



Far Western University
Faculty of Education
Bachelor of Education Program

Course Title: **Educational Development in Nepal**

Nature: Theoretical

Course Code: Ed.362

Credit Hours: 3

Level: B.Ed.

Teaching Hours: 48

Semester: Sixth

1. Course Introduction

This course introduces students to educational development and reform practices in Nepal. The key historical phases of educational reform and development that this course offers six distinct periods of education: the period of indigenous education, the period of negligence education, the period of opposition to education, the period of planned growth of education, the period of centralisation and nationalisation of education, and the period of democratisation of education. It emphasizes key policies, plans, and projects, as well as structural frameworks, current issues, and innovations that can shape Nepal's education system. This course also emphasizes the implementation of global commitments, such as Sustainable Development Goal 4 (SDG 4), in the Nepali context, and the development of critical thinking and practical application among students and teachers on the role of technology and equity in advancing education. Ultimately, it reflects future directions and helps them develop innovative ideas in education.

2. Course Objectives

- To enable students to analyse the historical trends and phases of educational development in Nepal.
- To enable students to interpret major national education policies, commissions, plans and projects' contribution to educational development.
- To support students in assessing the current structure, governance and institutional frameworks of Nepalese education.
- To enable students to analyse critical contemporary issues affecting the quality and accessibility of education in Nepal.
- To promote students to explore future directions, innovations and global commitments in shaping education in Nepal.

3. Content with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • To trace the evolution of education through distinct historical periods. • To describe the characteristics of indigenous education before 1825 in Nepal. • To analyse the negligence and opposition periods of education (1825-1951) and their 	<p>Unit One: Overview of Educational Development in Nepal (10 Hrs)</p> <p>1.1. Evolution of Education in Nepal</p> <p>1.2. Period of Indigenous Education (Before 1825)</p> <p>1.3. Period of Negligence Education (1825- 1846)</p> <p>1.4. Period of Opposition to Education (1846-1951)</p>

<p>consequences.</p> <ul style="list-style-type: none"> • To explain the major educational changes introduced during the planned development period (1951-1971). • To discuss the impact of centralisation and nationalisation of education from 1971 to 1990. • To evaluate the educational transformations from the democratic movement of 1990 to the present. 	<p>1.5. Period of Planned Growth of Education (1951-1971)</p> <p>1.6. Period of Nationalisation and Centralisation of Education (1971-1990)</p> <p>1.7. Period of Democratisation of Education (1990-date)</p>
<ul style="list-style-type: none"> • To summarise the major national education policies. • To compare the objectives and recommendations of the NNEPC, NESP, NEC and HLNEC. • To assess the implementation and outcomes of major educational projects like BPEP, EFA, SSRP and SSDP. • To analyse how recent plans, such as SESP (2023-2032) address current educational needs. • To analyse how education has been prioritised and addressed in Nepal's national periodic plans, with a focus on goals, strategies and budget allocation. • To evaluate the educational goals, programs and implementation challenges highlighted in the Sudurpaschim Province's periodic development plans. 	<p>Unit 2: Educational Policies and Plans in Nepal (13 Hrs)</p> <p>2.1 Overview of National Education Policies</p> <p>2.2 Major Commissions and Plans</p> <ul style="list-style-type: none"> • Nepal National Educational Planning Commission (NNEPC)- 2011 B.S. • National Education System Plan (NESP)- 2028 BS • National Education Commission (NEC) -2049 • High-Level National Education Commission (HLNEC) - 2075 B.S. <p>2.3 Major Education Projects and Plans</p> <ul style="list-style-type: none"> • Education for Rural Development in Seti Zone, 1981 • Basic and Primary Education Project (BPEP)1991-2001 • Educational For All (EFA) 2001-15 • School Sector Reform Plan (SSRP), 2009 - 2015 • School Sector Development Plan (SSDP), 2016–2023. • School Education Sector Plan (SESP), 2023-32 <p>2.4 Education in Periodic Plans, Including the Sudurpaschim Provincial Plan</p>
<ul style="list-style-type: none"> • To describe the current structure of school and higher education in Nepal and its national objectives. • To explain the role and governance system of schools and higher education institutions. • To identify the process of school-level curriculum development and textbook distribution in Nepal. • To analyse the examination and evaluation 	<p>Unit 3: Current Structure and Status of Education in Nepal (8 Hrs)</p> <p>3.1 Education Structure and National Objectives</p> <p>3.2 Governance of Education</p> <p>3.3 Curriculum Development and Textbooks</p> <p>3.4 Examination and Evaluation Systems</p> <p>3.5 Teacher Licence, Recruitment and Training</p> <p>3.6 Provincial and Local Bodies of Education</p>

