global Issues of Curriculum   (8 hours)
   5.1.   Globalization, internalization and interdependence
   5.2.   Global citizenships, migration and education
   5.3.   Knowledge society and knowledge economy
   5.4.   Climate change and ecological sustainability

Unit Six: Centralization and Decentralization of Curriculum Decision (12 hours)
   6.1.   Centralized/national curriculum: meaning
   6.2.   Characteristics of centralized curriculum
   6.3.   Advantages and disadvantages of centralized curriculum
   6.4.   Decentralization of curriculum decision and local curriculum
   6.5.   Characteristics of local curriculum
   6.6.   Advantages and disadvantages of local curriculum

4. Instructional Techniques

   •   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%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Curriculum Development Centre (2009). *National Curriculum Framework for School Education (pre-primary – 12) in Nepal*, Sanothimi: Author (Unit IV)

b) Kelly, A. V. (2004). *The Curriculum theory and practice*.Sage Publications London (Unit I to V)

c) Marsh, Colin J. & Wills, George (1999).*Curriculum: alternative approaches, ongoing issues*. New Jersey: Prentice-Hall Inc (Unit I to V))

d) McNeil, J. D. (2008). *Contemporary Curriculum: in thought and action* (7thed.). New York: John Wiley and Sons (Unit I to V)

e) Ornstein, A. &Hunkins, F. (2004).*Curriculum: foundation, principles and issues (4th Edition)*. Boston: Allyn and Bacon (Unit I to IV)

f) Print, M. (1993). *Curriculum development and design*, Crows Nest NSW: Allen and Unwin (Unit I to V)

7. References

a) Ross, A. (2000). *Curriculum: construction and critique*. London: Falmer Press

b) Schiro, M. S. (2008). *Curriculum theory: conflicting vision and enduring concern.* New Delhi: SAGE Publications

c) Sowell, E. J. (1996). *Curriculum: An integrative introduction.* Upper Siddle River, NJ: Merrill/Prentice Hall

d) Tanner, D. & Tanner, L. (1980).*Curriculum development: theory into practice*. New York: Macmillan

e) Wiles, J. &Bondi, J. (1993).*Curriculum development: A guide to practice.* Ohio: Prentice-Hall, Inc.

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Diversity and Education**   Credit Hours: 3
Course No: **EPM 344**   Full Marks:
Semester: **Fourth**   Pass Marks:

1. Course Introduction

This course aims to acquaint the students with the emerging issues, patterns and challenges of diversity in education. It provides them with knowledge and understanding of meaning and concepts of diversity, need of studying diversity in education. The course also introduces the students to the various strategies to address diversity in education and the ways of approaching the issues surrounding the concept of diversity and organization of education. Moreover, this course deals with the challenges of diversity for educational policy makers and planners with special reference to Nepal.

2. Course Objectives

Upon completion of this course, the students are expected to

a) conceptualize the meaning of diversity

b) explore the reasons for studying diversity in education

c) list various dimensions of diversity in education and explain, with example, each of them

d) discuss strategies for accommodating diversity in education

e) define multicultural, bilingual and multicultural education

f) explain the role of inclusive education in accommodating diversity in education

g) define structural diversity in education

h) discuss mechanism for managing structural diversity

i) list three models of incorporating diversity and explain, with example, each model

j) explore challenges of diversity for educational policy-makers and planners

k) discuss the constraints on education planners with reference to Nepal

3. Contents

Unit One: Meaning and Concept of Diversity in Education

1.1 Meaning of diversity

1.2 Need and importance of studying diversity in education

1.3 Dimensions of diversity in education

Unit Two: Dimensions of Diversity in Education (special reference to Nepal)

  2.1   Gender
  2.2   Ethnicity and caste
  2.3   Language
  2.4   Economy
  2.5   Culture and religion
  2.6   Physical and mental development (physical and mental impairment)
  2.7   Intelligence and ability

Unit Three: Strategies for Accommodating Diversity in Education

  3.1.   Multicultural curriculum
  3.2.   Bilingual and multilingual education
  3.3.   Inclusive education
  3.4.   Changing school culture
  3.5.   Action for social justice
  3.6.   Local and school-based curriculum
  3.7.   Instruction based on equity rather than equality

Unit Four: Diversity and the Organizations of Education (8 hours)

  4.1   Structural diversity in education
  4.2   Mechanism for managing structural diversity
  4.3   School choices, incentives and vouchers
  4.4   Community-based schooling
  4.5   Public-private partnership

Unit Five: Models for Incorporating Diversity (7 hours)

  5.1   Assimilationist model
  5.2   Differentialist model
  5.3   Multiculturalist model

Unit Six: Challenges of Diversity for Educational Policy-makers and Planners (7 hours)

  6.1.   Educational issues central to debate about planning for diversity
  6.2.   Debates about school-based priorities
  6.3.   Constraints on educational planners

4. Instructional Techniques

  - Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

  - Internal 40%
  - External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

  a)   Banks, J. A. (2006) Cultural diversity and education: foundations, curriculum and teaching. Boston, MA: Allyn and Bacon (Unit I to VI)
  b)   Corson, D. (1998) Changing education for diversity. Buckingham: Open University Press (Unit I to VI)
  c)   Inglis, C. (2008) Planning for cultural diversity. Paris: UNESCO/IIEP (Unit I to VI)
  d)   Watson, C.W. (2002) Multiculturalism. New Delhi: Viva Books (Unit III)

Bachelor of Education (B.Ed.) EPM

Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Classroom Management**   Credit Hours: 3
Course No: **EPM 345**   Full Marks:
Semester: **Fourth**   Pass Marks:

1. Course Introduction

This course aims to acquaint the students with the various aspects of the system and structure of classroom management. It also deals with the class-room management techniques and strategies of classroom management. The students will be encouraged to identify the roles and responsibilities of teacher, educational leaders and policy makers with reference to classroom management.

2. Course Objectives

On completion of the course the students are expected to;
   a. be familiar with the classroom management.
   b. learn the system and structure of education in Nepal with refer ence to classroom management.
   c. to provide the students with an in-depth understanding of education for all program and school sector reform plan.
   d. talk about the systematic approaches of teachers and students.
   e. create positive classroom management for enhanced students' learning.
   f. learn the classroom management tips for effective teaching learning.
   g. Learn the tips for effective classroom management

3. Course Contents

Unit One: Classroom Management: Techniques and Strategies
   1.1 Concept of classroom management
   1.2 Classroom management techniques
   1.3 Implications for classroom management

Unit Two: Systematic Approaches   **(8hrs)**
   2.1 Good behavior
   2.2 Discipline with dignity
   2.3 Tools for teaching
   2.4 Positive classrooms
   2.5 Assertive discipline
   2.6 Discipline without stress, punishments
   2.7 Classroom management as a process
   2.8 Classroom management as time management
   2.9 Common mistakes in classroom behavior management

Unit Three: Positive Classroom Management   **(12hrs)**
   3.1 Rules and reactions
   3.2 Teaching basic understanding: limits and courtesies
   3.3 Key dimensions (setting up a safe and productive learning environment)
   3.4 Teaching (focused stay and learn)
   3.5 Preparing classroom
   3.6 Reflective practices for better teaching

Unit Four: Teacher Management   **(8hrs)**
   4.1 Preparation
   4.2 Recruitment
   4.3 Retention
   4.4 Teacher supply and demand
   4.5 Induction and mentoring programs

Unit Five: Management, Leadership and Policy Makers **(10hrs)**
   5.1 Management and leadership
   5.2 Governance
   5.3 Quality assurance
   5.4 Implications for planners and policy makers

Unit Six: Tips for Effective Classroom Management **(5hrs)**
   6.1 Management in the classroom
   6.2 The edifice of classroom management
   6.3 A smooth running classroom
   6.4 Beliefs in classroom

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar /workshop / conference presentation, written examination, oral presentation, test, paper /essay, portfolio, continuous assessment

Bachelor of Education (B.Ed.) EPM

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Abdul, S. A. (2001). *Development of learning and thinking society.* International conference on teaching and learning.Bangi, Malaysia.

b) Beyer, B.K (1987).*Practical strategies for the teaching of thinking.* Boston: Allyn and Bacon.

c) Bourke, J. M. (2004). *Towards the Design of a Problem-Solving Programme of Instruction for Teaching English Grammar to Secondary-level ESL Students.*In Journal of Applied Research in Education, (8).104-122.

d) Chai, C.S. and Tan, S.C. (2003).*Constructing Knowledge Building Communities in Classrooms.* REACT, (22), 2, .91-101. Nanyang Technological University & National Institute of Education. Singapore.

e) Chang, S.C. A. (2001). *Implementation of the 'Thinking Schools, Learning Nation' initiative.*In Singapore. Journal of Southeast Asian Education, 2(1), 3-41.

f) Chelliah, C.P. (2001). *Creative Teaching and learning through the use of learning modules in the 21st.century schools.*International Conference on Teaching and Learning.Bangi, Malaysia.

g) Cotton, K. (2003). *Teaching thinking skills.* [http://www.nwrel.org/scpd/sirs/cu11]

h) Eggen, P. D. and Kauchak, D. P. (2001). *Strategies for teachers: Teaching contents and thinking skills*. Boston: Allyn and Bacon.

i) Robert, D. (1995). *Positive classroom management: a step by step guide to successfully running the show without destroying student dignity*. Thousand oak: Sage Publications Company.

Course Title: **Alternative Approaches in Education** Credit Hours: 3
Course No: **EPM 346** Full Marks:
Semester: **Fourth** Pass Marks:

1. Course Introduction

This is the professional course designed for students of B.E.S. with the aim of providing alternative thinking in education. The course aims to develop the dynamic, competent and persistent people who have comprehensive knowledge in alternative approaches in education. It deals with the different alternative approaches in education. It also deals the issues of alternative approaches of education in Nepal.

