

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
- Ed.PML.415 Educational Planning, Management and Leadership



Far Western University **Faculty of Education Professional Bachelor of Education Program**

Course Title: Philosophies in Education	Nature: Theoretical
Course No. :Ed.Phil.411	Credits: 3
Level: B. Ed.	Teaching Hours: 48 Hrs
Semester: First	

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
• To conceptualize the meaning of	Unit 1: Concept of Education (8 Hrs)
education and discuss its aims and	1.1 Meaning and Definitions of Education
function.	1.2 Aims of Education
• To discuss on types and nature of	1.3 Functions of Education
education.	1.4 Types and Nature of Education (Formal,
• To analyze the alternative Approaches	Informal, and Non- formal Education)
to Education.	1.5 Alternative Approaches to Education
• To describe the pillars of education.	1.6 Pillars of Education:
• To conclude an integrated concept of	Learning to Know
life-skills learning based on the pillars	• Learning to Be
of learning	Learning to Do
_	• Learning to Live Together
	Learning to Transform Oneself and Society

 To conceptualize and clarify the meaning and definitions of philosophy. To describe purpose, scope, and 	Unit 2: Introduction to Educational Philosophy (9 Hrs)
function of education.	2.1 Meaning, Definitions, Purposes, Scope and
• To explain major branches of philosophy.	Function of Philosophy and Educational Philosophy
 To discuss the relation between 	2.2 Branches of Philosophy
education and philosophy.	2.3 Relation between Education and Philosophy
• To explain the needs and importance of philosophy of education in modern	2.4 Need for and Importance of Philosophy of Education
times.	2.5 Teacher as a Philosopher
• To find the role of the teacher as a	
philosopher	
• To introduce idealism, realism,	Unit 3: Western Philosophy and Education (12 Hrs)
naturalism, and pragmatism.	3.1 Classical Philosophies of Education
• To explain basic premises and	• Idealism
educational implications of idealism,	Naturalism
realism, naturalism and pragmatism.To introduce progressivism,	• Realism
humanism, existentialism and	Pragmatism
postmodernism (critical theory).	(Introduction, Major premises, Implications on Education)
• To explain basic premises and	3.2 Modern Contemporary Philosophies of Education
educational implications of	• Progressivism
progressivism, humanism,	• Humanism
existentialism, and postmodernism (critical theory)	• Existentialism
 To show interrelationship among 	Modernism and Postmodernism
traditional and modern philosophies of	(Introduction, Major premises, Implications on Education)
education.	
• To draw educational implication of	
each philosophy.	
• To introduce Hindu/Vedic Philosophy.	Unit 4: Eastern Philosophy and Education (12 Hrs)
• To explain educational implications of	4.1 Vedic Philosophy and Education
Hinduism.	Introduction to Hindu/Vedic Philosophy
• To introduce Buddhist philosophy.	Implications of Hindu Worldview for
• To explain educational implications of	Educational Practices
Buddhism.	(Objectives of Education, Nature of Curriculum, Roles of
• To introduce Islamic philosophy.	Teachers and Students)
• To explain educational implications of	4.2 Buddhist Philosophy and Education
Islamic.	Introduction to Buddhist philosophy
To show the interrelationship of major	Implications of Buddhist worldview for Educational Prostions
promises and educational practices	Educational Practices
among Vedic, Buddhist, and Islamic	(Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)
philosophies.	4.3 Islamic Philosophy and Education
• To analyse the impact of the above	
philosophies on the education system	 Introduction to Islamic Philosophy Implications of Islamic Worldview for Educational
of Nepal.	Implications of Islamic Worldview for Educational Protices
	Practices

