



Far Western University
Faculty of Education

Course Title: **Nepal's Study**

Course No.: Ed.NS.352

Level: B. Ed

Semester: Fifth

Nature: Theoretical

Credits:3

Teaching Hours: 48 Hrs

1. Course Description

It is a mandatory course for the four-years Bachelor of Education program. The aim of this course is to familiarize students with the diversity of Nepal. This course mainly covers the historical, geographical, political, economic, and cultural aspects of the country. Students will study its diverse geography, rich multicultural practices, historical development, educational system, political landscape, and economic structure of Nepal. It also covers an overview of global relations, development challenges, and Nepal's place in the international community. Finally, students will gain an understanding of the potential and complexities of the modern federal democratic republic of Nepal from a multi-dimensional perspective.

General Objectives

- To gain knowledge about the geographical features, climate, biodiversity, and environmental challenges of Nepal.
- To explore the historical development of Nepal and appreciate its rich cultural heritage, traditions, and ethnic diversity.
- To examine Nepal's education system, economic structure, and progress towards the Sustainable Development Goals.
- To explain Nepal's transition to federalism, governance structure and its role in the regional and global context.
- To promote critical thinking to analyse Nepal's development challenges and explore potential opportunities for development.

2. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • To describe geographical features, including its topographical regions and natural resources of Nepal. • To analyze climate, biodiversity, and environmental challenges of Nepal. 	<p>Unit 1: Geographical Situation of Nepal (10 Hrs)</p> <p>1.1 Introduction to Nepal's Geography</p> <ul style="list-style-type: none"> • Location, size, and borders • Topographical regions: Himalayan, Hilly, and Terai • Major rivers, lakes, and natural resources <p>1.2 Climate and Biodiversity</p> <ul style="list-style-type: none"> • Climatic zones and seasonal variations • National parks and conservation areas • Environmental challenges and sustainability

<ul style="list-style-type: none"> To discuss the impact of natural hazards and disaster management strategies. 	<p>1.3 Natural Hazards and Disaster Management</p> <ul style="list-style-type: none"> Earthquakes, landslides, and floods Disaster preparedness and response mechanisms
<ul style="list-style-type: none"> To trace historical evolution from ancient times to the modern era of Nepal. To examine the contributions of key historical figures and events. To describe the transition from monarchy to a federal democratic republic. 	<p>Unit 2: History of Nepal (10 Hrs)</p> <p>2.1 Ancient and Medieval Nepal</p> <ul style="list-style-type: none"> Early settlements and the Kirat dynasty Lichchhavi and Malla periods: Cultural and architectural contributions <p>2.2 Unification and Modern Nepal</p> <ul style="list-style-type: none"> Prithvi Narayan Shah and the unification campaign Rana regime and its impact on Nepal's development <p>2.3 Contemporary History</p> <ul style="list-style-type: none"> Democratic movements (1951, 1990, and 2007) Transition to a federal democratic republic Major historical events and their significance (2007, 2015, 2017, 2037, 2046, 2063, 2072 BS)
<ul style="list-style-type: none"> To evaluate the education system of Nepal and its role in national development. To find the cultural heritage of Nepal, including religions, festivals, and traditions. To appreciate Nepal's ethnic and linguistic diversity and its significance. 	<p>Unit 3: Education, Culture, and Diversity (9 Hrs)</p> <p>2.1 Education System in Nepal</p> <ul style="list-style-type: none"> Structure of the education system: Primary, secondary, and higher education Literacy rates and challenges in education Role of education in national development <p>2.2 Cultural Beliefs and Heritage</p> <ul style="list-style-type: none"> Major religions: Hinduism, Buddhism, Islam, Kirat and others Festivals, rituals, and traditions UNESCO World Heritage Sites in Nepal <p>2.3 Ethnic and Linguistic Diversity</p> <ul style="list-style-type: none"> Ethnic groups in Nepal Languages and culture: Preservation and challenges Social harmony and multiculturalism
<ul style="list-style-type: none"> To mention the occupational structure and economic activities of Nepal. To identify major indicators of development. 	<p>Unit 4: Occupations, Economy, and Development (9 Hrs)</p> <p>4.1 Major occupation of Nepal</p> <ul style="list-style-type: none"> Agriculture: Mainstay of the economy Tourism: Trekking, mountaineering, and cultural tourism Remittance and its impact on the economy <p>4.2 Economic Development</p> <ul style="list-style-type: none"> Indicators of development