2. Course Objectives

On completion of the course the students are expected to;

a. elaborate the alternative approaches of education

b. identify different issues about alternative approaches of education in Nepal.

c. find out need ofpedagogy of the oppressed

d. find out the causes of pedagogy of the hope

e. identify the reason of school and inequality

f. recognize four pillars of education

3. Course Contents

Unit One: Alternative Approach

1.1 Concept of alternative approach in education
1.2 Evolution of alternative approach in education
1.3 Needs and importance of alternative approach in education
1.4 Education in Future
 Six forces that will remake schools

Unit Two: De-schooling Society

2.1 Concept
2.2 Premises
2.3 Application

Unit Three: Pedagogy of the Oppressed

3.1 Concept
3.2 Premises (Banking education system)
3.3 Application

Unit Four: Pedagogy of the Hope
  4.1   Concept
  4.2   Premises
  4.3   Application
  4.4   Future education system

Unit Five: School and Inequality
  5.1   School and its dead concept
  5.2   Education and freedom
  5.3   The evolutionary role or education
  5.4   Strategies for a peaceful education
  5.5   Knowledge management in school
  5.6   Value pluralism, democracy and education

Unit Six: Four Pillars of Education (only concept and pre-mises)
  6.1   Learning to be
  6.2   Learning to do
  6.3   Learning to know
  6.4   Learning to live together
  6.5   ICT in teaching

Unit Seven: Alternative Education in the Context of Nepal
  7.1   Alternative school program
  7.2   Out of school program
  7.3   Women education
  7.4   Adult education
  7.5   Non formal primary education
  7.6   Community learning center (CLC)
  7.7   Income generation program
  7.8   Problems and issues of alternative education in Nepal.

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Techniques

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a)   Freire, P. (1970). *Pedagogy of the oppressed*. New York: Penguin education (Unit 2-3).
b)   Freire, P. (1992). *Pedagogy of Hope*. New York: continuum press (Unit 1-4).
c)   Haralambos, M. (2003).*Sociology: themes and perspectives*. New York: Oxford University(Unit 5-7).

Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **School Development Plan**   Credit Hours: 3
Course No: **EPM 451**   Full Marks:
Semester: **Fifth**   Pass Marks:

1. Course Introduction

This course is basically related with management in education with a focus on school management. Knowledge on various aspects of school management is provided to the prospective educational manager, administrator and supervisor with an understanding and application of theories and principles of management. The course intends to equip the school managers with the knowledge and skills necessary to operate the school systematically. Further, the course aims at providing the concept of management by relating it with the rules and regulations of the school as an educational organization.

2. Course Objectives

On completion of the course, the students are expected;

a. to be familiar with the changing context of school reform management in general and school management in particular
b. to be familiar with theories of school improvement and development in-depth understanding of historical development and components of management
c. to recognize the strategies for school improvement
d. to find out the school funding formulae
e. to become knowledgeable about school based management system and structure of school in Nepal
f. to identify the use of technology in school improvement
g. to derive the implications of school development plan
h. to prepare school improvement plan as a micro development plan

3. Course Contents

Unit One: Changing Context of School Reform
1.1. Centralization and decentralization

Unit Two: Theories of School Improvement   (10hrs)
2.1   Theories of organizations
2.2   The school as an organization
2.3   Leadership and management theory
2.4   Theories of change

Unit Three: Strategies for School Improvement   (7hrs)
3.1   Individual strategies
3.2   Organizational strategies
3.3   System strategies

Unit Four: School Funding Formulae   (10hrs)
4.1   Core funding
4.2   Needs based funding
4.3   Priority programs
4.4   The funding formula
Number of students
Types of program/class level
Maintenance quota
Equipment quota
Comparison of formula
4.5   Transparency
School managers
Teachers
Parents
School managing committee

Unit Five: School Based Management   (10 hrs)
5.1   Concept
5.2   Emergence
5.3   Tensions between centralization and decentralization
5.4   Contentious issue in different political context
5.5   The search for evidence
5.6   Linkages with learning outcomes

Unit Six: Use of Technology in School Improvement   (8hrs)
6.1   Ways of technology
Use of newer technology
Access/equity
Complication and cost
Inappropriate problem
6.2 Role and value of technology
Top down vs. bottom up approaches
Interactive instruction (Radio, Computer, TV, Mobile, Internet)
6.3   Adopting technology

Unit Seven: School Development Plan   (12 hrs)
7.1   Concept
7.2   Philosophy
7.3   Need for school plan

7.4 Purpose
7.5 Process of planning
7.6 Strategies for formulation and development
7.7 Stages of planning
Planning issues
Context factors
Impact
7.8 School policy and organization
Policies
Communication
Equality of opportunity
School code of behavior
7.9 Staff development
Promotion staff development
School evaluation
Techniques for group work on school development plan
Formulating a gender equality plan
Teacher evaluation
Home school partnership
Parents as partners
Cooperation and collaboration
Formulating information and ICT plan for a school

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Reggie, V. L., John, J., Paul, H., Gary, N., Andrew, T., DeAnne, A., Wolfgang, S., Jörg, K., and Claudia, S. (2004). *Ten Guiding Principles of Change Management.* Chicago: Booz and company.

b) Sergio, J. (2011). *Strategic management The Theory and Practice of Strategy in (Business) Organizations.* Lyngby, Demark: Department of Engineering Management Technical University of Denmark.

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **School Culture and Leadership**   Credit Hours: 3
Course No: **EPM 352**   Full Marks:
Semester: **Fifth**   Pass Marks:

1. Course Introduction

This course aims to help students understand the meaning and importance of school culture and enable them to use tools to diagnose and assess the culture of a school. This course acquaints them with various components of school culture and the role of leaders in shaping school culture. It also provides them with opportunities for learning about the meaning and importance of inclusive school culture. Finally, this course helps students develop critical understanding of the issues and problems of improving school culture at both public and private schools in Nepal.

2. Course Objectives

On completion of the course, the students are expected to;
a) conceptualize the meaning of school culture
b) differentiate between school culture and school climate
c) discuss the importance of studying school culture
d) list various components of school culture and explain each component
e) be familiar with various tools to diagnose and assess school culture
f) use school culture tools to assess the culture of a school
g) differentiate between individual and collaborative/collective leadership
h) explain the roles of school leaders in shaping school culture
i) understand the meaning of inclusive education and inclusive school culture
j) explain the essential means and ways for building inclusive school culture

3. Course Contents

Unit One: Meaning of School Culture
1.1   Meaning of school climate
1.2   Meaning school culture
1.3   where does culture come from
1.4   what are the key features of culture
1.5   Can culture be shaped by leadership?
1.6   Importance of studying school culture

Unit Two: Essential Components of School Culture
2.1   Vision, mission, goals and values
2.2   Rituals and ceremonies, History and stories
2.3   Architecture, Artifacts and Symbols
2.4   Participatory decision making
2.5   Collegiality
2.6   Trust and confidence
2.7   Appreciation, recognitions and celebrations

Unit Three: Measuring School Culture
3.1.   Operational definition and school culture Variables
3.2.   Tools development (quantitative and qualitative)
3.3.   Assessment of school culture
3.4.   School triage survey
3.5.   Analysis

Unit Four: Inclusive School Culture
4.1   Meaning of inclusive education
4.2   Building characteristics of inclusive schools
4.3   Essential components of inclusive school culture

Unit Five: Transforming School Culture
5.1   Positive school culture
5.2   Toxic school culture
5.3   Transforming toxic culture to positive culture

Unit Six: Role of Leaders in Shaping School Culture
6.1   Meaning of school leadership
6.2   Individual and distributed leadership
6.3   Role of the head teacher in shaping school culture
6.4   Role of teachers in shaping school culture
6.5   Role of School Management Committee

4. Instructional Techniques

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, peer group study and discussion.

5. Evaluation Techniques

- Internal:40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed texts

a) Angelides, P. and Ainscow, M. (2000).Making sense of the role of culture in school improvement, *School Effectiveness and School Improvement*, 11(2), pp. 145 – 163.

b) Carrington, S. (1999). Inclusion needs different school culture, *International Journal of Inclusive Education,* 3(3), pp. 257 – 268.

c) Deal, T.E. & Peterson, K.D. (2009).*The shaping school culture field book* (2nded.) San Francisco, CA: Jossey-Bass

d) Deal, T.E. & Peterson, K.D. (2010).*Shaping school culture: pitfalls, paradoxes and promises* (2nded.). San Francisco, CA: Jossey-Bass

e) Eilers, A.M. & Camacho, A. (2007). School culture in the making: leadership factors that matter, *Urban Education*, 42(6), pp. 616–636

f) Houtte, M. V. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research, *School Effectiveness and School Improvement*, 16(1), pp. 71 – 89

g) Maslowski, R. (2006). A review of inventories for diagnosing school culture, *Journal of Educational Management*, 44(1), pp. 6 – 35

h) Peterson, K. D. & Deal, T. E. (1998). How leaders influence the culture of schools, *Educational Leadership*, 56(1), pp. 28 – 30

Course Title: **Conflict Management and Peace Education** Credit Hours: 3
Course No: **EPM 453**   Full Marks:
Semester: **Fifth**   Pass Marks:

1. Course Introduction

The hopes that the world would become a more peaceful place with the end of Cold War have not yet been fulfilled. On the contrary, the number and intensity of violent conflicts has seen a further increase; violent conflicts, natural disasters, wars and civil strife unsettle the developing nations in particular. This course, in this context, aims to acquaint students with the nature of peace education as well as the educational challenges and remedial actions and programmes during and after crisis, conflicts and emergencies.

2. Course Objectives

On completion of the course, the students are expected to;

a) demonstrate knowledge and understanding surrounding the nature and types of conflict and unrest.

b) conceptualize and understand the meaning and concept of peace education.

c) be familiar with international declarations regarding the rights of children.

d) develop understanding of the meaning of school as a zone of peace.

e) list and explain various initiatives related to peace education.

f) discuss various in-school approaches to peace education.

g) explore various out-out-school activities and programs facilitating peace education.

h) demonstrate knowledge and understanding of the features of education during and after emergencies.