	(Objectives of Education, Nature of Curriculum, Roles of Teachers, and Students)
• To discuss the concept of eclectic	Unit 5: Eclectic Tendency in Education (7 Hrs)
tendency in education.	5.1 Concept of Eclectic Tendency in Education
• To justify the need of eclectic	5.2 Need of Eclectic Philosophical Approach for the
philosophical approach to actualize the	Actualization of the Aims of Education.
various 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	- 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	-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	-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	-Lectures & Comparative Analysis: Provide in-depth lectures on Vedic, Buddhist, and Islamic	
	philosophies, followed by a comparative analysis of their educational implications.	
	-Demonstrations with PowerPoint: show videos illustrating educational practices in Eastern	
	cultures that reflect Vedic, Buddhist, and Islamic worldviews.	
	-Group Projects: Assign group projects where students design curriculum or teaching approaches	
	based on Eastern philosophical principles.	
	-Discussions & Reflections: Facilitate discussions on the role of teachers and students within	
	Eastern philosophies, encouraging students to relate these practices to contemporary education.	
	-Field Visits: If possible, arrange visits to educational institutions that follow Eastern philosophies	
	to observe and reflect on their educational practices.	
5	-Lectures with PowerPoint: Introduce the concept of eclecticism in education, followed by how	
	eclectic approaches have been implemented in educational systems.	
	-Debates: Organize debates on the pros and cons of eclectic approaches in education.	
	-Collaborative Learning: Encourage students to collaborate in small groups to develop an	
	eclectic approach to solving contemporary educational challenges.	
	-Conceptual Mapping: Use concept maps to help students understand how various educational	
	philosophies can be integrated in eclectic approaches.	
	-Role-plays & Simulations: Conduct simulations where students design and implement eclectic	
	teaching methods in hypothetical classrooms, applying principles from various philosophical	
	schools.	
	- 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 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: (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)	5+5= 10 marks
c) Assignment II: one Term paper/ Essay/Project and Interview: (Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)	5+5=10 marks
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	Number of questions to be	Total
	to be asked	answered and marks allocated	marks
Group A: Multiple choice	10 questions	10×1	10
items			
Group B: Short answer	6 with 2 'or'	6 ×5	30
questions	questions		
Group C: Long answer	2 with 1 'or'	2×10	20
questions	question		

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. <u>http://tarbiyati.iki.ac.ir</u> (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://unesco5 pillarsfor esd.pdf (Unit. I)
- Hill, D., McLaren, P., Cole, M., & Rikowski, G. (eds.)(1999). Postmodernism in educational theory: Education and the Politics of human resistance. <u>https://mdx.academia.edu/davehill (unit</u> III)
- Moore, T.W. (1982). Philosophy of education (International Library of the Philosophy of Education Vol. 14): An introduction (1st ed.). Routledge. <u>https://doi.org/10.4324/9780203861103</u> (unit I, II)
- 9. Mwale, M.(2021). *Philosophy of education*. <u>https://www.researchgate.net/publication/349533305</u> (Unit II, III)
- 10. NCERT (2014). Basics in education. https://ncert.nic.in (Unit I)
- 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).
- 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. <u>https://www.pdfdrive.com/philosophical-foundations-of-education-e</u> (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
- 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. <u>https://jurnal.ar-raniry.ac.id/index</u>. (unit VI)
- 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 पप्लिकेशन। (unit: II,III,IV)
- 20. घिमिरे, जनार्दन र कोइराला, विद्यानाथ (२०७९), उपनिषदिय त्रि-आयामिक चिन्तन: अनुसन्धानात्मक विश्लेषण, सनलाइट पप्लिकेशन। (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
 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. 	 Unit 1: Introduction to Educational Psychology (5 hrs) 1.1 Meaning, definition, and nature of psychology 1.2 Concept, objectives, and scope of educational psychology. 1.3 Historical development and key contributors in educational psychology 1.4 Role and significance of educational psychology in teaching and learning.
• To describe the concepts and domains of human development.	Unit 2: Human Growth and Development (13 Hrs) 2.1 Concepts and Principles of growth and development

 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. 	 2.2 Domains of Development: Physical, cognitive, social, emotional, and moral development 2.3 Determinants of Development: Heredity vs. environment 2.4 Indigenous understanding and practices of growth and development 2.5 Approaches to Human Development Cognitive development theory (Piaget) Psychoanalytic theory (Freud) Ecological theory (Bronfenbrenner) 2.6 Stages and characteristics of human development and their impact on learning 2.7 Puberty & adolescence General introduction and characteristics, Physical & social changes, The self (self-understanding, self-esteem, and self-concept) Identity changes and emotion of adolescence. 2.8 Peers and family relationship of adolescence, happiness/ unhappiness,) 2.9 Educational Implications: how developmental changes affect learning.
 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. 	 Unit 3: Children with Special Needs (6 hrs.) 3.1 Concept of children with special needs 3.2 Major types of children with special needs (children with learning disabilities, emotionally disturbed children, gifted children, mentally challenged children) 3.3 Characteristics of children with special needs 3.4 Individual differences and its educational implications 3.5 Educational strategies for supporting special needs children and inclusive education
 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. 	 Unit 4: Learning Theories and their Application (13 Hrs) 4.1 Concept of learning 4.2 Basic conditions of learning: (contiguity, Practice, reinforcement, feedback, and generalization and discrimination) 4.3 Behaviorist perspectives of learning Pavlov's classical conditioning Skinner's operant conditioning Thorndike's trial and error 4.4 Cognitive perspectives of learning: Kohler's insightful

