

Far Western University

Faculty of Education

Professional Bachelor of Education (P.B.Ed.) Program

2081

Professional Bachelor of Education (P.B.Ed.) Program

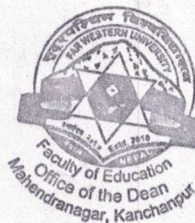
First Semester Courses:

Ed.Phil. 411 Philosophies in Education

Ed.Psy.412 . Educational Psychology

Ed.Curr. 413 Curriculum and Assessment Strategies

Ed.Tech.414 Instructional Methods and Technology





Far Western University
Faculty of Education
Professional Bachelor of Education Program

Course Title: **Philosophies in Education**

Course No. :Ed.Phil. 411

Level: B. Ed.

Semester: First

Nature: Theoretical

Credits: 3

Teaching Hours: 48 Hrs

1. Course Description

This course is designed for professional B.Ed. students, provides a foundational understanding of the key philosophical perspectives in education. It explores the relationship between philosophy and education, focusing on the philosophy of education through both Eastern and Western lenses. Students will engage in critical reflection on the philosophical underpinnings of education, developing a deeper understanding of its core principles and educational implications. The course also highlights the relevance of alternative philosophical approaches in addressing the evolving challenges of modern education, encouraging students to think critically and reflectively on current educational practices and their philosophical foundations.

2. General Objectives

General objectives of this course are as follows:

- To provide the learners with deeper and broader understanding of basics of Education.
- To explore the philosophical foundation of education and highlighting the importance of philosophy in education
- To Analyze classical and contemporary Western philosophies, focusing on their major premises and implications for education.
- To investigate eastern philosophies and their implications for educational practices.
- To examine the concept and need for an eclectic philosophical approach to effectively address diverse educational needs and achieve the aims of education.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• To conceptualize the meaning of education and discuss its aims and function.• To discuss on types and nature of education.• To analyze the alternative Approaches to Education.• To describe the pillars of education.• To conclude an integrated concept of life-skills learning based on the pillars of learning	<p>Unit 1 : Concept of Education (8 Hrs)</p> <p>1.1 Meaning and Definitions of Education</p> <p>1.2 Aims of Education</p> <p>1.3 Functions of Education</p> <p>1.4 Types and Nature of Education (Formal, Informal, and Non- formal Education)</p> <p>1.5 Alternative Approaches to Education</p> <p>1.6 Pillars of Education:</p> <ul style="list-style-type: none">• Learning to Know• Learning to Be• Learning to Do• Learning to Live Together• Learning to Transform Oneself and Society

<ul style="list-style-type: none"> • To conceptualize and clarify the meaning and definitions of philosophy. • To describe purpose, scope, and function of education. • To explain major branches of philosophy. • To discuss the relation between education and philosophy. • To explain the needs and importance of philosophy of education in modern times. • To find the role of the teacher as a philosopher 	<p>Unit 2: Introduction to Educational Philosophy (9 Hrs)</p> <p>2.1 Meaning, Definitions, Purposes, Scope and Function of Philosophy and Educational Philosophy</p> <p>2.2 Branches of Philosophy</p> <p>2.3 Relation between Education and Philosophy</p> <p>2.4 Need for and Importance of Philosophy of Education</p> <p>2.5 Teacher as a Philosopher</p>
<ul style="list-style-type: none"> • To introduce idealism, realism, naturalism, and pragmatism. • To explain basic premises and educational implications of idealism, realism, naturalism and pragmatism. • To introduce progressivism, humanism, existentialism and postmodernism (critical theory). • To explain basic premises and educational implications of progressivism, humanism, existentialism, and postmodernism (critical theory) • To show interrelationship among traditional and modern philosophies of education. • To draw educational implication of each philosophy. 	<p>Unit 3: Western Philosophy and Education (12 Hrs)</p> <p>3.1 Classical Philosophies of Education</p> <ul style="list-style-type: none"> • Idealism • Naturalism • Realism • Pragmatism <p>(Introduction, Major premises, Implications on Education)</p> <p>3.2 Modern Contemporary Philosophies of Education</p> <ul style="list-style-type: none"> • Progressivism • Humanism • Existentialism • Modernism and Postmodernism <p>(Introduction, Major premises, Implications on Education)</p>
<ul style="list-style-type: none"> • To introduce Hindu/Vedic Philosophy. • To explain educational implications of Hinduism. • To introduce Buddhist philosophy. • To explain educational implications of Buddhism. • To introduce Islamic philosophy. • To explain educational implications of Islamic. <p>To show the interrelationship of major promises and educational practices among Vedic, Buddhist, and Islamic philosophies.</p> <ul style="list-style-type: none"> • To analyse the impact of the above philosophies on the education system of Nepal. 	<p>Unit 4: Eastern Philosophy and Education (12 Hrs)</p> <p>4.1 Vedic Philosophy and Education</p> <ul style="list-style-type: none"> • Introduction to Hindu/Vedic Philosophy • Implications of Hindu Worldview for Educational Practices <p>(Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.2 Buddhist Philosophy and Education</p> <ul style="list-style-type: none"> • Introduction to Buddhist philosophy • Implications of Buddhist worldview for Educational Practices <p>(Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.3 Islamic Philosophy and Education</p> <ul style="list-style-type: none"> • Introduction to Islamic Philosophy • Implications of Islamic Worldview for Educational Practices

	(Objectives of Education, Nature of Curriculum, Roles of Teachers, and Students)
<ul style="list-style-type: none"> To discuss the concept of eclectic tendency in education. To justify the need of eclectic philosophical approach to actualize the various aims of education. 	Unit 5: Eclectic Tendency in Education (7 Hrs) 5.1 Concept of Eclectic Tendency in Education 5.2 Need of Eclectic Philosophical Approach for the Actualization of the Aims of Education.