3. Course Contents

Unit One: Nature of Conflict and Unrest

1.1 Civil strife
1.2 War
1.3 Political unrest
1.4 Natural disasters

Unit Two: Peace Education: Introduction   **(7 hours)**

2.1 Meaning and definition of peace education
2.2 International declarations

2.3 Underlying value assumption of peace education
2.4 Focus on behavior change
2.5 School as a zone of peace

Unit Three: Initiatives Related to Peace Education
3.1 Children's right/human right education
3.2 Education for development
3.3 Gender training
3.4 Global education
3.5 Life skills education
3.6 Landmine awareness
3.7 Psychosocial rehabilitation

Unit Four: Approaches to Peace Education
4.1 Within schools
    4.1.1 Improving school environment
    4.1.2 Curriculum development
    4.1.3 Pre-service teacher education
    4.1.4 In-service teacher education
4.2 Outside of school
    4.2.1 Sports and recreation programs
    4.2.2 Youth groups and clubs
    4.2.3 Training for community leaders
    4.2.4 Workshops for parents
    4.2.5 Media training
    4.2.6 Other channels of communication
- Magazines for young people
- Television and radio spots
- Peace campaign
- Contests and exhibition

Unit Five: Education in Emergency
5.1 Meaning and example of emergency education
5.2 Dimensions of the problem
5.3 Preparedness and response
5.4 The principle of healing
5.5 Temporary learning spaces
5.6 Pre-packaged kits
5.7 Supplementary packages and emergency curriculum themes
5.8 Teacher mobilization, identification and training
5.9 Supplies and operations

Unit Six: Education after Emergency
6.1 Re-establishing formal education

6.2 Reintegrating students
6.3 Rehabilitation and construction of schools
6.4 Curriculum development
6.5 Teacher reintegration and training

4. Instructional Techniques
- 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, peer group study and discussion

5. Evaluation Scheme
- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Bensalah, K. (2000). *Guidelines for education in situation of emergencies.* Paris: UNESCO (Unit I to VI)
b) Fountain, S. (1999). *Peace education in UNICEF*. New York, NY: UNICEF (Unit I to VI)
c) Seitz, K (2004). *Education and conflict.* Eschborn: GTZ (Unit I to VI)
d) Sinclair, M. (2002). *Planning education in and after emergencies.* Paris: UNESCO/IIEP (Unit I to VI)
e) UNICEF (2006). *Education in emergencies: A resource toolkit.* Kathmandu: Author (Unit I to VI)

Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Non Formal Approaches to Education**   Credit Hours: 3
Course No: **EPM 454**   Full Marks:
Semester: **Fifth**   Pass Marks:

1. Course Introduction

This is a theoretical course designed for the students who want to study Bachelor in Education Science. This course is a theoretical course; it deals about the NFE concept in education and its trends and issues in Nepal.

2. Course Objectives

On completion of the course, the students are expected;
   a) to acquaint themselves with the Non Formal Education, its aims characteristics
   b) to be familiar about different form of education
   c) to have in depth knowledge about the mission of NFE.
   d) to gain insights on the knowledge of different perspectives of non formal education
   e) to talk about the process of NFE and community empowerment.
   f) to explain the concept and practices of NFE in Nepal
   g) to be acquainted with the knowledge of curriculum and evaluation of NFE

3. Contents

Unit One: Non Formal Education
   1.1   Meaning of Non Formal Education
   1.2   Aims and characteristics
   1.3   Need of Non Formal Education
   1.4   Different among Formal, Non Formal and Informal Education
   1.5   Materials of NFE

Unit Two: Mission of NFE
   2.1.   Mission of NFE
   2.2.   Major aims of NFE programmes
      • Providing second chance for schooling
      • Upgrade the knowledge
      • Generate the skill base
      • Indication if ideologies
   2.3.   Kinds of literacy
   2.4   Critical literacy:conceptions, assumption, aim

Unit Three: Perspective on NFE Development
   3.1.   Concept
   3.2.   Structural/ functional
   3.3.   Critical/conflict
   3.4.   Interpretive perspective
   3.5.   UNESCO's peace perspective

Unit Four: Education and Intercultural
   4.1.   Introduction
   4.2.   Concept: culture, intercultural and multicultural
   4.3.   Intercultural education
   4.4.   Competencies in intercultural dialogue
         i.   Inter cultural competence
         ii.   Cognitive compete

Unit Five: Non-Formal and Empowerment of Community
   5.1.   Meaning and importance
   5.2.   Aims and objectives
   5.3.   Components (cognitive, psychological, economic, and political)
   5.4.   Ways empowerment
   5.5.   Education and human values

Unit Six: NFE in Nepal
   6.1.   Review of NFE in Nepal
   6.2.   Plans and policies of NFE in Nepal
   6.3.   Various NFE activities in Nepal (ALP,OSP,CLC)
   6.4.   Lifelong education
   6.5.   Literacy camping in Nepal

Unit Seven: Curriculum and Evaluation of NFE
   7.1.   Curriculum development process of NFE
   7.2.   Evaluation process of NFE (Formative, build in education, summative evaluation)
   7.3.   Issues and problems in NFE in Nepal

4. Instructional Techniques

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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) CERID. (2058). *Non formal Education*.Author: Kathmandu (Unit 1-7).

b) Freire, P. (1970). *Pedagogy of the oppressed*. New York: Penguin education (Unit 1).

c) Hamayan, E. V. (1995).*Approaches to alternative assessment*. USA: Cambridge University press (Unit 2).

d) Lafraya, S. (2011). *Intercultural learning in Non formal education: theoretical frameworks and starting points*. Paris: Council of Europe and the Europian Commission (Unit 1-7).

e) Riele, K. (2009). *Making school different*. New Delhi: Sage publication (Unit 1-7).

f) UNESCO (2003).*Gender perspective non formal education in Nepal: a case study*: Kathmandu (Unit 1).

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Pedagogy in the Classroom** Credit Hours: 3
Course No: **EPM 455** Full Marks:
Semester: **Fifth** Pass Marks:

1. Course Introduction

This is a personal course designed for the students who want to do B.E.s from Mid Western University. This course is related with the pedagogy and its classroom implication.

2. Course Objectives

On completion of the course, the students are expected;
a) to elaborate the pedagogical concepts of education.
b) to be familiar with concept of healthy classroom environment
c) to recognize the concept on child friendly and non violence teaching
d) to identify the diverse learners and teaching concept
e) to use of teaching materials and classroom interaction

3. Course Contents

Unit One: Concept of Pedagogy and Transformational Pedagogy
1.1 Meaning and definition
1.2 Importance of pedagogy
1.3 Evolution of pedagogy (Western concept and eastern concept)
1.4 Differences between pedagogy and andragogy
1.5 Critical pedagogy/ empowerment and learning
    1.5.1 Defining critical pedagogy and empowerment
    1.5.2 Building on students strength
    1.5.3 Building cultures, breeding lives
    1.5.4 Empowerment and learning

Unit Two: Instructional Management
2.1 Concept of instructional management
2.2 Major activities in instructional management
2.3 Organizing classroom environment
2.4 Arts of instructional management
    2.4.1 Making inclusive classroom
    2.4.2 Getting on a group start
    2.4.3 Activity of class
    2.4.4 Techniques of motivation
    2.4.5 Art of responses management classroom management

Unit Three: Classroom Environment
3.1. Positive classroom environment
3.2. Building positive students –teacher relationship and constructivist teacher
3.3. Classroom knowledge
3.4. Culturally responsive classroom management and its theories
3.5. Socio- cultural approach to learning

Unit Four: Child friendly and non violenceteaching (NVT)
4.1 Concept of child friendly (CF) NVT and collaborative teaching and its character
4.2 Nee of CF and NVT
4.3 Problems of making child friendly classroom environment
4.4 Ways of making child friendly classroom
4.5 UNESCO's approach of child friendly pedagogy
4.6 Culturally relevant teaching and five levels of prejudice in schools.

Unit Five: Diverse Learners and Teaching
5.1 Managing classroom diversity
5.2 Cultural responsive pedagogy
5.3 Multicultural perspectives in education and teaching
5.4 Development of multicultural perspectives in Nepal
5.5 The gifted and /or talented learner
5.6 Learners with disability and pedagogy
5.7 Students transforming schools

Unit Six: Teaching materials and classroom interaction
6.1. Teaching strategies
  - Projected work in collaborative and cooperative teaching learning
  - Constructivists teaching approach
  - Self directed approach
  - Met- cognition, teacher mediation, reciprocal teaching
6.2. Indigenous materials
6.3. Modern electronic materials

4. Instructional Techniques

  - 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, peer group study and discussion

5. Evaluation Schemes

  - Internal: 40%
  - External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Adams, M. Bell, L.A. & Griffin, P. (1997).*Teaching for diversity and social justice:* a sourcebook. London: Routledge (Unit 5-7).
b) Andro, P. (2003). Refective teaching.London:Horcot Publication (Unit 2)
c) Collins, J. Insley, K. &Soler, J. (2001) (Ed.).*Developing pedagogy: Researching practice.* London: The Open University(Unit 1-8)
d) Hammond, L.D. (2005). (Ed.). *Preparing teachers for changing world.* USA: Jossey –Bass (Unit 1-2).
e) Howard, G.H. (2006). *We cannot teach what we do not know.* New York: Teachers college, Columbia University (Unit 1-8).

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Technology in Education**   Credit Hours: 3

Course No: **EPM 456**   Full Marks:

Semester: **Fifth**   Pass Marks:

1. Course Introduction

This course deals with the concept of education educationally technology. It is designed to acquaint different models of teaching strategies of teaching plans, modules and other factors relevant to teaching.