<ul style="list-style-type: none"> • To analyze the role of tourism, agriculture, and remittance in economy of Nepal. • To evaluate the progress toward sustainable development goals. 	<ul style="list-style-type: none"> • Major industries and trade • Infrastructure development: Roads, hydropower, and communication • Challenges in economic growth and poverty alleviation <p>4.3 Sustainable Development Goals (SDGs)</p> <ul style="list-style-type: none"> • Nepal’s progress toward achieving SDGs. • Role of NGOs and international organizations in development
<ul style="list-style-type: none"> • To describe the political system and its transition to federalism of Nepal. • To identify major features of constitution of Nepal. • To analyze Nepal’s foreign policy and relations with neighboring countries. • To explore contemporary political issues and their implications. 	<p>Unit 5: Political System and Foreign Relations (10 Hrs)</p> <p>5.1 Political System of Nepal</p> <ul style="list-style-type: none"> • Transition from monarchy to federal democratic republic • Major features of Constitution of Nepal (2072) • Structure of government: Executive, legislative, and judiciary • Federalism and local governance <p>5.2 Foreign Policy and International Relations</p> <ul style="list-style-type: none"> • Nepal’s non-aligned foreign policy • Relations with neighboring countries: India and China • Role in regional and international organizations (SAARC, BIMSTEC, UN, etc.) <p>5.3 Contemporary Political Issues</p> <ul style="list-style-type: none"> • Challenges in governance and political stability • Role of youth and civil society in shaping Nepal’s future

4. Instructional Techniques

4.1 General Techniques:

- Interactive lecture and discussion, presentation
- Group work, Self-study, workshop,
- Demonstration, group project and assignment

2.4 Specific Techniques

Unit	Teaching Methods and Strategies
1	<ul style="list-style-type: none"> • Lectures and Presentations: Overview of Nepal’s geography and climate. • Maps and Visual Aids: Use of topographical maps, satellite images, and infographics. • Case Analysis: Analysis of natural disasters (e.g., 2015 earthquake) and their management. • Field Visits (if possible): physical tours of Nepal’s geographical regions.
2	<ul style="list-style-type: none"> • Timeline Activities: Creating timelines of major historical events.

	<ul style="list-style-type: none"> • Documentary Demo and Screening: Watching documentaries on Nepal's unification and democratic movements. • Group Discussions: Debating the impact of the Rana regime and democratic movements. • Guest Lectures: Inviting historians or experts on Nepali history. 	
3	<ul style="list-style-type: none"> • Case Analysis: Analyzing the challenges and successes of Nepal's education system. • Cultural Workshops: Participating in or observing Nepali festivals and rituals. • Group Projects: Researching and presenting on different ethnic groups and languages. • Guest Speakers: Inviting cultural experts/ educators to share insights 	
4	<ul style="list-style-type: none"> • Data Analysis: Interpreting economic data on GDP, employment, and remittance. • Role-Playing: Simulating scenarios related to tourism and agriculture. • Group Discussions: Debating the pros and cons of remittance-driven economies. • Field Visits (if possible): Visiting local farms, businesses, or tourism sites. 	
5	<ul style="list-style-type: none"> • Mock Elections: Simulate Nepal's political system and electoral process. • Role-Playing: Acting as diplomats to discuss Nepal's foreign relations. • Panel Discussions: Inviting political analysts/ policymakers to discuss current issues. • Term Papers: Writing a term paper about political challenges and opportunities of Nepal. 	