4. Instructional Techniques

4.1 General Instructional Techniques: Lecture, seminar, text reading, exercise course, tutorial, self-study, project work, Assignments in different topics, group discussion, reflective writing

4.2 Specific instructional Techniques

Unit	Teaching Methods and Strategies	Remarks
1	<ul style="list-style-type: none"> - Lectures & Discussions: Use interactive lectures to introduce key concepts, followed by group discussions on different definitions, aims, and functions of education. - Real-life Examples: Present real-life examples on different educational types and discuss their application in various settings. -Group Activities: Divide students into groups to explore and present different the four pillars of education. encourages collaborative learning and active participation. -Debates: Organize debates on alternative approaches to education to help students critically engage with different perspectives. - Provide students with reflective questions or tasks, then present and discuss their responses. 	
2	<ul style="list-style-type: none"> -Interactive Lectures: Introduce the meaning, scope, and functions of educational philosophy through engaging lectures with visual aids. -Concept Mapping: Create concept maps to illustrate the relationship between education and philosophy. -Case-based Learning: Use case studies to highlight the need for and importance of educational philosophy in contemporary education. -Group Discussions: Facilitate discussions on the role of teachers as philosophers and the practical application of philosophy in teaching. -Guest Lectures: Invite educational philosophers or experienced teachers to share insights on the relevance of philosophy in education. - Provide students with reflective questions or tasks, then present and discuss their responses. 	
3	<ul style="list-style-type: none"> -Lectures & Visual Presentations: Present the major Western philosophies using PowerPoint presentations to highlight key premises and educational implications. -Comparative Analysis: Use comparative analysis to help students understand the differences between classical and modern educational philosophies. Encourage them to create charts for easy comparison. -Small Group Discussions: Assign each group a specific philosophy to explore and present its educational implications. -Case Studies & Role-plays: Analyze case studies on how Western educational philosophies are applied in schools and encourage students to role-play different philosophical positions. -Panel Discussions: Organize panel discussions with students debating the educational value of various Western philosophies based on practical implications. -Provide students with reflective questions or tasks, then present and discuss their responses. 	

4	<p>-Lectures & Comparative Analysis: Provide in-depth lectures on Vedic, Buddhist, and Islamic philosophies, followed by a comparative analysis of their educational implications.</p> <p>-Demonstrations with PowerPoint: show videos illustrating educational practices in Eastern cultures that reflect Vedic, Buddhist, and Islamic worldviews.</p> <p>-Group Projects: Assign group projects where students design curriculum or teaching approaches based on Eastern philosophical principles.</p> <p>-Discussions & Reflections: Facilitate discussions on the role of teachers and students within Eastern philosophies, encouraging students to relate these practices to contemporary education.</p> <p>-Field Visits: If possible, arrange visits to educational institutions that follow Eastern philosophies to observe and reflect on their educational practices.</p>	
5	<p>-Lectures with PowerPoint: Introduce the concept of eclecticism in education, followed by how eclectic approaches have been implemented in educational systems.</p> <p>-Debates: Organize debates on the pros and cons of eclectic approaches in education.</p> <p>-Collaborative Learning: Encourage students to collaborate in small groups to develop an eclectic approach to solving contemporary educational challenges.</p> <p>-Conceptual Mapping: Use concept maps to help students understand how various educational philosophies can be integrated in eclectic approaches.</p> <p>-Role-plays & Simulations: Conduct simulations where students design and implement eclectic teaching methods in hypothetical classrooms, applying principles from various philosophical schools.</p> <p>- Provide students with reflective questions or tasks, then present and discuss their responses.</p>	

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on 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 the 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%

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

1. Aggarwal, J. C. (2010). *Theory and Principles of education*. Vikash Publishing House.(Unit I,II, V)
2. Bartley, C. (2011). *An introduction to Indian philosophy*. Continuum. <http://michaelsudduth.com/> (Unit IV)
3. Bhatt, S.R. (2018). *Philosophical foundations of education: Lessons for India*. Springer. <https://doi.org/10.1007/978-981-13-0442-2> (Unit I, IV)
4. Blake, N., Smeyers, P., Smith, R., & Standish, P. (2003) (eds.). *The Blackwell guide to the philosophy of education*. Blackwell Publishing. <http://tarbiyati.iki.ac.ir> (Unit III).
5. Chaube, S. P., & Chaube, A. (2002). *Foundations of education (2nd ed.)*. Vikas Publishing House Pvt. Ltd. (Unit II, III and IV)
6. Delors, J. (1996). *Learning: The treasure within*. UNESCO. <https://unesco5pillarsfor.esd.pdf> (Unit. I)
7. Hill, D., McLaren, P., Cole, M., & Rikowski, G. (eds.)(1999). *Postmodernism in educational theory: Education and the Politics of human resistance*. <https://mdx.academia.edu/davehill> (unit III)
8. Moore, T.W. (1982). *Philosophy of education (International Library of the Philosophy of Education Vol. 14): An introduction* (1st ed.). Routledge. <https://doi.org/10.4324/9780203861103> (unit I, II)
9. Mwale, M.(2021). *Philosophy of education*. <https://www.researchgate.net/publication/349533305> (Unit II, III)
10. NCERT (2014). *Basics in education*. <https://ncert.nic.in> (Unit I)
11. Noddings, N. (2018). *Philosophy of education*. Routledge Press. <https://doi.org/10.4324/9780429494864> (Units III)
12. Ozmon, H.A., & Craver, S.M. (1999). *Philosophical foundations of education* (7th ed.). Prentice-Hall, Inc (Units III).
13. Peters, Michael A. (Ed.) (n.d). *Encyclopedia of Educational Philosophy and Theory*. Retrieval from DOI: 10.1007/978-981-287-588-4
14. Rayan, S. (2012). Islamic Philosophy of Education. *International Journal of Humanities and Social Science* , Vol. 2 (No. 19), 150-156. doi.org/10.30845/ijhss (Unit IV)
15. Shrivastava, K.K. (2007). *Philosophical foundations of education* (1st ed.). Kaniska publishers. <https://www.pdfdrive.com/philosophical-foundations-of-education-e> (Unit I, II, III, IV and V).
16. Thero, V. M. (2017). Share the vision on Buddhist philosophy of education. *Asia Pacific Institute of Advanced Research* , 3 (2), 100-116. DOI: 10.25275/apjcectv3i2edu8
17. Wijaya, M. M. (2021). Islamic education model in Madrasah the perspective of Ilamic education philosophy. *Ar-Raniry, International Journal of Islamic Studies* , Vol. 8 (1), 1-11. <https://jurnal.ar-raniry.ac.id/index>. (unit VI)
18. Wilson, J. (2003). *Perspectives on the philosophies of education*. Oxford Review of Education, 29(2), pp. 279-303 (Unit II and III).
19. अर्याल, प्रेमनारायण र अधिकारी, बालकृष्ण (२०७१), शिक्षाको आधार, पिनाकल पब्लिकेशन। (unit: II,III,IV)
20. घिमिरे, जनार्दन र कोइराला, विद्यानाथ (२०७९), उपनिषदिय त्रि-आयामिक चिन्तन: अनुसन्धानात्मक विश्लेषण, सनलाइट पब्लिकेशन। (Unit: II, IV)



Far Western University
Faculty of Education
Professional Bachelor of Education Program

Course Title: Educational Psychology
 Course Code: Ed.Psy.412
 Level: Professional B.Ed.
 Semester: First

Nature: Theoretical
 Total Credits: 3
 Teaching Hrs: 48

1. Course Description:

It is a core and compulsory course designed for students of Professional Bachelor of Education. This aim to equip students with the necessary knowledge, skills, and competencies in the field of educational psychology, integrating theoretical concepts with practical classroom strategies. It covers the concepts of educational psychology, stages of human development, inclusive and individual differences, learning theories, motivation and influencing factors of learning. Students will gain insight into the application of learning theories to promote classroom practices, manage student behaviour and support children with special needs creating inclusive and motivating learning environments.

