

**Mid-West University
Faculty of Education
Surkhet, Karnali, Nepal**



**Bachelor of Education (B.Ed.)
Curriculum
Educational Planning and Management
2021**

Semester-wise Breakdown of the courses

Semester I	Semester II
1. COMP 411: English Language Proficiency I 2. COMP 412: Compulsory Nepali I 3. EDU 413: Socio-Philosophical Foundations of Education 4. EDU 414: Fundamentals of Curriculum Planning 5. EPM 415: Educational Management and Organization	6. COMP 421: English Language Proficiency II 7. COMP 422: Readings in Nepali Language 8. EDU 423: Emerging Theories of learning 9. EPM 424: Policy Planning In Education 10. EPM 425: School Supervision
Semester III	Semester IV
11. EDU 431: Educational Development in Nepal 12. EDU 432: Curriculum and Assessment 13. EPM 433: Test Development and Assessment 14. EPM 434: Curriculum Development in Nepal 15. EPM 435: Teacher Professional Development	16. EDU 441: Social Justice and Education 17. EDU 442: Fundamentals of Research in Education 18. EPM 443: Contemporary Issues of Curriculum 19. EPM 444: Diversity and Education 20. EPM 445: Classroom Management
Semester V	Semester VI
21. EPM 451: Alternative Approaches in Education 22. EPM 452: School Culture and Leadership 23. EPM 453: Conflict Management and Peace Education 24. EPM 454: Non-Formal Approaches to Education 25. EPM 455: Pedagogy in the Classroom	26. EPM 461: Gender and Education 27. EPM 462: Inclusive Education 28. EPM 463: Education and Sustainability 29. EPM 464: Globalization and Education 30. EPM 465: Knowledge Management
Semester VII	Semester VIII
31. EPM 471: Critical Thinking in Education 32. EPM 472: Change Management in Education 33. EPM 473: Quality in Education 34. EPM 474: ICTs and Learning Transfer 35. EPM 475: School Based Management	36. EPM 481: Reflective Practices in Education 37. EPM 482: Technology in Education 38. EPM 483: School Development Plan 39. EPM 484: Student Teaching: on-campus 40. EPM 485: Student Teaching: off-campus

Semester I

EPM 414: Fundamentals of Curriculum Planning

EPM 415: Educational Management and Organization

Course Title: **The Fundamentals of Curriculum Planning**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: EPM 414

Full Marks:

Level/Semester: B.Ed./First

Pass Marks:

1. Course Introduction

This course is designed to acquaint the students with fundamentals of curriculum planning, curriculum development, curriculum implementation and curriculum evaluation. To achieve this goal, this course provides students with opportunities for acquiring essential knowledge and developing critical understanding of issues and the need of curriculum planning, factors influencing curriculum planning, stages and components of curriculum development, essentials of curriculum implementation and needs and strategies for curriculum evaluation and change.

2. Course Objectives

On completion of the course the students are expected to;

- a) specify the need of curriculum planning.
- b) list the fundamental issues of curriculum planning and explain, with example, each issue
- c) identify and explain the factors and forces of curriculum planning
- d) discuss the components and stages of curriculum development
- e) explain the essential requirements for effective curriculum implementation
- f) discuss the change process as a fundamental element of curriculum implementation
- g) list the basic prescriptions for implementing curriculum change
- h) discuss the need of curriculum evaluation
- i) specify the major decision and evaluation techniques
- j) use the basic evaluation models
- k) explore the major issues and challenges of curriculum evaluation

3. Course Contents

Unit One: Basic Issues of Curriculum Planning

1.1 Meaning and concepts of curriculum planning

1.2 Need for better curriculum planning

1.3 Basic issues of curriculum planning

- Does curriculum planning at present make adequate provisions for all children and youth?
- What should be the philosophical bases for curriculum planning?
- What kind educational experiences should be provided by the school?
- What should be the relative emphasis given to general and specialized education
- Who should plan the curriculum
- What are the desirable characteristics of good curriculum

Unit Two: Forces that Influence Curriculum Planning

2.1 Historical and political precedent and tradition

2.2 Cultural patterns and social aims of curriculum determinants

2.3 The pupil and educative process

- 2.4 Teacher Union and students' forces
- 2.5 Philosophical influences
- 2.6 Educational organization and administration
- 2.7 Financing of education
- 2.8 Globalization/global educational policy
- 2.9 Issues of gender, ethnic and sexual minorities, disadvantaged groups S
- 2.10 Science and technology

Unit Three: Developing Curriculum

- 3.1 Situational analysis
- 3.2 Curriculum intent
- 3.3 Curriculum content
- 3.4 Learning activities
- 3.5 Evaluation and assessment

Unit Four: Implementing Curriculum

- 4.1 Essential requirements for effective implementation of curriculum
 - Teacher – motivation, qualification and training
 - Physical facilities
 - Teaching materials and equipments
 - Effective school program
 - Leadership and management
 - Community involvement
- 4.2 Conceptualizations of the change process
- 4.3 Prescriptions for implementing curriculum change

Unit Five: Evaluating Curriculum

- 5.1 Context and relevance of curriculum evaluation
- 5.2 Need of curriculum evaluation
- 5.3 Decisions and evaluation techniques
- 5.4 Evaluation conceptions and models
- 5.5 Issues and challenges in curriculum evaluation

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 marks

6. Prescribed Texts

- a. McNeil, J. D. (2004). *Curriculum: A comprehensive introduction*. New York: Little, Brown and Company (Unit I to V)
- b. Pratt, D. (2000). *Curriculum: design and development*, New York: Harcourt, Brace Jovanovich (Unit I to V)
- c. Print, M. (1993). *Curriculum development and design* (2nded.). Crows Nest NSW: Allen &Unwin (Unit I to V)
- d. Saylor, J.G. and Alexander, W.M. (1999). *Curriculum planning for better teaching and learning*. New York: Rinehart & Company (Unit I to V)
- e. Sowell, E.J. (1996). *Curriculum: an integrative introduction*. New Jersey: Merrill (Unit I to V)
- f. Wiles, J. and Bondi, J. (1997). *Curriculum development: a guide to practice*. New Jersey, NJ: Merril (Unit I to V)

Course Title: **Educational Management and Organization**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: EPM 415

Full Marks:

Level/Semester: B.Ed./First

Pass Marks:

1. Course Introduction

This course is designed for the students who take EPM specialization area at Bachelor of educational science. This course is specially designed for perspective and practicing head teachers, educational managers, administrator and other educational human resources. This course is divided into two parts. The first part deals with the theory of management while the second part talks about the educational management in Nepal. It deals with the contents related to professional educational manager and effective management of educational institution.

2. Course Objectives

On completion of the course the students are expected to;

- a. discuss the theoretical aspect of management and its practice in educational institution.
- b. share the general information about educational management system in Nepal and focusing on problem & issues of educational management with reference in Nepal.
- c. be familiar with the educational management with reference in Nepal.
- d. talk about the organization of Education Management in Nepal.
- e. be familiar with the educational management in SAARC countries

3. Course Contents

Part: One

Unit One: Concept of Management

- 1.1 Meaning and definition.
- 1.2 Elements and function.
- 1.3 Need and importance.
- 1.4 Differentiate among management, administration & organization.
- 1.5 Meaning of educational management.

Unit Two: Management Theories/Approaches and their Implication to School Management.

- 2.1 Scientific
- 2.2 Bureaucratic
- 2.3 Human relation
- 2.4 Behavioral
- 2.5 System &
- 2.6 Contingency
- 2.7 Implication of above theories approaches is school management

Unit Three : Qualification of Educational Manager

- a. Personal
- b. Social
- c. Professional

Impacts of above qualities of school management

Part: Two
Educational Management of Nepal SAARC Countries

Unit Four: Educational Management in Nepal

- 4.1. Historical development
- 4.2. Ancient, Negligence, oppressed, Reformation, Development period and Onward
- 4.3. Personnel public management
- 4.4. Resource management.

Unit Five: Organization of Education Management in Nepal.

- 5.1. Central level (MOE, DOE)
- 5.2. Regional level (RED)
- 5.3. District level (DOE, DEC)
- 5.4. Local level (SMC, VEC, PTA & H.T)

Unit Six: Problems and Issues of Educational Management in Nepal

- 6.1. Structure
- 6.2. Policy
- 6.3. Equity and access

Unit Seven: Brief Introduction of Educational Management of SAARC Countries

Bangladesh, India, Bhutan, Maldives, Afghanistan, Pakistan, Sri Lanka

4. Instructional Techniques

This is a theory course so the teacher will adopt the following techniques to evaluate the students.

General techniques (lecture, Discussion, question answer)

Specific techniques library study self study & paper presentation of report on a topic on problem and issues of educational management system in Nepal.

5. Evaluation Schemes

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6.Prescribed Texts

- a) Aggrwal, J.C. (1991). *School organization, administration and Management*. New Delhi DobaHouse(Unit 1&2).
- b) Afful, Ken (2000). *Management & organization behavior*, Kathmandu. Ekata Books(Unit 1 &2)
- c) Koontz, Herald & Hewing Weirinch (2005). *Management of global perspective*. Singapore: MC Grow Hill (Unit 1&2).
- d) g]kfn ;/sf/ - @)^*_ lzIff P]g @)@* tyflgodfjnL @)% (jt{dfg ;+;f]wg, sf7df08f} M sfg'glstfj Joj:yf ;ldtL (Unit 4&5)
- e) Dhakal,M.P.(2069). *Educational Administration(Nepali)*. Kathmandu: Ratna Pustak Bhandar.(Unit 1-6)

Semester II

EPM 324: Policy Planning In Education EPM 325: School Supervision
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Course Title: **Policy Planning in Education**

Nature of the Course: Theory/Practical

Course No: EPM 424

Level/Semester: B.Ed./Second

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is a theoretical course and it deals with basic concepts of educational policy planning. It also provides the generic knowledge about the globalization and its impact while formulating educational planning. The factors of policy planning as well its analysis are the basic components of educational planning.

2. Course Objectives

On completion of the course the students are expected to;

- a. define educational policy, determinant factors and analysis policy
- b. explain the needs for planning culture
- c. describe socio economic mobility for planning
- d. describe the globalization and labor flexibility
- e. identify the socio economic mobility for planning
- f. describe globalization and labor flexibility

3. Course Contents

Unit One: Concept of Educational Policy

1.1 Parameter of policy planning

Economic
Educational
Change dynamics

1.2 Policy mode

Systemic mode
The ad hoc mode
The incremental mode
The importance mode

1.3 Criteria of policy options

Desirability
Affordability
Feasibility

Unit Two: Determinant Factors for Policy Making

2.1 Socio-cultural factor

2.2 Economic factor

2.3 Political factor

2.4 Organizational factor

2.5 Systemic factor

2.6 Global and local factors

Unit Three: Analysis of Education Policy

- 3.1 Policy making
- 3.2 Existing situation
- 3.3 Generating policy options
- 3.4 Making policy options
- 3.5 Policy impact assessment
- 3.6 Evaluating policy options
- 3.7 Subsequent policy cycle
- 3.8 Policy analysis for educational planning

Unit Four: Need for a Planning Culture

- 4.1 Meaning
- 4.2 Characteristics
- 4.3 Importance
- 4.4 Thinking culture
- 4.5 Implications

Unit Five: Socio Economic Mobility for Planning

- 5.1 Structural change
- 5.2 Dynamic strategies
- 5.3 Analysis of mobility for planning

Unit Six: Globalization and Labor Flexibility

- 6.1 Social protection
- 6.2 Social safety, employment and poverty
- 6.3 Social insurance and protection: Dealing with risk and volatility

4. Instructional Techniques

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) John, S. and Martial, D. collaboration with Jane, S. (2007). *Global perspectives on teacher learning: improving policy and practice*. Paris: UNESCO, IIEP.
- b) Nicholas, I. (1998). *Educational planning in east Africa: the role of imported planning technology*. Masters' thesis submitted to department of graduate of educational research Calgany, Alberta.
- c) Wadi D. Hadded with the assistance of Terri Densky (1995). *Education policy planning process: an applied framework*. UNESCO: IIEP.

Course Title: **School Supervision**

Nature of the Course: Theory/Practical

Course No: EPM 425

Level/Semester: B.Ed./Second

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is the professional course of BES. This course is designed to help students understand the principles, purpose, functions, processes and practice of school supervision. This course also deals with problems and issues relating to instructional supervision. It provides learners with an opportunity to develop the supervisory leadership and skills. During the course it is expected that the students will get acquainted with the emerging trends of educational supervision.

2. Course Objectives

On completion of the course the students are expected to;

- a. define and describe the process of school supervision.
- b. describe the need for supervision to improve the quality of teaching learning in schools.
- c. explain the historical evolution of supervisory practices, thoughts and approaches.
- d. define and explain the concepts, process and steps involved in providing clinical supervision.
- e. examine the current practice of school supervision in nepal.
- f. define supervision and support system in action
- g. differentiate clinical supervision from professional development

3. Course Contents

Unit One: Changing Concept and Practice of Supervision

- 1.1 Meaning and definitions of educational supervision
- 1.2 Objectives of school supervision
- 1.3 Need of School supervision
- 1.4 Functions of school supervision
- 1.5 Rationale for school supervision
- 1.6 Inspection vs. supervision
- 1.7 Types of supervision
- 1.8 Domains of supervision

Unit Two: Evolution of School Supervision

- 1.1 Period of administrative inspection
- 1.2 Period of efficiency orientation
- 1.3 Period of co-operative efforts
- 1.4 Period of research orientation

Unit Three: Supervisory Skills

- 3.1 Basic supervision skills (Communicating, providing leadership, releasing human potential and building teacher morale)
- 3.2 Conceptual skill
- 3.3 Human relations skill
- 3.4 Technical skill
- 3.5 Counseling and discipline
- 3.6 Resolving conflict

Unit Four: Process of Supervision

- 4.1 Group processes in supervision
- 4.2 Types of group
- 4.3 Phases of group process
- 4.3 Conditions for group process
- 4.4 Types of group process

Unit Five: Approaches to School Supervision

- 5.1 Power with and power over approach to supervision
- 5.2 Styles of supervision
- 5.3 Teacher development and support
- 5.4 Building rapport with schools and teachers
- 5.5 Competency-based approach
- 5.5 School-based- supervision
- 5.6 School supervision through school clusters

Unit Six: Supervision and Support System in Action

- 6.1 Supervision and support services to teachers
- 6.2 Job description of school supervisors
- 6.4 Teacher support mechanism systems
- 6.5 Role of field supervisor
- 6.6 Training of supervisors (Job Instruction Training-JIT)
- 6.7 Pillars of supervision
- 6.8 Diversity in supervision
- 6.9 Ethics of supervisor

Unit Seven: Clinical Supervision and Professional Development

- 7.1 Beginning of clinical supervision
- 7.2 Central principles of clinical supervision
- 7.3 Steps and process of clinical supervision
- 7.4 Teacher-supervisor relationship in clinical supervision
- 7.5 Practical issues in clinical supervision
- 7.6 Instructional planning in clinical supervision
- 7.7 Observation and analysis of classroom instruction

Unit Eight: Organization and Practice of School Supervision in Nepal

- 8.1 Historical evolution of supervisory practices in Nepal
- 8.2 Organization and structure of supervision
- 8.3 Role and responsibility of supervisory personnel in Nepal (HM, DEO, SS and SMC)
- 8.4 Problem and issues of school supervision in Nepal
- 8.5 Supervision policy of MOE

4. Instructional Techniques

The methods and techniques of instruction will mostly lectures, class discussion, school survey, school and class observation & question answers.