2. CourseObjectives

On completion of the course, the students are expected;
   a) to be acquainted with the basic concept of educational technology
   b) to have an-in depth understanding of the development of ed. Technology and its implication in classroom teaching
   c) to be familiar with basic concept of teaching model, plan, strategy, modules & theory of teaching
   d) to identify and use of material and media in teaching
   e) to recognize the ways of enhancing learning motivation
   f) to have the concept about modules

3. Course Contents

Unit One: Concept of Educational Technology (Meaning &Purpose)
   1.1   Purpose
   1.2   Scope
   1.3   Evolution

Unit Two: Module of Teaching,
   2.1   Meaning & definition.
   2.2   Characteristics
   2.3   Classification of module of teaching (classification, feature element of teaching on the basis of families.
   2.4   Social, interaction, information processing, personal & behavior modification

Unit Three: Teaching, Learning and Strategies
   3.1.   Meaning & definition
   3.2.   Difference among methods, technique, device & strategy.
   3.3.   Types of teaching strategy (Autocratic & democratic)

Unit Four: Theory of Teaching
   4.1.   Meaning & definition
   4.2.   Need & Importance
   4.3.   Types of teaching theories (basic concept only formal, Descriptive, Normative)

Unit Five: Modification of Teacher Behavior
   5.1   Simulated social skill training
   5.2   Micro-teaching
   5.1   Teaching skill
   5.2   Programmed Instruction
   5.3   Teacher group training

Unit Six: Planning and Instruction
   6.1.   Operation calendar & log book
   6.2.   Annual work plan
   6.3.   Unit plan
   6.4.   Lesson plan

Unit Seven: Material &Media in Teaching
   7.1.   Meaning & definition
   7.2.   Importance
   7.3.   Types
   7.4.   Preparation & use of chat poster, flash card, puppets, model, graph, picture, flannel board.

Unit Eight: Enhancing Learning Motivation
   8.1.   Meaning
   8.2.   Types
   8.3.   Need
   8.4.   Maslow's hierarchy of human   needs
   8.5.   Affecting factors in motivation
   8.6.   Selection of motivation strategies

Unit Nine: Modules
   9.1   Meaning
   9.2   Essential elements
   9.3   Feature
   9.4   Types
   9.5   Need & Importance

4. Instructional Techniques

   • In this course the students will be involved in deferent teaching-learning activities. The instructional techniques for this course are in to two groups: first group consists of general instructional technique for theory contents. The second group consists of specific instructional techniques applicable to practice.

- Lecture, question-answer, report writing & discussion
- Involving the student in the preparation & presentation of operation calendar annual work plan, unit plan, log work, lesson plan and teaching materials- chart, poster, flash card, puppets, module, graph & flannel board.
- (Note: figures indicates the approximate periods for the respective unit)

5. Evaluation Schemes:

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Aggrawal, J.C. (1985) Essential of education technology teaching learning innovation in education, New Delhi: Vikas publishing house (Unit 1-3)
b) Joyee, Bruse& Marsha Weil (1972) model of teaching, India prentice Hall (Unit 2).
c) Skinner, B.F (1968) Technology of teaching New York: Meredith Cooperation (Unit 2).
d) Samapath.K &Sanhanam, S. (1992) Introduction to educational technology
e) Sharma, R.A. (2001) Technology of teaching, Meerut: Loyal book depot (Unit 1-9).

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Gender and Education**   Credit Hours: 3
Course No: **EPM 461**   Full Marks:
Semester: **Sixth**   Pass Marks:

1. Course Introduction

This course is designed to develop for students the gender and education. This course deals with the concept of gender and education. It is designed to acquaint different conceptual issues, theoretical context of gender participation, gender equality and equity in education from the different perspectives.

2. Course Objective

On completion of the course, the students are expected;
   a. to be familiar with the concept, determinant factors, characteristics of gender and education.
   b. to recognize the theoretical context of gender participation.
   c. to be acquainted students with the equity role of education in gender.
   d. to identify the vibrant concept and role of educational equity/ equality for empowering the gender issues.

3. Course Contents

Unit One: Issues of Gender
   1.1.   Concept of gender
   1.2.   Determinant factors for gender
- Social
- Cultural
- Economical
- Educational
   1.3.   Characteristics of gender
   1.4.   Gender empowerment
   1.5.   Gender participation
- Equity/equality
   1.6.   Education as a gender affirmation

Unit Two: Theoretical Context of Gender Participation
   2.1.   Introduction
   2.2.   Theoretical framework
- Arnstein's ladder

- Ladder of empowerment (Burns et al)
- Involvement continuum (Wilcox)

2.3. Category of participation complexities
- Power dimensions
- Issues of process and capacity
- Understanding community

2.4. Measuring community participation

Unit Three: Gender Equality and Education   **(17hrs)**

3.1. Relationship between gender and education
3.2. Gendered performances and preferences in education
3.3. Dominant of masculinity in society
- Gender closure
- Challenging gendered subject cultures
- Parents and peers
- Peer pressure
- Socio emotional climate of the school
- Bullying and sexual harassment
- Gender and early school leaving
- Employability, tertiary education, training, paid work and care
- Qualification and work
- Women and work
- Gendered division of care work

3.4. Gender culture of education
- Conceptions of gender equality
- Gender hegemony
- Conservatism amongst teachers

3.5. Gender identity-enactment and reproduction in education: Feminities
- Female learner identity
- Social class and ethnicity
- Immigration and beliefs
- Gender imbalance in teaching learning

3.6. Levels of critical thinking about gender in teacher education
- Teaching, learning and gender
- Growing marketization of education-gender implications
- Key message and policy recommendations
- General gender issues
- Performance and retention
- Participation in non -traditional fields

3.7. The culture of subjects and occupations
- Role of teachers and schools
- Role of parents, peers and the media
- Gender, commercialization and privatization
- Education about gender matters

Unit Four: Gender and Equity in Education   **(15hrs)**

4.1. Concept
4.2. Commitments to equitable education
- Understanding of poverty, gender inequality and social exclusion

4.1. Challenging of equity and social exclusion
4.2. Educational participation
4.3. Dimension of educational disparities
- Poverty
- Caste
- Gender
- Ethnicity
- Language
- Religious
- Disability

4.1. Multiple vulnerabilities
4.2. Budget and resource allocation
4.3. Cooperation and collaboration in gender and social inclusion
- Cooperation with the system
  (Teacher Union, Civil society, Donor harmonization and equity in access in education).

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

    a) Acharya, S. (2007).*Social inclusion: gender and equity in education SWAPS in South Asia*

    b) *Nepal case study.* UNICEF/NEP United Nations Children's Fund Kathmandu, Nepal: Regional Office for South Asia.

    c) Arnstein, Sherry R (1969). A Ladder of Citizen Participation. In *Journal of the American*

    d) *Planning Association.* Vol. 35, No. 4, July, pp. 216-224

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Inclusive Education**　　　　Credit Hours: 3
Course No: **EPM 462**　　　　　　　　　　　Full Marks:
Semester: **Sixth**　　　　　　　　　　　　　Pass Marks:

1. CourseIntroduction

This course provides the students with theoretical orientation to the concept of inclusive education with its development in today's context by defining its need, importance, quality, family role and classroom reflection with recent trends of education.

2. Course Objectives

On completion of the course, the students are expected;
    a) to develop basic knowledge about the inclusive education.
    b) to be familiar with paradigm shift that has occurred in the field of inclusive education.
    c) to gain knowledge about the target group of inclusive education.
    d) to develop concept on the process of national to international development issues of inclusive education.
    e) to find out the impact of inclusive education and classroom reflection
    f) to be aware of the knowledge about the recent trends ofinclusion

3. Course Contents

Unit One: Introduction to Inclusive Education
    1.1　Concept of IE
    1.2　Importance of IE
    1.3　Historical perspective: rejection. Segregation and integration
    1.4　Inclusive education: holistic approach to school education

Unit Two: Development of Inclusive Education from National to International Perspective
    2.1　National Education System (NESP) 1971-76
    2.2　The Primary Education Project (PEP) 1984-1990
    2.3　The BPEP program: phase I and II (1992 -2004)
    2.4　Convention on the Rights of the Child, 1989
    2.5　The Jomtien Declaration on EFA, 1990
    2.6　The UN standard Rules, 1993
    2.7　The Salamanca Statement, 1994
    2.8　The Dakar Framework for Action, 2000
    2.9　The EFA National Plan of Action

Unit Three: Educational Assessment for Quality Education

   3.1   Assessing students with diverse with diverse needs

   3.2   Self assessment strategies

   3.3   Continuous assessment system

   3.4   Provision of acceleration and liberal promotion

   3.5   Authentic, behavioral and mastery assessment

   3.6   Assessment techniques and practices: the testing and non testing devices

Unit Four: Family and Social Justice

   4.1   The voice of child

   4.2   The changing family

   4.3   Justice for children and the collectivist ethic

   4.4   Children and the welfare state

Unit Five: Inclusive Education and Classroom Reflection

   5.1   Social inclusion

   5.2   Consequences of classroom practices

   5.3   Learning and newly teacher

   5.3   School improvement and continuing professional development

   5.4   Reflective teaching and society

Unit Six: Recent Trends of Inclusion   **(8hrs)**

   6.1   Paradigm shift from charity to rights, integration to inclusion

   6.2   Professional team approach: co-operation, co- work and collaboration

   6.3   The child first approach

   6.4   Integrated/holistic development approach

   6.5   Participative and facilitative teaching (child centered pedagogy)

   6.6   The parents-professional partnership

   6.7   Networking peoples and their services

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a)   Aefsky, F. (1995).*Inclusion confusion: A guide to educating students with exceptional Needs.* California, USA: Corwin press, Inc.

b)   Andrew Pollard (2006). *Reflective teaching: evidence –informed professional practice*. London: Continuum.

c)   EFA Assessment Committee (2000).*Education for all: the year 2000 assessment.* Nepal country report, Kathmandu: Nepal National Commission for UNESCO, MOES.

d)   Jonsson, T. (1994).*Inclusive Education.* Geneva, Switzerland, UNDP: Interregional Program for Disabled People.

e)   Salamanca (1994).*The Salamanca Statement and Framework Action on Special Needs Education: Access and Quality.*Salamanca Spain.

Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Education and Sustainability**   Credit Hours: 3
Course No: **EPM 463**   Full Marks:
Semester: **Sixth**   Pass Marks:

1. Course Introduction

Education for sustainability, ESD, (also known as education for sustainable development) utilizes the entire education system to provide students with what they need in order to transform our societies to achieve a sustainable future. This course, in this context, provides the students with attitudes, skills, values, perspectives and knowledge necessary to understand the key aspects of sustainability and the role of education in contributing to achieving a sustainable future. The students also become aware of the possible way forward for sustainable development.

2. Course Objectives

On completion of this course the students are expected to:
a) explain the meaning of sustainable development.
b) specify the indicators of sustainable development.
c) discuss the values of sustainable development.
d) explain, with examples, various dimensions/elements of to be sustained.
e) elucidate, with examples, various dimensions / elements to be developed.
f) list various challenges of sustainable development.
g) discuss the needs, programs and aspects of ESD in formal education
h) mention the roles of non-formal and informal education for ESD
i) suggest possible ways and means for promoting sustainable development.