2. General Objectives:

- To provide an understanding of psychological concepts in the educational context.
- To explore human development stages, approaches, and their educational implications.
- To discuss the characteristics of children with special needs and their educational implications of individual differences in special needs children.
- To gain knowledge of different learning theories and their practical application in the classroom.
- To address challenges such as motivation, reinforcement, memory, forgetting, transfer of learning and frustration in learning.

3. Course Content with specific objectives

specific objectives	Content
<ul style="list-style-type: none"> • To define educational psychology and its nature and scope. • To describe the historical development of educational psychology. • To identify need of educational psychology for the teacher. • To analyze the role and significance of educational psychology in the teaching-learning process. 	<p>Unit 1: Introduction to Educational Psychology (5 hrs)</p> <p>1.1 Meaning, definition, and nature of psychology</p> <p>1.2 Concept, objectives, and scope of educational psychology.</p> <p>1.3 Historical development and key contributors in educational psychology</p> <p>1.4 Role and significance of educational psychology in teaching and learning.</p>
<ul style="list-style-type: none"> • To describe the concepts and domains of human development. 	<p>Unit 2: Human Growth and Development (13 Hrs)</p> <p>2.1 Concepts and Principles of growth and development</p>

<ul style="list-style-type: none"> • To analyze the determinants of human development. • To identify the indigenous practices of growth and development. • To discuss the key approaches of human development and its educational implications. • To explain the characteristics, physical and social development, of puberty and adolescents. • To describe the self-development, identity changes emotional development, peers and family relationships, happiness/ unhappiness of adolescence. • To discuss the educational implications of developmental stages from childhood to adolescence. 	<p>2.2 Domains of Development: Physical, cognitive, social, emotional, and moral development</p> <p>2.3 Determinants of Development: Heredity vs. environment</p> <p>2.4 Indigenous understanding and practices of growth and development</p> <p>2.5 Approaches to Human Development</p> <ul style="list-style-type: none"> • Cognitive development theory (Piaget) • Psychoanalytic theory (Freud) • Ecological theory (Bronfenbrenner) <p>2.6 Stages and characteristics of human development and their impact on learning</p> <p>2.7 Puberty & adolescence</p> <ul style="list-style-type: none"> • General introduction and characteristics, • Physical & social changes, • The self (self-understanding, self-esteem, and self-concept) • Identity changes and emotion of adolescence. <p>2.8 Peers and family relationship of adolescence, happiness/ unhappiness,)</p> <p>2.9 Educational Implications: how developmental changes affect learning.</p>
<ul style="list-style-type: none"> • To clarify the concept of children with special needs. • To determine the characteristics of children with special needs. • To discuss the educational implications of individual differences in special needs children. • To identify and apply teaching strategies for inclusive education. 	<p>Unit 3: Children with Special Needs (6 hrs.)</p> <p>3.1 Concept of children with special needs</p> <p>3.2 Major types of children with special needs (children with learning disabilities, emotionally disturbed children, gifted children, mentally challenged children)</p> <p>3.3 Characteristics of children with special needs</p> <p>3.4 Individual differences and its educational implications</p> <p>3.5 Educational strategies for supporting special needs children and inclusive education</p>
<ul style="list-style-type: none"> • To describe the concept of learning and identify its key conditions. • To evaluate the behaviorist perspectives of learning, including experiments, concepts, principles, and their pedagogical implications in teaching. • To critically examine Kohler's insightful learning, including concept, experiments, principles, and their pedagogical implications in teaching. 	<p>Unit 4: Learning Theories and their Application (13 Hrs)</p> <p>4.1 Concept of learning</p> <p>4.2 Basic conditions of learning: (contiguity, Practice, reinforcement, feedback, and generalization and discrimination)</p> <p>4.3 Behaviorist perspectives of learning</p> <ul style="list-style-type: none"> • Pavlov's classical conditioning • Skinner's operant conditioning • Thorndike's trial and error <p>4.4 Cognitive perspectives of learning: Kohler's insightful</p>

<ul style="list-style-type: none"> • To discuss cognitive development and social constructivism including principles, stages, processes, and pedagogical implications in teaching. • To analyze Bandura's social learning theory and its application in classroom. • To synthesize the behaviorist and cognitive approaches of Learning on the basis of Gagne approach. 	<p>learning</p> <p>4.5 Constructivist perspectives of learning</p> <ul style="list-style-type: none"> • Piaget's cognitive development theory of learning • Vygotsky's social constructivism <p>4.6 Bandura's social learning theory</p> <p>4.7 Synthesis of above approaches of learning in teaching-Learning.</p>
<ul style="list-style-type: none"> • To define motivation and explain its importance in the learning process. • To discuss Maslow's Hierarchy of Needs and its educational implications. • To identify strategies for fostering motivation in students. • To explain the concept, need, types of reinforcement and its impact in the learning process. • To explain the concept, needs, types, and role of practice. • To explain the process of memory, types of memory, and factors affecting memory. • To identify techniques for improving memory and retention in students. • To discuss the causes of forgetting and apply strategies to improve retention. • To explain the concept, types, and theories of transfer of learning. • To explain the concept of frustration and its impact on learning. 	<p>Unit 5: Influencing Factors of Learning (11 Hrs)</p> <p>5.1 Motivation and Reinforcement</p> <p>5.1.1 Motivation</p> <ul style="list-style-type: none"> • Concept of motivation • Maslow's Hierarchy of Needs • Intrinsic vs. Extrinsic Motivation • Techniques to motivate students in classrooms. • Role of Teachers in Motivation <p>5.1.2 Reinforcement:</p> <ul style="list-style-type: none"> • Concept, need and types of reinforcement. • Reinforcement schedules and their impact on behaviors <p>5.2 Practice: Concept, need and types.</p> <p>5.3 Retention and Memory</p> <ul style="list-style-type: none"> • Types of memory, • process of retention, • factors affecting memory, • Techniques to Improve Memory. <p>5.4 Forgetting: Causes and strategies to minimize forgetting</p> <p>5.5 Transfer of Learning:</p> <ul style="list-style-type: none"> • concept, types, and Theories of transfer of learning • Factors influencing transfer of learning. <p>5.6 Frustration: Concept of frustration, causes, and adjustment mechanisms</p>

4. Instructional Techniques

4.1 General Instructional Techniques

- presentation on each topic of the unit.
- Use of lecture, discussion, question answer, brain storming, library work and self-study.
- Reading, report writing assignments, presentation in the classroom and feedback.