5. Evaluation Scheme

- Internal:40%
- External:60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Adams, H.P. and Dickey, F.G. (1975). *Basic Principles of Education, Administration and supervision*. New York: American Book Company((Unit 1-2).
- Adhikari, N.P. (2069). *Educational Administration and supervision(Nepali)*. Kirtipur: Sunlight Publication(Unit 1-8).
- Agrawal, J.C. (1994). *Educational Administration, management and supervision*. New Delhi: Jaya Book Dept(Unit 1).
- Alternative Models in Reforming School Supervision (2007)*. Paris: IIEP(Unit 1-8).
- Bulin, J.G. (1996). *Supervision*. USA: Houghton Mifflin Company(Unit 1-8).
- Cogan, M.L. (1973). *Clinical Supervision*. Boston, USA: Houghton Mifflin Company(Unit 7).
- Goldring, B.B and Sullivan, A.V. (1996). *International Hand Book of Educational Leadership and Administration*. Boston: Vanderbilt University, Kulwer Academic Publishers.
- Lesley, K. and Others (1999). *Professional Development for Educational Management*. Philadelphia: Open University Press.
- HMG/MOE, *Education for All, National Action plan of Nepal (2001-2015)* KesharMahal: Author
- Sharma, S.K. (2003). *Administration and Supervision in School*. New Delhi: Mohit Publication(Unit 1,2&3).
- The Management of Supervision staff (2007)*. Paris: IIEP, UNESCO.
- Understanding a National Diagnosis on School Supervision: Some Guidelines*. Paris: IIEP UNESCO.

५० निरीक्षण निर्देशिका दोश्रो संस्करण (२०४९), भक्तपुर: पाठ्यक्रम पाठ्यपुस्तक तथा निरीक्षण विकास केन्द्र (Unit 6).

ल० पौडेल, लेखनाथ (२०५३), शैक्षिक प्रक्रिया र नेपालमा शिक्षा, काठमाण्डौ: आठराई प्रकाशन (Unit 8).

य० राष्ट्रिय शिक्षा पद्धतिको योजना २०२८, काठमाण्डौ: श्री ५ को सरकार, शिक्षामन्त्रालय (Unit 8).

उ० राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९, केशरमहल: राष्ट्रिय शिक्षा आयोगको कार्यालय (Unit 1-8).

त्र० उच्च स्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०५५, केशरमहल: उच्च स्तरीय राष्ट्रिय शिक्षा आयोगको कार्यालय (Unit 8).

च० शिक्षा ऐन २०२८, शिक्षानियमावली २०४९, काठमाण्डौ: मकालु बुक्स एण्ड स्टेसनर्स (Unit 8).

Semester III

EPM 433: Test Development and Assessment

EPM 434: Curriculum Development in Nepal

EPM 435: Teacher Professional Development

Course Title: **Test Development and Assessment**

Nature of the Course: Theory/Practical

Course No: EPM 433

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

Testing is a dominant means of student assessment both at the school and university levels. In this context, this course is designed to acquaint the students with the fundamentals of assessment in teaching. It provides them with opportunities to learn ways in which tests are used as a means of assessment and the ways they are constructed and validated.

2. Course Objectives

On completion of the course the students are expected to;

- a) define assessment, test and measurement.
- b) differentiate between measurement and assessment.
- c) explain various types of assessment.
- d) understand the concept of reliability and validity of a measuring instrument and be able to compute reliability and validity of classroom tests.
- e) list and explain the stages of planning classroom tests and assessments.
- f) construct various kinds of subjective and objective tests.
- g) explain the considerations for assembling test items.
- h) describe the factors to be considered while administering the test.
- i) describe and be able to use techniques for scoring subjective and objective tests.
- j) estimate and compute difficulty level and discrimination index of objective test items using item analysis techniques.
- k) be familiar with various non-testing devices and techniques of assessment and aware of their advantages and limitations.

3. Contents

Unit One: Test, Measurement and Assessment

1.1 Meaning and concept of assessment, test and measurement

1.2 Types of assessment

- Placement, formative, diagnostic and summative assessment
- Norm-referenced and criterion-referenced assessment

1.3 Instructional goals and objectives: foundation for assessment

- General and specific objectives
- Writing instructional objectives (both general and objectives)

Unit Two: Reliability and Validity

2.1 Reliability

- Meaning and definition of reliability
- Types of reliability
- Methods of estimating reliability (test-retest and split-half methods)

2.2 Validity

- Meaning and definition of validity
- Types of validity
- Estimating content validity

Unit Three: Planning Classroom Tests and Assessment (8 hours)

- 3.1 Determining the purpose of the test
- 3.2 Developing specifications for tests and assessments (building table of specifications)
- 3.3 Selecting appropriate types of items and assessment tasks
- 3.4 Preparing relevant assessment tasks
- 3.5 Assembling the assessment
- 3.6 Administering the assessment
- 3.7 Appraising the assessment
- 3.8 Using the results

Unit Four: Constructing Test Items (8 hours)

- 4.1. Short-answer items
- 4.2. True-false or alternative-response items
- 4.3. Matching exercises
- 4.4. Multiple-choice forms
- 4.5. Essay type test

Unit Five: Administering and Appraising Classroom Tests and Assessments

- 5.1 Administration and scoring classroom tests and assessments
 - General considerations in administering tests
 - Scoring the test (essay type and objective)
- 5.2 Item analysis
 - Determining item and task effectiveness
 - Computing item difficulty and discriminating power
 - Evaluating the effectiveness of distracters

Unit Six: Non-testing Techniques of Assessment

- 6.1 Observation: Rating scale and check list
- 6.2 Portfolio
- 6.3 Peer-appraisal
- 6.4 Anecdotal records
- 6.5 Self-report techniques
- 6.6 Continuous assessment

4 Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

5 Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20marks

6. Prescribed Texts

- a) Ebel, R. L. & Frisbie, D.A. (1991). *Essentials of educational measurement* (5th ed.). Upper Saddle River, NJ: Prentice Hall (Unit I to VI).
- b) Gronlund, N.E. (1998). *Assessment of student achievement* (6th ed.), Boston: Allyn&Backon (Unit I to VI)
- c) Miller, M.D., Linn, R.L. & Gronlund, N.E. (2008). *Measurement and assessment in teaching* (10th ed.) New Delhi: Pearson Education (Unit I to VI)
- d) Popham, W.J. (2007). *Classroom assessment: what teachers need to know* (5th ed.) London: Pearson Education (Unit I to VI)
- e) Reynolds, C.R., Livingston, R.B. and Willson, V. (2009) *Measurement and assessment in education*. New Delhi: PHI Learning (Unit I to VI)
- f) Taiwo, A.A. (2000). *Fundamentals of classroom testing*. New Delhi: Vikash Publishing House (Unit I to III).

Course Title: **Curriculum Development in Nepal**

Nature of the Course: Theory/Practical

Course No: EPM 434

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is designed to acquaint the students with the educational development in Nepal with a particular focus on school curriculum. It provides a general overview of educational development during the Rana and Panchayat period, followed by the post-1990 educational development. Students also acquire knowledge and understanding of school curriculum in those periods. This course also provides students opportunities to learn about the curriculum development process in recent times, including the roles of Curriculum Development Centre in the development of school curricula and textbooks.

2. Course Objectives

Upon completion of this course, the students are expected to

- a) be acquainted with the major periods of educational history of Nepal.
- b) analyze the major educational changes and developments in different historical periods.
- c) critically appraise the educational development and changes brought about by NNEPC and NESP.
- d) be acquainted with, and develop critical understanding of, contemporary educational reforms programs.
- e) specify the roles and responsibilities of Curriculum Development Centre in Nepal
- f) explain the curriculum development process in Nepal
- g) explore the problems and issues of curriculum development in Nepal
- h) be acquainted with school curriculum in Nepal
- i) suggest ways to improve school curriculum in Nepal

3. Course Contents

Unit One: Historical Overview of Educational Development in Nepal

- 1.1. Educational development before the Rana period
- 1.2. Educational development during the Rana period
- 1.3. Educational development during the Panchayat period
- 1.4. Educational development after the restoration of democracy

Unit Two: Curriculum Development in Historical Time

- 2.1 Curriculum before and during the Rana period
- 2.2 Curriculum suggested by Nepal National Educational Planning Commission
- 2.3 Curriculum suggested by NESP
- 2.4 Curriculum suggested by NEC

Unit Three: Curriculum Development in Modern Times

- 3.1. Curriculum Development Centre: organizational structure and roles and responsibilities
- 3.2. Curriculum development and approval process
- 3.3. Textbooks development at CDC

- 3.4. Free textbook policy – production and distribution (roles of CDC, JEMC, Private printers and Sajha)
- 3.5. Local curriculum development process
- 3.6. Problems and issues of curriculum development in Nepal

Unit Four: Analysis of School Curriculum in Nepal (8 hours)

- 4.1. Primary school curriculum
- 4.2. Lower-secondary school curriculum
- 4.3. Secondary school curriculum
- 4.4. Suggestion for improving school curriculum in Nepal

Unit Five: Issues and Challenges of Curriculum Development in Nepal (10 hours)

- 5.1. Central versus local curriculum
- 5.2. Medium of instruction
- 5.3. Technology and resources
- 5.4. Competency of teachers
- 5.5. Student assessment

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Curriculum Development Centre (2005). *National Curriculum Framework for School Education (pre-primary – 12) in Nepal*, Sanathimi: Author (Chapter III)
- b) Lau, D.C. (2001). Analyzing the curriculum development process: three models, *Pedagogy, Culture and Society*, 9(1), pp. 29 – 44 (Chapter III and V)
- c) Website of Curriculum Development Centre www.moecdc.gov.np (Chapter III and IV)
- d) College of Education (1956). *Education in Nepal: Report of Nepal National Educational planning Commission*. Kathmandu: College of Education (Chapter I)
- e) Government of Nepal Education Act and Regulation (latest amendments). Kathmandu: Author (Chapter III to V)
- f) Government of Nepal/Ministry of Education *Reform documents and programmes – NEC report, BPEP, EFA core document, SSRP, CSSP*. Kathmandu: Author (Chapter I to V)
- g) His Majesty's Government of Nepal (1971). *National Educational systematic Plan*. Kathmandu: Author (Unit II) (Chapter I)
- h) Poudel, L.N. *Educational process and education in Nepal* (in Nepali). Kathmandu: Prativa Pustak Bhadar (Chapter I to V)
- i) Poudel, L.N. *Educational development in Nepal* (in Nepali). Kathmandu: Bidhyarthi Pustak Bhandar (Chapter I)

Course Title: **Teacher Professional Development**

Nature of the Course: Theory/Practical

Course No: EPM 435

Level/Semester: B.Ed./Third

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is designed for the students of bachelor level with specialization in educational sciences. The course aims to expose the students to the concept of TPD, models of TPD and role and responsibilities of related agencies in teacher professional development. Efforts will also be made to familiarize the students with the problems, issues and challenges of TPD and encourage them to find ways of addressing the challenges and find solution in the context of Nepal.