 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. 	 learning 4.5 Constructivist perspectives of learning Piaget's cognitive development theory of learning Vygotsky's social constructivism 4.6 Bandura's social learning theory 4.7 Synthesis of above approaches of learning in teaching-Learning.
 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 discuss the causes of forgetting and apply strategies to improve retention. To explain the concept, types, and theories of transfer of learning. 	 Unit 5: Influencing Factors of Learning (11 Hrs) 5.1 Motivation and Reinforcement 5.1.1 Motivation Concept of motivation Maslow's Hierarchy of Needs Intrinsic vs. Extrinsic Motivation Techniques to motivate students in classrooms. Role of Teachers in Motivation 5.1.2 Reinforcement: Concept, need and types of reinforcement. Reinforcement schedules and their impact on behaviors 5.2 Practice: Concept, need and types. 5.3 Retention and Memory Types of memory, process of retention, factors affecting memory, Techniques to Improve Memory. 5.4 Forgetting: Causes and strategies to minimize forgetting 5.5 Transfer of Learning: concept, types, and Theories of transfer of learning Factors influencing transfer of learning.

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	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	• 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	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	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	• 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. 	
	ristice students with reneetive questions of tasks, then present and discuss then 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: (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)	5+5= 10 marks
c) Assignment II: one Term paper/ Essay/Project and Interview: (Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)	5+5=10 marks

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.

S]	pecific Objectives	Contents
•	To define curriculum and its role	Unit 1: Introduction to Curriculum (7 Hrs)
	in education.	1.1 Concept of Curriculum
•	To explore different types of	• Meaning and definitions of curriculum.
	curricula and their functions.	• Curriculum as a planned program vs. a lived experience in the
•	To explain key curriculum	classroom.
	designs models and how they	1.2 Types of Curriculums and Thair Characteristics
	impact student learning.	Formal curriculum
•	To discuss characterization of	Informal curriculum
	curriculum	Hidden curriculum
•	To examine emerging trends and	1.3 Curriculum Design
	concepts in curriculum.	• Subject-centered design,
		• learner-centered design, and
		• problem-centered design.

3. Contents and Specific Objectives

	1.4 Emerging Concepts in Curriculum
	 Null curriculum, electronic curriculum, and other contemporary
	• Null curriculum, electronic curriculum, and other contemporary models.
	 Impact of globalization and technology on curriculum
To exemine the historical	development.
• To examine the historical,	Unit 2: Foundations and Models of Curriculum Development(9 Hrs)
philosophical, psychological,	2.1 Foundations of Curriculum
and social foundations of	Historical foundation
curriculum.	• Philosophical foundation (e.g., essentialism, progressivism).
• To explain different models of	• Psychological foundation (e.g., behaviorism, constructivism)
curriculum development and	• Social foundation(e.g., preparing students for the workforce,
their applications.	citizenship education).
• To identify key elements in	Technological foundation
curriculum development and	2.2 Curriculum Development Models
their interrelationships.	• Technical-scientific models: Tyler, Taba, and the process of
• To analyze the effectiveness	rational curriculum design.
of different curriculum models in various educational	Non-technical models: Deliberation model, critical theory
	approach.
contexts.	2.3 Comparative Models of Curriculum Development
	• The effectiveness of different curriculum models in various
	educational contexts.
	2.4 Elements of Curriculum
	• Curriculum goals and objectives.
	• Content, pedagogy, and assessment: How these elements work
	together.
	2.5 Curriculum Planning and Design
	• Steps in curriculum development: Needs assessment, goal setting,
	content selection, and evaluation.
	Unit 3: Curriculum Development and Implementation (12 Hrs)
	3.1 Curriculum Philosophy and Rationale
• To explain the process of	• Defining educational purpose and goals.
developing a curriculum from	• Aligning philosophy with curriculum outcomes.
theory to practice.	3.2 Scope, Sequence, and Organization
• To identify factors	• Determining scope and sequence in curriculum planning.
influencing curriculum	• Organizing curriculum into units, modules, or courses.
implementation.	3.3 Curriculum Development Process
• To determine scope and	• Steps for developing new courses or programs: Needs assessment,
sequence in curriculum	goal setting, content selection, and designing instructional
planning.	materials.
• To explore contemporary	• Curriculum guides and frameworks.
trends and innovations in	3.4 Curriculum Implementation
curriculum development.	• Different approaches to curriculum implementation: top-down vs.
	bottom-up, teacher-driven vs. curriculum-driven.

