

Fundamentals of Education

Course number	: Gen Ed 3001	Course duration	: 150 hrs
Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on the fundamentals of education. The course consists of ten units. The first two units deal with the preliminaries of education and instruction. The third unit deals with various patterns of instructional organization. The fourth unit deals with the philosophical aspect of education and the next three units deal with the psychological aspects of education with emphasis on human development. Unit Eight deals with basic concepts and theories of learning. The last two units deal with different aspects of curriculum and evaluation.

General Objective

The course aims at providing the teacher trainees with basic knowledge of education related especially to human growth and development, organization and processes of instruction, psychology and philosophy of education, and curriculum and evaluation.

Specific Objectives

On completion of the course, the trainees will be able to

- describe the meaning, purpose, function and forms of education.
- outline the basic tenets of instructional processes including the general strategies of instruction.
- discuss and use different patterns of instructional organization.
- relate different schools of philosophy to education and its processes.
- explain the concept of educational psychology.
- describe different stages of human development along with their specific characteristics.

- explain various theories of learning and relate them to instructional practices.
- describe curriculum along with the sources and procedures of its formulation.
- describe evaluation and show the differences between testing and not-testing devices, particularly with reference to their meaning and use.

Course Contents

- Unit 1 : Preliminaries of Education
- Unit 2 : Instructional Process (15 periods)
- Unit 3 : Instructional Organizations (20 periods)
- Unit 4 : Education and Philosophy (15 periods)
- Unit 5 : Educational Psychology (20 periods)
- Unit 6 : Growth and Development (20 periods)
- Unit 7 : Stages of Human Development and their Characteristics (10 periods)
- Unit 8 : Introduction to Learning (20 periods)
- Unit 9 : Curriculum (20 periods)
- Unit 10 : Evaluation (20 periods)

Course Contents in Detail

- Unit 1: Preliminaries of Education
 - 1.1 Meaning and definition of education
 - 1.2 Elements of education
 - 1.2.1 Educator
 - 1.2.2 Educand
 - 1.2.3 Educative process
 - 1.3 Purpose and functions of education
 - 1.3.1 Conservative functions
 - 1.3.2 Progressive functions
 - 1.3.3 Revolutionary functions
 - 1.4 Forms of education
 - 1.4.1 Formal education
 - 1.4.2 Informal education
 - 1.4.3 Non-formal education

Unit 2: Instructional Process

- 2.1 Meaning and definition of education
- 2.2 Maxims of teaching
- 2.3 Planning for instruction
 - 2.3.1 General background
 - 2.3.2 Instructional objectives
 - cognitive
 - psychomotor
 - affective
- 2.3.3 Learning outcomes (experiences)
- 2.3.4 Evaluation of learning outcomes
- 2.4 General strategies of instruction
 - 2.4.1 Exposition/Lecture
 - 2.4.2 Discussion
 - 2.4.3 Demonstration
 - 2.4.4 Drill
 - 2.4.5 Problem solving
 - 2.4.6 Discovery
 - 2.4.7 Creativity
 - 2.4.8 Story telling
 - 2.4.9 Role play
 - 2.4.10 Play way
 - 2.4.11 Field trip
 - 2.4.12 Media-based instruction

Unit 3: Instructional Organization

- 3.1 Meaning and use of I. Qs.
- 3.2 Grade teaching
- 3.3 Multi-grade teaching
- 3.4 Non-graded teaching
- 3.5 Mixed patterns of teaching
- 3.6 Grouping technologies
 - 3.6.1 Ability grouping
 - 3.6.2 Interest grouping
 - 3.6.3 Gender grouping
 - 3.6.4 Age grouping
 - 3.6.5 Social grouping

Unit 4: Education and Philosophy

- 4.1 Meaning of educational philosophy
- 4.2 Relation between education and philosophy
- 4.3 Basic philosophies of education
 - 4.3.1 Idealism
 - 4.3.2 Realism
 - 4.3.3 Naturalism
 - 4.3.4 Pragmatism
- 4.4 Implications of these philosophies
 - 4.4.1 Objectives of education
 - 4.4.2 Education process
 - 4.4.3 Roles of the teacher and students
 - 4.4.4 Curriculum

Unit 5: Educational Psychology

- 5.1 Meaning and definition
- 5.2 Relation between education and psychology
- 5.3 Need of educational psychology to the teachers, educators and the combined personnel
- 5.4 Scope of educational psychology
 - 5.4.1 Human development
 - 5.4.2 Learning
 - 5.4.3 Evaluation

Unit 6: Growth and Development

- 6.1 Meaning of growth, development and maturation
- 6.2 Different components of development
 - 6.2.1 Physical development
 - 6.2.2 Social development
 - 6.2.3 Emotional development
 - 6.2.4 Intellectual development
- 6.3 Interrelation between heredity, environment, growth and development

Unit 7: Stages of Human Development and their Characteristics

- 7.1 Prenatal development
- 7.2 Postnatal development
 - 7.2.1 Stage of infancy
 - 7.2.2 Stage of babyhood
 - 7.2.3 Stage of childhood

- 7.2.4 Stage of puberty
- 7.2.5 Stage of adolescence
- 7.2.6 Stage of youth
- 7.2.7 Stage of middle age
- 7.2.8 Stage of old age