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> • Lectures with interactive discussions • Case studies on educational psychology applications • Group activities to explore real-life scenarios in classrooms. • Provide students with reflective questions or tasks, then present and discuss their responses. 	
II	<ul style="list-style-type: none"> • Lectures with visual aids and discussions (Power point) • Group discussions on human development and indigenous practices • give assignment to collect some indigenous understanding and practices of growth and development and discuss in the classroom. • Group activities to explore the practical applications of each approach and Critical thinking sessions. • Group work on developmental stages. • Assign students tasks to observe changes in behavior during puberty and adolescence, followed by a class presentation and discussion. • Role-play activities simulating adolescent challenges. • Critical thinking sessions of adolescence changes 	
III	<ul style="list-style-type: none"> • Lectures with power point and class discussions • Case studies on inclusive education • Guest lectures from experts on special education • Group projects designing inclusive lesson plans. • Assign students tasks to observe the behavior of a child with special needs, followed by a presentation and discussion in class. 	
IV	<ul style="list-style-type: none"> • Lecture and discussion • After presentation of different learning theories, students will be divided into different groups and prepare a report for discussion in the classroom about their implications in the context of Nepal. • Group work on designing lesson plans based on different learning theories. • Role-plays to demonstrate social learning and modeling. • Assign students tasks to compare different theories and apply them to the Nepalese context, then present and discuss in class and draw conclusions. 	
V	<ul style="list-style-type: none"> • Introduce the concept of motivation through class discussion and Present Maslow's Hierarchy with examples. • Debate about intrinsic and extrinsic motivation and discuss the teacher's role in creating a motivating environment. • Explain positive and negative reinforcement with examples and introduce the four types of reinforcement schedules. • Explain the role of practice in learning, covering types and divide students into groups and assign each group to explore and present one type of practice. • Use diagrams to explain the types of memory and Practical exercises on memory techniques. • Create a group activity where students illustrate the types of memory using real-life examples. • Explain theories of forgetting and Engage students in recalling and forgetting information after specific time intervals and discuss how forgetting occurs. • Explain the psychological concept of frustration and group discussions on managing frustration in the classroom. • Provide students with reflective questions or tasks, then present and discuss their responses. 	

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

- Bandura, A. (1977). *Social learning theory*. Prentice-Hall. (Unit 4)
- Bronfenbrenner, U. (2005). *Making human beings human: bioecological perspectives on human development*. Sage (unit 2)
- Hurlock, B. E. (2007). *Developmental Psychology: A life span approach*. Tata Mc Grow Hill Publishing Company Ltd. (unit 2)
- Mangal S.K. (2004). *Advanced educational psychology*. Printice Hall of India Pvt.(unit 1, 2,3,4,5)
- Mangal, S. K. (2014). *Education of exceptional children* (3rd ed.). PHI Learning. (Unit 3)
- Santrock, J. W. (2019). *Children* (13th ed.). McGraw-Hill.(unit 2)
- Santrock, J. W. (2019). *Adolescence* (17th ed.). McGraw-Hill. (Unit 2)
- Woolfolk, A. (2019). *Educational psychology* (13th ed.). Pearson. (Unit 2, 3, 4, 5)

References Materials

- Baddeley, A. (2015). *Working memory, thought, and action*. Oxford University Press. (unit 5)
- Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.). Vikas Publishing House. (Unit 1, 2, 4,5)
- Chalaune, B. S., & Paudel, G. P. (2074 BS). *Educational Psychology* (in Nepali). Shubha Kamana Publication. (Unit 1-5)
- Freud, S. (2010). *The ego and the id*. W.W. Norton & Company. (Unit 2)
- Hallahan, D. P., & Kauffman, J. M. (2014). *Exceptional learners: an introduction to special education* (13th ed.). Pearson. (Unit 3)
 - Heward, W. L. (2013). *Exceptional children: an introduction to special education* (10th ed.). Pearson. (Unit 3)
- Mangal S.K. (2007). *Essential educational psychology*. PHI Learning Private Limited. (Unit 1,2,4,5)
- Mangal, S.K.(2008). *Education psychology* (in Hindi). PHI learning private Limited. (Unit1-5)
- Mathur, S.S., (2012). *Education psychology*. Agara-2: Agrawal Publication. (Unit 1-5)
- Ormrod, J. E. (2016). *Human learning* (8th ed.). Pearson.
- Piaget, J. (1972). *Psychology and pedagogy*. Viking Press. (Unit 2, 4)
- Travers, R. M. W. (2001). *An Introduction to educational psychology*. McGraw-Hill.
- Sigelman, C. K., & Rider, E. A. (2017). *Life-span human development* (9th ed.). Cengage Learning unit 2)
 - Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson. Unit 4)
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation and learning*. Pearson.(unit 5)



Far Western University

Faculty of Education

Professional Bachelor of Education (P.B.Ed.) Program

Course Title: Curriculum and Assessment Strategies

Course No.: Ed.Curr. 413

Level: Professional B.Ed.

Semester: First

Nature: Theoretical

Credits: 3

Teaching Hours: 48

1. Course Description

This course is designed for students pursuing one-year professional B.Ed. degree, providing them with essential knowledge, skills, and competencies of curriculum design and assessment practices. It equips students with the foundational knowledge of curriculum concepts, its various types, and the process of curriculum development. Additionally, it offers insights into assessment techniques, test construction, and the application of scoring, grading, and item analysis. By integrating both curriculum theory and assessment strategies, this course aims to foster the skills necessary for developing effective educational programs, as well as the methods to evaluate student achievement accurately and fairly.

2. General Objectives

General objectives of this course are:

- To explain and define key concepts in curriculum and assessment.
- To analyze and compare different curriculum models and their applications.
- To apply theories of curriculum development in practical scenarios.
- To explore and implement various types of assessment tools for measuring student performance.
- To make effective evaluation strategies for classroom tests and assessments.
- To apply effective methods in scoring, item analysis, grading systems, test reliability and validity, reporting and using data to enhance test results.