3. Course Contents

Unit One: Sustainable Development
1.1 Definitions, meaning and examples of sustainable development
1.2 indicators of sustainable development
1.3 values of sustainable development
1.4 Activities that deteriorate sustainable development

Unit Two: Dimensions/Elements to be sustained
2.1. Nature
- Earth
- Biodiversity
- Ecosystem

2.2. Life support
- Ecosystem services
- Resources
- Environments

2.3. Community
- Cultures
- Groups
- Places

Unit Three: Dimensions/Elements to be developed
3.1 People
- Child survival
- Life expectancy
- Education
- Equity
- Equal opportunity

3.2 Economy
- Wealth
- Productive sectors
- Consumption

3.3 Society
- Institutions
- Social capital
- States
- Regions

Unit Four: Challenges of Sustainable Development
4.1 Lack of awareness
4.2 Illiteracy
4.3 Lack of alternative resources
4.4 Lack of expertise for renewable energy
4.5 Cultural globalization
4.6 Urbanization and development
4.7 Consumption
4.8 Industrialization
4.9 Use of chemical fertilizer and pesticides

Unit Five: Roles of Education for Sustainable Development
5.1. ESD in formal curriculum
- ESD learning outcomes
- Presence of ESD themes in Curriculum
- Teacher training and educators' professional development in ESD
- Vocational education and work-based ESD

5.2. Structures in informal and non-formal education
- ESD in non-formal education
- Radio and television program
- Roles of NGOs and civil society

Unit Six: Ways Forward
6.1 Awareness, meaning and scope of ESD
6.2 Reorienting curricula, teaching and learning
6.3 Capacity building
6.4 Research, monitoring and evaluation
6.5 ESD synergy with other adjectival educations
6.6 International cooperation
6.7 Coordination
6.8 Financing

4. Instructional Technique

- 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 Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) UNESCO (2009). Review of contexts and structure of education for sustainable development. Paris: Author. Available at http://www.unesco.org/education/justpublished_desd 2009.pdf (Unit I to VI)

b) Kates, W.E., Parris, T.M. and Leiserowitz (2005). What is sustainable development? Goals, indicators, values and practices. *Environment: Science and Policy for Sustainable Development,* 47(3), pp. 8 – 21. Also available at http://www.rpd-mohesr.com/uploads/ustompages/WHAT%20IS%20SUSTAINABLE%20DEVELOPMENT.pdf (Unit I to VI)

c) Manitoba Department of Education (2000) *Education for a sustainable future: a resource for curriculum developers, teachers and administrators.* Manitoba: Author. Also available at http://www.edu.gov.mb.ca/k12/docs/support/future/sustaineducation.pdf (Unit I to VI).

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Globalization and Education**   Credit Hours: 3
Course No: **EPM 464**   Full Marks:
Semester: **Sixth**   Pass Marks:

1. Course Introduction

Globalization is an important trend that has been affecting every sector of the contemporary world. The course, in this context, aims to introduce the concept of globalization and the theoretical debates it has inspired and helps the students develop a broad-based understanding of the political, economic, cultural and scientific dimensions of globalization and critically examine how links between local and global interests shape education systems and practices, with a particular reference to Nepal.

2. Course Objectives

On completion of this course the students are expected to
   a) develop critical understanding of globalization in relation to education;
   b) present key concepts and positions on globalization in a coherent and systematic way;
   c) discuss the various dimensions of globalization;
   d) develop a theoretical framework for understanding the meaning of globalization;
   e) demonstrate knowledge of the effects of globalization on various aspects of education;
   f) mention the roles of various international organizations in globalizing higher education;
   g) Communicate an in-depth and critical understanding of the issues of globalization in relation to Nepali education.

3. Course Contents

Unit One: Introduction to Globalization
   1.1   The advent of globalization
   1.2   Definition of globalization
   1.3   Meaning and examples of globalization
   1.4   Opportunities and challenges of globalization

Unit Two: Dimensions of Globalization
   2.1   The economic and financial dimension
   2.2   The scientific and technological dimension
   2.3   The cultural dimension
   2.4   The interdependence of the dimensions of globalization

Unit Three: Theories of Globalization
   3.1.   The Hyper globalist approach
   3.2.   The Skeptic approach
   3.3.   The transformations approach

Unit Four: Effect of Globalization on Education
   4.1   Educational goals: new emphasis
   4.2   Rethinking the tasks of each component of the structure
   4.3   Teaching
   4.4   Certification
   4.5   Educational policies

Unit Five: Role of International Organizations in Globalizing Higher Education
   5.1   World Bank
   5.2   UNESCO
   5.3   OECD
   5.4   EU

Unit Six: Globalization and its Impact on Nepali Education
   6.1   School education (medium of instruction, irrelevance of Sanskrit education, private schooling, computer education, English education etc.)
   6.2   Technical and vocational skills
   6.3   Higher education and qualifications

4. Instructional Techniques

Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Parjanadze, N. (2009). Globalization theories and their effects on education, *IBSU Scientific Journal*, 3(2), pp. 77 – 88 (Unit I to IV)

b) El-Ojeili,C.and Hayden, P. (2006).Critical theories of globalization. New York, NY: Palgrave Macmillan. Available at http://pol.atilim.edu.tr/files/kuresellesme/kitaplar/globalization.pdf (Unit I, II, and III)

c) Shahjahan, R.A. The roles of international organizations (IOs) in globalizing higher education policy, in J.C. Smart and M.B. Paulsen (eds.) *Higher Education: Handbook of Theory and Research. The Netherlands: Springer, pp. 369 – 407.* (Unit V)

d) Hallak, J. (2000). Globalization and its impact on education, In T. Mebrahtu, M. Crossley and D. Johnson (eds.) Globalization, educational transformation and societies in transition (pp. 21 – 40), Oxford: Symposium Books (Unit I to VI)

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Knowledge Management**   Credit Hours: 3
Course No: **EPM 465**   Full Marks:
Semester: **Sixth**   Pass Marks:

1. Course Introduction

Under increasing innovation and competitive pressure, many organizations are examining how they can better manage their intellectual capital. The emerging field of knowledge management addresses the broad processes of locating, organizing, transferring and more efficiently using information and expertise within an organization. This course, in this context, provides the students with learning opportunities for conceptualizing the meaning of knowledge management and the importance, challenges and processes surrounding the creation, dissemination and application of knowledge. In addition, this course makes them aware of the importance of knowledge management in education sector.

2. Course Objectives

On completion of this course the students are expected to
a) distinguish between tacit and explicit knowledge.
b) explain meaning and definitions of knowledge management.
c) discuss, with example, various hierarchies of knowledge.
d) demonstrate knowledge and understanding of various elements of knowledge management.
e) explain the key stages and methods of knowledge management.
f) explore the benefits and challenges of knowledge management.
g) describe various stages and processes of evaluation of knowledge management.
h) discuss the need of knowledge management in Ministry of Education and its line organizations.
i) identify the use of knowledge management at the school level.
j) explain the role of knowledge management in educational reform and change.

3. Course Contents

Unit One: Knowledge and Knowledge Management
1.1   Types of knowledge
   • Explicit and tacit knowledge
1.2   Hierarchy of knowledge
   • Data

- Information
- Knowledge
- Wisdom

1.3 Meaning and definitions of knowledge management

Unit Two: Elements of Knowledge Management
2.1 Culture (Nature of the organization culture)
2.2 Process (Processes that are used to collect, manage and disseminate information)
2.3 Content (Condition and availability of the content of the organization)
2.4 Technology (technology infrastructure)

Unit Three: Methods of Knowledge Management
3.1. Knowledge creation, capture and synthesis phase
3.2. Knowledge sharing and dissemination phase
3.3. Knowledge acquisition and application phase

Unit Four: Benefits and Challenges of Knowledge Management
4.1 Benefits
- For the individual
- For the community of practice
- For the organization

4.2 Challenges
- Lack of leadership commitment
- Lack of ownership
- Lack of equitable resourcing for people, process and technology
- Poor KM processes
- Lack of appropriate technology and skills
- Continually learning and incorporating the needed and accessible knowledge into practice

Unit Five: Evaluating Knowledge Management
5.1 Revisit the goals
5.2 Know the audience
5.3 Define the measures
5.4 Decide what data will be collected and how it will be collected
5.5 Analyze and communicate the results

Unit Six: Knowledge Management in Education Sectors
6.1 Need of knowledge management in the Ministry of Education, and its line organizations
6.2 Knowledge management at school
6.3 Knowledge management and educational reform

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Awad, E.M. and Ghaziri, M. (2007). *Knowledge management.* Delhi: Pearson Education (Unit I to VI)
b) Dubois, N. and Wilkerson, T. (2008). *Knowledge management.* Hamilton, Ontario: McMaster University (Unit I to VI)
c) Sharma, P. (2008) *Knowledge management. New Delhi: APH Publishing Company* (Unit I to VI)

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Quality in Education**	Credit Hours: 3
Course No: **EPM 466**	Full Marks:
Semester: **Seventh**	Pass Marks:

1. Course Introduction

During the past few decades, much has been talked, advocated and done globally to provide quality education for all. However, there is little consensus on what constitutes quality and how can quality of schooling be achieved. This course, in this context, acquaints the students with basic understanding of quality dimensions of education. The quality education, as this course introduce, includes the context dimension, learner dimension, content dimension, process dimension and product dimension. This course also helps them explore the issues and challenges of quality of education in the context of Nepal considering each dimension of quality.

2. Course Objectives

On completion of the course, the students are expected to;
a) conceptualize and understand the meaning of quality of education.
b) list various dimensions of quality and explain each of them.
c) discuss the various aspects of learners to enhance quality of education.
d) list and explain physical elements crucial for enhancing quality of education.
e) mention psychological elements affecting quality of education.
f) discuss the various features of quality contents for teaching and learning.
g) explain the roles of teachers in enhancing quality of teaching and learning.
h) explore the role of supervisory and support service in increasing quality of education.
i) discuss the various features of quality outcomes of schooling.
j) assess the problems and challenges of quality of education in school and higher education in Nepal.

