Far western University
Faculty of Education
Bachelor of Education

Course Title: Education and Society	Nature: Theoretical
Course No.: Ed.243	Credits: 3
Semester: Fourth	Teaching Hrs: 48
Level: Undergraduate	

1. Course Description

It is a compulsory course for the Bachelor of Education (B.Ed.) program, designed to provide an in-depth understanding of the dynamic interaction between educational systems and social factors. Education and society are inseparable from each other. Education helps students prepare for their socialization and helps them live a social life. This course intends to orient the students about educational sociology, determinants of education, inclusion in education, and indigeneity in education. This course enables students to familiarize themselves with contemporary issues of education in Nepal including gender and planning and practices. Furthermore, this course equips prospective teachers with the knowledge and skills needed to understand the multidimensional relationship between education and society, and to develop an understanding of how educational practices can be adapted to meet the needs of all students in a changing social landscape.

2. General Objectives

a) To gain insight into the comprehensive relationships between schools and the wider social context.
b) Identify social determinants of education that shape the nature of education.
c) Conceptualize inclusion in education by critically understanding its policies, practices, and gender-related issues.
d) Gain a thorough understanding of Indigeneity /Indigenous perspectives in education.
e) Critically analyse contemporary issues in education and their implications for teaching and learning in Nepal.

3. Contents with Specific Objectives

Specific Objectives	Contents

• Define society.
 • Conceptualize Educational Sociology
 • Discuss school as a sub-system of society.
 • Specify and illustrate the agencies of education.
 • Define socialization.
 • Describe the modes and patterns of
	Unit One: Education and Society (10)
	 1.1 Concept of Society
	 1.2 Overview of Educational Sociology
	 1.3 School as a Subsystem of Society
	 1.4 Agencies of Education
	     • The family
	     • The community
	     • The school

	socialization	• The organizations • The media • Peer group 1.5 Socialization (Meaning, modes, and patterns of socialization)
• Describe the various determinants of education. • Relate education with philosophy, culture, language, religion, economy, science, and technology. • Analyse the impact of social determinants on educational access and outcomes.		**Unit Two: Determinants of Education (8)** 2.1.Philosophy 2.2.Culture (language, religion) 2.3.Government Policies and Politics 2.4.Environment (Family, School, and Community) 2.5.Socioeconomic Status 2.6.Technology Share 2.7.Impact of Social Determinants on Educational Access and Outcomes
	• Conceptualise inclusion in education. • Introduce policies and practices of inclusion. • Explain the gender policies and planning in education. • Identify the present scenario of gender-based access, equity and participation in education, employment, and politics. • Conceptualise multiethnicity and multicultural education. • Analyse the issues of inclusion in Education	**Unit Three: Education and Inclusion (10 hours)** 3.1 Concept of Inclusion in Education 3.2 Policies and Practices of Inclusion 3.3 Gender and Education • Gender policies and planning in education • Access, equity, and participation in education, • Employment field and politics 3.4 Multiethnicity and Multicultural Education 3.5 Issues of Inclusion in Education • Caste hierarchy and inequality in education • Gender, ethnicity, culture, and language • Quality of education

• Define Indigenous education.
• Describe the historical development of Indigenous education in brief.
• Elucidate types of Indigenous education.
• Analyse the issues of indigeneity in Education in the context of Neal.
• Prepare a Seminar/case study based on Nepalese practices.
		Unit Four: Indigeneity in Education (12 Hrs)
		4.1 Concept of Indigenous Education
		4.2 Historical Development
		• Pre-colonial Indigenous Education
		• post-colonial Indigenous Education
		4.3 Types of Indigenous Education
		  4.3.1 Traditional knowledge and Pedagogy
		• nature-based learning,
		• oral tradition
		• storytelling,
		• rites and rituals
		  4.3.2 Modern Indigenous Education
		• community-driven school Initiatives

	• Multilingual revitalization
	• Immersion Program
	• Integration of traditional knowledge in curriculum
	4.4 Issues of Indigeneity in Education
	    • Poverty and indigeneity
	    • Ethnicity, exclusion and politics
	    • Replacement of indigeneity by modernity
	    • Social barriers and cultural misunderstanding
	4.5 Seminar/Case Study Indigenous Education