3. Contents and Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• To define curriculum and its role in education.• To explore different types of curricula and their functions.• To explain key curriculum designs models and how they impact student learning.• To discuss characterization of curriculum• To examine emerging trends and concepts in curriculum.	<p>Unit 1: Introduction to Curriculum (7 Hrs)</p> <p>1.1 Concept of Curriculum</p> <ul style="list-style-type: none">• Meaning and definitions of curriculum.• Curriculum as a planned program vs. a lived experience in the classroom. <p>1.2 Types of Curriculums and Their Characteristics</p> <ul style="list-style-type: none">• Formal curriculum• Informal curriculum• Hidden curriculum <p>1.3 Curriculum Design</p> <ul style="list-style-type: none">• Subject-centered design,• learner-centered design, and• problem-centered design.

	<p>1.4 Emerging Concepts in Curriculum</p> <ul style="list-style-type: none"> • Null curriculum, electronic curriculum, and other contemporary models. • Impact of globalization and technology on curriculum development.
<ul style="list-style-type: none"> • To examine the historical, philosophical, psychological, and social foundations of curriculum. • To explain different models of curriculum development and their applications. • To identify key elements in curriculum development and their interrelationships. • To analyze the effectiveness of different curriculum models in various educational contexts. 	<p>Unit 2: Foundations and Models of Curriculum Development(9 Hrs)</p> <p>2.1 Foundations of Curriculum</p> <ul style="list-style-type: none"> • Historical foundation • Philosophical foundation (e.g., essentialism, progressivism). • Psychological foundation (e.g., behaviorism, constructivism) • Social foundation(e.g., preparing students for the workforce, citizenship education). • Technological foundation <p>2.2 Curriculum Development Models</p> <ul style="list-style-type: none"> • Technical-scientific models: Tyler, Taba, and the process of rational curriculum design. • Non-technical models: Deliberation model, critical theory approach. <p>2.3 Comparative Models of Curriculum Development</p> <ul style="list-style-type: none"> • The effectiveness of different curriculum models in various educational contexts. <p>2.4 Elements of Curriculum</p> <ul style="list-style-type: none"> • Curriculum goals and objectives. • Content, pedagogy, and assessment: How these elements work together. <p>2.5 Curriculum Planning and Design</p> <ul style="list-style-type: none"> • Steps in curriculum development: Needs assessment, goal setting, content selection, and evaluation.
<ul style="list-style-type: none"> • To explain the process of developing a curriculum from theory to practice. • To identify factors influencing curriculum implementation. • To determine scope and sequence in curriculum planning. • To explore contemporary trends and innovations in curriculum development. 	<p>Unit 3: Curriculum Development and Implementation (12 Hrs)</p> <p>3.1 Curriculum Philosophy and Rationale</p> <ul style="list-style-type: none"> • Defining educational purpose and goals. • Aligning philosophy with curriculum outcomes. <p>3.2 Scope, Sequence, and Organization</p> <ul style="list-style-type: none"> • Determining scope and sequence in curriculum planning. • Organizing curriculum into units, modules, or courses. <p>3.3 Curriculum Development Process</p> <ul style="list-style-type: none"> • Steps for developing new courses or programs: Needs assessment, goal setting, content selection, and designing instructional materials. • Curriculum guides and frameworks. <p>3.4 Curriculum Implementation</p> <ul style="list-style-type: none"> • Different approaches to curriculum implementation: top-down vs. bottom-up, teacher-driven vs. curriculum-driven.

<ul style="list-style-type: none"> • To describe the concept and the approaches of curriculum implementation • To highlight the steps of national and local curriculum development practice of school education in Nepal • To review the National Curriculum Framework of School Education-2019 (National goals of education, subjects and weightage) 	<ul style="list-style-type: none"> • Factors affecting implementation success: teacher readiness, resources, student demographics. <p>3.5 Trends in Curriculum Development</p> <ul style="list-style-type: none"> • Emerging educational models: competency-based education, personalized learning, interdisciplinary approaches. • Impact of technology: e-learning, flipped classrooms, blended learning. <p>3.6 National and Local Curriculum Development Practice of School Education in Nepal</p> <p>3.7 Review of National Curriculum Framework of School Education-2019 (National goals of education, subjects and weightage)</p>
<ul style="list-style-type: none"> • To explain the different types of assessment and their functions in education. • To introduce and compare the types of assessment. • To explore the principles of effective assessment design. • To describe how to create valid, reliable, and fair assessments. • To discuss different assessment techniques. • To develop the skills of constructing classroom tests and assessments • To interpret test results to inform teaching. 	<p>Unit 4: Measurement and Assessment in Education (10 Hrs)</p> <p>4.1 Concepts of Measurement, Assessment, and Evaluation</p> <ul style="list-style-type: none"> • Definitions and distinctions among test, measurement, assessment, and evaluation. • The role of assessment in the learning process. <p>4.2 Types of Assessment</p> <ul style="list-style-type: none"> • Formative, summative, diagnostic, and placement assessments. • Use each type of assessment. <p>4.3 Assessment Techniques</p> <ul style="list-style-type: none"> • Traditional vs. alternative assessments: subjective, objectives, projects, portfolios, peer assessment. • Standardized testing vs. teacher made assessment. <p>4.5 Classroom Assessment Design</p> <ul style="list-style-type: none"> • Planning of the test: measurable assessment objectives. • Designing assessments/ specification grid and align with learning outcomes. <p>4.6 Using Assessment Data</p> <ul style="list-style-type: none"> • Interpreting test results • Formative assessment as a tool for instructional improvement.
<ul style="list-style-type: none"> • To describe effective methods of scoring various types of tests. • To analyze the quality of test items using item analysis techniques. • To make and interpret grading and reporting systems for student performance. 	<p>Unit 5: Scoring, Analysis, and Reporting of Test Results (10 Hrs)</p> <p>5.1 Scoring Techniques for Different Assessments</p> <ul style="list-style-type: none"> • Scoring subjective items using rubrics. • Scoring objective tests <p>5.2 Item Analysis</p> <ul style="list-style-type: none"> • Techniques for calculating item difficulty, discrimination index, and distractor analysis. • Improving test quality through item analysis. <p>5.3 Grading Systems and Reporting</p> <ul style="list-style-type: none"> • Types of grading systems: letter grades, percentage grades, and descriptive feedback.

