



Far-western University
Faculty of Education
B.Ed. in Education (Ed.483)

Course Title: Alternative Thinking in Education
Course No.: Ed. 483
Level: Undergraduate
Semester: Eighth

Nature of the Course: Theoretical
Credit : 3
Teaching Hours: 48
Time per Period: 1 Hour

1. Course Introduction

This course introduces prospective teachers to alternative thinking in education as both a critical and a constructive response to the limitations of conventional schooling. It is framed by an outcome-based approach and the principle of constructive alignment, so that what students learn, how they learn it, and how they are assessed form a coherent whole. The course first establishes a conceptual and critical foundation, equipping students with the tools of critical thinking needed to interrogate dominant models of formal education. It then examines the seminal theorists of educational alternatives and broadens that canon with contemporary, Global South, and indigenous perspectives. Building on this, students study the principal modes and models of alternative education, learn to design and implement learner-centred programmes, and finally engage with pressing issues of equity, inclusion, and social justice.

2. Course Objectives

On completion on this course, the students will be able:

- a) to critique on formal education.
- b) to conceptualize the role of alternative thinking in education in present context.
- c) to contribute their share in the educational development of Nepal by helping government to achieve the targets of education.
- f) to judge the major thoughts and their proponents in alternative education
- g) to solve the contemporary issues of alternative education in Nepalese context.

3. Contents with Specific Objectives

Specific Objectives	Contents
• Explain meaning, definition and aims of education • Criticize Practice of general education • Conceptualize alternative thinking in education • Identify the characteristics of alternative thinking in education • List out the needs and importance of alternative education	Unit One: Concept of alternative thinking in education (8 hours) 1.1 Concept and criticism of formal education (Alienated learning/ estranged learning, Colonial education, Cramming and rote learning, Banking education and, Enforced education) 1.2 Concept of alternative thinking in education 1.3 Characteristics of alternative thinking in education 1.4 Needs and importance of alternative thinking education
• Summarize de schooling society • Conceptualize school is dead • Elucidate pedagogy of oppressed • Analyze compulsory miseducation • Evaluate the under achieving schools	Unit Two: Ideologies of Alternative Thinking in Education (10 hours) 2.1 De schooling society (I Illich) 2.2. School is dead (E Reimer) 2.3. Pedagogy for oppressed (P Frere) 2.4. Compulsory miseducation (P Goodman)

	2.5. The under achieving school (John Holts)
• Elucidate the alternative education practices in Nepal • Conceptualize various types of alternative education.	Unit Three: Alternative Education (12 hours) 3.1. Lifelong education 3.2 Non formal education 3.3 Digital education 3.4 Adult education 3.5 Special education 3.6 Personalized learning 3.7 Distance education 3.8 Open education 3.9 Life skill education
• Describe various alternative education initiatives in Nepal • Assess the roles and significance of each alternative education initiatives in Nepal.	Unit Four: Alternative Education initiatives in Nepal (10 hours) 4.1 Educational program 4.2 Vocational training 4.3 Career education 4.4 Leisure-based education 4.5 Work in the community, Environmental Activities (Concept, roles and significance of each initiatives)
• Discuss various issues in alternative thinking in education • Judge the solutions to reduce the issues of alternative education.	Unit Five: Major Issues of Alternative Education in Nepal (8 hours) 5.1. Education for students with disruptive/ disciplinary issues 5.2. Education for underachieving & under credited students 5.3. Education for marginalized and deprived students 5.4. Education for students who dropped out/at risk of dropping out 5.5. Education for students with special needs 5.6. Education for social justice

4. Instructional Techniques

4.1 General Techniques

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

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques	Remarks
I	• Divide the students into groups. • Provide self-study material regarding education and society. • Let the groups discuss and provide assignments to prepare a 200-word argument essay. • Presentation of the assignment in the classroom, followed by discussion with constructive feedback.	
II	• Provide reading materials about the Ideologies of Alternative	

	Thinking in education. • Assignment of preparing various Ideologies of Alternative Thinking in education. • Submission of assignments for constructive feedback.	
III	• Divide the students into groups for project work. • Read the materials in the group about alternative education practices in Nepal • Paper presentation in the classroom for discussion/seminar with constructive feedback	
IV	• Lecture cum demonstration. • Provide reading materials (e-books, journals, papers, etc.) • Self-study on Major Issues of Alternative Education • Conduct a seminar on Major Issues of Alternative Education.	
V	• Discussion and group work on major issues of alternative education • Submission of reflective Report on any one major issues of alternative education	

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

6. References

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