3. Course Contents

Unit One: The Nature of Dimensions of Quality
1.1 Conceptions of quality
1.2 Dimensions of quality
    1.2.1 Context/presage dimensions
    1.2.2 Learner dimensions
    1.2.3 Content dimensions
    1.2.4 Process dimensions
    1.2.5 Product dimensions

Unit Two: Quality Learners
2.1 Good health and nutrition
2.2 Early childhood psychological development experience
2.3 Regular attendance for learning
2.4 Family support for learning

Unit Three: Quality Learning Environments
3.1. Physical elements
- Quality of school facilities
- Interaction between school infrastructure and other quality dimensions
- Class size

3.2. Psychological elements
- Peaceful, safe environments
- Teachers' behaviors that affect safety
- Effective school discipline
- Inclusive environments
- Non-violence

3.3. Service delivery
- Provision of health services

Unit Four: Quality Content
4.1 Student-centered, non-discriminatory, standards-based curriculum structures
4.2 Uniqueness of local and national content
4.3 Literacy
4.4 Numeracy
4.5 Life skills
4.6 Peace education
4.7 Challenges in reaching large numbers of children with quality content

Unit Five: Quality Processes
5.1 Teachers
    5.1.1 Professional learning for teachers
    5.1.2 Teacher competence and school efficiency
    5.1.3 Ongoing professional development
    5.1.4 Continuing support for student-centered learning
    5.1.5 Active, standards-based participation methods
    5.1.6 Teacher feedback mechanisms

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5.1.7　　Teacher beliefs that all students can learn
　　5.1.8　　Teachers' working conditions
5.2　Supervision and Support
　　5.2.1　　Administrative support and leadership
　　5.2.2　　Student access to languages used at school
　　5.2.3　　Using technologies to decrease rather than increase disparities
　　5.2.4　　Diversity of processes and facilities

Unit Six: Quality Outcomes

6.1　Achievement in literacy and numeracy
6.2　Using formative assessment to improvement achievement outcomes
6.3　Outcomes sought by parents
6.4　Outcomes related to community participation, learner confidence and life-long learning
6.5　Experiential approaches to achieving desired outcomes
6.6　Health outcomes
6.7　Life skills and outcomes

Unit Seven: Problems and challenges of Quality in Education in Nepal (6 hours)

7.1　Problems and challenges related to presage dimensions of quality
7.2　Problems and challenges related to process dimensions of quality
7.3　Problems and challenges related to product dimensions of quality

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Gibbs, G. (2010). *Dimensions of quality.*Heslington, York: The Higher Education Academy (Unit I to VII)

b) Frick, T.W. (2012). *Dimensions of quality.*Bloomington: Indiana University. Available at http://educology.indiana.edu/Frick/ Dimensions%20of%20Educational%20Quality.pdf (Unit I to VII)

c) UNICEF (2000). *Defining quality in education.*New York, NY: Author (Unit I to VII)

Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Critical Thinking in Education**   Credit Hours: 3
Course No: **EPM 471**   Full Marks:
Semester: **Seventh**   Pass Marks:

1. Course Introduction

This course is basically related with critical thinking in education with a focus on educational field. A lot of aspects in teaching learning activities have conducted and related with human resource development for effective classroom environment to the teachers and students. It focuses on classroom performance for fulfillment of the curricular goals that reinforce for identifying the nature of students with reflective thinking.

2. Course Objectives

On completion of the course, the students are expected;
   a)   to familiar with the concept of critical thinking
   b)   to find out the components of critical thinking
   c)   to familiar the characteristics of critical thinking
   d)   to identify the reasons of critical thinking
   e)   to differentiate traditional thinking from modern critical thinking
   f)   to recognize the synonymous meaning of critical thinking and reflective thinking
   g)   to use the critical thinking in classroom teaching learning.

3. Course Contents

Unit One: Concept of Critical Thinking
   1.1.   Components of critical thinking
          Insight, Intuition, Empathy and Willingness to take action
   1.2.   Characteristics of a critical thinking
          Open to new ideas, Intuitive, Energetic, Analytic, Persistent, Assertive, Communicator, Flexible, Empathetic, Caring, Observant, Risk taker, Resourceful, Outside the box, Creative, Insightful, Willingness to take action

Unit Two: Identifying Reasons of Critical Thinking
   2.1.   Different patterns, assumptions, context and thinking gap
   2.2.   Language reasoning
   2.3.   Clarifying and interpreting expressions and ideas: Acceptability, credibility, judging sources.
   2.4.   Evaluating inferences: Deductive validity

   2.5.   Other groups, assumptions and relevant arguments
   2.6.   Reasoning about causal explanations
   2.7.   Decision making: options, consequences, values and risks

Unit Three: Classic Definitions from Critical Thinking Tradition
   3.1.   Reflective thinking: John Dewey
   3.2.   Building ideas: Edward Glasser
   3.3.   Widely used definition: Robert Ennis
   3.4.   Thinking about your thinking: Richard Paul
   3.5.   An analogy from basket ball
   3.6.   Critical thinking: Some basic competencies
   3.7.   Instructive examples
   3.8.   Final definition of critical thinking
   3.9.   Dispositions and values of the critical thinker
   3.10. Critico-creative thinking

Unit Four: Reflective Thinking
   4.1.   Concept
   4.2.   Characteristics of reflective thinking (RT)
   4.3.   Importance of RT
   4.4.   Steps in RT

Unit Five: Reflective Thinking for Classroom Improvement
   5.1.   Instructions for critical thinking in classroom
   5.2.   Teaching critical reflection

Unit Six: Implications for Teachers
   6.1.   Social context (values and identity)
   6.2.   Relationship
   6.3.   Teaching/learning
   6.4.   Planning
   6.5.   Organization
   6.6.   Behavior
   6.7.   Communication
   6.8.   Assessment

4. Instructional Techniques

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, peer group study and discussion

5. Evaluation Schemes

- Internal:40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Achilles, C. M., & Hoover, S. P. (1996).Exploring problem-based learning (PBL) in grades 6-12. ED406406

b) Albanese, M.A., & Mitchell, S. (1993). Problem-based learning: A review of literature on its outcomes and implementation issues, Academic medicine, vol 68(1), pp.68-81.

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o) King, P., & Kitchener, K (1994).Developing Reflective Judgment, Jossey-Bass, San

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t) Lunsford, D. (1998-99). Exploring learner's perceptions of the web as an information source.Journal of Educational Technology Systems, Vol. 27(4). pp. 337-347.

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Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Change Management in Education**   Credit Hours: 3
Course No: **EPM 472**   Full Marks:
Semester: **Seventh**   Pass Marks:

1. Course Introduction

This course is designed to provide some basic concepts and principles of change management in education. The fundamental aspects of change management in education are related with organization, leadership and management with its principles that correlated with psychological contact in classroom teaching learning. This course covers comprehensive knowledge of change management in education to the students who have opted for this course.

2. Course Objectives

On completion of the course, the students are expected;
   a) to be acquainted the concept of organizational change
   b) to differentiate leadership and management
   c) to identify the psychological contact for transparency in leadership
   d) to define the principles of change management
   e) to draw the concept of organization development in education
   f) to use the methods and implementing process of organizational change in educational field

3. Contents

Unit One: Organizational Change
   1.1.   History of change management
          Mission
          Strategy
          Operation
          Brain storming
   1.2.   Changing the attitudes and behavior

Unit Two: Leadership and Management
   2.1.   Character and values
   2.2.   Communication
   2.3.   Decision making and problem solving
   2.4.   Leadership style
   2.5.   Leading change
   2.6.   Managing team

Negotiation
Motivation
Power and influence

Unit Three: Psychological Contact
   3.1.   Concept and usage
   3.2.   Contact diagram and models
   3.3.   Context and implications
   3.4.   Leadership transparency
   3.5.   Transactional analysis

Unit Four: Principles of Change Management
   4.1.   Process and change theory
          Address the human side systematically
          Start from the top
          Involve every layer
          Make the formal case
          Create ownership
          Communicate the message
          Assess the cultural landscape
          Address the culture explicitly
          Prepare for the unexpected
          Speak to the individual
   4.2.   Guiding principles of change management

Unit Five: Organization Development
   5.1.   Concept of an organization
   5.2.   Roots and history of OD
   5.3.   OD as a professional act
   5.4.   Models for doing OD
   5.5.   Organizational use of OD
   5.6.   OD as a value-based field

Unit Six: Methods and Implementing Organizational Change
   6.1   Main features
   6.2   Organizational development
          Appreciative enquiry
          Sense making approach
          Change management approach
          Contingency approach
          Processual approach
          Communication approaches
   6.3   Planning for change
          Essential of effective organizational change management

Ethics in change processes
Leadership in change
Staff ownership
Communication
Supporting through change
Resistance change
Principles for managing individual resistance
Strategies to manage reaction to change
Force field analysis
Consolidating the change

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Argyris, C. and Schon, D. (1978).*Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley.
b) Axelrod, R.H. (2000). Terms of Engagement: Changing the way we change organizations. San Fransico: Berrett – Koehler Publishers.
c) Inney, G. and Williams, C. (1995).*Leaning into the Future: Changing the Way People Change Organizations*. London: Nicholas Brealey Publishers.

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i) Caildini, R.B. (2001). Harnessing the science of persuasion. *Harvard Business* Review, October, 72-79.
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l) Gary, N. Mc L. (2005).*Organizational development principles, processes, performance.*Berrett-Koehler publishers.
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z) Palmer, I., Dunford, R. and Akin, G. (2006)). *Managing Organizational Change: A multiple perspectives approach*. New York: McGraw Hill Irwin.

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bb) Roberto, M. and Levesque, L. (2005).*The Art of Making Change Initiatives Stick.*

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Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Educational administration**　　Credit Hours: 3
Course No: **EPM 473**　　Full Marks:
Semester: **Seventh**　　Pass Marks:

Course description

This course is one of the specialization courses in education which aims to provide the students with learning opportunities to grasp meaning and concept of educational administration and help them develop understanding of administration with reference to educational institutions. It intends to acquaint the students with the meaning of educational administration, process of administration, role and responsibilities of the principals. It provides them with learning opportunities to understand issues in educational administration, organization of school administration in Nepal and development of Nepalese educational administration. In addition, this course intends to acquaint students with the basic concepts of administrator's qualities and find out the problems and issues of educational administration.