 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) 	 Factors affecting implementation success: teacher readiness, resources, student demographics. 3.5 Trends in Curriculum Development Emerging educational models: competency-based education, personalized learning, interdisciplinary approaches. Impact of technology: e-learning, flipped classrooms, blended learning. 3.6 National and Local Curriculum Development Practice of School Education in Nepal 7 Review of National Curriculum Framework of School Education-2019 (National goals of education, subjects and weightage)
	Unit 4: Measurement and Assessment in Education (10 Hrs)
 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. 	 4.1 Concepts of Measurement, Assessment, and Evaluation Definitions and distinctions among test, measurement, assessment, and evaluation. The role of assessment in the learning process. 4.2 Types of Assessment Formative, summative, diagnostic, and placement assessments. Use each type of assessment. 4.3 Assessment Techniques Traditional vs. alternative assessments: subjective, objectives, projects, portfolios, peer assessment. Standardized testing vs. teacher made assessment. 4.5 Classroom Assessment Design Planning of the test: measurable assessment objectives. Designing assessmentS specification grid and align with learning outcomes. 4.6 Using Assessment Data Interpreting test results
	• Formative assessment as a tool for instructional improvement.
 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. 	 Unit 5: Scoring, Analysis, and Reporting of Test Results (10 Hrs) 5.1 Scoring Techniques for Different Assessments Scoring subjective items using rubrics. Scoring objective tests 5.2 Item Analysis Techniques for calculating item difficulty, discrimination index, and distractor analysis. Improving test quality through item analysis. 5.3 Grading Systems and Reporting Types of grading systems: letter grades, percentage grades, and descriptive feedback.

 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 	 The role of reporting in communicating student performance to stakeholders (parents, administrators). 5.4 Test Reliability and Validity Concept and types of reliability and validity Factors affecting reliability and validity. 5.5 Using Data for Improvement Analyzing test results to identify learning gaps and strengths. Using assessment data to guide instructional decisions and
 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. 	curriculum adjustments.

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	Lectures and class discussions on key curriculum theories.
	Group activities for analyzing different types of curriculums.
	• Case studies to explore emerging curriculum models.
2	• 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	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	• 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	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: b) Assignment I: Reflective Notes and Class presentation:	5+5= 10 marks 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

- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education*, 5 (1), 7-74. (Unit 4)
- Earl, L. (2003). Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. Corwin Press.(Unit 4)
- Glatthorn, A.A., Boschee, F., Whitehead, B.M. & Boschee, B.F. (2019). *Curriculum leadership strategies for development and implementation* (5th ed.). Sage. (Units 1, 3)
- Haladyna, T. M. (2004). Developing and Validating Multiple-Choice Test Items. Pearson. (Unit 5)
- Henson, K.T. (2015). *Curriculum planning: Integration multiculturalism, constructivism and education reform* (5th ed.). Waveland Press, Inc. (Units 1, 2, 3)
- Kelly, A.V. (2004). *The curriculum theory and practice* (5th ed.). SAGE Publications. (Units 1, 2 and 3)
- Kerr, D. (2009). Curriculum and Teaching. Routledge. (Unit 3)
- Linn, R. L., & Gronlund, N. E. (2000). Measurement and Assessment in Teaching. Pearson. (unit5)
- Miller, M.D., Linn, R.L & Gronlund, N.E. (2009). *Measurement and assessment in teaching* (10th ed.). Pearson Education.(Units 4, 5)
- Nitko, A. J., & Brookhart, S. M. (2011). Educational Assessment of Students. Pearson. (Unit 4)

Ornstein, A.C. & Hunkins (2018). Curriculum foundations, principles and issues (7th ed.). Pearson. (Units 2, 3)

Pinar, W. F. (2012). What is Curriculum Theory? Routledge. (Unit 3)