2. Course Objectives

On completion of the course the students are expected to;

- a) be familiarized with the concept of TPD
- b) explain the models of TPD
- c) discuss the professional of schools
- d) explain the ways and impact of TPD
- e) understand the problem, issues and their solution of TPD
- f) talk about the role and responsibilities of different agencies of TPD

3. Course Contents

Unit One: Concept of Teacher Professional Development

- 1.1 Meaning and definitions of professional development
- 1.2 Features of professional development
- 1.3 Kinds of professionals
- 1.4 Variables of teacher development
- 1.5 Needs and importance of TPD
- 1.6 Affecting features of TPD

Unit Two: Modes of Teacher Professional Development

2.1. Models of TPD

- Organizational partnership models
- Individual/ small group models

2.2. Professional development schools

- School's network
- Distance education
- Co-operation
- Self -concept

2.3. Impact of TPD

- Impact on teacher
- Impact on student learning

2.4. Ways of TPD

- Pre-service education/ training

- In- service education / training

2.5. Training psychology and its implication

Unit 3: Individual and Professional Development

- 3.1.Principles of professional development (symbolic interactionism, critical theory and theory of postmodern try
- 3.2.Needs and priorities in professional development
- 3.3.Stages of professional development of a school system
- 3.4.In- services professional development

Unit 4: Issues and Challenges of TPD

- 4.1.Higher expectations
- 4.2.Hiring new teachers
- 4.3.Quality professional guidelines
- 4.4.Quality professional development challenges
- 4.5.Affecting factors for TPD
- 4.6.Supporting quality professional development
- 4.7.Challenges of TPD in the Nepalese context

Unit 5: Agencies of TPD

- 5.1.The role of school and education leaders
- 5.2.Ministry of education (MOE)
- 5.3.Department of education (DOE)
- 5.4.NCED
- 5.5.TSC
- 5.6.Faculty of education
- 5.7.Teacher union
- 5.8.NGOs
- 5.9.Teacher educators

4. Instructional Technology

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Dempster, N. (2002 a). *The Professional Development of Principals, Theoretical Framework, the Practicing Administrator*(Unit 1-5).
- b) Dempster, N. (2002b). *Professional Development of Principal, Review of Policy, the Practicing Administrator*(Unit 1-2).
- c) The Finance Project (2004). *Teacher professional development*. Columbia: Public Education Network(Unit 1).
- d) Abdal – Hagg, I. (1996) Making Time for TPD ERIC Digest. Washington, DC: ERIC Clearing House on Teaching and Teacher Education(Unit 1-5).
- e) Benejam, P., Espinet. M. (1992). *Issues and Problems in Teacher Education: An International Handbook*. New York: Leavitt HB(Unit 1-5).
- f) Calderhead, J. Shorrock, S.B (1997). *Understanding Teacher Education: Case studies in the Professional Development of Beginning Teachers*. London: The Falmer Press(Unit 1-5).
- g) Fessler, R., Christensen, J. (1992). *The teacher career cycle: understanding and guiding the professional development of teachers*. Boston: Allyn and Bacon.
- h) Falk, B. (2001). *Professional Learning through Assessment*. New York: Teachers College Press(Unit 1-5).
- i) NCED (2008) *Teachers development in Nepal*. Bhaktapur: Authors (unit 4&5)

Semester IV

EPM 443: Contemporary Issues of Curriculum EPM 444: Diversity and Education EPM 445: Classroom Management

Course Title: **Contemporary Issues in Curriculum**

Nature of the Course: Theory/Practical

Course No: EPM 443

Level/Semester: B.Ed./Fourth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course acquaints the students with the fundamental issues of curriculum, providing them with opportunities for learning and developing critical understanding of contemporary issues that lie at the heart of public concerns and debate. The course includes a wide range of curricular issues including value education, life-skills approach to education, medium of instruction, Sanskrit education, inclusive approach to curriculum, alternative approach to education and others.

2. Course Objectives

Upon completion of this course, the students are expected to

- a) discuss whether school curricula are being designed following the curriculum development stages
- b) specify the need of coherence and continuity for designing curricula.
- c) explain the issue and need of timely improvement and revision of curriculum
- d) discuss the need of value education.
- e) demonstrate understanding of life skills approach to education.
- f) mention the focus of curriculum in relation to its demand for work.
- g) discuss the various pedagogical issues of curriculum with examples.
- h) list various contemporary issues of curriculum.
- i) discuss the issues related to ICT, medium of instruction and local curriculum
- j) analyze the need of Sanskrit education and inclusive approach to education.

3. Contents

Unit One: Issues Related to Curriculum Design

1.1 Situational analysis for curriculum development

1.2 Curriculum Development Process (whether school curricula are being designed following the curriculum development stages)

1.3 Curricular Coherence and Continuity

1.4 Timely improvement and revision of curriculum

Unit Two: Issues Related to the Focus of Curriculum

2.1 Need for Value Education

2.2 Life Skills Approach to Education

2.3 Education for Work

Unit Three: Pedagogical Issues of Curriculum

3.1. Language issues

3.2. Subjects and contents to teach

3.3. Instructional approach

3.4. Assessment issues

3.5. Teacher curriculum decision-making

Unit Four: Contemporary Curricular Issues and Challenges

- 4.1. Need for Information and Communication Technology Education
- 4.2. Inclusive Approach to Curriculum
- 4.3. Sanskrit Education
- 4.4. Subjects to Teach
- 4.5. Alternative Education

Unit Five: Global Issues of Curriculum (8 hours)

- 5.1. Globalization, internalization and interdependence
- 5.2. Global citizenships, migration and education
- 5.3. Knowledge society and knowledge economy
- 5.4. Climate change and ecological sustainability

Unit Six: Centralization and Decentralization of Curriculum Decision (12 hours)

- 6.1. Centralized/national curriculum: meaning
- 6.2. Characteristics of centralized curriculum
- 6.3. Advantages and disadvantages of centralized curriculum
- 6.4. Decentralization of curriculum decision and local curriculum
- 6.5. Characteristics of local curriculum
- 6.6. Advantages and disadvantages of local curriculum

3. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

4. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Curriculum Development Centre (2009). *National Curriculum Framework for School Education (pre-primary – 12) in Nepal*, Sanathimi: Author (Unit IV)
- b) Kelly, A. V. (2004). *The Curriculum theory and practice*. Sage Publications London (Unit I to V)
- c) Marsh, Colin J. & Wills, George (1999). *Curriculum: alternative approaches, ongoing issues*. New Jersey: Prentice-Hall Inc (Unit I to V)
- d) McNeil, J. D. (2008). *Contemporary Curriculum: in thought and action* (7thed.). New York: John Wiley and Sons (Unit I to V)
- e) Ornstein, A. & Hunkins, F. (2004). *Curriculum: foundation, principles and issues* (4th Edition). Boston: Allyn and Bacon (Unit I to IV)
- f) Print, M. (1993). *Curriculum development and design*, Crows Nest NSW: Allen and Unwin (Unit I to V)

7. References

- a) Ross, A. (2000). *Curriculum: construction and critique*. London: Falmer Press
- b) Schiro, M. S. (2008). *Curriculum theory: conflicting vision and enduring concern*. New Delhi: SAGE Publications
- c) Sowell, E. J. (1996). *Curriculum: An integrative introduction*. Upper Saddle River, NJ: Merrill/Prentice Hall
- d) Tanner, D. & Tanner, L. (1980). *Curriculum development: theory into practice*. New York: Macmillan
- e) Wiles, J. & Bondi, J. (1993). *Curriculum development: A guide to practice*. Ohio: Prentice-Hall, Inc.

Course Title: **Diversity and Education**

Nature of the Course: Theory/Practical

Course No: EPM 444

Level/Semester: B.Ed./Fourth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course aims to acquaint the students with the emerging issues, patterns and challenges of diversity in education. It provides them with knowledge and understanding of meaning and concepts of diversity, need of studying diversity in education. The course also introduces the students to the various strategies to address diversity in education and the ways of approaching the issues surrounding the concept of diversity and organization of education. Moreover, this course deals with the challenges of diversity for educational policy makers and planners with special reference to Nepal.

2. Course Objectives

Upon completion of this course, the students are expected to

- a) conceptualize the meaning of diversity
- b) explore the reasons for studying diversity in education
- c) list various dimensions of diversity in education and explain, with example, each of them
- d) discuss strategies for accommodating diversity in education
- e) define multicultural, bilingual and multicultural education
- f) explain the role of inclusive education in accommodating diversity in education
- g) define structural diversity in education
- h) discuss mechanism for managing structural diversity
- i) list three models of incorporating diversity and explain, with example, each model
- j) explore challenges of diversity for educational policy-makers and planners
- k) discuss the constraints on education planners with reference to Nepal

3. Contents

Unit One: Meaning and Concept of Diversity in Education

1.1 Meaning of diversity

1.2 Need and importance of studying diversity in education

1.3 Dimensions of diversity in education

Unit Two: Dimensions of Diversity in Education (special reference to Nepal)

2.1 Gender

2.2 Ethnicity and caste

2.3 Language

2.4 Economy

2.5 Culture and religion

2.6 Physical and mental development (physical and mental impairment)

2.7 Intelligence and ability

Unit Three: Strategies for Accommodating Diversity in Education

3.1. Multicultural curriculum

3.2. Bilingual and multilingual education

- 3.3. Inclusive education
- 3.4. Changing school culture
- 3.5. Action for social justice
- 3.6. Local and school-based curriculum
- 3.7. Instruction based on equity rather than equality

Unit Four: Diversity and the Organizations of Education (8 hours)

- 4.1 Structural diversity in education
- 4.2 Mechanism for managing structural diversity
- 4.3 School choices, incentives and vouchers
- 4.4 Community-based schooling
- 4.5 Public-private partnership

Unit Five: Models for Incorporating Diversity (7 hours)

- 5.1 Assimilationist model
- 5.2 Differentialist model
- 5.3 Multiculturalist model

Unit Six: Challenges of Diversity for Educational Policy-makers and Planners (7 hours)

- 6.1. Educational issues central to debate about planning for diversity
- 6.2. Debates about school-based priorities
- 6.3. Constraints on educational planners

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Banks, J. A. (2006) Cultural diversity and education: foundations, curriculum and teaching. Boston, MA: Allyn and Bacon (Unit I to VI)
- b) Corson, D. (1998) Changing education for diversity. Buckingham: Open University Press (Unit I to VI)
- c) Inglis, C. (2008) Planning for cultural diversity. Paris: UNESCO/IIEP (Unit I to VI)
- d) Watson, C.W. (2002) Multiculturalism. New Delhi: Viva Books (Unit III)

Course Title: **Classroom Management**

Nature of the Course: Theory/Practical

Course No: EPM 445

Level/Semester: B.Ed./Fourth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course aims to acquaint the students with the various aspects of the system and structure of classroom management. It also deals with the classroom management techniques and strategies of classroom management. The students will be encouraged to identify the roles and responsibilities of teacher, educational leaders and policy makers with reference to classroom management.

2. Course Objectives

On completion of the course the students are expected to;

- a. be familiar with the classroom management.
- b. learn the system and structure of education in Nepal with reference to classroom management.
- c. to provide the students with an in-depth understanding of education for all program and school sector reform plan.
- d. talk about the systematic approaches of teachers and students.
- e. create positive classroom management for enhanced students' learning.
- f. learn the classroom management tips for effective teaching learning.
- g. Learn the tips for effective classroom management

3. Course Contents

Unit One: Classroom Management: Techniques and Strategies

- 1.1 Concept of classroom management
- 1.2 Classroom management techniques
- 1.3 Implications for classroom management

Unit Two: Systematic Approaches (8hrs)

- 2.1 Good behavior
- 2.3 Discipline with dignity
- 2.3 Tools for teaching
- 2.4 Positive classrooms
- 2.5 Assertive discipline
- 2.6 Discipline without stress, punishments
- 2.7 Classroom management as a process
- 2.8 Classroom management as time management
- 2.9 Common mistakes in classroom behavior management

Unit Three: Positive Classroom Management (12hrs)

- 3.1 Rules and reactions
- 3.2 Teaching basic understanding: limits and courtesies
- 3.3 Key dimensions (setting up a safe and productive learning environment)
- 3.4 Teaching (focused stay and learn)

- 3.5 Preparing classroom
- 3.6 Reflective practices for better teaching

Unit Four: Teacher Management (8hrs)

- 4.1 Preparation
- 4.2 Recruitment
- 4.3 Retention
- 4.4 Teacher supply and demand
- 4.5 Induction and mentoring programs

Unit Five: Management, Leadership and Policy Makers (10hrs)

- 5.1 Management and leadership
- 5.2 Governance
- 5.3 Quality assurance
- 5.4 Implications for planners and policy makers

Unit Six: Tips for Effective Classroom Management (5hrs)

- 6.1 Management in the classroom
- 6.2 The edifice of classroom management
- 6.3 A smooth running classroom
- 6.4 Beliefs in classroom

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Abdul, S. A. (2001). *Development of learning and thinking society*. International conference on teaching and learning. Bangi, Malaysia.
- b) Beyer, B.K (1987). *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon.
- c) Bourke, J. M. (2004). *Towards the Design of a Problem-Solving Programme of Instruction for Teaching English Grammar to Secondary-level ESL Students*. In Journal of Applied Research in Education, (8).104-122.
- d) Chai, C.S. and Tan, S.C. (2003). *Constructing Knowledge Building Communities in Classrooms*. REACT, (22), 2, .91-101. Nanyang Technological University & National Institute of Education. Singapore.
- e) Chang, S.C. A. (2001). *Implementation of the 'Thinking Schools, Learning Nation' initiative* .In Singapore. Journal of Southeast Asian Education, 2(1), 3-41.
- f) Chelliah, C.P. (2001). *Creative Teaching and learning through the use of learning modules in the 21st.century schools*. International Conference on Teaching and Learning. Bangi, Malaysia.
- g) Cotton, K. (2003). *Teaching thinking skills*. [<http://www.nwrel.org/scpd/sirs/cu11>]
- h) Eggen, P.D. and Kauchak, D.P. (2001). *Strategies for teachers: Teaching contents and thinking skills*. Boston: Allyn and Bacon.
- i) Robert, D. (1995). *Positive classroom management: a step by step guide to successfully running the show without destroying student dignity*. Thousand oak: Sage Publications Company.

Semester V

EPM 451: Alternative Approaches in Education

EPM 452: School Culture and Leadership

EPM 453: Conflict Management and Peace Education

EPM 454: Non-Formal Approaches to Education

EPM 455: Pedagogy in the Classroom

Course Title: **Alternative Approaches in Education**

Nature of the Course: Theory/Practical

Course No: EPM: 451

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This is the professional course designed for students of B.E.S. with the aim of providing alternative thinking in education. The course aims to develop the dynamic, competent and persistent people who have comprehensive knowledge in alternative approaches in education. It deals with the different alternative approaches in education. It also deals the issues of alternative approaches of education in Nepal.

2. Course Objectives

On completion of the course the students are expected to;

- a. elaborate the alternative approaches of education
- b. identify different issues about alternative approaches of education in Nepal.
- c. find out need of pedagogy of the oppressed
- d. find out the causes of pedagogy of the hope
- e. identify the reason of school and inequality
- f. recognize four pillars of education

3. Course Contents

Unit One: Alternative Approach

- 1.1 Concept of alternative approach in education
 - 1.2 Evolution of alternative approach in education
 - 1.3 Needs and importance of alternative approach in education
 - 1.4 Education in Future
- Six forces that will remake schools

Unit Two: De-schooling Society

- 2.1 Concept
- 2.2 Premises
- 2.3 Application

Unit Three: Pedagogy of the Oppressed

- 3.1 Concept
- 3.2 Premises (Banking education system)
- 3.3 Application

Unit Four: Pedagogy of the Hope

- 4.1 Concept
- 4.2 Premises
- 4.3 Application
- 4.4 Future education system

Unit Five: School and Inequality

- 5.1 School and its dead concept
- 5.2 Education and freedom
- 5.3 The evolutionary role of education
- 5.4 Strategies for a peaceful education
- 5.5 Knowledge management in school
- 5.6 Value pluralism, democracy and education

Unit Six: Four Pillars of Education (only concept and premises)

- 6.1 Learning to be
- 6.2 Learning to do
- 6.3 Learning to know
- 6.4 Learning to live together
- 6.5 ICT in teaching

Unit Seven: Alternative Education in the Context of Nepal

- 7.1 Alternative school program
- 7.2 Out of school program
- 7.3 Women education
- 7.4 Adult education
- 7.5 Non formal primary education
- 7.6 Community learning center (CLC)
- 7.7 Income generation program
- 7.8 Problems and issues of alternative education in Nepal.