<ul style="list-style-type: none"> • To prepare report of student's academic achievement by using letter grading system. • To critically analyze the present assessment and grading system of school education in Nepal. • To highlight the characteristics of a good test. • To clarify and compute the reliability and validity of a test. • To explain the factors influencing reliability and validity of a test. 	<ul style="list-style-type: none"> • The role of reporting in communicating student performance to stakeholders (parents, administrators). <p>5.4 Test Reliability and Validity</p> <ul style="list-style-type: none"> • Concept and types of reliability and validity • Factors affecting reliability and validity. <p>5.5 Using Data for Improvement</p> <ul style="list-style-type: none"> • Analyzing test results to identify learning gaps and strengths. • Using assessment data to guide instructional decisions and curriculum adjustments.
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4. Instructional Techniques

4.1 General Instructional Techniques

- presentation on each topic of the unit.
- Use of lecture, discussion, question answer, brain storming, library work and self-study.
- Reading, report writing assignments, presentation in the classroom and feedback.

4.2 Specific Instructional Techniques

Unit	Strategies
1	<ul style="list-style-type: none"> • Lectures and class discussions on key curriculum theories. • Group activities for analyzing different types of curriculums. • Case studies to explore emerging curriculum models.
2	<ul style="list-style-type: none"> • Lectures with multimedia presentations on the foundations of curriculum. • Group work comparing curriculum models. • Interactive workshops on applying different models to real-world curriculum development.
3	<ul style="list-style-type: none"> • Case studies of curriculum implementation in various countries. • Group projects on developing a curriculum framework for a specific subject. • Peer review of curriculum designs.
4	<ul style="list-style-type: none"> • Lectures and interactive discussions on the types and principles of assessment. • Hands-on workshops for designing different types of assessments. • Group analysis of sample assessments
5	<ul style="list-style-type: none"> • Practical exercises in scoring test items and performing item analysis. • Discussions on grading systems and reporting methods. • Simulation of parent-teacher conferences for discussing student performance.

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

References

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Far Western University
Faculty of Education
Professional Bachelor of Education

Course Title: **Instructional Methods and Technology**

Nature: Theoretical

Course No.: Ed.Tech.414

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 Professional B.Ed. 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

- To explain the foundational concepts of instructional methods.
- To facilitate students to conceptualize and use relevant methods related to teacher centered and students centered.
- To enable students to develop sample lesson plans using different teaching strategies and present in the micro class.
- Describe nature and scope of educational technology.
- To familiarize students with integration of ICT for improved teaching and learning.
- To Discuss the principles and practices of online and blended learning environments.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • To introduce the foundational concepts of instruction. • To explain the concept and elements of instruction system. • To formulate an instructional plan using the components of instruction. • To gain skills in designing instructional structure and lesson plans. • To discuss the components of effective instruction planning. • To analyze the teacher-centered and student-centered methods from 	<p>Unit 1: Introduction to Instruction (8 Hrs)</p> <p>1.1 Concept of Instruction and Instructional Design</p> <p>1.2 Planning and Designing of Instruction</p> <ul style="list-style-type: none"> • performance objectives, • task analysis, • Instructional procedures, • performances assessment <p>1.3 Designing the lesson Plan</p> <p>1.4 Delivery System for Instruction (group and Individualized)</p> <p>1.5 Teacher-Centered vs. Learner-Centered: Behaviorist and Constructivist Perspectives</p>

<p>behaviorist and constructivist perspectives.</p>	
<ul style="list-style-type: none"> • To explain the Concept and uses of teacher centered methods. • To describe the various methods of teacher centered approaches. • To prepare and present sample lesson plan using teacher centered strategies. • To discuss various types of learner-centered and group centered teaching strategies and their uses. • To prepare and present sample lesson plan using learner centered strategies. • To discuss and use of problem and project-based techniques. 	<p>Unit 2: Instructional Methods (12 Hrs)</p> <p>2.1 Overview of Instructional Methods</p> <p>2.2 Teacher Centered Methods</p> <p>2.2.1 Lecture Method (strengths, limitations and uses)</p> <p>2.2.2 Direct Instruction Method (strengths, limitations and uses)</p> <p>2.2.3 Preparation a sample lesson plan based on above Methods.</p> <p>2.3 Students centered Methods.</p> <p>2.3.1 Learner Active Strategies</p> <ul style="list-style-type: none"> • Concept • Strategies (Think pair share (TPS); Brainstorming; Know, want to learn, Learned (KWL) <p>2.3.2 Group Active Strategies</p> <ul style="list-style-type: none"> • Concept • Strategies: Paired Reading Paired Summarizing (PRPS); Read Summarize Question (RSQ); Jigsaw; Peers Tutoring <p>2.3.3 Problem Based and Project Based Method</p> <ul style="list-style-type: none"> • Concept • Strategies: Defining Understanding Planning Evaluating (DUPE); I-search; Socratic Questioning <p>2.4 Preparation - a sample lesson plan based on above strategies.</p>
<ul style="list-style-type: none"> • To explain the concept, purposes, and scope of educational technology. • To show the developmental link of modern technology on the foundation of indigenous technology. • To analyse the approaches of educational technology. • To define technology of education and technology in education. • To discuss the forms of educational technology. • To describe the concept, purpose, and domains of instructional technology. 	<p>Unit 3: Educational Technology (11 Hrs)</p> <p>3.1 Concept, Nature, and Scope of Educational Technology</p> <p>3.2 Indigenous Technology as a foundation of Modern Technology</p> <p>3.3 Approaches of Educational Technology (Hardware, Software and System Approaches)</p> <p>3.4 Concept of Technology of Education and technology in Education</p> <p>3.5 Forms of Educational Technology</p> <ul style="list-style-type: none"> • Teaching Technology • Instructional Technology • Behavior Technology <p>3.6 Instructional Technology</p> <ul style="list-style-type: none"> • Meaning, Purpose, and Domains • Differences between Educational and Instructional Technology

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Role of Instructional Technology in Classroom <p>3.7 Technology for Assessment and Feedback</p>
<ul style="list-style-type: none"> • To explain the concept and working of basic digital and communication tools. • To prepare and employ projected audiovisuals through overhead and slide. • To differentiate between ICT based VS traditional teaching technologies. • To identify and uses of ICTs in teaching and learning. • To identify and select appropriate web sites for instructional support. • To explain the principles and practices of online and blended learning environments. • To utilize tools and strategies for managing blended learning. 	<p>Unit 4: Understanding ICT (12 Hrs)</p> <p>4.1 Digital Literacy for Teachers</p> <ul style="list-style-type: none"> • Word processor, spread sheet, Slides and Presentations. • Communication Tools (internet, search engine, email, social media) <p>4.2 ICT Based vs Traditional Teaching.</p> <p>4.3 Major ICTs and their Applications in Teaching and Learning</p> <ul style="list-style-type: none"> • Radio and Television • Computer and Internet • Teleconferencing/tutorial/seminar/lecture • Multimedia • Mobile Learning • Interactive Smart Board • Artificial Intelligence (AI) <p>4.4 Blended Learning</p> <ul style="list-style-type: none"> • Characteristics of Blended Learning • Tools for Online Instruction (e.g., Zoom, Google Classroom, Google Meet, Microsoft Teams)
<ul style="list-style-type: none"> • To apply instructional methods and technology concepts in a practical setting. • To reflect on personal teaching practice and technological integration. • To plan for continuous improvement and professional growth. 	<p>Unit 5: Practical Application and Reflection (5 Hrs)</p> <p>5.1 Practicum: Designing and Implementing a Lesson Plan with Technology Integration</p> <p>5.2 Reflective Practice and Peer Review</p> <p>5.3 Planning for Professional Development and Future Technology Integration (Report writing)</p>

4. Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> • Begin with an interactive lecture that outlines key concepts of instruction and instructional systems, instructional design, and key instructional theories. • Divide the students into small groups with a different instructional approach. Provide real-life scenarios that require the application of their assigned work. 	

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p style="text-align: center;">Practicum Activities</p> <p>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.</p>	

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 analyse case studies of successful ICT integration or blended learning implementations in educational settings.

Analysis and Presentation: Students analyse 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.

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

- Aggarwal, J.C. (2009). *Essentials educational technology: Innovations in teaching-learning* (2nd ed.). Vikas Publishing House PVT LTD. (unit 3, 4)
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Reference Materials

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Far Western University

Faculty of Education

Professional Bachelor of Education (P.B.Ed.) Program

Course Title: Educational Planning, Management and Leadership

Course No: Ed. PML. 415

Nature of course: Theoretical+ Practical

Level: B.Ed.

Credit hours: 3 Credit

Semester: First

Teaching hours: 48 hours

1. Course Description

It is a mandatory course designed for students of Professional Bachelor of Education. This aim to equip students with the necessary knowledge, skills, and competencies in the field of educational planning, management, and leadership in the context of school education in Nepal. It will facilitate the problem of educational system, managerial practices and leadership strategies and provide the skills and knowledge required to improve educational outcomes. Through this, students will learn the skills related to preparing strategic planning, managing organization, leadership tactics necessary to address contemporary educational challenges. Ultimately, the will help students develop leadership qualities that will help them effectively manage and lead educational institutions in real situations, both in terms of fundamental knowledge and practical application.

2. General Objectives:

The general objectives of the course are as follows:

- To explain the basic concepts, theories, and models of educational planning, management, and leadership.
- To analyze the structure and functioning of educational institutions.
- To apply educational planning and management principles in practical settings.
- To demonstrate effective leadership practice in educational institutions.
- To engage students in applying educational planning, management, and leadership skills through practical projects.

3. Specific objectives and Course Contents:

Specific Objectives	Contents
<ul style="list-style-type: none"> • To explain the concept, characteristics, and development of practice planning. • To identify different types of educational planning. • To analyze different 	<p>Unit 1: Introduction to Educational Planning (10 Hrs)</p> <p>1.1 Concept and Nature of Educational Planning</p> <ul style="list-style-type: none"> ▪ Definition and characteristics ▪ Historical development of educational planning <p>1.2 Types of Educational Planning</p> <ul style="list-style-type: none"> ▪ Short-term, medium-term, and long-term planning ▪ Centralized vs. decentralized planning.

<p>approaches of educational planning.</p> <ul style="list-style-type: none"> • To discuss the process and steps of educational planning. • To analyze educational planning in the context of Nepal • To identify the challenges of educational planning in Nepal, focusing on geographic diversity, rural-urban disparities, and governance. 	<ul style="list-style-type: none"> ▪ Decentralized educational planning in the federal structure of Nepal. ▪ Strategic Planning <p>1.3 Approaches of educational planning</p> <ul style="list-style-type: none"> ▪ Social Demand ▪ Human Resource Requirement ▪ Cost- Benefit Analysis <p>1.4 Process and Steps in Educational Planning</p> <ul style="list-style-type: none"> ▪ Situational analysis ▪ Goal setting and prioritization ▪ Resource allocation and budgeting <p>1.5 Importance of Educational Planning in Nepal</p> <ul style="list-style-type: none"> ▪ Enhancing access, equity and quality in education planning ▪ Aligning with national and international educational goals <p>1.6 Reflections on the challenges and their solutions to Nepal's educational planning.</p>
<ul style="list-style-type: none"> • To explain the concept and theories of educational management. • To discuss the public and private schools' management practice in Nepal. • To discuss the functions of education management. • To analyze different models and strategies for effective management in education. • To explore the role of stakeholders in educational management. • To examine the challenges faced by educational managers in Nepal. 	<p>Unit 2: Educational Management (9 Hrs)</p> <p>2.1 Introduction to Educational Management</p> <ul style="list-style-type: none"> ▪ Definition, scope, and importance ▪ Theories of management (classical, human relations, and systems theory) ▪ Public, community and private schools and their governance in Nepal <p>2.2 Functions of Educational Management</p> <ul style="list-style-type: none"> ▪ Planning, organizing, directing, and controlling. ▪ Monitoring and evaluation in educational institutions <p>2.3 Models of Educational Management</p> <ul style="list-style-type: none"> ▪ Bureaucratic model ▪ Collegial model ▪ Transformational management model <p>2.4 Role of Stakeholders in Educational Management</p> <ul style="list-style-type: none"> ▪ Role of Principal, management committees ▪ Role of PTA, students and community ▪ Role of government and non-governmental organizations <p>2.5 Reflections on the challenges of school management in Nepal and their solutions.</p>
<ul style="list-style-type: none"> • To explain the concept and importance of leadership in education • To discuss different styles of leadership in education. • To analyze the characteristics/ 	<p>Unit 3: Leadership in Education (10 Hrs)</p> <p>3.1 Concept of Educational Leadership</p> <ul style="list-style-type: none"> ▪ Definition and importance of leadership in education ▪ Leadership vs. management ▪ Differences between leadership in private and public/community schools