• Identify contemporary issues in education. • Relate the role of education with employment, democracy and technological advancement. • Explain the brain drain and brain circulation as a contemporary issue of education. • Evaluate future of education and society	**Unit Five: Contemporary Issues of Education (8 Hrs)** 5.1 Poverty and Education 5.2 Employability and Labour Market 5.3 Ethnicity, Exclusion and Democracy 5.4 Brain Drains, Brain Circulation 5.5 Foreign Employment and Education 5.6 New Technology and Education 5.7 Future of Education and Society

4. Instructional Techniques

4.1 General Techniques

- Lecture and discussion
- Demonstration
- Self-study
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Divide the students into groups. • Provide self-study material regarding education and society. • Let the groups discuss and provide assignments to prepare a 200-word argument essay. • Presentation of the assignment in the classroom, followed by discussion with constructive feedback.	
II	• Provide reading materials about the determinants of education. • Assignment of preparing various determinants of education. • Submission of assignments for constructive feedback.	
III	• Divide the students into groups for project work. • Read the materials in the group about Gender, caste, ethnicity,	

	culture, and language.	
	• Paper presentation in the classroom for discussion/seminar with constructive feedback.	
IV	• Lecture cum demonstration. • Provide reading materials (e-books, journals, papers, etc.) • Self-study on Indigenous education • Conduct a seminar on indigenous education.	
V	• Discussion and interaction on contemporary issues in education. • Self-study on each issue. • Submission of reflective notes on the contemporary issues in education.	

5. Evaluation Scheme

5.1 Internal Evaluation 40%

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

a) **Attendance and Participation in Class Activities**:   **5+5= 10 marks**

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

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

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

5.2 External Evaluation (Final Examination) 60%

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

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

Recommended Books and References

6. References

Ainscow, M., T., Booth, A., Dyson, P., Farrell, J., Frankham, F., Gallannaugh, A., Howes, & R. Smith. (2006). Improving Schools, Developing Inclusion. Routledge. Unit 3

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Far Western University
Faculty of Education
Mahendranager

Course Title: **Instructional Methods and Technology**   Nature: Theoretical

Course No.: Ed.Tech.244   Credits: 3
Level: B. Ed.   Teaching Hours: 48 Hrs
Semester: Fourth

1. Course Description

In the rapidly evolving landscape of education, effective teaching requires a deep understanding of both traditional and innovative teaching methods. It is a compulsory course designed for undergraduate level that aims to provide student teachers with knowledge and skills in instructional methods and educational technology. It focuses on effective teaching strategies, the integration of technology in the classroom, and the development of engaging and inclusive learning experiences for diverse students. Furthermore, this course is intended to provide basic ICT knowledge and skills for school- teachers as well as to make school classroom teaching and learning, assessment, and classroom management learner-centered, interactive, and enjoyable.

2. General Objectives

a. To explain the foundational concepts of instructional methods.

b. To facilitate students to conceptualize and use relevant methods related to teacher centered and students centered.

c. To enable students to develop sample lesson plans using different teaching strategies and present in the micro class.

d. Describe nature and scope of educational technology.

e. To familiarize students with integration of ICT for improved teaching and learning.

f. To Discuss the principles and practices of online and blended learning environments.

3. Specific Objectives and Contents

Specific Objectives	Contents
- Introduce the foundational concepts of instruction. - Explain the concept and elements of instruction system. - Formulate an instructional plan using the components of instruction. - Gain skills in designing instructional structure and lesson plans. - Discuss the components of effective instruction planning. - Analyze the teacher-centered and	**Unit 1: Introduction to Instruction (8 Hrs)** 1.1 Concept of Instruction and Instructional Design 1.2 Planning and Designing of Instruction - performance objectives, - task analysis, - Instructional procedures, - performances assessment 1.3 Designing the lesson Plan 1.4 Delivery System for Instruction (group and Individualized)