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Techniques

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Freire, P. (1970). *Pedagogy of the oppressed*. New York: Penguin education((Unit 2-3).
- b) Freire, P. (1992). *Pedagogy of Hope*. New York: continuum press(Unit 1-4).
- c) Haralambos, M. (2003). *Sociology: themes and perspectives*. New York: Oxford University(Unit 5-7).

Course Title: **School Culture and Leadership**

Nature of the Course: Theory/Practical

Course No: EPM: 452

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course aims to help students understand the meaning and importance of school culture and enable them to use tools to diagnose and assess the culture of a school. This course acquaints them with various components of school culture and the role of leaders in shaping school culture. It also provides them with opportunities for learning about the meaning and importance of inclusive school culture. Finally, this course helps students develop critical understanding of the issues and problems of improving school culture at both public and private schools in Nepal.

2. Course Objectives

On completion of the course, the students are expected to;

- a) conceptualize the meaning of school culture
- b) differentiate between school culture and school climate
- c) discuss the importance of studying school culture
- d) list various components of school culture and explain each component
- e) be familiar with various tools to diagnose and assess school culture
- f) use school culture tools to assess the culture of a school
- g) differentiate between individual and collaborative/collective leadership
- h) explain the roles of school leaders in shaping school culture
- i) understand the meaning of inclusive education and inclusive school culture
- j) explain the essential means and ways for building inclusive school culture

3. Course Contents

Unit One: Meaning of School Culture

- 1.1 Meaning of school climate
- 1.2 Meaning school culture
- 1.3 where does culture come from
- 1.4 what are the key features of culture
- 1.5 Can culture be shaped by leadership?
- 1.6 Importance of studying school culture

Unit Two: Essential Components of School Culture

- 2.1 Vision, mission, goals and values
- 2.2 Rituals and ceremonies, History and stories
- 2.3 Architecture, Artifacts and Symbols
- 2.4 Participatory decision making
- 2.5 Collegiality
- 2.6 Trust and confidence
- 2.7 Appreciation, recognitions and celebrations

Unit Three: Measuring School Culture

- 3.1. Operational definition and school culture Variables
- 3.2. Tools development (quantitative and qualitative)
- 3.3. Assessment of school culture
- 3.4. School triage survey
- 3.5. Analysis

Unit Four: Inclusive School Culture

- 4.1 Meaning of inclusive education
- 4.2 Building characteristics of inclusive schools
- 4.3 Essential components of inclusive school culture

Unit Five: Transforming School Culture

- 5.1 Positive school culture
- 5.2 Toxic school culture
- 5.3 Transforming toxic culture to positive culture

Unit Six: Role of Leaders in Shaping School Culture

- 6.1 Meaning of school leadership
- 6.2 Individual and distributed leadership
- 6.3 Role of the head teacher in shaping school culture
- 6.4 Role of teachers in shaping school culture
- 6.5 Role of School Management Committee

4. Instructional Techniques

Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Techniques

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed texts

- a) Angelides, P. and Ainscow, M. (2000). Making sense of the role of culture in school improvement, *School Effectiveness and School Improvement*, 11(2), pp. 145 – 163.
- b) Carrington, S. (1999). Inclusion needs different school culture, *International Journal of Inclusive Education*, 3(3), pp. 257 – 268.
- c) Deal, T.E. & Peterson, K.D. (2009). *The shaping school culture field book* (2nd ed.) San Francisco, CA: Jossey-Bass
- d) Deal, T.E. & Peterson, K.D. (2010). *Shaping school culture: pitfalls, paradoxes and promises* (2nd ed.). San Francisco, CA: Jossey-Bass
- e) Eilers, A.M. & Camacho, A. (2007). School culture in the making: leadership factors that matter, *Urban Education*, 42(6), pp. 616 – 636
- f) Houtte, M. V. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research, *School Effectiveness and School Improvement*, 16(1), pp. 71 – 89
- g) Maslowski, R. (2006). A review of inventories for diagnosing school culture, *Journal of Educational Management*, 44(1), pp. 6 – 35
- h) Peterson, K. D. & Deal, T.E. (1998). How leaders influence the culture of schools, *Educational Leadership*, 56(1), pp. 28 – 30

Course Title: **Conflict Management and Peace Education**

Credit Hours: 3

Nature of the Course: Theory/Practical

Course No: EPM: 431

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

The hopes that the world would become a more peaceful place with the end of Cold War have not yet been fulfilled. On the contrary, the number and intensity of violent conflicts has seen a further increase; violent conflicts, natural disasters, wars and civil strife unsettle the developing nations in particular. This course, in this context, aims to acquaint students with the nature of peace education as well as the educational challenges and remedial actions and programmes during and after crisis, conflicts and emergencies.

2. Course Objectives

On completion of the course, the students are expected to;

- a) demonstrate knowledge and understanding surrounding the nature and types of conflict and unrest.
- b) conceptualize and understand the meaning and concept of peace education.
- c) be familiar with international declarations regarding the rights of children.
- d) develop understanding of the meaning of school as a zone of peace.
- e) list and explain various initiatives related to peace education.
- f) discuss various in-school approaches to peace education.
- g) explore various out-of-school activities and programs facilitating peace education.
- h) demonstrate knowledge and understanding of the features of education during and after emergencies.

3. Course Contents

Unit One: Nature of Conflict and Unrest

1.1 Civil strife

1.2 War

1.3 Political unrest

1.4 Natural disasters

Unit Two: Peace Education: Introduction (7 hours)

2.1 Meaning and definition of peace education

2.2 International declarations

2.3 Underlying value assumption of peace education

2.4 Focus on behavior change

2.5 School as a zone of peace

Unit Three: Initiatives Related to Peace Education

3.1 Children's right/human right education

3.2 Education for development

3.3 Gender training

3.4 Global education

- 3.5 Life skills education
- 3.6 Landmine awareness
- 3.7 Psychosocial rehabilitation

Unit Four: Approaches to Peace Education

- 4.1 Within schools
 - 4.1.1 Improving school environment
 - 4.1.2 Curriculum development
 - 4.1.3 Pre-service teacher education
 - 4.1.4 In-service teacher education
- 4.2 Outside of school
 - 4.2.1 Sports and recreation programs
 - 4.2.2 Youth groups and clubs
 - 4.2.3 Training for community leaders
 - 4.2.4 Workshops for parents
 - 4.2.5 Media training
 - 4.2.6 Other channels of communication
 - Magazines for young people
 - Television and radio spots
 - Peace campaign
 - Contests and exhibition

Unit Five: Education in Emergency

- 5.1 Meaning and example of emergency education
- 5.2 Dimensions of the problem
- 5.3 Preparedness and response
- 5.4 The principle of healing
- 5.5 Temporary learning spaces
- 5.6 Pre-packaged kits
- 5.7 Supplementary packages and emergency curriculum themes
- 5.8 Teacher mobilization, identification and training
- 5.9 Supplies and operations

Unit Six: Education after Emergency

- 6.1 Re-establishing formal education
- 6.2 Reintegrating students
- 6.3 Rehabilitation and construction of schools
- 6.4 Curriculum development
- 6.5 Teacher reintegration and training

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Bensalah, K. (2000). *Guidelines for education in situation of emergencies*. Paris: UNESCO (Unit I to VI)
- b) Fountain, S. (1999). *Peace education in UNICEF*. New York, NY: UNICEF (Unit I to VI)
- c) Seitz, K (2004). *Education and conflict*. Eschborn: GTZ (Unit I to VI)
- d) Sinclair, M. (2002). *Planning education in and after emergencies*. Paris: UNESCO/IIEP (Unit I to VI)
- e) UNICEF (2006). *Education in emergencies: A resource toolkit*. Kathmandu: Author (Unit I to VI)

Course Title: **Non Formal Approaches to Education**

Nature of the Course: Theory/Practical

Course No: EPM: 454

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This is a theoretical course designed for the students who want to study Bachelor in Education Science. This course is a theoretical course; it deals about the NFE concept in education and its trends and issues in Nepal.

2. Course Objectives

On completion of the course, the students are expected;

- a) to acquaint themselves with the Non Formal Education, its aims characteristics
- b) to be familiar about different form of education
- c) to have in depth knowledge about the mission of NFE.
- d) to gain insights on the knowledge of different perspectives of non formal education
- e) to talk about the process of NFE and community empowerment.
- f) to explain the concept and practices of NFE in Nepal
- g) to be acquainted with the knowledge of curriculum and evaluation of NFE

3. Contents

Unit One: Non Formal Education

1.1 Meaning of Non Formal Education

1.2 Aims and characteristics

1.3 Need of Non Formal Education

1.4 Different among Formal, Non Formal and Informal Education

1.5 Materials of NFE

Unit Two: Mission of NFE

2.1. Mission of NFE

2.2. Major aims of NFE programmes

- Providing second chance for schooling
- Upgrade the knowledge
- Generate the skill base
- Indication if ideologies

2.3. Kinds of literacy

2.4 Critical literacy: conceptions, assumption, aim

Unit Three: Perspective on NFE Development

3.1. Concept

3.2. Structural/ functional

3.3. Critical/conflict

3.4. Interpretive perspective

3.5. UNESCO's peace perspective

Unit Four: Education and Intercultural

- 4.1.Introduction
- 4.2.Concept: culture, intercultural and multicultural
- 4.3.Intercultural education
- 4.4.Competencies in intercultural dialogue
 - i. Inter cultural competence
 - ii. Cognitive compete

Unit Five: Non-Formal and Empowerment of Community

- 5.1.Meaning and importance
- 5.2.Aims and objectives
- 5.3.Components (cognitive, psychological, economic, and political)
- 5.4.Ways empowerment
- 5.5.Education and human values

Unit Six: NFE in Nepal

- 6.1.Review of NFE in Nepal
- 6.2.Plans and policies of NFE in Nepal
- 6.3.Various NFE activities in Nepal (ALP,OSP,CLC)
- 6.4.Lifelong education
- 6.5.Literacy camping in Nepal

Unit Seven: Curriculum and Evaluation of NFE

- 7.1.Curriculum development process of NFE
- 7.2.Evaluation process of NFE (Formative, build in education, summative evaluation)
- 7.3.Issues and problems in NFE in Nepal

4. Instructional Techniques

Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- CERID.(2058). *Non formal Education*. Author: Kathmandu(Unit 1-7).
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Penguin education (Unit 1).
- Hamayan, E. V. (1995). *Approaches to alternative assessment*. USA: Cambridge University press (Unit 2).
- Lafraya, S. (2011). *Intercultural learning in Non formal education: theoretical frameworks and starting points*. Paris: Council of Europe and the European Commission (Unit 1-7).
- Riele, K. (2009). *Making school different*. New Delhi: Sage publication (Unit 1-7).
- UNESCO (2003). *Gender perspective non formal education in Nepal: a case study*: Kathmandu (Unit 1).

Course Title: **Pedagogy in the Classroom**

Nature of the Course: Theory/Practical

Course No: EPM: 455

Level/Semester: B.Ed./Fifth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This is a personal course designed for the students who want to do B.E.s from Mid Western University. This course is related with the pedagogy and its classroom implication.

2. Course Objectives

On completion of the course, the students are expected;

- a) to elaborate the pedagogical concepts of education.
- b) to be familiar with concept of healthy classroom environment
- c) to recognize the concept on child friendly and non violence teaching
- d) to identify the diverse learners and teaching concept
- e) to use of teaching materials and classroom interaction

3. Course Contents

Unit One: Concept of Pedagogy and Transformational Pedagogy

- 1.1 Meaning and definition
- 1.2 Importance of pedagogy
- 1.3 Evolution of pedagogy (western concept and eastern concept)
- 1.4 Differences between pedagogy and andragogy
- 1.5 Critical pedagogy/ empowerment and learning
 - 1.5.1 Defining critical pedagogy and empowerment
 - 1.5.2 Building on students strength
 - 1.5.3 Building cultures, breeding lives
 - 1.5.4 Empowerment and learning

Unit Two: Instructional Management

- 2.1 Concept of instructional management
- 2.2 Major activities in instructional management
- 2.3 Organizing classroom environment
- 2.4 Arts of instructional management
 - 2.4.1 Making inclusive classroom
 - 2.4.2 Getting on a group start
 - 2.4.3 Activity of class
 - 2.4.4 Techniques of motivation
 - 2.4.5 Art of responses management classroom management

Unit Three: Classroom Environment

- 3.1. Positive classroom environment
- 3.2. Building positive students –teacher relationship and constructivist teacher
- 3.3. Classroom knowledge
- 3.4. Culturally responsive classroom management and its theories
- 3.5. Socio- cultural approach to learning

Unit Four: Child friendly and non violence teaching (NVT)

- 4.1 Concept of child friendly (CF) NVT and collaborative teaching and its character
- 4.2 Need of CF and NVT
- 4.3 Problems of making child friendly classroom environment
- 4.4 Ways of making child friendly classroom
- 4.5 UNESCO's approach of child friendly pedagogy
- 4.6 Culturally relevant teaching and five levels of prejudice in schools.