Objectives
On the completion of this course the students will be able to:
- Conceptualize and understand the meaning and concept of administration.
- Distinguish between administration and educational administration.
- State the development of educational administration.
- Illustrate the unique aspects of educational administration.
- Point out the significance of educational administration.
- Describe the concept and use of administrative process.
- Analyze the inclusive administrative management.
- Outline the different steps of recruitment.
- Identify the administrator's recruitment and selection process.
- Clarify the role and responsibilities of the principals.
- State the skills of a manager, managerial functions, and characteristics of an effective manager.
- Understand and reflect on the various models of managerial effectiveness.
- Identify the various issues of educational administration.
- Analyze the relationships among quality and quantity, authority and control, delegation of power, professionalism issues of educational administration.
- List out the qualities of the school administrators.
   Explain the organization of school administration in Nepal.

- Describe the development of Nepalese educational administration.
- Distinguish the development of educational administration of the pre-democracy period and post-democracy period.
- Find out the recent development of educational administration.
- Identify the problems and issues of Nepalese educational administration.

Content specifications

Unit I: Concept of administration (5contact sessions)
1.1 Emergence of the concept of administration
1.2 Meaning and nature of educational administration
1.3 Development of educational administration
1.4 Unique aspects of educational administration
1.5 Significance of educational administration

Unit II: Administrative process (6contact hours)
2.1 Concept of administrative process
2.2 Scope of administrative process
- Planning
- Organizing
- Communicating
- Decision-making
- Co-ordination
- Evaluating
2.3 Inclusive administrative management
2.4 Administrator's recruitment and selection process

Unit III: Role and Responsibilities of the Principals (8contact sessions)
3.1 Roles of an educational manager
3.2 Responsibilities of an educational manager
3.3 Skills of a manger
3.4 Managerial functions
3.5 Characteristics of an effective manager
3.6 Models of managerial effectiveness

Unit IV: Qualities of an Administrator (6contact sessions)
4.1 Physical qualities
4.2 Intellectual qualities
4.3 Professional qualities
4.4 Personal qualities
4.5 Emotional qualities
4.6 Social qualities
4.7 Moral qualities

Unit V: Issues in Educational Administration (8 contact sessions)
5.1 Centralization vs. decentralization
5.2 Quality vs. Quantity
5.3 Delegation of power
5.4 The enrollment pressure
5.5 Resource mobilization
5.6 Indiscipline
5.7 Authority and control
5.8 The bureaucrat politicization

Unit VI: Overview of Nepalese Educational Administration (12 contact sessions)
6.1 Organization of school administration in Nepal
- Central organization
- Regional organization
- District organization
- Local level organization
6.2 Development of Nepalese educational administration
- The pre-democracy period-before 1951
- The post-democracy period 1951-1971
- The national education system plan period (NESP 1971-1976)
- Recent development
6.3 Problems and issues of educational administration

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

Assessment
External: 60%
Internal: 40%
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment

References

Adhikari, N.P. (2069). *Educational administration and supervision.* Kathmandu: Sunlight publication.
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Bachelor of Education (B.Ed.) EPM

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Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

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Course Title: **ICTs and Learning Transfer**	Credit Hours: 3
Course No: **EPM 474**	Full Marks:
Semester: **Seventh**	Pass Marks:

1. Course Introduction

Transfer of learning is the application of skills and knowledge learned in one context being applied in another context. It is the goal of all training and learning interventions. This course, in this context, enables the students to acquire essential knowledge and understanding of the meaning of and condition for learning transfer. It also helps them understand the means and roles of technology in learning and learning transfer and in particular acquaints them with the elements and conditions for enhancing transfer of learning at workplace.

2. Course Objectives

On completion of the course, the students are expected to;
a) conceptualize and understand the meaning and concept of transfer of learning.
b) specify and illustrate various types of transfer of learning.
c) discuss the prospects of transfer of learning.
d) list and explain various conditions of transfer of learning.
e) describe the mechanism of transfer of learning.
f) list various technologies that can be used in teaching and explain their uses.
g) define programmed instruction and discuss its types and importance in teaching and learning.
h) discuss the roles of ITCs in teaching and learning.
i) explore the problems and challenges of using technologies in educational delivery.
j) define workplace learning and discuss its importance
k) discuss various elements and condition for enhancing transfer of learning at workplace.

3. Contents

Unit One: Transfer of Learning/Knowledge **(10 hours)**
   1.1   Meaning of learning transfer
   1.2   Types of transfer
        1.2.1   Positive versus negative transfer
        1.2.2   Simple versus complex transfer

1.2.3   Near versus far transfer
1.2.4   Automatic and mindful transfer
1.3   Prospects of transfer
1.4   Transfer and local knowledge

Unit Two: Conditions of Transfer   **(10 hours)**
2.1   Thorough and diverse practice
2.2   Explicit abstraction
2.3   Active self-monitoring
2.4   Arousing mindfulness
2.5   Using a metaphor or analogy

Unit Three: Mechanisms of Transfer   **(8 hours)**
1.1   Abstraction
1.2   Transfer of affordances
1.3   High road and low road transfer

Unit Four: Technology in Education   **(15 hours)**
4.1   Education, then and now
4.2   Sensory learning and audio-visual aids
4.3   Teaching aids and technologies
    • Reprographic equipments
    • Non-projected aids
    • Projected aids
    • Aural Aids and TV
    • Hardware, Software and Internet
    • Direct observations
4.4   Programmed instruction
4.5   Teaching machines
4.6   ICTs and education
4.7   Challenges for educational technology

Unit Five: Workplace Learning and Transfer   **(12 hours)**
5.1   Meaning of workplace learning
5.2   Need and importance of workplace learning
5.3   Elements to enhance transfer of learning at workplace
    5.3.1   Situational elements
        • Supervisory support
        • Workload
        • Peer support
        • Facilities
    5.3.2   Training elements and practices
    5.3.3   Post training intervention elements

4. Instructional Techniques

- 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, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar / workshop / conference presentation, written examination, oral presentation, test, paper / essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Haskell, R.E. (2001). *Transfer of learning: cognition, instruction and reasoning*. New York, NY: Academic Press. (Unit I to III)
b) Leberman, S., Mcdonald, L. and Doyle, S. (2006). *The transfer of learning.* Hampshire, England: Gower. (Unit I to III)
c) Perkins, D.N. and Salomon (1992). Transfer of learning. In International Encyclopedia of Education (2nd ed.). Oxford, England: Pergamon Press. (Unit I to III)
d) Russ-eft, D. (2000). A typology of training design and work environment factors affecting workplace learning and transfer, *Human Resource Development Review,* 1(1), pp. 45 – 65 (Unit V).
e) Sampath, K., Panneerselvam, A. &Santhanam, S. (2001). *Introduction to educational technology* (3rd ed.) New Delhi: Sterling Publishers (Unit IV)

Mid-Western University
Faculty of Education
B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Foundation of Educational planning** Credit Hours: 3
Course No: **EPM 475**   Full Marks:
Semester: **Seventh**   Pass Marks:

Course description

This course provides prospective educational planners understanding of the meaning and principles of educational planning for ensuring quality education. It deals with the fundamental principles of instructional planning which helps prospective head teachers/principals to run the school effectively and efficiently. It further gives basic knowledge and hands-on experience to the students on local level planning.

Course objectives

The objectives of this course are as follows:
   a. Elucidate the concept related to planning in general and educational planning in particular,
   b. Explain the changing orientation in educational planning,
   c. Illustrate how school mapping and geographical information system can be used in district level educational planning,
   d. Prepare calendar of operation and school budget,
   e. Develop school improvement plan (SIP) for a school.

Unit 1: Introduction to Planning   (7hrs)
   1.1 Meaning and Definition of planning
   1.2 Nature of planning
   1.3 Policies and Strategies as basic concept of planning
   1.4 Developing policies and strategies

Unit 2: Introduction to Educational Planning   (8hrs)
   2.1 Meaning and Definition of Educational planning
   2.2 Need for Educational Planning
   2.3 Propositions of Educational planning
   2.4 Key planning questions
   2.5 Salient Features of Modern Educational planning
   2.6 Steps in Educational planning

Unit 3: The Changing Orientations in Educational Planning (12hrs)
   3.1 Planning for Learning
   3.2 Educational Planning for Expansion of Education
   3.3 Educational planning for Addressing Disparities

   3.4 Educational planning: Addressing the Graduates
   3.5 Educational planning: Fiscal crisis and a reduced role of the state
   3.6 Educational planning: Market orientation
   3.7 Educational planning: From provision to process
   3.8 Educational planning: From National to external funding
   3.9 Educational planning: Return of the State

Unit 4: Information System for Educational Planning   (8hrs)
   4.1 Development and implementation of school mapping
   4.2 Geographical Information System (GIS) in educational planning
   4.3 GIS as a tool and GIS as more than a tool
   4.4 Public Participation Geographical Information System (PPGIS) and its implications for education micro planning
   4.5 Future Trends and issues of GIS

Unit 5: Educational Policies and Planning in Nepal   (10hrs)
   5.1 Formulation of educational policies
   5.2 Issues related to education policies
   5.3 Analysis of educational issues and policies
   5.4 Reforms of educational policies
   5.5 Practices of micro educational planning in Nepal (DEP,VEP,SIP) mission, objectives major areas, roles of key stakeholders in the planning process

Assessment
   External: 60%
   Internal: 40%

References

Baniya, N. (2062). *Theoretical and practical analysis of educational planning of Nepal* : *In Dimensions of Education Administration*. Kathmandu : Sopan Monthly Publication.
Keith, L. (2008). Four decades of educactional planning: Retrospect and prospect. Paris: UNESCO.
Nicholas, I. (1998). *Educational planning in East Africa: The role of imported planning technology*. Masters' thesis submitted to Department of Graduate of Educational Research Calgany, Alberta.
Pradhan, R.M.(1998). Handbook of educational planning. Kathmandu: Department of Educational Planning and Management, Central Department of Education, Tribhuvan University.
Wadi D. Hadded with the assistance of Terri Demsky (1995). *Education policy planning process: an applied framework*. UNESCO: IIEP.
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Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Teacher Education** Credit Hours: 3
Course No: **EPM 476** Full Marks:
Semester: **Seventh** Pass Marks:

Course description

Teacher education is an integral part of BES in educational planning and management through which the students will gain insight in the teacher education perspective, reflection and practice. The course has a key focus on instructional improvement and school effectiveness agenda underpinning teacher education. This course also focuses on teaching competency while teaching concerned subjects in real field. It provides students with teaching and learning experiences to reflect on the concept and importance of teacher education and enables them to develop and use tools and techniques to diagnosis and access the school organization. The course helps students identify and analyze various components of teacher education. In addition students through this course develop critical understanding of the issues and problems of improving teacher education in Nepal.