student-cantered methods from behaviourist and constructivist perspectives.	1.5 Teacher-Cantered vs. Learner-Cantered: Behaviourist and Constructivist Perspectives
• Explain the Concept and uses of teacher cantered methods. • Describe the various methods of teacher cantered approaches. • Prepare and present sample lesson plan using teacher cantered strategies. • Discuss various types of learner-cantered and group cantered teaching strategies and their uses. • Prepare and present sample lesson plan using learner cantered strategies. • Discuss and use of problem and project-based techniques.	**Unit 2: Instructional Methods (12 Hrs)** 2.1 Overview of Instructional Methods 2.2 Teacher Cantered Methods 2.2.1 Lecture Method (strengths, limitations and uses) 2.2.2 Direct Instruction Method (strengths, limitations and uses) 2.2.3 Preparation a sample lesson plan based on above. Methods. 2.3 Students cantered Methods. 2.3.1 Learner Active Strategies • Concept • Strategies (Think pair share (TPS); Brainstorming; Know, want to learn, Learned (KWL) 2.3.2 Group Active Strategies • Concept • Strategies: Paired Reading Paired Summarizing (PRPS); Read Summarize Question (RSQ); Jigsaw; Peers Tutoring 2.3.3 Problem Based and Project Based Method • Concept • Strategies: Defining Understanding Planning Evaluating (DUPE); I-search; Socratic Questioning 2.4 Preparation - a sample lesson plan based on above strategies.
• Explain the concept, purposes, and scope of educational technology. • show the developmental link of modern technology on the foundation of indigenous technology. • Analyse the approaches of educational technology. • Define technology of education and technology in education. • Discuss the forms of educational technology. • Describe the concept, purpose, and domains of instructional technology.	**Unit 3: Educational Technology (12 Hrs)** 3.1 Concept, Nature, and Scope of Educational Technology 3.2 Indigenous Technology as a foundation of Modern Technology 3.3 Approaches of Educational Technology (Hardware, Software and System Approaches) 3.4 Concept of Technology of Education and technology in Education 3.5 Forms of Educational Technology • Teaching Technology • Instructional Technology • Behavior Technology

• Show the similarities and differences between educational and instructional technology. • Utilize technology to enhance assessment and feedback. • Promote digital citizenship and responsible technology use among students.	3.6 Instructional Technology • Meaning, Purpose, and Domains • Differences between Educational and Instructional Technology • Role of Instructional Technology in Classroom 3.7 Technology for Assessment and Feedback
• Explain the concept and working of basic digital and communication tools. • Prepare and employ projected audiovisuals through overhead and slide. • Differentiate between ICT based VS traditional teaching technologies. • Identify and uses of ICTs in teaching and learning. • Identify and select appropriate web sites for instructional support. • Explain the principles and practices of online and blended learning environments. • Utilize tools and strategies for managing blended learning.	**Unit 4: Understanding ICT (11 Hrs)** 4.1 Digital Literacy for Teachers • Word processor, spread sheet, Slides and Presentations. • Communication Tools (internet, search engine, email, social media) 4.2 ICT Based vs Traditional Teaching. 4.3 Major ICTs and their Applications in Teaching and Learning • Radio and Television • Computer and Internet • Teleconferencing/tutorial/seminar/lecture • Multimedia • Mobile Learning • Interactive Smart Board • Artificial Intelligence (AI) 4.4 Blended Learning • Characteristics of Blended Learning • Tools for Online Instruction (e.g., Zoom, Google Classroom, Google Meet, Microsoft Teams)
• Apply instructional methods and technology concepts in a practical setting. • Reflect on personal teaching practice and technological integration. • Plan for continuous improvement and professional growth.	**Unit 5: Practical Application and Reflection (5 Hrs)** 5.1 Practicum: Designing and Implementing a Lesson Plan with Technology Integration 5.2 Reflective Practice and Peer Review 5.3 Planning for Professional Development and Future Technology Integration (Report writing)

4. Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Begin with an interactive lecture that outlines key concepts of instruction and instructional systems, instructional design, and key instructional theories.	