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**

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

(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: an Term paper/ Essay/Project and Interview:** **5+5=10**

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

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

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

Related References

- Acharya, M. R.(2020).Nepal's national interests, foreign policy, and strategic affairs. . Policy Research Institute. <https://kms.pri.gov.np> (Unit 5)
- Bose, S. & Jalal, A.(2004). Modern south Asia history, culture, political economy. Routledge.(unit1-5)
- Bista, D. B. (2001). Fatalism and development, Nepal’s struggle for modernization. Patna: Orient Longman. (Unit 3)
- Bhattarai, H.P. (2004). Cultural diversity and pluralism in Nepal: Emerging issues and the search for a new paradigm. *Contributions to Nepalese Studies, Vol. 31 (2), 293-340*.<https://lib.icimod.org>(unit 3)
- Caddell, M. (n.d.). Education and change: A historical perspective on schooling, development and the Nepali nation-state.(unit 3)
- Government of Nepal (2072 BS). Constitution of Nepal, 2072. www.lawcommission.gov.np (unit 5)
- Kafle, A. P. (2007). *Workforce development in Nepal policies and practices*. Asian Development Bank Institute. <https://www.adb.org/sites/default/files/publication> (Unit 4)
- Karan, P.P.(1960). Nepal: A cultural and physical geography. University of Kentucky Press. <https://pahar.in/pahar/Books> (unit 1, 3)
- NPC (2023). *Sustainable development goals: Revised indicators*. <https://npc.gov.np> (unit 4)
- Nepal Rastra Bank(2019). Macroeconomic indicators of Nepal. https://www.nrb.org.np/Macroeconomic_Indicators_of_Nepal-2019-11pdf
- National Planning Commission (2020). Nepal’s Sustainable Development Goals: Progress Assessment Report 2016–2019. www.npc.gov.np (Unit 4)
- Nepal, R. M. (2019). Development thinking in the global south: post-feudal vs. post-colonial perspectives. *Global e, Vol. 12 (23)*.
- NIRT (2017). Nepal education sector analysis. <https://www.globalpartnership.org/> (unit 4)
- Shrestha, N. R. (1997). *In the Name of Development: A Reflection on Nepal*. <https://books.google.com.np/book> (Unit 4)
- The World Bank (2024). Nepal Development Update. : www.worldbank.org (unit 4)
- Whelpton, J. (2005). *A History of Nepal*. <https://assets.cambridge.org> (unit 2)

Online Resources

- Government of Nepal’s official website (<https://www.nepal.gov.np>).
- Nepal Tourism Board (<https://www.welcomenepal.com>).
- UNESCO World Heritage Sites in Nepal (<https://whc.unesco.org>).
- UN (2007). Indicators of sustainable development: Guidelines and methodologies. <https://sustainabledevelopment.un.org/content/documents/guidelines.pdf>



Far Western University
Faculty of Education

Course Title: **Application of Statistics in Education**

Course No.: Ed.St.353

Level: B. Ed.

Semester: Fifth

Nature: Theory + practical

Credits:3

Teaching Hours: 48 Hrs

1. Course Description:

It is a core and mandatory course for the four-year Bachelor of Education program. The aim of this course is to provide students of B.Ed. with the basic knowledge and skills in the practical application of statistics in the field of education. It will provide students with the necessary skills to evaluate performance, analyze educational data, and make sound decisions in educational settings. Students will learn the basic concepts and skills of different statistical techniques such as central tendency, standard deviation, correlation, regression, and data visualization. Similarly, this course also covers the use of some statistical software tools to organize and analyse data. By the end of this course, students can apply statistical techniques in real situations of education. They will be able to analyse and evaluate students' progress and programs and make fact-based decisions in the field of education.

2. General Objectives:

- To introduce students to key statistical concepts and methods of data collection relevant to education.
- To equip students with the skills to summarize and analyze educational data using descriptive statistics.
- To teach students advanced statistical methods like correlation and regression, and their use in educational analysis.
- To demonstrate the role of statistics in evaluating educational programs, student performance, and school management.
- To provide hands-on experience in applying statistical methods to real educational data through group projects and individual reports.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none">• To define statistics and explain the importance of statistics in education.	<p>Unit 1: Concepts of Statistics in Education (9 Hrs)</p> <p>1.1 Introduction to Statistics</p> <ul style="list-style-type: none">• Definition and importance of statistics in education• Types of data: quantitative and qualitative