Objectives

On the completion of this course the students will be able to:
1. Reflect on the meaning of teacher education and relate it to the notion competencies and school effectiveness.
2. List and use the instructional strategies and methods in teaching field.
3. Enable students to apply the concept of micro and practice teaching in educational institutions.
4. Conceptualize institutional management and explain them in school situation.
5. Identify various principles of effectiveness, institutional climate and culture and explain why these elements are important for quality learning.
6. Prepare students to be analytical about teacher education in Nepalese educational system.

Content specifications

Unit I: Reflections on teacher education and profession
1.1 Concept of teacher education
1.2 Purposes of teacher education
1.3 Needs of teacher education
1.4 Features of teacher education

1.5 Components of innovative teacher education
1.1 Characteristics of profession
1.2 Professional ethics

Unit II: Instructional strategies and methods
2.1 Definitions of instructional strategies
2.2 Elements of instructional strategies
2.3 Teaching techniques
2.4 Learning cycle
  - Engagement
  - Exploration
  - Explanation
  - Elaboration
2.5 Instructional planning
2.6 General methods of teaching
  - Lecture
  - Lecture-- - cum demonstration
  - Project method
2.7 Modern techniques in use in teacher education
  - Discussion
  - Seminar
  - Team teaching
  - Field study

Unit III: Teacher training and support
3.1 Concept of teacher training
3.2 Purpose and needs of teacher training
3.3 Types of teacher training
  - Pre-service
  - Induction
  - In-service
3.4 Cycle of teacher training
3.5 Support services
3.6 Use of teacher training in classroom

Unit IV: Micro-teaching
4.1 Micro- teaching
  - Concept of micro- teaching
  - Scope of micro- teaching
  - Characteristics of micro -teaching
  - Steps of micro- teaching
4.2 Practice teaching
  - Objectives of practice teaching
  - School internship

Bachelor of Education (B.Ed.) EPM

- Lesson plan format
- Actual teaching
- Observation and evaluation

Unit V: Institutional management and effectiveness
5.1 Concept of institutional management and effectiveness
5.2 Principles of effectiveness
5.3 Characteristics of effectiveness
5.4 Conflict management
5.5 Change management
5.6 Crisis management
5.7 Quality management
5.8 Classroom management
5.8 Decision making and problem solving
5.9 Instructional climate and culture

Unit VI: Teacher education in Nepal
6.1 Distance education centre
6.2 NCED
6.3 FOE
6.4 Current issues and problems in teacher education
6.5 Preparation of teacher educators for future direction

Suggested methodology

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

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

Assessment
External: 60%
Internal: 40%

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

References

Adhikari, N.P. (2069). *Educational administration and supervision.* Kathmandu: Sunlight publication.

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Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

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Course Title: **Reflective Practices in Education**   Credit Hours: 3

Course No: **EPM 481**   Full Marks:

Semester: **Eighth**   Pass Marks:

1. Course Introduction

This course is basically related with reflective practice in education with a focus on educational field. A lot of aspects in teaching learning activities have conducted and related with human resource development for effective classroom environment to the teachers and students. It focuses basically two parts that provided theory and practical knowledge in actual life for dealing the recent issues in teaching and learning.

2. Course Objectives

On completion of the course, the students are expected;

a) to be familiar with the concept of reflective practice of education
b) to find out the philosophical context of teacher
c) to be familiar the characteristics of teacher's performance in teaching learning
d) to identify the teacher and student behavior cooperation in real situation
e) to be familiar with reflection of teacher's teaching in curricular context and reflective practice with school environment
f) to participate in reflective practices into theoretical knowledge of student and vice versa
g) to draw relationship of reflective practice for educators and improving schooling through professional development

3. Course Contents

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Part I

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Unit One: Reflective Practice

1.1   Chronology
       Models: Argyris, Kolb, Gibbs, John and Rolfe
1.2   Application: education, environmental management and sustainability, other professions
1.3   Reflective Practice: International and multidisciplinary perspectives
       Self study
       Linguistic/ social linguistics
       Theoretical perspective
       Transcription
       Research as transcriber
       Refining the approach in the self study

Unit Two: Land as First Teacher: A Philosophical Context

2.1   Classroom dynamics: teaching and learning
2.2   Child and youth studies in abnormal context
2.3   Assessment and course evaluation circle
2.4   Deeper analytical reflections
2.5   Reflective process
2.6   Description and journal writing
       Process
       Capacity
       Language
       Attitude
       Discussion

Unit Three: Reflective Inquiry and Pre-service Teachers' Concept of Content Area

3.1   Concept
3.2   Content literacy method instruction
3.3   Rationale for the literacy history project
3.4   Representations of literate identities
3.5   Double edged sword
3.6   Word cognition to meaning making
3.7   Literacy development as life story
       Discussion

Unit Four: Student Teachers' Reflection during Practicum

4.1   Introduction
4.2   Reflection in teacher education
4.3   Promoting reflection in teacher education
4.4   Internship activities
       Professional portfolio
       Previous knowledge
       Seminar and homework
       Recall and reflection
       Discussion
4.5   Reflection and professional development
       Facilitating deeper reflection
       Need for reflection in action

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Part II

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Students are required to write reflective practices on the above issues related with their own perception. The following units are suggested for practical task as prescribed format:

Unit Five: Creating Spaces for Critical Reflection in Social work Education: Learning from Classroom-based Empathy

Unit Six: Critical Reflection: Reflecting on learning to be Reflective
Writing reflective practice: based modernization, globalization, feminist and post-structuralist.

Unit Seven: Reflective Practice for Educators: Improving Schooling through Professional Development
Facilitating reflective practice and self-assessment of competence through the use of narratives

4. Instructional Techniques

- 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, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:
Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

a) Butler, A. (1990). A methodological approach to chaos: Are economists missing the point? *Federal Reserve Bank of St. Louis, 72* (13): 3648.
b) Hassard, J., and Parker, M. ed. (1993). *Postmodernism and Organizations.* Sage, Newbury Park, California.

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j) Pascale, R. (1990). *Managing on the Edge: How the Smartest Companies Use Conflict to Stay A head,* Simon & Schuster, New York.
k) Porter, M. E. (1990). *The Competitive Advantage of Nations,* Free Press, New York.
l) Ruth, O. O. (2011). *Reflective practice: International and multidisciplinary perspectives.* Routledge: Taylor and Francis group.
m) Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization,* Doubleday, New York.
n) Simon, H. A. (1957). *Administrative Behavior,* 2nd ed., Macmillan, New York.
o) Stacey, R. (1993): Strategy as order emerging from chaos, *Long Range Planning,* 26 (1): 10-1 7.
p) Stewart, I. (1989). *Does God play dice?* Oxford University Press, Oxford.
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Mid-Western University

Faculty of Education

B.E.S. in Educational Planning and Management (Thr+Pr)

Course Title: **Practicum in Educational Planning and Management**

Credit Hours: 6

Course No: **EPM 482 and 483**   Full Marks:

Semester: **Eighth**   Pass Marks:

1. Course Introduction

This Course designed to provide practical Knowledge and skills to the students Bachelor of educational science student about practicum in planning, management/administration and supervision system of Nepal, This course is to provide opportunities to the students to study, observe, participate and analyze administrative / managerial and practices is their actual setting. Firstly the students are required to attend on campus program organized by the campus. The Students who have completed an - campus program will be eligible to participate in off- campus program. The practicum will be…. weeks duration and require regular participation by the students in to the assigned secondary school under the practicum.

2. Course Objectives

On completion of the course, the students are expected;
   a.   to get opportunities to work as an internal an observer;
   b.   to participate and analyze the current administrative/managerial and supervisory practices in secondary school in real situation.
   c.   to develop competency to utilize their theoretical knowledge of school administrative management and supervision in actual setting.

3. Course Details

This course is divided into two programs. The first program deals with on campus activities and the second program will include the off campus activities that an intern is to carry out during the practicum time.

Activity–1: School Survey

Conduct school survey on the basis of the following topics
   1.1   Physical aspects
   1.2   Educational aspects
   1.3   Administrative and managerial aspects
   1.4   Financial aspects
   1.5   Social relation aspects

Activity–2: In Depth Study (Instructional Problem Of Sponsoring School)
   2.1   Conduct one in depth study in instructional problem on the basis of following steps.

Chapter 1   Introduction (Background, Rationale, Objective delimitation)
Chapter 2   Literature review
Chapter 3   Methodology- source of date, data collection method and tools method of data presentation
Chapter 4   Analysis of the date
Chapter 5   Finding, conclusion & recommendation
Chapter 6   Remedial Measures
   • Reference
   • Appendices

Activity – 3: School Seminars (Administration/ Managerial Issues)
   3.1.   Prepare a paper of seminar in the basis of following steps. (Background, objectives, them, elaborations, conclusions and suggestions)
   3.2.   Conduct seminar in sponsoring schools

Activity – 4: Preparation and Submission of the final report in APA format.

Evaluation Scheme

On campus program 50%

Off campus program 50% (Sponsoring school head teacher   10%

Viva   (40%)

Note: Each intern student is required to submit the report of the practicum to the concerned campus supervisor (internal supervisor) as per the format of the practicum approved by the practice teaching committee so as to eligible to appear the final examination.