Unit Five: Diverse Learners and Teaching

- 5.1 Managing classroom diversity
- 5.2 Cultural responsive pedagogy
- 5.3 Multicultural perspectives in education and teaching
- 5.4 Development of multicultural perspectives in Nepal
- 5.5 The gifted and /or talented learner
- 5.6 Learners with disability and pedagogy
- 5.7 Students transforming schools

Unit Six: Teaching materials and classroom interaction

- 6.1. Teaching strategies
 - Projected work in collaborative and cooperative teaching learning
 - Constructivists teaching approach
 - Self directed approach
 - Met- cognition, teacher mediation, reciprocal teaching
- 6.2. Indigenous materials
- 6.3. Modern electronic materials

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Adams, M. Bell, L.A. & Griffin, P. (1997). *Teaching for diversity and social justice: a sourcebook*. London: Routledge (Unit 5-7).
- Andro, P. (2003). *Refective teaching*. London: Horcot Publication (Unit 2)
- Collins, J. Insley, K. & Soler, J. (2001) (Ed.). *Developing pedagogy: Researching practice*. London: The Open University (Unit 1-8)
- Hammond, L.D. (2005). (Ed.). *Preparing teachers for changing world*. USA: Jossey – Bass (Unit 1-2).
- Howard, G.H. (2006). *We cannot teach what we do not know*. New York: Teachers college, Columbia University (Unit 1-8).

Semester VI

EPM 461: Gender and Education

EPM 462: Inclusive Education

EPM 463: Education and Sustainability

EPM 464: Globalization and Education

EPM 465: Knowledge Management

Course Title: **Gender and Education**

Nature of the Course: Theory/Practical

Course No: EPM: 461

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is designed to develop for students the gender and education. This course deals with the concept of gender and education. It is designed to acquaint different conceptual issues, theoretical context of gender participation, gender equality and equity in education from the different perspectives.

2. Course Objective

On completion of the course, the students are expected;

- a. to be familiar with the concept, determinant factors, characteristics of gender and education.
- b. to recognize the theoretical context of gender participation.
- c. to be acquainted students with the equity role of education in gender.
- d. to identify the vibrant concept and role of educational equity/equality for empowering the gender issues.

3. Course Contents

Unit One: Issues of Gender

1.1. Concept of gender

1.2. Determinant factors for gender

- Social
- Cultural
- Economical
- Educational

1.3. Characteristics of gender

1.4. Gender empowerment

1.5. Gender participation

- Equity/equality

1.6. Education as a gender affirmation

Unit Two: Theoretical Context of Gender Participation

2.1. Introduction

2.2. Theoretical framework

- Arnstein's ladder
- Ladder of empowerment (Burns et al)
- Involvement continuum (Wilcox)

2.3. Category of participation complexities

- Power dimensions
- Issues of process and capacity
- Understanding community

2.4.Measuring community participation

Unit Three: Gender Equality and Education (17hrs)

3.1.Relationship between gender and education

3.2.Gendered performances and preferences in education

3.3.Dominant of masculinity in society

- Gender closure
- Challenging gendered subject cultures
- Parents and peers
- Peer pressure
- Socio emotional climate of the school
- Bullying and sexual harassment
- Gender and early school leaving
- Employability, tertiary education, training, paid work and care
- Qualification and work
- Women and work
- Gendered division of care work

3.4.Gender culture of education

- Conceptions of gender equality
- Gender hegemony
- Conservatism amongst teachers

3.5.Gender identity-enactment and reproduction in education : Feminities

- Female learner identity
- Social class and ethnicity
- Immigration and beliefs
- Gender imbalance in teaching learning

3.6.Levels of critical thinking about gender in teacher education

- Teaching, learning and gender
- Growing marketization of education-gender implications
- Key message and policy recommendations
- General gender issues
- Performance and retention
- Participation in non -traditional fields

3.7.The culture of subjects and occupations

- Role of teachers and schools
- Role of parents, peers and the media
- Gender, commercialization and privatization
- Education about gender matters

Unit Four: Gender and Equity in Education (15hrs)

4.1.Concept

4.2.Commitments to equitable education

- Understanding of poverty, gender inequality and social exclusion

4.1.Challenging of equity and social exclusion

4.2.Educational participation

4.3.Dimension of educational disparities

- Poverty
- Caste
- Gender
- Ethnicity
- Language
- Religious
- Disability

4.1.Multiple vulnerabilities

4.2.Budget and resource allocation

4.3.Cooperation and collaboration in gender and social inclusion

- Cooperation with the system
(Teacher Union, Civil society, Donor harmonization and equity in access in education).

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Acharya, S. (2007). *Social inclusion: gender and equity in education SWAPS in South Asia*
- b) *Nepal case study*. UNICEF/NEP United Nations Children's Fund Kathmandu, Nepal: Regional Office for South Asia.
- c) Arnstein, Sherry R (1969). A Ladder of Citizen Participation. In *Journal of the American Planning Association*. Vol. 35, No. 4, July, pp. 216-224
- d) *Planning Association*. Vol. 35, No. 4, July, pp. 216-224

Course Title: **Inclusive Education**

Nature of the Course: Theory/Practical

Course No: EPM: 462

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course provides the students with theoretical orientation to the concept of inclusive education with its development in today's context by defining its need, importance, quality, family role and classroom reflection with recent trends of education.

2. Course Objectives

On completion of the course, the students are expected;

- a) to develop basic knowledge about the inclusive education.
- b) to be familiar with paradigm shift that has occurred in the field of inclusive education.
- c) to gain knowledge about the target group of inclusive education.
- d) to develop concept on the process of national to international development issues of inclusive education.
- e) to find out the impact of inclusive education and classroom reflection
- f) to be aware of the knowledge about the recent trends of inclusion

3. Course Contents

Unit One: Introduction to Inclusive Education

1.1 Concept of IE

1.2 Importance of IE

1.3 Historical perspective: rejection. Segregation and integration

1.4 Inclusive education: holistic approach to school education

Unit Two: Development of Inclusive Education from National to International Perspective

2.1 National Education System (NESP) 1971-76

2.2 The Primary Education Project (PEP) 1984-1990

2.3 The BPEP program: phase I and II (1992 -2004)

2.4 Convention on the Rights of the Child, 1989

2.5 The Jomtien Declaration on EFA, 1990

2.6 The UN standard Rules, 1993

2.7 The Salamanca Statement, 1994

2.8 The Dakar Framework for Action, 2000

2.9 The EFA National Plan of Action

Unit Three: Educational Assessment for Quality Education

3.1 Assessing students with diverse with diverse needs

3.2 Self assessment strategies

3.3 Continuous assessment system

3.4 Provision of acceleration and liberal promotion

3.5 Authentic, behavioral and mastery assessment

3.6 Assessment techniques and practices: the testing and non testing devices

Unit Four: Family and Social Justice

- 4.1 The voice of child
- 4.2 The changing family
- 4.3 Justice for children and the collectivist ethic
- 4.4 Children and the welfare state

Unit Five: Inclusive Education and Classroom Reflection

- 5.1 Social inclusion
- 5.2 Consequences of classroom practices
- 5.3 Learning and newly teacher
- 5.3 School improvement and continuing professional development
- 5.4 Reflective teaching and society

Unit Six: Recent Trends of Inclusion (8hrs)

- 6.1 Paradigm shift from charity to rights, integration to inclusion
- 6.2 Professional team approach: co-operation, co- work and collaboration
- 6.3 The child first approach
- 6.4 Integrated/holistic development approach
- 6.5 Participative and facilitative teaching (child centered pedagogy)
- 6.6 The parents-professional partnership
- 6.7 Networking peoples and their services

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Aefsky, F. (1995). *Inclusion confusion: A guide to educating students with exceptional Needs*. California, USA: Corwin press, Inc.
- b) Andrew Pollard (2006). *Reflective teaching: evidence –informed professional practice*. London: Continuum.
- c) EFA Assessment Committee (2000). *Education for all: the year 2000 assessment*. Nepal country report, Kathmandu: Nepal National Commission for UNESCO, MOES.
- d) Jonsson, T. (1994). *Inclusive Education*. Geneva, Switzerland, UNDP: Interregional Program for Disabled People.
- e) Salamanca (1994). *The Salamanca Statement and Framework Action on Special Needs Education: Access and Quality*. Salamanca Spain.

Course Title: **Education and Sustainability**

Nature of the Course: Theory/Practical

Course No: EPM: 463

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

Education for sustainability, ESD, (also known as education for sustainable development) utilizes the entire education system to provide students with what they need in order to transform our societies to achieve a sustainable future. This course, in this context, provides the students with attitudes, skills, values, perspectives and knowledge necessary to understand the key aspects of sustainability and the role of education in contributing to achieving a sustainable future. The students also become aware of the possible way forward for sustainable development.

2. Course Objectives

On completion of this course the students are expected to:

- a) explain the meaning of sustainable development.
- b) specify the indicators of sustainable development.
- c) discuss the values of sustainable development.
- d) explain, with examples, various dimensions/elements of to be sustained.
- e) elucidate, with examples, various dimensions/elements to be developed.
- f) list various challenges of sustainable development.
- g) discuss the needs, programs and aspects of ESD in formal education
- h) mention the roles of non-formal and informal education for ESD
- i) suggest possible ways and means for promoting sustainable development.

3. Course Contents

Unit One: Sustainable Development

1.1 Definitions, meaning and examples of sustainable development

1.2 indicators of sustainable development

1.3 values of sustainable development

1.4 Activities that deteriorate sustainable development

Unit Two: Dimensions/Elements to be sustained

2.1.Nature

- Earth
- Biodiversity
- Ecosystem

2.2.Life support

- Ecosystem services
- Resources
- Environments

2.3.Community

- Cultures
- Groups
- Places

Unit Three: Dimensions/Elements to be developed

3.1 People

- Child survival
- Life expectancy
- Education
- Equity
- Equal opportunity

3.2 Economy

- Wealth
- Productive sectors
- Consumption

3.3 Society

- Institutions
- Social capital
- States
- Regions

Unit Four: Challenges of Sustainable Development

4.1 Lack of awareness

4.2 Illiteracy

4.3 Lack of alternative resources

4.4 Lack of expertise for renewable energy

4.5 Cultural globalization

4.6 Urbanization and development

4.7 Consumption

4.8 Industrialization

4.9 Use of chemical fertilizer and pesticides

Unit Five: Roles of Education for Sustainable Development

5.1.ESD in formal curriculum

- ESD learning outcomes
- Presence of ESD themes in Curriculum
- Teacher training and educators' professional development in ESD
- Vocational education and work-based ESD

5.2.Structures in informal and non-formal education

- ESD in non-formal education
- Radio and television program
- Roles of NGOs and civil society

Unit Six: Ways Forward

6.1 Awareness, meaning and scope of ESD

6.2 Reorienting curricula, teaching and learning

6.3 Capacity building

6.4 Research, monitoring and evaluation

6.5 ESD synergy with other adjectival educations

6.6 International cooperation

6.7 Coordination

6.8 Financing

4. Instructional Technique

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, group study and peer discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) UNESCO (2009). Review of contexts and structure of education for sustainable development. Paris: Author. Available at http://www.unesco.org/education/justpublished_desd2009.pdf (Unit I to VI)
- b) Kates, W.E., Parris, T.M. and Leiserowitz (2005). What is sustainable development? Goals, indicators, values and practices. *Environment: Science and Policy for Sustainable Development*, 47(3), pp. 8 – 21. Also available at <http://www.rpd-mohesr.com/uploads/custompages/WHAT%20IS%20SUSTAINABLE%20DEVELOPMENT.pdf> (Unit I to VI)
- c) Manitoba Department of Education (2000) *Education for a sustainable future: a resource for curriculum developers, teachers and administrators*. Manitoba: Author. Also available at <http://www.edu.gov.mb.ca/k12/docs/support/future/sustainededucation.pdf> (Unit I to VI).

Course Title: **Globalization and Education**

Nature of the Course: Theory/Practical

Course No: EPM: 464

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

Globalization is an important trend that has been affecting every sector of the contemporary world. The course, in this context, aims to introduce the concept of globalization and the theoretical debates it has inspired and helps the students develop a broad-based understanding of the political, economic, cultural and scientific dimensions of globalization and critically examine how links between local and global interests shape education systems and practices, with a particular reference to Nepal.

2. Course Objectives

On completion of this course the students are expected to

- a) develop critical understanding of globalization in relation to education;
- b) present key concepts and positions on globalization in a coherent and systematic way;
- c) discuss the various dimensions of globalization;
- d) develop a theoretical framework for understanding the meaning of globalization;
- e) demonstrate knowledge of the effects of globalization on various aspects of education;
- f) mention the roles of various international organizations in globalizing higher education;
- g) communicate an in-depth and critical understanding of the issues of globalization in relation to Nepali education.

3. Course Contents

Unit One: Introduction to Globalization

- 1.1 The advent of globalization
- 1.2 Definition of globalization
- 1.3 Meaning and examples of globalization
- 1.4 Opportunities and challenges of globalization

Unit Two: Dimensions of Globalization

- 2.1 The economic and financial dimension
- 2.2 The scientific and technological dimension
- 2.3 The cultural dimension
- 2.4 The interdependence of the dimensions of globalization

Unit Three: Theories of Globalization

- 3.1. The Hyperglobalist approach
- 3.2. The Sceptic approach
- 3.3. The transformationist approach

Unit Four: Effect of Globalization on Education

- 4.1 Educational goals: new emphasis
- 4.2 Rethinking the tasks of each component of the structure
- 4.3 Teaching
- 4.4 Certification
- 4.5 Educational policies

Unit Five: Role of International Organizations in Globalizing Higher Education

5.1 World Bank

5.2 UNESCO

5.3 OECD

5.4 EU

Unit Six: Globalization and its Impact on Nepali Education

6.1 School education (medium of instruction, irrelevance of Sanskrit education, private schooling, computer education, English education etc.)

6.2 Technical and vocational skills

6.3 Higher education and qualifications

4. Instructional Techniques

Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Parjanadze, N. (2009). Globalization theories and their effects on education, *IBSU Scientific Journal*, 3(2), pp. 77 – 88 (Unit I to IV)
- El- Ojeili, C. and Hayden, P. (2006). Critical theories of globalization. New York, NY: Palgrave Macmillan. Available at <http://pol.atilim.edu.tr/files/kuresellesme/kitaplar/globalization.pdf> (Unit I, II, and III)
- Shahjahan, R.A. The roles of international organizations (IOs) in globalizing higher education policy, in J.C. Smart and M.B. Paulsen (eds.) *Higher Education: Handbook of Theory and Research. The Netherlands: Springer*, pp. 369 – 407. (Unit V)
- Hallak, J. (2000). Globalization and its impact on education, In T. Mebrahtu, M. Crossley and D. Johnson (eds.) *Globalization, educational transformation and societies in transition* (pp. 21 – 40), Oxford: Symposium Books (Unit I to VI)

Course Title: **Knowledge Management**

Nature of the Course: Theory/Practical

Course No: EPM: 465

Level/Semester: B.Ed./Sixth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

Under increasing innovation and competitive pressure, many organizations are examining how they can better manage their intellectual capital. The emerging field of knowledge management addresses the broad processes of locating, organizing, transferring and more efficiently using information and expertise within an organization. This course, in this context, provides the students with learning opportunities for conceptualizing the meaning of knowledge management and the importance, challenges and processes surrounding the creation, dissemination and application of knowledge. In addition, this course makes them aware of the importance of knowledge management in education sector.