Print, M. (1993). Curriculum Development and Design. Allen & Unwin. (Unit 1)

Schiro, M. S. (2012). Curriculum Theory: Conflicting Visions and Enduring Concerns. Sage Publications.(Unit 1)

- Singh, A.K. (2006). *Tests, measurements, and Research methods in behavioral sciences* (5th ed.). Bharati Bhawan.(Units 4, 5, 6)
- Taba, H. (1962). Curriculum Development: Theory and Practice. Harcourt, Brace & World. (Unit 2)
- Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. University of Chicago Press. (Unit 2)
- Waugh, C.K. & Gronlund, N.E. (2013). Assessment of student achievement (10th ed.). Pearson. (Units 4, 5, 6)



Far Western University Faculty of Education Professional Bachelor of Education

Course Title: Instructional Methods and Technology

Course No.: Ed.Tech.414 Level: B. Ed. Semester: Fourth Nature: Theoretical

Credits: 3 Teaching Hours: 48 Hrs

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
• To introduce the foundational concepts	Unit 1: Introduction to Instruction (8 Hrs)
of instruction.	1.1 Concept of Instruction and Instructional Design
• To explain the concept and elements of	1.2 Planning and Designing of Instruction
instruction system.	• performance objectives,
• To formulate an instructional plan using	• task analysis,
the components of instruction.	Instructional procedures,
• To gain skills in designing instructional	performances assessment
structure and lesson plans.	1.3 Designing the lesson Plan
• To discuss the components of effective	1.4 Delivery System for Instruction (group and
instruction planning.	Individualized)
• To analyze the teacher-centered and	1.5 Teacher-Centered vs. Learner-Centered: Behaviorist
student-centered methods from	and Constructivist Perspectives

behaviorist and constructivist	
perspectives.	
To explain the Concept and uses of	Unit 2: Instructional Methods (12 Hrs)
teacher centered methods.	2.1 Overview of Instructional Methods
• To describe the various methods of	2.2 Teacher Centered Methods
teacher centered approaches.	2.2.1 Lecture Method (strengths, limitations and uses)
• To prepare and present sample lesson	2.2.2 Direct Instruction Method (strengths,
plan using teacher centered strategies.	limitations and uses)
• To discuss various types of learner-	2.2.3 Preparation a sample lesson plan based on above.
centered and group centered teaching	Methods.
strategies and their uses.	2.3 Students centered Methods.
• To prepare and present sample lesson	2.3.1 Learner Active Strategies
plan using learner centered strategies.	• Concept
• To discuss and use of problem and	• Strategies (Think pair share (TPS); Brainstorming;
project-based techniques.	Know, want to learn, Learned (KWL)
	2.3.2 Group Active Strategies
	• Concept
	Strategies: Paired Reading Paired Summarizing
	(PRPS); Read Summarize Question (RSQ); Jigsaw;
	Peers Tutoring
	2.3.3 Problem Based and Project Based Method
	• Concept
	• Strategies: Defining Understanding Planning
	Evaluating (DUPE); I-search; Socratic Questioning
	2.4 Preparation - a sample lesson plan based on above
• To evaluin the concept numbers and	strategies. Unit 3: Educational Technology (11 Hrs)
• To explain the concept, purposes, and scope of educational technology.	3.1 Concept, Nature, and Scope of Educational Technology
 To show the developmental link of 	3.2 Indigenous Technology as a foundation of Modern
modern technology on the foundation of	Technology
indigenous technology.	3.3 Approaches of Educational Technology (Hardware,
 To analyse the approaches of educational 	Software and System Approaches)
technology.	3.4 Concept of Technology of Education and technology in
 To define technology of education and 	Education
technology in education.	3.5 Forms of Educational Technology
 To discuss the forms of educational 	Teaching Technology
technology.	Instructional Technology
• To describe the concept, purpose, and	Behavior Technology
domains of instructional technology.	3.6 Instructional Technology
	Meaning, Purpose, and Domains
	Differences between Educational and Instructional
	Technology