<ul style="list-style-type: none"> • To identify and describe the four measurement scales. • To differentiate between quantitative and qualitative data types. • To distinguish between different methods of data collection in education. • To identify and explain the types of variables commonly used in education. • To collect and organize educational data using various methods and create frequency distributions. 	<p>1.2 Measurement Scales: Nominal, Ordinal, Interval, and Ratio Scales.</p> <p>1.3 Types of Variables</p> <ul style="list-style-type: none"> • Independent and dependent. • Understanding variables in the context of educational studies. <p>1.4 Methods of Data Collection in Education</p> <ul style="list-style-type: none"> • Surveys, interview, observations, and school records. • Organizing raw data for analysis (tables, frequency distributions).
<ul style="list-style-type: none"> • To define and classify the types of frequency distributions. • To calculate and interpret the mean, median, and mode in educational data. • To calculate and apply the range and standard deviation in educational contexts. • To select and create appropriate graphs to represent data. 	<p>Unit 2: Descriptive Statistics in Education (12 Hrs)</p> <p>2.1 Concept and types of Frequency Distributions</p> <p>2.2 Measures of Central Tendency</p> <ul style="list-style-type: none"> • Mean, median, and mode: definitions and calculations. • Application of central tendency measures in educational settings. <p>2.3 Measures of Dispersion</p> <ul style="list-style-type: none"> • Range, standard deviation. • Application of standard deviation in educational settings. <p>2.4 Graphical Representation of Data</p> <ul style="list-style-type: none"> • Types of graphs: Bar charts, pie charts, line graphs, histograms, frequency polygons. • Selecting the appropriate graph for different types of data.
<ul style="list-style-type: none"> • To define the concept of correlation and types of correlation. 	<p>Unit 3: Advanced Statistical Concepts and Their Educational Applications (8 Hrs)</p> <p>3.1 Correlation</p> <ul style="list-style-type: none"> • Concept of correlation: positive, negative, and zero correlation

<ul style="list-style-type: none"> • To identify examples of positive, negative, and zero correlation in educational contexts. • To calculate Pearson's correlation coefficient for given datasets and explain its meaning in context. • To explain the concept of simple linear regression and apply in predicting students' performance/ outcomes. • To gain basic understanding in using statistical software for data input, management, analysis, and report generation. 	<ul style="list-style-type: none"> • Pearson's correlation coefficient <p>3.2 Regression Analysis</p> <ul style="list-style-type: none"> • Simple linear regression: its educational applications <p>3.3 Practical exercises with correlation and regression in educational data</p> <p>3.4 Introduction to Statistical Software Tools</p> <ul style="list-style-type: none"> • Overview of statistical software (e.g., SPSS and Excel) • Data input, management, analysis, and Reports (Using Software)
<ul style="list-style-type: none"> • To describe how statistics can be used for program evaluation in education. • To analyze student performance data to identify trends in academic achievement. • To calculate the item analysis and difficulty index. • To discuss the using statistics in school management and policy. • To explain the importance of test reliability and validity in educational assessment. • To identify the limitations in the use of statistics in education. 	<p>Unit 4: Role of Statistics in Education (9 Hrs)</p> <p>4.1 Statistics in Program Evaluation</p> <ul style="list-style-type: none"> • Statistics to assess the effectiveness of educational programs. • Evaluating student learning outcomes and teacher performance. <p>4.2 Measuring Student Performance</p> <ul style="list-style-type: none"> • Item analysis and difficulty index • Analyzing test scores and assessments. • Identifying trends in academic achievement. <p>4.3 Statistics in School Management and Policy</p> <ul style="list-style-type: none"> • statistics in student enrollment, attendance, and dropout analysis • Data-driven decision-making in education • Role of statistics in educational policymaking <p>4.4 Determining reliability and validity of test.</p> <p>4.5 Standard Score (Z-score, T-score)</p> <p>4.6 Limitations of Statistics in Education</p>

<ul style="list-style-type: none"> • To apply statistical methods to an educational dataset through group collaboration/ project work. • To analyze and interpret data using statistical techniques covered in the course. • To present findings clearly in written formats and oral presentation. • To collect achievement scores from at least 30 students across two subjects at different time points. • To produce a detailed report including all key sections. 	<p>Unit 5: Practical Application and Project Work (10Hrs)</p> <p>5.1 Students will work in group (each group will be 3-5 students) to apply statistical methods to an educational data set.</p> <ul style="list-style-type: none"> • Tasks: students data collection from school , data analysis and presentation of results • Students will present their findings in a written report and oral presentation. <p>5.2 Direction: Each student will collect data on the achievement scores of at least 30 students in any two subjects at different points in the school using the following format and will write and submit a detailed report.</p> <p style="text-align: center;">Simple Format for Report Writing</p> <ol style="list-style-type: none"> 1. Topic 2. Background 3. Objectives 4. Methods <ol style="list-style-type: none"> a) Data collection b) Selection of subjects by levels 5. Analysis and interpretation of data by using all the statistics mentioned in the course. 6. Conclusions <p>References Appendices</p>
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4. Instructional Techniques