I	• Divide the students into small groups with a different instructional approach. Provide real-life scenarios that require the application of their assigned work. • Provide self-study material regarding instruction design and theories. • prepare a lesson plan and instruction plan incorporating components of instruction design. • Let the groups discuss and followed by discussion with constructive feedback.	
II	• Provide reading materials about the instructional methods. • Shortly analysis of instructional methods and relate Nepali school practices and instructional approaches. • Provide lecture materials as homework, and use class time for group work, discussions, or practical exercises. • Students create and share presentations on instructional methods, allowing for peer feedback and collaborative learning. • Provide the templates for lesson plans. • Using different strategies to create lesson plans and present, discuss and feedback.	
III	• Start with an engaging lecture introducing the key concepts of educational technology. • Divide students into small groups. Assign each group a specific aspect of the sub-topics of educational technology, each group discusses their assigned topic and prepares a short presentation. Groups then share their findings with the class. • Invite a guest speaker who is an expert in educational technology or organize a panel discussion with multiple experts. • **Materials:** Handouts, PowerPoint slides, multimedia resources, and real-world examples.	
IV	• Start with a brief lecture on digital literacy and its importance. • Assign students to groups representing different viewpoints (ICT-based vs. traditional teaching). Each group prepares arguments supported by study and examples. • Create a showcase event where students research and present different ICT tools and their applications in education. • Briefly explain blended learning and its components. • Provide constructive feedback and discuss how to address potential challenges in implementing blended learning. • Design projects that involve creating multimedia presentations, educational apps, or teaching modules using various instructional technologies. • Utilize tools such as shared documents, online discussion forums, and collaborative platforms to facilitate group work. • Organize or participate in workshops and seminar sessions on new instructional tools and methods.	

	• Use online assessment tools to provide immediate feedback and track student performance over time. • **Materials:** Internet access, presentation tools, sample ICT tools, design templates, digital resources	
V	**Practicum Activities** These practicum activities provide students with valuable hands-on experience and critical thinking opportunities, preparing them to effectively integrate ICT and blended learning approaches in their future teaching practices. **1. Practicum Activity: Designing an Integrated Instruction/ Lesson Plan** **Objective:** Apply knowledge of instructional systems, methods, educational technology, and ICT in designing a comprehensive instruction plan. **Task:** **Needs Assessment and Instructional Design**: Based on the needs assessment, students design a lesson plan that incorporates both traditional and ICT-based teaching methods. -They choose appropriate instructional methods (e.g., lecture, learner active strategies, group work, project-based learning) and select ICT tools (e.g., multimedia resources) to enhance engagement and learning outcomes. **Implementation:** Students present their lesson plan to the class or a smaller group, demonstrating how they would integrate ICT tools and traditional teaching methods effectively. **Reflection**: After the presentation, students reflect on the effectiveness of their instructional design choices, considering how ICT enhanced or complemented traditional teaching methods. **2. Practicum Activity: ICT Tools** **Objective:** Identify major ICT tools and their applications in teaching and learning through hands-on experience. **Task:** **ICT tools selection:** Students choose a specific ICT tool or software relevant to education (e.g., Google Classroom, Zoom) **Hands-On Exploration:** create sample content (e.g., quizzes, assignments, interactive presentations) using the ICT tool. **Presentation and Application:** Students present their findings to their peers, demonstrating how the ICT tool can be integrated into teaching and learning activities. **Discussion and Reflection:** Facilitate a discussion by the teacher and Students reflect on their learning experiences and identify potential challenges in implementing the tool in real classrooms.	

3. **Practicum Activity: Case Study Analysis**

Objective: Analyse real-world case studies of ICT integration and blended learning in education.

Task:

Case Study Selection: Assign students to analyze case studies of successful ICT integration or blended learning implementations in educational settings.

Analysis and Presentation: Students analyze the case studies, identifying key elements such as the rationale for ICT integration, instructional methods used, challenges faced, and outcomes achieved.

-prepare presentations summarizing their findings, highlighting best practices and lessons learned from each case study.

Discussion and Application: Facilitate a class discussion on the implications of the case studies for educational practice.

Students discuss how they can apply insights from the case studies to their future teaching careers.

Reflection: Students write reflective notes or participate in a group discussion, reflecting on the significance of ICT and blended learning in modern education and their role as future educators.

Note: The practical activities given here should be conducted as per the availability of resources and should be considered as the main basis of internal assessment.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

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

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

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

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

c) **Assignment II**: **Practicum /Project work and Interview:**   **5+5=10 marks**

   (Practicum/project according to the given task)

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

5.2 External Evaluation (Final Examination) 60%

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

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

References

Prescribed materials

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