[Show the similarities and differences		
•		Role of Instructional Technology in Classroo	m
	between educational and instructional	3.7 Technology for Assessment and Feedback	
_	technology.		
•	Utilize technology to enhance assessment and feedback.		
•	Promote digital citizenship and		
	responsible technology use among students.		
		Unit 4. Understanding ICT (12 Une)	
•	To explain the concept and working of basis digital and communication tools	Unit 4: Understanding ICT (12 Hrs) 4.1 Digital Literacy for Teachers	
	basic digital and communication tools.	 Word processor, spread sheet, Slides and 	
•	To prepare and employ projected	 Word processor, spread sneet, sndes and Presentations. 	
	audiovisuals through overhead and slide. To differentiate between ICT based VS	 Communication Tools (internet, search engine 	20
•		email, social media)	ie,
	traditional teaching technologies. To identify and uses of ICTs in teaching	4.2 ICT Based vs Traditional Teaching.	
•	and learning.	4.3 Major ICTs and their Applications in Teaching a	nd
	-	Learning	liu
•	To identify and select appropriate web sites for instructional support.	Radio and Television	
	To explain the principles and practices of	Computer and Internet	
•	online and blended learning environments.	 Teleconferencing/tutorial/seminar/lecture 	
	To utilize tools and strategies for	 Multimedia 	
•	managing blended learning.	Mobile Learning	
	managing biended learning.	 Interactive Smart Board 	
		 Artificial Intelligence (AI) 	
		4.4 Blended Learning	
		Characteristics of Blended Learning	
		 Tools for Online Instruction (e.g., Zoom, God 	ogle
		Classroom, Google Meet, Microsoft Teams)	ogie
•	To apply instructional methods and	Unit 5: Practical Application and Reflection (5 H	rs)
	technology concepts in a practical	5.1 Practicum: Designing and Implementing a Lesso	-
	setting.	Plan with Technology Integration	
•	To reflect on personal teaching practice	5.2 Reflective Practice and Peer Review	
-	and technological integration.	5.3 Planning for Professional Development and Futu	ire
•	To plan for continuous improvement and	Technology Integration (Report writing)	
-	professional growth.		
	4. Instructional Techniques		
Uni		5	Remarks
Ι		outlines key concepts of instruction and	
	instructional systems, instructional de	• •	
	• Divide the students into small groups with a different instructional approach. Provide		
	real-life scenarios that require the app	**	
L			

	Provide self-study material regarding instruction design and theories.			
	 prepare a lesson plan and instruction plan incorporating components of instruction design. 			
	 Let the groups discuss and followed by discussion with constructive feedback. 			
II	 Provide reading materials about the instructional methods. 			
	 Shortly analysis of instructional methods and relate Nepali school practices and 			
	instructional approaches.			
	 Provide lecture materials as homework, and use class time for group work, discussions, or 			
	practical exercises.			
	 Students create and share presentations on instructional methods, allowing for peer 			
	feedback and collaborative learning.			
	 Provide the templates for lesson plans. 			
	 Using different strategies to create lesson plans and present, discuss and feedback. 			
III	 Start with an engaging lecture introducing the key concepts of educational technology. 			
	 Divide students into small groups. Assign each group a specific aspect of the sub-topics 			
	of educational technology, each group discusses their assigned topic and prepares a short			
	presentation. Groups then share their findings with the class.			
	• Invite a guest speaker who is an expert in educational technology or organize a panel			
	discussion with multiple experts.			
	• Materials: Handouts, PowerPoint slides, multimedia resources, and real-world examples.			
IV	• Start with a brief lecture on digital literacy and its importance.			
	• Assign students to groups representing different viewpoints (ICT-based vs. traditional			
	teaching). Each group prepares arguments supported by study and examples.			
	• Create a showcase event where students research and present different ICT tools and their			
	applications in education.			
	Briefly explain blended learning and its components.			
	• Provide constructive feedback and discuss how to address potential challenges in			
	implementing blended learning.			
	• Design projects that involve creating multimedia presentations, educational apps, or			
	teaching modules using various instructional technologies.			
	• Utilize tools such as shared documents, online discussion forums, and collaborative			
	platforms to facilitate group work.			
	• Organize or participate in workshops and seminar sessions on new instructional tools and			
	methods.			
	• Use online assessment tools to provide immediate feedback and track student performance over time.			
	1			
	• Materials: Internet access, presentation tools, sample ICT tools, design templates, digital resources			
V	Practicum Activities			
	These practicum activities provide students with valuable hands-on experience and critical			
	thinking opportunities, preparing them to effectively integrate ICT and blended learning			
	approaches in their future teaching practices.			