4.1 General Techniques:

- Interactive lecture and discussion,
- Step-by-step demo, hands-on practice, group work,
- Self-study, workshop,
- Software tutorial, hands-on lab, group project.
- assignment

2.5 Specific Techniques

Unit	Teaching Methods and Strategies
1	<ul style="list-style-type: none"> • Lecture to introduce the concept of statistics, followed by a class discussion. • Engage students in an interactive group discussion to categorize educational data as quantitative or qualitative. • Use visual aids (charts or diagrams) to explain measurement scales, then guide students in categorizing data into them. • Use a hands-on activity where students collect data and analyze it with tables and frequency distributions.
2	<ul style="list-style-type: none"> • Introduce frequency distributions with examples and engage students in grouping data into frequency tables.

	<ul style="list-style-type: none"> • Demonstrate calculations of mean, median, and mode using sample data, followed by a hands-on activity for students to practice. • Explain the concepts of range and standard deviation with real-life data examples, and have students calculate these measures using educational datasets. • Teach students the different types of graphs and guide them in selecting the best graph for a given dataset through group exercises. 	
3	<ul style="list-style-type: none"> • Use interactive lectures with visual aids to illustrate each type of correlation. • Provide hands-on practice with sample datasets, allowing students to compute and interpret the coefficient. • Use real-world examples to demonstrate regression analysis in educational contexts. • Conduct computer lab sessions where students enter data, analyze it using software, and generate reports based on their findings. 	
4	<ul style="list-style-type: none"> • Guide students in assessing educational program effectiveness using statistical methods. • Teach students to calculate item analysis and difficulty index and analyze test scores for trends. • Teach students to analyze enrollment, attendance, and dropout data for informed decision-making. • Explain the concepts of reliability and validity in testing and engage students in evaluating sample tests for these qualities. • Discuss the limitations of statistics in education and lead a group discussion on their impact. 	
5	<ul style="list-style-type: none"> • Assign group tasks for data collection, analysis, and presentation, offering guidance throughout the process. • Support students in performing statistical analyses and interpreting their results. • Guide students in writing a detailed report and preparing an effective oral presentation. • Provide clear instructions on collecting and organizing data from the selected subjects. • Assist students in structuring their report and ensuring all components are included. 	

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:** 4+4= 8

b) **Assignment I: Reflective Notes and Class Presentation:** 3+3= 6

(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: Term Paper/ Essay/Project and Interview:** 4+4=8

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

d) **Mid-term Exam:** 8

5.2 External Evaluation (Final Examination) 60%

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

Groups	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' questions	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 based on 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

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>. (Unit 5)
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed Methods approaches*. Sage Publications. (Unit 1, 4)
- Josselin, J.M. & Maux, B.L. (2017). *Statistical tools for program evaluation: methods and applications to economic policy, public health, and education*. Springer. <https://www.pdfdrive.com/statistical-tools-for-program-evaluation> (Unit 4)
- Kenny, D. A. (1987). *Statistics for the social and behavioral sciences*. <https://www.apsychology.in/download/books> (Unit 2, 3)
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.(Unit 2,3) <https://eprints.itn.ac.id/13616/1/Research-Methodology-CR-Kothari.pdf>
- Lane, D. M.(n.d.). *Introduction to statistics*. Rice University. <https://onlinestatbook.com/.pdf> (Unit 3)
- Miller, M.D., Linn, R. L. & Gronlund, N.E. (2009). *Measurement and assessment in teaching* (10thed.). Pearson. <https://www.pdfdrive.com/measurement-and-assessment-in-teaching-tenth>
- Stufflebeam, D. L. & Coryn, L.S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass.
- Ubi, I. O. (2017). *Fundamentals of statistics in education*. University of Calabar Press. (Unit 1-4) <https://www.researchgate.net>