<p>system at different levels of school education.</p> <ul style="list-style-type: none"> • To discuss the mechanisms of teacher licensing, recruitment and training in Nepal. • To evaluate the higher education curriculum development and evaluation system. 	<p>3.7 Higher Education Curriculum Development and Evaluation System.</p>
<ul style="list-style-type: none"> • To identify challenges related to access, equity, and quality in Nepalese education. • To evaluate the distribution of teachers and their professional development opportunities. • To analyse national student assessment results and their implications for learning outcomes. • To discuss the issues of privatisation and public education. • To examine and discuss the use of ICT and blended learning approaches in educational delivery. 	<p>Unit 4: Current Issues of Educational Development (9 Hrs)</p> <p>5.1 Access, Quality, And Equity In Education</p> <p>5.2 Distribution of teachers and their professional development</p> <p>5.3 Student performance in national assessments</p> <p>5.4 Privatisation vs. public education debates</p> <p>5.5 Blended mode of ICT in education</p>
<ul style="list-style-type: none"> • To analyse the investment in education for quality education • To interpret Nepal's role and commitments toward achieving SDG 4. • To evaluate the scope and need for expanding vocational and technical education in the country. • To propose strategies for implementing blended learning in community schools. • To explore the innovative strategies for addressing issues of globalization in education. • To reflect on past educational development trends to recommend future directions and innovations. 	<p>Unit 5: Future Directions and Innovations in Education (8 Hrs)</p> <p>5.1 Investment in Education- Quality Education for all</p> <p>5.2 Education for Sustainable Development (SDG Goals with a focus on SDG 4)</p> <p>5.3 Expansion of Vocational and Technical Education</p> <p>5.4 Blended learning in community schools</p> <p>5.5 Innovative Strategies for Addressing Issues of Globalization in Education</p> <p>5.6 Reflection of educational development for future directions (Assignment Task only)</p>

4. Instructional Techniques

4.1 General Techniques

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

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	<ul style="list-style-type: none"> • Interactive lecture with timeline charts • Group discussion and historical reflection • Concept mapping activity on educational eras 	
II	<ul style="list-style-type: none"> • Policy review and critique through document analysis • Panel presentation on major commissions and projects • Guest lectures by policymakers or educators. 	

	<ul style="list-style-type: none"> • Case study on education in Sudurpaschim Provincial Plan 	
III	<ul style="list-style-type: none"> • Lecture with discussion. • Provide reading materials. • Field visits to schools/higher education institutions. • Workshops on curriculum design and teacher training. • Role-playing provincial/local education governance scenarios. 	
IV	<ul style="list-style-type: none"> • Lecture cum demonstration. • Questions and answers on current issues of educational development • Structured debate on privatisation vs. public education • Data interpretation activity using NAS results. • Group presentation on ICT and blended learning practices 	
V	<ul style="list-style-type: none"> • Project-based learning: Designing a future community school • SDG mapping activity • Reflective on future direction in education innovation. 	

5. Evaluation Scheme

5.1 Internal Evaluation 40%

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

- a) **Attendance and Participation in class activities:** **5+5= 10 marks**
- b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**
(Reflective notes on 2 to 4 questions/issues given by the teacher at the end of every unit and presentation on any two questions among them)
- c) **Assignment II: one Term paper/ Essay/Project and Interview:** **5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- d) **Mid-term exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

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

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

References

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- Roy, S. (2005) Globalisation, ICT and developing nations: challenges in the informationage. Sage (Chapter 4).
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- CDC Nepal (2021). *Curriculum Guidelines and Textbook Framework*. Author. (unit 3)
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- UNESCO (2022). *Education in Nepal: Challenges and Way Forward*. Author. (unit 4)
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- UNDP (2023). *Nepal SDG Progress Report*. Author. (Unit 5)
- MOEST (2022). *Vocational and Technical Education Expansion Plan*. Author. (Unit 5)
- UNESCO (2020). *Global Education Monitoring Report- Nepal Profile*. (Unit 5)
- UNDP. (2016). *Nepal's Roadmap for SDG 4*. (Unit 5)
- World Bank. (2021). *Blended Learning in Low-Resource Settings*. (Unit 5)
- शर्मा गोपीनाथ (२०६२), नेपालका शिक्षा आयोगका प्रतिवेदनहरू, मकालु प्रकाशन (Unit 1)
- शर्मा गोपीनाथ (२०६७), नेपालमा शिक्षाको इतिहास भाग –२, मकालु प्रकाशन। (Unit 1)
- शर्मा गोपीनाथ (२०६८), नेपालमा शिक्षाको इतिहास भाग –१, मकालु प्रकाशन। (Unit 1)