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.

careers. Reflec	tion: Students write reflective notes or participate in a group discussion, reflecting
	gnificance of ICT and blended learning in modern education and their role as future
Note: Th	ne practical activities given here should be conducted as per the availability of
resource	s and should be considered as the main basis of internal assessment.

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)
- Bates, A. W. (2015). Teaching in a digital age: Guidelines for designing teacher and learning. <u>http://opentextbc.ca/teachinginadigitalage/</u> (unit 3 & 4)

Borish, G.D. (2017). *Effective teaching methods (9th Ed.)*. Pearson. (Unit 2)

- Crowford, A., Saul, EW., Mathews, S, & Makinster, J. (2005). *Teaching learning strategies for the thinking classroom.* Open Society Institute. (Unit 2)
- Davis, B. G. (1993). Tools for Teaching. Jossey-Bass Publishers San Francisco. (Unit 1-3)

- Gagne, R.M., Briggs, L.J., & Wager, W.W. (1992). *Principles of instructional design*. Harcourt Brace College Publishers. (Unit 1)
- Lombardi, P. (2018). Instructional Methods Strategies and Technologies. https://libretexts.org(Unit1,2)
- Sharma, R. A. (2003). Teacher training technology: Managing classroom activities. Surya Publication. (Unit 1-4)

Reference Materials

- Anderson, L. W. (2000). *Taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives, complete edition.* Longman. <u>www.rwtc.net</u> (Unit 3)
- European Union (2020). *Blended learning in school education*. (https://creativecommons.org/licenses/by/4.0/)
- Frei, S., Gammill, A., & Irons, S. (2007). Integrating technology into the curriculum. Shell Education. (Unit 3 & 4)
- Garrett, T. (2008). Student-centered and teacher-centered classroom management: a case study of three elementary teachers. *Journal of Classroom Interaction Vol.* 43 (1), 37-47. (unit 1 & 2)
- Kumar, K. L. (2008). Educational technology (2nd ed.). New Age International Publishers. (Unit 3, 4)
- Mayer, R.E. (eds) (2014). Multimedia Learning, (2nd Ed.). Cambridge University Press. (Unit 4)
- Merrienboer, Jeroen J. G. van (2019). *The four-component instructional design model: an overview of its main design principles*. School of Health Professions Education Maastricht University. (Unit 2)
- Mishra, S. & Sharma, R.C. (eds) (2005). *Interactive Multimedia in Education and Training*. Idea Group Inc (IGI). (Unit 3 & 4)
- Pathak, R. P. & Chaudhary, J. (2012). Educational Technology. Pearson. https://libgen.rs/search.php
- Radovan, M., Meden, E., & Radovan, D.M. (2022). *Defining elements of blended learning and teachers' pedagogical and digital competencies*. <u>https://blendvet.si/</u> (Unit 4)
- Sharma, Y.K. (2002). *Fundamental aspects of educational technology*. Kanishka Publishers. https://library.lol/main/68C920078358DA29F35083CBB6490FDE
- Singh, G. B. (2071). *Active and think teaching learning methods* (In Nepali). Jupitar Publications. (Unit 2)
- Wiley, David A. (Ed.) (2002). The instructional use of learning objects. Agency for Instructional Technology



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 Level: B.Ed. Semester: First Nature of course: Theoretical+ Practical Credit hours: 3 Credit 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.

Specific Objectives	Contents
• To explain the concept,	Unit 1: Introduction to Educational Planning (10 Hrs)
characteristics, and	1.1 Concept and Nature of Educational Planning
development of practice	 Definition and characteristics
planning.	 Historical development of educational planning
• To identify different types of	1.2 Types of Educational Planning
educational planning.	 Short-term, medium-term, and long-term planning
• To analyze different	 Centralized vs. decentralized planning.