2. Course Objectives

On completion of this course the students are expected to

- a) distinguish between tacit and explicit knowledge.
- b) explain meaning and definitions of knowledge management.
- c) discuss, with example, various hierarchies of knowledge.
- d) demonstrate knowledge and understanding of various elements of knowledge management.
- e) explain the key stages and methods of knowledge management.
- f) explore the benefits and challenges of knowledge management.
- g) describe various stages and processes of evaluation of knowledge management.
- h) discuss the need of knowledge management in Ministry of Education and its line organizations.
- i) identify the use of knowledge management at the school level.
- j) explain the role of knowledge management in educational reform and change.

3. Course Contents

Unit One: Knowledge and Knowledge Management

1.1 Types of knowledge

- Explicit and tacit knowledge

1.2 Hierarchy of knowledge

- Data
- Information
- Knowledge
- Wisdom

1.3 Meaning and definitions of knowledge management

Unit Two: Elements of Knowledge Management

2.1 Culture (Nature of the organization culture)

2.2 Process (Processes that are used to collect, manage and disseminate information)

2.3 Content (Condition and availability of the content of the organization)

2.4 Technology (technology infrastructure)

Unit Three: Methods of Knowledge Management

3.1. Knowledge creation, capture and synthesis phase

3.2. Knowledge sharing and dissemination phase

3.3. Knowledge acquisition and application phase

Unit Four: Benefits and Challenges of Knowledge Management

4.1 Benefits

- For the individual
- For the community of practice
- For the organization

4.2 Challenges

- Lack of leadership commitment
- Lack of ownership
- Lack of equitable resourcing for people, process and technology
- Poor KM processes
- Lack of appropriate technology and skills
- Continually learning and incorporating the needed and accessible knowledge into practice

Unit Five: Evaluating Knowledge Management

5.1 Revisit the goals

5.2 Know the audience

5.3 Define the measures

5.4 Decide what data will be collected and how it will be collected

5.5 Analyze and communicate the results

Unit Six: Knowledge Management in Education Sectors

6.1 Need of knowledge management in the Ministry of Education, and its line organizations

6.2 Knowledge management at school

6.3 Knowledge management and educational reform

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Awad, E.M. and Ghaziri, M. (2007). *Knowledge management*. Delhi: Pearson Education (Unit I to VI)
- b) Dubois, N. and Wilkerson, T. (2008). *Knowledge management*. Hamilton, Ontario: McMaster University (Unit I to VI)
- c) Sharma, P. (2008) *Knowledge management*. New Delhi: APH Publishing Company (Unit I to VI)

Semester VII

EPM 471: Critical Thinking in Education

EPM 472: Change Management in Education

EPM 473: Quality in Education

EPM 474: ICTs and Learning Transfer

EPM 475: School Based Management

Course Title: **Critical Thinking in Education**

Nature of the Course: Theory/Practical

Course No: EPM: 471

Level/Semester: B.Ed./Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is basically related with critical thinking in education with a focus on educational field. A lot of aspects in teaching learning activities have conducted and related with human resource development for effective classroom environment to the teachers and students. It focuses on classroom performance for fulfillment of the curricular goals that reinforce for identifying the nature of students with reflective thinking.

2. Course Objectives

On completion of the course, the students are expected;

- a) to familiar with the concept of critical thinking
- b) to find out the components of critical thinking
- c) to familiar the characteristics of critical thinking
- d) to identify the reasons of critical thinking
- e) to differentiate traditional thinking from modern critical thinking
- f) to recognize the synonymous meaning of critical thinking and reflective thinking
- g) to use the critical thinking in classroom teaching learning.

3. Course Contents

Unit One: Concept of Critical Thinking

1.1.Components of critical thinking

Insight, Intuition, Empathy and Willingness to take action

1.2.Characteristics of a critical thinking

Open to new ideas, Intuitive, Energetic, Analytic, Persistent, Assertive, Communicator, Flexible, Empathetic, Caring, Observant, Risk taker, Resourceful, Outside the box, Creative, Insightful, Willingness to take action

Unit Two: Identifying Reasons of Critical Thinking

2.1.Different patterns, assumptions, context and thinking gap

2.2.Language reasoning

2.3.Clarifying and interpreting expressions and ideas: Acceptability, credibility, judging sources.

2.4.Evaluating inferences: Deductive validity

2.5.Other groups, assumptions and relevant arguments

2.6.Reasoning about causal explanations

2.7.Decision making: options, consequences, values and risks

Unit Three: Classic Definitions from Critical Thinking Tradition

3.1.Reflective thinking: John Dewey

3.2.Building ideas: Edward Glasser

3.3.Widely used definition: Robert Ennis

3.4.Thinking about your thinking: Richard Paul

3.5.An analogy from basket ball

3.6.Critical thinking: Some basic competencies

- 3.7. Instructive examples
- 3.8. Final definition of critical thinking
- 3.9. Dispositions and values of the critical thinker
- 3.10. Critico-creative thinking

Unit Four: Reflective Thinking

- 4.1. Concept
- 4.2. Characteristics of reflective thinking (RT)
- 4.3. Importance of RT
- 4.4. Steps in RT

Unit Five: Reflective Thinking for Classroom Improvement

- 5.1. Instructions for critical thinking in classroom
- 5.2. Teaching critical reflection

Unit Six: Implications for Teachers

- 6.1. Social context (values and identity)
- 6.2. Relationship
- 6.3. Teaching/learning
- 6.4. Planning
- 6.5. Organization
- 6.6. Behavior
- 6.7. Communication
- 6.8. Assessment

4. Instructional Techniques

Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Achilles, C. M., & Hoover, S. P. (1996). Exploring problem-based learning (PBL) in grades 6-12. ED406406
- b) Albanese, M.A., & Mitchell, S. (1993). Problem-based learning: A review of literature on its outcomes and implementation issues, *Academic medicine*, vol 68(1), pp.68-81.
- c) Andrew Pollard (2006). *Reflective teaching: evidence-informed professional practice*. London: Continuum.
- d) Andrusyszyn, M-A., & Daive, L. (1997). Facilitating reflection through interactive journal writing in an online graduate course: a qualitative study. *Journal of Distance Education*, 12(1), pp.103-126.
- f) Barab, S. A., & Duffy, T. M. (1999). From practice fields to communities of practice. In
- g) Jonassen, D., & Land, S. M. *Theoretical Foundations of learning environment*.
- h) Mahwah, NJ. Lawrence Erlbaum Associates. pp. 25-55.
- i) Barrow, H.S. (1998). The essentials of Problem-Based learning. *Journal of Dental Education*. 62(9). pp. 630-633.
- j) Dewey, J. (1933). *How we think*, DC Heath and Co, Boston, MA.
- k) George, M. S. L. (1991). *Educational leadership*. Boone: Michigan University.
- l) Griffith, B. A., & Frieden, G. (2000). Facilitating reflective thinking in counselor education. *Counselor Education and Supervision*, 40(2).
- m) Hmelo, D., E., & Ferrai, M. (1997). The problem-based learning tutorial: cultivating
- n) higher order thinking skills. *Journal for the Education of the Gifted*, Vol 20(4), 401-422.
- o) King, P., & Kitchener, K (1994). *Developing Reflective Judgment*, Jossey-Bass, San
- p) Francisco.
- q) Koszalka, K., Song, H., & Grabowski, B. (2001) Learners' Perceptions of Design Factors
- r) Found in Problem-Based Learning (PBL) that Support Reflective Thinking. Paper
- s) presented at AECT 2001 Conference. Atlanta. GA.
- t) Lunsford, D. (1998-99). Exploring learner's perceptions of the web as an information source. *Journal of Educational Technology Systems*, Vol. 27(4). pp. 337-347.
- u) Moon, J. A. (1999). *Reflection in learning & professional development, theory and practice*. London: Kogan Page Inc.
- v) Shon, D. (1983). *The Reflective Practitioner*, Jossey-Bass, San Fransico
- w) Stepien, W. J., & Pyke, S. (1997). Designing problem based learning units. *Journal for the Education of the Gifted*. Vol. 20(4) 380-400.

Course Title: **Change Management in Education**

Nature of the Course: Theory/Practical

Credit Hours: 3

Course No: EPM: 472

Full Marks:

Level/Semester: B.Ed./Seventh

Pass Marks:

1. Course Introduction

This course is designed to provide some basic concepts and principles of change management in education. The fundamental aspects of change management in education are related with organization, leadership and management with its principles that correlated with psychological contact in classroom teaching learning. This course covers comprehensive knowledge of change management in education to the students who have opted for this course.

2. Course Objectives

On completion of the course, the students are expected;

- a) to be acquainted the concept of organizational change
- b) to differentiate leadership and management
- c) to identify the psychological contact for transparency in leadership
- d) to define the principles of change management
- e) to draw the concept of organization development in education
- f) to use the methods and implementing process of organizational change in educational field

3. Contents

Unit One: Organizational Change

1.1. History of change management

Mission

Strategy

Operation

Brain storming

1.2. Changing the attitudes and behavior

Unit Two: Leadership and Management

2.1. Character and values

2.2. Communication

2.3. Decision making and problem solving

2.4. Leadership style

2.5. Leading change

2.6. Managing team

Negotiation

Motivation

Power and influence

Unit Three: Psychological Contact

3.1. Concept and usage

3.2. Contact diagram and models

3.3. Context and implications

3.4. Leadership transparency

3.5. Transactional analysis

Unit Four: Principles of Change Management

4.1. Process and change theory

- Address the human side systematically
- Start from the top
- Involve every layer
- Make the formal case
- Create ownership
- Communicate the message
- Assess the cultural landscape
- Address the culture explicitly
- Prepare for the unexpected
- Speak to the individual

4.2. Guiding principles of change management

Unit Five: Organization Development

5.1. Concept of an organization

5.2. Roots and history of OD

5.3. OD as a professional act

5.4. Models for doing OD

5.5. Organizational use of OD

5.6. OD as a value-based field

Unit Six: Methods and Implementing Organizational Change

6.1 Main features

6.2 Organizational development

- Appreciative enquiry
- Sense making approach
- Change management approach
- Contingency approach
- Processual approach
- Communication approaches

6.3 Planning for change

- Essential of effective organizational change management
- Ethics in change processes
- Leadership in change
- Staff ownership
- Communication
- Supporting through change
- Resistance change
- Principles for managing individual resistance
- Strategies to manage reaction to change
- Force field analysis
- Consolidating the change

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Argyris, C. and Schon, D. (1978). *Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley.
- Axelrod, R.H. (2000). *Terms of Engagement: Changing the way we change organizations*. San Fransico: Berrett – Koehler Publishers.
- Inney, G. and Williams, C. (1995). *Leaning into the Future: Changing the Way People Change Organizations*. London: Nicholas Brealey Publishers.
- Bridgeman, P. and Davis, G. (2004). *The Australian Policy Handbook*, 3rd Edition.
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- Baum, D. (2000). *Lightning in a Bottle*. Dearbon. Chicago.
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- Bridges, W. (1980). *Managing Transitions: Making the Most of Change*. UUSA: Addison-Wesley Publishing Company.
- Caildini, R.B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, October, 72-79.
- Clampitt, et al, (2000). *Managing Organizational Change: A multiple perspectives approach*. New York: McGraw Hill Irwin.
- Cummings, T. and Worley, C. (2005). *Evaluating and Institutionalizing Organization Development Interventions*. In *Organization Development and Change*, (8th edition). Ohio: Thomson South-Western, Mason.

- l) Gary, N. Mc L. (2005). *Organizational development principles, processes, performance*. Berrett-Koehler publishers.
- m) Available at www.bkconnection.com
- n) Gorden, S. (2006). *Seven principles for change management*. Australia: Sydney University.
- o) Handy, C. (1995). *The Empty Rain coat*. Great Britain: Arrow Business Books.
- p) Hultman, K.E. (1995). *Scaling the wall of Resistance*. Training and Development, 15-18.
- q) Indigo Shire Council (2005). *Indigo Shire Council Communications Plan*.
- r) www.indigoshire.vic.gov.au/attachments/pdf/miscellaneous/communication.pdf
- s) Kotter, J.P. (1995). *Leading Change: Why Transformation Efforts Fail*. Business Harvard Review, March/ April.
- t) Maurer, R. (1996). *Beyond the Walls of Resistance*. Austin, TX: Bard Books.
- u) Miller, W.R and Rollnick, S. (1991). *Motivational Interviewing: Preparing people to change addictive behavior*. New York: Guilford Press.
- v) Morden, T. (2004). *Principles of Management*. London: Ashgate Publishing.
- w) Morgan, J. and Brightman, B. (2000). *Leading organizational change*. Journal of workplace Learning, 12, 2, 66-74.
- x) Neilson, W., Nykodym, N. and Brown, D. (2005). Ethics in organizational change, in French, W., Bell, C. and Zawacki, R. *Organization Development and Transformation*, 6th edition, McGraw-Hill Irwin, Boston, 422-432.
- y) Nilikant, V. and Ramnarayan, S. (2006). *Mobilizing support' in Change Management – Altering Mindsets in a Global Context*. New Delhi: Response Books.
- z) Palmer, I., Dunford, R. and Akin, G. (2006)). *Managing Organizational Change: A multiple perspectives approach*. New York: McGraw Hill Irwin.
- aa) Prochaska, J.O, Velicier, W.F, Rossie, J.S, Goldstein, M.G. (1996). *Stages of Change and Decisional Balance for 12 Problem Behaviors*, *Health Psychology*, 13 (1), 39-46.
- bb) Roberto, M. and Levesque, L. (2005). *The Art of Making Change Initiatives Stick*.
- cc) *MIT Sloan Management Review*, Summer, 53-60
- dd) Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday. 23, (7/8) 777 – 786
- ee) Spencer, S. and Adams, J. D (2003). *Life Changes: Growing Through Personal Transitions*. USA: Special Editions.
- ff) Stewart, T.A (1996). *Rate your readiness for change*. Fortune, April 23, 8-10. *Managing Organizational Change: A multiple perspectives approach*. New York: McGraw Hill Irwin.