<p>qualities of effective educational leaders.</p> <ul style="list-style-type: none"> • To identify different leadership styles and their application in schools. • To apply leadership models in addressing challenges in educational institutions. • Discuss the role of leadership in curriculum implementation and school improvement. • To Identify and Assess leadership challenges in education of Nepal, focusing on change management, conflict resolution, collaboration, and political interference. 	<p>3.2 Leadership Models and Styles in Education</p> <ul style="list-style-type: none"> ▪ Transformational, transactional, and servant leadership ▪ Situational leadership and its application in Education ▪ Application of leadership models/styles to address school challenges (Authoritative Democratic and Laissez-fair leadership) ▪ Adaptive leadership in culturally diverse and geographically isolated areas in Nepal <p>3.3 Qualities of Effective Educational Leaders</p> <ul style="list-style-type: none"> ▪ Visionary thinking for promoting inclusive education. ▪ Cultural sensitivity, emotional intelligence, and communication skills ▪ Ethical leadership in combating corruption and promoting accountability. <p>3.4 Role of Educational Leaders</p> <ul style="list-style-type: none"> ▪ Curriculum implementation ▪ School improvement <p>3.5 Reflection on Leadership Challenges in Education with their solutions.</p>
<ul style="list-style-type: none"> • to show the relationship between educational policy and governance. • To analyze the process of educational policy formulation and implementation. • To examine policy implementation challenges in the Nepali context. • To discuss the role of governance in ensuring educational quality and accountability. • To assess the policy and governance in education of Nepal. 	<p>Unit 4: Policy and Governance in Education (10 Hrs)</p> <p>4.1 Concept and Framework of Education Policies</p> <ul style="list-style-type: none"> ▪ Definition and elements of policy ▪ Policy formulation process in education <p>4.2 Role of Governance in Education</p> <ul style="list-style-type: none"> ▪ Concept and types of governance (centralized, decentralized) ▪ Role of educational governance bodies at local, provincial, national, and global levels <p>4.3 Policy Implementation and Challenges</p> <ul style="list-style-type: none"> ▪ Factors affecting policy implementation. ▪ Addressing challenges in governance for effective education delivery <p>4.4 Ensuring Accountability in Education</p> <ul style="list-style-type: none"> ▪ Tools and mechanisms for accountability ▪ The role of evaluation and audits in educational governance <p>4.5 Educational Policy Reforms in Nepal</p> <p>4.6 Reflection on the policy and governance in education</p>
<ul style="list-style-type: none"> • To create a focused educational development plan addressing curriculum, infrastructure, and staff needs. 	<p>Unit 5: Practical and Project Work in Educational Planning, Management, and Leadership (9 Hrs)</p> <p>5.1 Educational Development Plan (Project Work 1)</p> <p>Tasks:</p> <ul style="list-style-type: none"> ▪ Conduct a brief need assessment.

<ul style="list-style-type: none"> To design a streamlined management structure focusing on roles, responsibilities, and efficiency. To demonstrate leadership by planning and implementing a small-scale school program. (Such as a fundraiser, cultural day, or environmental awareness campaign) <p>Note: <i>The teacher should conduct any one project work for each group out of three project work.</i></p>	<ul style="list-style-type: none"> Identify key priorities for the school’s development. Create short-term and long-term goals, with specific, actionable steps. Present the plan to a panel of instructors or peers for feedback. <p>5.2 Management System Design (Project Work 2) Tasks:</p> <ul style="list-style-type: none"> Propose an organizational structure of an educational institute. Mention roles and responsibilities. Develop a brief action plan on how to improve communication and workflow within the institution. Present the management design with a focus on practical implementation. <p>5.3 Leadership and Teamwork Project (Project Work 3) Tasks</p> <ul style="list-style-type: none"> Develop a plan for the event, including objectives, resources required, and timeline. Assign roles and responsibilities within the team. Lead and manage the project team to successfully complete the event or initiative. Reflect on the leadership process, challenges, and outcomes.
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4. Instructional Techniques

4.1 General Techniques

- Presentation on each topic of the unit.
- Use of lecture, discussion, question answer, brain storming, library work and self-study.
- Reading, report writing assignments, presentation in the classroom followed feedback.

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> Lectures and interactive discussions Case studies of national educational plans Group projects on developing a development a school 	
II	<ul style="list-style-type: none"> Interactive lectures on management theories Role-playing exercises for managerial decision-making Group discussions on stakeholder involvement in management 	
III	<ul style="list-style-type: none"> Lectures and practical discussions Role-play Leadership simulation for school leadership Interviews and case studies with Nepali school leaders Group presentations on different leadership models 	
IV	<ul style="list-style-type: none"> Educational policy analysis exercises Seminars on current educational policies and governance practices Group project analyzing governance models in education. Running policy debate in the local and global context Presentations on Nepali educational policy reform. 	

V	<ul style="list-style-type: none"> • The project work teacher will conduct a workshop. Students will be divided into groups and assigned a task. • Students will work together on any one project work within the determined time. • Each group member will contribute to different aspects of the project. • Teachers will provide advice and feedback during the project. • Each student will present the report in their own group and the teacher will assess their work. 	
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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:** **4+4= 8 marks**

b) **Assignment I: Reflective Notes and Class presentation:** **3+3= 6 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/ Project work and Interview:** **4+4=8 marks**

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

d) **Mid-term exam:** **8 marks**

5.2 External Evaluation (Final Examination) 50%

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	1 with 1 'or' question	1 × 10	10

5.3 External Practical Evaluation (20%)

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

Students will be given project work during the semester and after completing the final semester theoretical examination, a practical examination will be conducted. The practical examination will be conducted with external examiners as per the following evaluation criteria. In each evaluation criterion, the external and internal examiners will evaluate on the basis of 60/40 percent respectively.

Evaluation System:

Practical	Total Weightage	Marks allocated		Remarks
		Internal supervisor	External Examiner	
Practical/Project Report	7	2.8	4.2	
Viva Voce	8	3.2	4.8	
Overall Performance	5	2	3	
Sum	20	8	12	

Recommended Books and References

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- Steller, A. W. (1980). *Educational planning for educational success*. The Phi Delta Kappa Educational Foundation. (Unit 1)
- UNESCO (1963). *Educational planning in developing countries*. IIEP. (Unit 1)
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- Wehrich, H., & Koontz, H. (2005). *Management: A global perspective* (11th edition). Tata McGraw Hill Publishing Company Limited. Unit 2, 3)

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- Dhungel, M.P. (2020). Education policies of Nepal : A socialist perspective. *Journal Of National Development*, 33, (1),113-125.
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- Khanal, M.M.(2016). Decentralized school governance policy: A comparative study of general public schools and community-managed schools in Nepal. *The International Education Journal: Comparative Perspectives*, Vol. 15(4), pp. 35-55
- Leithwood, K., & Riehl, C. (2005). *What We Know About Successful School Leadership*. The Wallace Foundation.
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- UNESCO (2015). *Education for All Global Monitoring Report*. UNESCO.
- UNESCO. (2020). *Education in Nepal: National Education Profile*. UNESCO.