3. Specific objectives and Course Contents:

 approaches of educational planning. 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. 	 Decentralized educational planning in the federal structure of Nepal. Strategic Planning 1.3 Approaches of educational planning Social Demand Human Resource Requirement Cost- Benefit Analysis 1.4 Process and Steps in Educational Planning Situational analysis Goal setting and prioritization Resource allocation and budgeting 1.5 Importance of Educational Planning in Nepal Enhancing access, equity and quality in education planning Aligning with national and international educational goals 1.6 Reflections on the challenges and their solutions to Nepal's educational planning.
 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. 	 Unit 2: Educational Management (9 Hrs) 2.1 Introduction to Educational Management Definition, scope, and importance Theories of management (classical, human relations, and systems theory) Public, community and private schools and their governance in Nepal 2.2 Functions of Educational Management Planning, organizing, directing, and controlling. Monitoring and evaluation in educational institutions 2.3 Models of Educational Management Bureaucratic model Collegial model Transformational management model 2.4 Role of Stakeholders in Educational Management Role of Principal, management committees Role of PTA, students and community Role of government and non-governmental organizations 2.5 Reflections on the challenges of school management in Nepal and their solutions.
 To explain the concept and importance of leadership in education To discuss different styles of leadership in education. To analyze the characteristics/ 	 Unit 3: Leadership in Education (10 Hrs) 3.1 Concept of Educational Leadership Definition and importance of leadership in education Leadership vs. management Differences between leadership in private and public/community schools

• To design a streamlined	 Identify key priorities for the school's development.
management structure focusing	 Create short-term and long-term goals, with specific,
on roles, responsibilities, and	actionable steps.
efficiency.	 Present the plan to a panel of instructors or peers for
•	feedback.
• To demonstrate leadership by	5.2 Management System Design (Project Work 2)
planning and implementing a	Tasks:
small-scale school program.	 Propose an organizational structure of an educational
(Such as a fundraiser, cultural	institute.
day, or environmental	 Mention roles and responsibilities.
awareness campaign)	 Develop a brief action plan on how to improve
uwareness campuign)	communication and workflow within the institution.
	 Present the management design with a focus on practical
	implementation.
Note : <i>The teacher should conduct</i>	5.3 Leadership and Teamwork Project (Project Work 3)
any one project work for each group	Tasks
out of three project work.	 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.

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
Ι	Lectures and interactive discussions	
	Case studies of national educational plans	
	• Group projects on developing a development a school	
II	Interactive lectures on management theories	
	Role-playing exercises for managerial decision-making	
	Group discussions on stakeholder involvement in management	
III	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	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	•	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.	

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: (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)	3+3= 6 marks
c) Assignment II: one Term paper/ Project work and Interview: (/term paper/project on the topics chosen by students and approved by the teacher and interview)	4+4=8 marks
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	3.5	3.5	
Viva Voce	8	4	4	
Overall Performance	5	2.5	2.5	
Sum	20	10	10	

Recommended Books and References

- Bush, T. (2007). Educational leadership and management: theory, policy, and practice. *South African Journal of Education*, 27(3), 391–406. (Unit 2, 3)
- Bush, T. (2003). Theories of educational leadership and management. SAGE. (Unit 2, 3)
- Bush, T., Bell, L., & Middlewood, D. (Eds) (2019). Principles of educational leadership and management. Sage.
- 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)

UNESCO. (2018). Educational planning and management: An overview. UNESCO.

Weihrich, H., & Koontz, H. (2005). *Management: A global perspective* (11th edition). Tata McGraw Hill Publishing Company Limited. Unit 2, 3)

References Materials

Aggarwal, Y.P., & Thakur, R.S. (2003). *Concepts and terms in educational planning: A guidebook*. National Institute of Educational Planning and Administration.

Australian Government (2019). *Education planning foundation level*. Department of Foreign Affairs and Trade.

- Caldwell, B. J., & Spinks, J. M. (2013). The self-transforming school. Routledge.
- Dhungel, M.P. (2020). Education policies of Nepal : A socialist perspective. *Journal Of National Development*, 33, (1),113-125.

Fullan, M. (2014). The principal: Three keys to maximizing impact. Jossey-Bass.

Hess, M., Johnson, J., & Reynolds, S. (2014). A developmental model for educational planning: democratic rationalities and dispositions. National Council of Professors of Educational Administration. <u>https://www.academia.edu/</u>

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.

- Mathema, K. B. (2007). Crisis in education and future challenges for Nepal. *European Bulletin of Himalayan Research 31*: 46-46.
- MOEST (2019). National education policy (In Nepali). Government of Nepal.
- Ministry of Education, Science and Technology (2020). *School Sector Development Plan (SSDP) 2016-2023*. Government of Nepal.
- MOEST (2022). School education sector plan 2022/23-2032/32. Government of Nepal.
- Ministry of Education, Science and Technology (2024). *Education information (In Nepali)*. Government of Nepal.
- UNESCO (2015). Education for All Global Monitoring Report. UNESCO.
- UNESCO. (2020). Education in Nepal: National Education Profile. UNESCO.