Course Title: **Quality in Education**

Nature of the Course: Theory/Practical

Course No: EPM: 473

Level/Semester: B.Ed./Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

During the past few decades, much has been talked, advocated and done globally to provide quality education for all. However, there is little consensus on what constitutes quality and how can quality of schooling be achieved. This course, in this context, acquaints the students with basic understanding of quality dimensions of education. The quality education, as this course introduce, includes the context dimension, learner dimension, content dimension, process dimension and product dimension. This course also helps them explore the issues and challenges of quality of education in the context of Nepal considering each dimension of quality.

2. Course Objectives

On completion of the course, the students are expected to;

- a) conceptualize and understand the meaning of quality of education.
- b) list various dimensions of quality and explain each of them.
- c) discuss the various aspects of learners to enhance quality of education.
- d) list and explain physical elements crucial for enhancing quality of education.
- e) mention psychological elements affecting quality of education.
- f) discuss the various features of quality contents for teaching and learning.
- g) explain the roles of teachers in enhancing quality of teaching and learning.
- h) explore the role of supervisory and support service in increasing quality of education.
- i) discuss the various features of quality outcomes of schooling.
- j) assess the problems and challenges of quality of education in school and higher education in Nepal.

3. Course Contents

Unit One: The Nature of Dimensions of Quality

1.1 Conceptions of quality

1.2 Dimensions of quality

- 1.2.1 Context/presage dimensions
- 1.2.2 Learner dimensions
- 1.2.3 Content dimensions
- 1.2.4 Process dimensions
- 1.2.5 Product dimensions

Unit Two: Quality Learners

- 2.1 Good health and nutrition
- 2.2 Early childhood psychological development experience
- 2.3 Regular attendance for learning
- 2.4 Family support for learning

Unit Three: Quality Learning Environments

3.1. Physical elements

- Quality of school facilities
 - Interaction between school infrastructure and other quality dimensions
 - Class size
- 3.2. Psychological elements
- Peaceful, safe environments
 - Teachers' behaviors that affect safety
 - Effective school discipline
 - Inclusive environments
 - Non-violence
- 3.3. Service delivery
- Provision of health services

Unit Four: Quality Content

- 4.1 Student-centered, non-discriminatory, standards-based curriculum structures
- 4.2 Uniqueness of local and national content
- 4.3 Literacy
- 4.4 Numeracy
- 4.5 Life skills
- 4.6 Peace education
- 4.7 Challenges in reaching large numbers of children with quality content

Unit Five: Quality Processes

- 5.1 Teachers
- 5.1.1 Professional learning for teachers
 - 5.1.2 Teacher competence and school efficiency
 - 5.1.3 Ongoing professional development
 - 5.1.4 Continuing support for student-centered learning
 - 5.1.5 Active, standards-based participation methods
 - 5.1.6 Teacher feedback mechanisms
 - 5.1.7 Teacher beliefs that all students can learn
 - 5.1.8 Teachers' working conditions
- 5.2 Supervision and Support
- 5.2.1 Administrative support and leadership
 - 5.2.2 Student access to languages used at school
 - 5.2.3 Using technologies to decrease rather than increase disparities
 - 5.2.4 Diversity of processes and facilities

Unit Six: Quality Outcomes

- 6.1 Achievement in literacy and numeracy
- 6.2 Using formative assessment to improve achievement outcomes
- 6.3 Outcomes sought by parents
- 6.4 Outcomes related to community participation, learner confidence and life-long learning
- 6.5 Experiential approaches to achieving desired outcomes
- 6.6 Health outcomes
- 6.7 Life skills and outcomes

Unit Seven: Problems and challenges of Quality in Education in Nepal (6 hours)

7.1 Problems and challenges related to presage dimensions of quality

7.2 Problems and challenges related to process dimensions of quality

7.3 Problems and challenges related to product dimensions of quality

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work. Attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Scheme

- Internal 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Gibbs, G. (2010). *Dimensions of quality*. Heslington, York: The Higher Education Academy (Unit I to VII)
- b) Frick, T.W. (2012). *Dimensions of quality*. Bloomington: Indiana University. Available at <http://educology.indiana.edu/Frick/Dimensions%20of%20Educational%20Quality.pdf> (Unit I to VII)
- c) UNICEF (2000). *Defining quality in education*. New York, NY: Author (Unit I to VII)

Course Title: **ICTs and Learning Transfer**

Nature of the Course: Theory/Practical

Course No: EPM: 474

Level/Semester: B.Ed./Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

Transfer of learning is the application of skills and knowledge learned in one context being applied in another context. It is the goal of all training and learning interventions. This course, in this context, enables the students to acquire essential knowledge and understanding of the meaning of and condition for learning transfer. It also helps them understand the means and roles of technology in learning and learning transfer and in particular acquaints them with the elements and conditions for enhancing transfer of learning at workplace.

2. Course Objectives

On completion of the course, the students are expected to;

- a) conceptualize and understand the meaning and concept of transfer of learning.
- b) specify and illustrate various types of transfer of learning.
- c) discuss the prospects of transfer of learning.
- d) list and explain various conditions of transfer of learning.
- e) describe the mechanism of transfer of learning.
- f) list various technologies that can be used in teaching and explain their uses.
- g) define programmed instruction and discuss its types and importance in teaching and learning.
- h) discuss the roles of ITCs in teaching and learning.
- i) explore the problems and challenges of using technologies in educational delivery.
- j) define workplace learning and discuss its importance
- k) discuss various elements and condition for enhancing transfer of learning at workplace.

3. Contents

Unit One: Transfer of Learning/Knowledge (10 hours)

1.1 Meaning of learning transfer

1.2 Types of transfer

1.2.1 Positive versus negative transfer

1.2.2 Simple versus complex transfer

1.2.3 Near versus far transfer

1.2.4 Automatic and mindful transfer

1.3 Prospects of transfer

1.4 Transfer and local knowledge

Unit Two: Conditions of Transfer (10 hours)

2.1 Thorough and diverse practice

2.2 Explicit abstraction

2.3 Active self-monitoring

2.4 Arousing mindfulness

2.5 Using a metaphor or analogy

Unit Three: Mechanisms of Transfer (8 hours)

- 1.1 Abstraction
- 1.2 Transfer of affordances
- 1.3 High road and low road transfer

Unit Four: Technology in Education (15 hours)

- 4.1 Education, then and now
- 4.2 Sensory learning and audio-visual aids
- 4.3 Teaching aids and technologies
 - Reprographic equipments
 - Non-projected aids
 - Projected aids
 - Aural Aids and TV
 - Hardware, Software and Internet
 - Direct observations
- 4.4 Programmed instruction
- 4.5 Teaching machines
- 4.6 ICTs and education
- 4.7 Challenges for educational technology

Unit Five: Workplace Learning and Transfer (12 hours)

- 5.1 Meaning of workplace learning
- 5.2 Need and importance of workplace learning
- 5.3 Elements to enhance transfer of learning at workplace
 - 5.3.1 Situational elements
 - Supervisory support
 - Workload
 - Peer support
 - Facilities
 - 5.3.2 Training elements and practices
 - 5.3.3 Post training intervention elements

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion.

5. Evaluation Scheme

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment.

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Haskell, R.E. (2001). *Transfer of learning: cognition, instruction and reasoning*. New York, NY: Academic Press. (Unit I to III)
- b) Leberman, S., McDonald, L. and Doyle, S. (2006). *The transfer of learning*. Hampshire, England: Gower. (Unit I to III)
- c) Perkins, D.N. and Salomon (1992). Transfer of learning. In International Encyclopedia of Education (2nded.). Oxford, England: Pergamon Press. (Unit I to III)
- d) Russ-eft, D. (2000). A typology of training design and work environment factors affecting workplace learning and transfer, *Human Resource Development Review*, 1(1), pp. 45 – 65 (Unit V).
- e) Sampath, K., Panneerselvam, A. & Santhanam, S. (2001). *Introduction to educational technology* (3rded.) New Delhi: Sterling Publishers (Unit IV)

Course Title: **School Based Management**

Nature of the Course: Theory/Practical

Course No: EPM: 475

Level/Semester: B.Ed./Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is designed for the students of BES. The course provides the students with the concept of SBM, financial delegation and leadership skills to the students. It also provides them the knowledge about human resources management and state the roles and responsibilities of head teacher and other related educational managers. During the course, students will also be familiarized with the problems and issues of SBM and their solution in the context of Nepal.

2. Course Objectives

On completion of the course the students are expected to;

- a) explain the concept of SBM
- b) be familiar with the process of SBM and its implication
- c) describe the issues and problems of SBM with their solution
- d) understand the human resource of secondary school
- e) describe problems and issues of SBM

3. Course Contents

Unit One: Concept of School Based Management

- 1.1 Definitions of SBM
- 1.2 Need of SBM
- 1.3 Emergence of major reforms for SBM
- 1.4 Development/ decentralization
- 1.5 School of the future
- 1.6 Dimensions of SOF's reform
- 1.7 Theory of SBM
- 1.8 Linkage of SBM with learning outcomes
- 1.9 Topology of SBM

Unit Two: Financial Delegation and Leadership

- 2.1. Delegation of financial management
- 2.2. Effects of SBM and financial delegation
- 2.3. Leadership consideration
- 2.4. Equity consideration
- 2.5. SBM in developing countries
- 2.6. Implication of SBM

Unit Three: Human Resource of Secondary School

- 3.1. The staff
 - Administrative staff
 - The teaching staff
 - Support staff
- 3.2. Pupils
- 3.3. Parents

Unit Four: Qualities, Role and Responsibility of the Head teacher

4.1. Qualities of the head teacher

4.2. The role of head teacher

- On pedagogical level
- On financial level
- At a social level

4.3. Concerning HRM

- Personnel management
- Pupil management
- Partnership management

4.4. The head teacher's responsibilities

Unit Five: Problems and Issues of SBM

5.1. Capacity building for SBM

5.2. Synergy through network

5.3. SBM in the context of Nepal

5.4. Problems and issues of SBM

5.5. Implication procedures of SBM

4. Instructional Techniques

- Lecture
- Presentation,
- Group work/Pair work,
- Discussion,
- Individual study,
- Buzz session, and
- Project method with seminar session

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Chion, Kenney (1994). Site-Based Management and Decision making Problem and Solutions. Arlington, Virginia: American Association of School Administrators(Unit 1-5).
- b) David, Jane L. (1989). Synthesis of Research on School- Based Management, Educational Leadership, and EJ 388(Unit 1).
- c) Prash John C. (1990). How to Organize for SBM. Alexandria, Virginia: Association for Supervision and Curriculum Development(Unit 1).
- d) Abu-Duhou, I. (1999).SBM. Paris: IIEP/ UNESCO(Unit 1-5).
- e) Leithword, K. and Menzies, T. (1998). Form and Effects of SBM: A Review of Educational Policies. UK: Oxford Press(Unit 1-5).

Semester VIII

EPM 481: Reflective Practices in Education

EPM 482: Technology in Education

EPM 483: School Development Plan

EPM 484: Student Teaching: on-campus

EPM 485: Student Teaching: off-campus

Course Title: **Reflective Practices in Education**

Nature of the Course: Theory/Practical

Course No: EPM: 481

Level/Semester: B.Ed./Seventh

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is basically related with reflective practice in education with a focus on educational field. A lot of aspects in teaching learning activities have conducted and related with human resource development for effective classroom environment to the teachers and students. It focuses basically two parts that provided theory and practical knowledge in actual life for dealing the recent issues in teaching and learning.

2. Course Objectives

On completion of the course, the students are expected;

- a) to be familiar with the concept of reflective practice of education
- b) to find out the philosophical context of teacher
- c) to be familiar the characteristics of teacher's performance in teaching learning
- d) to identify the teacher and student behavior cooperation in real situation
- e) to be familiar with reflection of teacher's teaching in curricular context and reflective practice with school environment
- f) to participate in reflective practices into theoretical knowledge of student and vice versa
- g) to draw relationship of reflective practice for educators and improving schooling through professional development

3. Course Contents

Part I

Unit One: Reflective Practice

1.1 Chronology

Models: Argyris, Kolb, Gibbs, John and Rolfe

1.2 Application: education, environmental management and sustainability, other professions

1.3 Reflective Practice: International and multidisciplinary perspectives

Self study

Linguistic/ social linguistics

Theoretical perspective

Transcription

Research as transcriber

Refining the approach in the self study

Unit Two: Land as First Teacher: A Philosophical Context

2.1 Classroom dynamics: teaching and learning

2.2 Child and youth studies in abnormal context

2.3 Assessment and course evaluation circle

2.4 Deeper analytical reflections

2.5 Reflective process

2.6 Description and journal writing

Process

Capacity
Language
Attitude
Discussion

Unit Three: Reflective Inquiry and Pre-service Teachers' Concept of Content Area

- 3.1 Concept
- 3.2 Content literacy method instruction
- 3.3 Rationale for the literacy history project
- 3.4 Representations of literate identities
- 3.5 Double edged sword
- 3.6 Word cognition to meaning making
- 3.7 Literacy development as life story
- Discussion

Unit Four: Student Teachers' Reflection during Practicum

- 4.1 Introduction
- 4.2 Reflection in teacher education
- 4.3 Promoting reflection in teacher education
- 4.4 Internship activities
 - Professional portfolio
 - Previous knowledge
 - Seminar and homework
 - Recall and reflection
 - Discussion
- 4.5 Reflection and professional development
 - Facilitating deeper reflection
 - Need for reflection in action

Part II

Students are required to write reflective practices on the above issues related with their own perception. The following units are suggested for practical task as prescribed format:

Unit Five: Creating Spaces for Critical Reflection in Social work Education: Learning from Classroom-based Empathy

Unit Six: Critical Reflection: Reflecting on learning to be Reflective

Writing reflective practice: based modernization, globalization, feminist and post-structuralist.

Unit Seven: Reflective Practice for Educators: Improving Schooling through Professional Development

Facilitating reflective practice and self-assessment of competence through the use of narratives

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work

- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Butler, A. (1990). A methodological approach to chaos: Are economists missing the point? *Federal Reserve Bank of St. Louis*, 72 (13): 3648.
- Hassard, J., and Parker, M. ed. (1993). *Postmodernism and Organizations*. Sage, Newbury Park, California.
- Hal land, J. (1995). *Hidden Order How Adaptation Builds Complexity*, Addison- Wesley, Reading, Massachusetts.
- Katz. D. and Kahn, R. L. (1966). *The Social Psychology of Organizations*, John Wiley, New York.
- Kauffman, S. A. (1993). *The origins of order: Self-organization and Selection in Evolution*, Oxford University Press, Oxford.
- Margaret, D. (2003). *Active learning in higher education*. London: Sage publications.
- Meny, U. (1995). *Coping with Uncertainty: Insights from the New Sciences of Chaos, Self-Organization and Complexity*, Praeger, Westport, Connecticut.
- Morgan, G. (1997). *Images of Organization*, 2nd ed., Sage, Thousand Oaks, California.
- Nohria, N., and Eccles, R. G. (1992). *Networks and Organizations*. Boston: Harvard Business School Press.
- Pascale, R. (1990). *Managing on the Edge: How the Smartest Companies Use Conflict to Stay A head*, Simon & Schuster, New York.
- Porter, M. E. (1990). *The Competitive Advantage of Nations*, Free Press, New York.
- Ruth, O. O. (2011). *Reflective practice: International and multidisciplinary perspectives*. Routledge: Taylor and Francis group.
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*, Doubleday, New York.
- Simon, H. A. (1957). *Administrative Behavior*, 2nd ed., Macmillan, New York.
- Stacey, R. (1993): Strategy as order emerging from chaos, *Long Range Planning*, 26 (1): 10-17.

- p) Stewart, I. (1989). *Does God play dice?* Oxford University Press, Oxford.
- q) Thompson, J. D. (1967). *Organizations in Action: Social Science Bases of Administrative theory*, McGraw-Hill, New York.
- r) Wheatley, M. K., M. (1996). *A Simpler Way*, Berrett-Koehler, San Francisco.

Course Title: **School Development Plan**

Nature of the Course: Theory/Practical

Course No: EPM: 482

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course is basically related with management in education with a focus on school management. Knowledge on various aspects of school management is provided to the prospective educational manager, administrator and supervisor with an understanding and application of theories and principles of management. The course intends to equip the school managers with the knowledge and skills necessary to operate the school systematically. Further, the course aims at providing the concept of management by relating it with the rules and regulations of the school as an educational organization.

2. Course Objectives

On completion of the course, the students are expected;

- a. to be familiar with the changing context of school reform management in general and school management in particular
- b. to be familiar with theories of school improvement and development in-depth understanding of historical development and components of management
- c. to recognize the strategies for school improvement
- d. to find out the school funding formulae
- e. to become knowledgeable about school based management system and structure of school in Nepal
- f. to identify the use of technology in school improvement
- g. to derive the implications of school development plan
- h. to prepare school improvement plan as a micro development plan

3. Course Contents

Unit One: Changing Context of School Reform

1.1. Centralization and decentralization

Unit Two: Theories of School Improvement (10hrs)

2.1 Theories of organizations

2.2 The school as an organization

2.3 Leadership and management theory

2.4 Theories of change

Unit Three: Strategies for School Improvement (7hrs)

3.1 Individual strategies

3.2 Organizational strategies

3.3 System strategies

Unit Four: School Funding Formulae (10hrs)

4.1 Core funding

4.2 Needs based funding

- 4.3 Priority programs
- 4.4 The funding formula
 - Number of students
 - Types of program/class level
 - Maintenance quota
 - Equipment quota
 - Comparison of formula
- 4.5 Transparency
 - School managers
 - Teachers
 - Parents
 - School managing committee

Unit Five: School Based Management (10 hrs)

- 5.1 Concept
- 5.2 Emergence
- 5.3 Tensions between centralization and decentralization
- 5.4 Contentious issue in different political context
- 5.5 The search for evidence
- 5.6 Linkages with learning outcomes

Unit Six: Use of Technology in School Improvement (8hrs)

- 6.1 Ways of technology
 - Use of newer technology
 - Access/equity
 - Complication and cost
 - Inappropriate problem
- 6.2 Role and value of technology
 - Top down vs. bottom up approaches
 - Interactive instruction (Radio, Computer, TV, Mobile, Internet)
- 6.3 Adopting technology

Unit Seven: School Development Plan (12 hrs)

- 7.1 Concept
- 7.2 Philosophy
- 7.3 Need for school plan
- 7.4 Purpose
- 7.5 Process of planning
- 7.6 Strategies for formulation and development
- 7.7 Stages of planning
 - Planning issues
 - Context factors
 - Impact
- 7.8 School policy and organization
 - Policies
 - Communication

Equality of opportunity
 School code of behavior
 7.9 Staff development
 Promotion staff development
 School evaluation
 Techniques for group work on school development plan
 Formulating a gender equality plan
 Teacher evaluation
 Home school partnership
 Parents as partners
 Cooperation and collaboration
 Formulating information and ICT plan for a school

4. Instructional Techniques

- Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work
- *Types of learning activities:* attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, learning how to give constructive criticism, peer group study and discussion

5. Evaluation Schemes

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	1 Marks	10 Marks
Short answer questions	8 with 2 'or' questions	8x5 Marks	40 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- Reggie, V. L., John, J., Paul, H., Gary, N., Andrew, T., DeAnne, A., Wolfgang, S., Jörg, K., and Claudia, S. (2004). *Ten Guiding Principles of Change Management*. Chicago: Booz and company.
- Sergio, J. (2011). *Strategic management The Theory and Practice of Strategy in (Business) Organizations*. Lyngby, Demark: Department of Engineering Management Technical University of Denmark.

Course Title: **Technology in Education**

Nature of the Course: Theory/Practical

Course No: EPM: 483

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This course deals with the concept of education educationally technology. It is designed to acquaint different models of teaching strategies of teaching plans, modules and other factors relevant to teaching.

2. Course Objectives

On completion of the course, the students are expected;

- a) to be acquainted with the basic concept of educational technology
- b) to have an-in depth understanding of the development of ed. Technology and its implication in classroom teaching
- c) to be familiar with basic concept of teaching model, plan, strategy, modules & theory of teaching
- d) to identify and use of material and media in teaching
- e) to recognize the ways of enhancing learning motivation
- f) to have the concept about modules

3. Course Contents

Unit One: Concept of Educational Technology (Meaning & Purpose)

1.1 Purpose

1.2 Scope

1.3 Evolution

Unit Two: Module of Teaching,

2.1 Meaning & definition.

2.2 Characteristics

2.3 Classification of module of teaching (classification, feature element of teaching on the basis of families.

2.4 Social, interaction, information processing, personal & behavior modification

Unit Three: Teaching, Learning and Strategies

3.1. Meaning & definition

3.2. Difference among methods, technique, device & strategy.

3.3. Types of teaching strategy (Autocratic & democratic)

Unit Four: Theory of Teaching

4.1. Meaning & definition

4.2. Need & Importance

4.3. Types of teaching theories (basic concept only formal, Descriptive, Normative)

Unit Five: Modification of Teacher Behavior

- 5.1 Simulated social skill training
- 5.2 Micro-teaching
- 5.3 Teaching skill
- 5.4 Programmed Instruction
- 5.5 Teacher group training

Unit Six: Planning and Instruction

- 6.1. Operation calendar & log book
- 6.2. Annual work plan
- 6.3. Unit plan
- 6.4. Lesson plan

Unit Seven: Material & Media in Teaching

- 7.1. Meaning & definition
- 7.2. Importance
- 7.3. Types
- 7.4. Preparation & use of chart poster, flash card, puppets, model, graph, picture, flannel board.

Unit Eight: Enhancing Learning Motivation

- 8.1. Meaning
- 8.2. Types
- 8.3. Need
- 8.4. Maslow's hierarchy of human needs
- 8.5. Affecting factors in motivation
- 8.6. Selection of motivation strategies

Unit Nine: Modules

- 9.1 Meaning
- 9.2 Essential elements
- 9.3 Feature
- 9.4 Types
- 9.5 Need & Importance

4. Instructional Techniques

- In this course the students will be involved in different teaching-learning activities. The instructional techniques for this course are in two groups: first group consists of general instructional technique for theory contents. The second group consists of specific instructional techniques applicable to practice.
- Lecture, question-answer, report writing & discussion
- Involving the student in the preparation & presentation of operation calendar annual work plan, unit plan, log work, lesson plan and teaching materials- chart, poster, flash card, puppets, module, graph & flannel board.
- (Note: figures indicate the approximate periods for the respective unit)

5. Evaluation Schemes:

- Internal: 40%
- External: 60%

Internal evaluation will be based on the following criteria:

Oral examination, seminar/workshop/conference presentation, written examination, oral presentation, test, paper/essay, portfolio, continuous assessment

External evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 Marks	10 Marks
Short answer questions	6 with 2 'or' questions	6x5 Marks	30 Marks
Long answer questions	2 with 1 'or' question	2x10 Marks	20 Marks

6. Prescribed Texts

- a) Aggrawal, J.C. (1985) Essential of education technology teaching learning innovation in education, New Delhi: Vikas publishing house (Unit 1-3)
- b) Joyee, Bruse & Marsha Weil (1972) model of teaching, India prentice Hall (Unit 2).
- c) Skinner, B.F (1968) Technology of teaching New York: Meredith Cooperation (Unit 2).
- d) Samapath.K & Sanhanam, S. (1992) Introduction to educational technology
- e) Sharma, R.A. (2001) Technology of teaching, Meerut: Loyal book depot (Unit 1-9).

Course Title: **Student Teaching: On-campus**

Nature of the Course: Theory/Practical

Course No: ENG 484

Level/Semester: B.Ed./EPM

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This is a course designed to provide students an opportunity to get prepared for their practice teaching towards the end of the semester. The students will learn to make lesson plans and prepare the teaching learning materials during the course work. In addition to this they will also do the micro-teaching and observe some of the classes in the schools and bring their comments on them. Finally, the students will go to the school and teach the assigned course.

2. Course Objectives

The objectives of the course are:

- a) to give students practical experience of preparing lesson plans
- b) to expose students to micro-teaching experience as a preparation to the real teaching in schools
- c) to provide students an opportunity to prepare teaching learning materials for real teaching
- d) to develop in students class observation skills.
- e) to give them real teaching experience in schools.

3. Course Contents

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in schools. On-campus activities will have four major components viz. field observation and class seminars; preparation of lesson plans; preparation of teaching learning materials; and supervised micro-teaching. The details of each component are given below:

a) Field Observation and Class Seminars

Each student will be assigned a school and the internal supervisor at the beginning of the eighth semester. The student will visit the school, build a rapport with the English teacher, discuss the ELT issues in the classroom and observe some of the lessons in class. The observation will focus on the key areas of ELT pedagogy, classroom management, lesson sequence, activities, students' engagement patterns of classroom interaction etc. Prior to the school visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lessons in certain interval and prepare a report for class seminar. The seminar will discuss the issues observed in schools and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words.

b) Preparation of Lesson Plans

The students will prepare 20 lesson plans from different areas of English language teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

c) Preparation of Teaching and Learning Materials

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

d) Supervised Micro-teaching

Students will teach five to ten micro-lessons during their supervised micro-teaching. All the micro-teaching sessions will be observed by the supervisor and necessary feedback will be provided to the students. After the micro-teaching post observation seminar will be organized in order to share the reflection of the students and the feedback of the supervisor and peers. Some of the classes will be videotaped and the students will be asked to make comments on their own lessons.

5. Evaluation Scheme

Field observation and class seminar	20marks
Preparation of lesson plan	20marks
Preparation of teaching learning materials	20marks
Supervised Micro-teaching	40marks

6. Prescribed Texts

- a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
- b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

Course Title: **Student Teaching: Off-campus**

Nature of the Course: Theory/Practical

Course No: EPM 485

Level/Semester: B.Ed./Eighth

Credit Hours: 3

Full Marks:

Pass Marks:

1. Course Introduction

This is a course that is designated to the real teaching of students in the schools. The students will go to the assigned schools and work with the regular teachers. They plan the lessons in consultation with the regular teacher and deliver the lessons in class. The school teacher will be requested to observe the student-teacher's class and provide their feedback.

2. Course Objectives

The objectives of the course are:

- a) to give students real teaching experience in schools
- b) to expose students to the school environment so that they learn the school culture
- c) to train them in real teaching and other extra-curricular activities.

3. Course Contents

Off Campus Activities:

The students will go to the schools and start their real teaching. In addition to teaching, students will also learn other school activities such as test item construction, organizing and managing extra-curricular activities, case studies and so on. Major activities that the students will be engaged during this teaching are as follows:

a) Actual Teaching

Each student will be required to teach minimum of 30 lessons not exceeding one lesson per day. The students will prepare daily lesson plan and all the necessary teaching learning materials along with the work sheet in close coordination with the school teacher and campus supervisor in advance and deliver the lesson in school. Out of thirty, at least five lessons will be observed by the campus supervisor in different time intervals.

b) Case Study

The student will identify a particular case for a detailed study. The case could be a student with a unique learning style, a teacher who has been well recognized for his/her English lessons, a group of students with a different linguistic needs, a group of students with an indigenous linguistic community or a student with a different linguistic ability. The case should be studied in detail and a report of about 2000 words should be produced and submitted to the campus supervisor.

c) Teaching Logbook and Test Item Construction

Students will be required to maintain a log book of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out. Similarly, students will also prepare test items from the course they teach in the school. The test items will include at least 20 objective questions and ten subjective questions of various types.

d) Extra-curricular Activities

Students should organize at least one extra-curricular event in the school and a report of the event should be submitted to the campus supervisor.

5. Evaluation Scheme

Classroom teaching	50 marks
Case study	10 marks
Logbook record	10 marks
Test items construction	20 marks
Extra-curricular activities event report	10 marks

6. Prescribed Texts

- a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
- b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.