Unit 8: Introduction to Learning

- 8.1 Meaning and elements of learning
- 8.2 Steps in the learning process
 - 8.2.1 Goal
 - 8.2.2 Motivation
 - 8.2.3 Readiness
 - 8.2.4 Obstacles
 - 8.2.5 Response
 - 8.2.6 Reinforcement
 - 8.2.7 Generalization
- 8.3 Review of learning theories
 - 8.3.1 Classical conditioning
 - 8.3.2 Trial and error
 - 8.3.3 Insightful learning
- 8.4 Bandura's identification learning
- 8.5 Gagne's eight types of learning
- 8.6 Factors affecting learning
- 8.7 Role of motivation and reinforcement in learning

Unit 9: Curriculum

- 9.1 Meaning and definition of curriculum
- 9.2 Distinction between curriculum, syllabus and courses of study
- 9.3 Elements of curriculum
 - 9.3.1 Objectives (general and specific)
 - 9.3.2 Contents (learning experiences/outcomes)
 - 9.3.3 Teaching and learning strategies
 - 9.3.4 Evaluation
- 9.4 Sources of curriculum
 - 9.4.1 Contemporary society
 - 9.4.2 Background, needs and developmental maturity of the learners
 - 9.4.3 Features and forms of knowledge and subject

- 9.5 Procedures of curriculum formulation
 - 9.5.1 Defining objectives and competencies
 - 9.5.2 Identification and selection of useful learning experiences
 - 9.5.3 Organization of contents to provide useful learning experiences
 - 9.5.4 Evaluation of learning

Unit 10: Evaluation

- 10.1 Meaning of evaluation, examination and test
- 10.2 Types and uses of evaluation
 - 10.2.1 Diagnostic evaluation
 - 10.2.2 Formative evaluation
 - 10.2.3 Summative evaluation
 - 10.2.4 Continuous and comprehensive evaluation
- 10.3 Testing and non-testing devices
 - 10.3.1 Testing devices
 - standardized tests
 - teacher-made tests
 - subjective tests
 - essay type and short answer type tests
 - objective tests
 - true/false
 - multiple choice
 - matching
 - completion
 - 10.3.2 Administration, scoring, analysis and use of tests
 - 10.3.3 Analysis of test results
 - measurement of central tendencies
 - mean
 - mode
 - median
 - 10.3.4 Non-testing devices
 - observation
 - rating scale
 - check list
 - anecdotal and cumulative records
 - self report/evaluation
- 10.4 Validity and reliability of evaluative devices

Instruction Techniques

- Discussion
- Demonstration
- Lecture, exposition and explanation
- Use of resource persons
- Observation
- Role play and simulation
- Microteaching
- Individual and group work
- Self study

Assessment Techniques and Mark Distribution

Written examination : 100 marks

Unitwise mark distribution

Units 1 to 5 : 50 marks
Units 6 to 10 : 50 marks

Questionwise mark distribution

20 multiple-choice questions : 20x 1 = 20 marks
2 long-answer questions : 2x12 = 24 marks
8 short-answer questions : 8x 7 = 56 marks

Prescribed Textbooks

1. Dececco, J.P. Psychology of Learning and Instruction. 1976.
2. Hurllock, E. B. Child Development. Kogu Kusha, Tokyo: McGraw Hill, 1978.
3. Tyler, R. W. Basic Principles of Curriculum and Instruction.
4. Wagley, M.P. A Handbook for B. Ed. Students. Kathmandu: Ganesh Himal Education, 1994.

References

1. Ottaway, A. K. C. Education and Society. 1984.
2. Sharma, C. Shikshako Adhar. Bhotahity, Kathmandu: M. K. Publishers and Distributors, 2053 B.S.



Educational Studies

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Nature of the course	: Theoretical	Number of periods	: 180
Full mark	: 100	Periods per week	: 6
Pass mark	: 35	Time per period	: 50 min

Course Description

This is a course on education in society. The course has eight units. Units One and Two talk about the interdependence of society and education, particularly about the social implications of education. Units Three and Four are directly related to instruction, teaching and teacher training. Unit Five outlines factors that cause changes in the curriculum and Unit Six speaks about modern trends in education, sometimes referred to as alternative approaches to education. Units Seven and Eight deal with the education system of Nepal in terms of its developmental phases and the problems/issues thereof.

General Objective

The general objective of this course is to acquaint the teacher trainees with the social and pedagogical implications of education so that they can understand the rubrics of education as well as the subtle connection existing between education, society and instruction.

Specific Objectives

- On completion of the course the trainees will be able to
- describe the interconnectedness between education and society.
 - explain the social policies of education.
 - relate teaching with teacher training
 - acquire a sound knowledge of instructional procedures.
 - analyse and interpret the alternative approaches to education.
 - demonstrate knowledge about the developmental phases of the Nepalese education system over different periods of time.
 - discuss at greater length the major problems/issues of the Nepalese education system.

Course Contents

Unit 1: Education and Society	(30 periods)
Unit 2: Social Policies of Education	(20 periods)
Unit 3: Teaching and Teacher Training	(20 periods)
Unit 4: Basic Instructional Procedures	(20 periods)
Unit 5: Factors Affecting Curricular Changes	(20 periods)
Unit 6: Alternative Approaches to Education	(20 periods)
Unit 7: Development of Education in Nepal	(25 periods)
Unit 8: Problems and Issues of Education System in Nepal	(25 periods)

Course Contents in Detail

Unit 1: Education and Society

- 1.1 Education as a discipline
- 1.2 Relationship of education with other disciplines
- 1.3 Concept of society
- 1.4 Relation between education and society
 - 1.4.1 Socio-educational interdependence
 - 1.4.2 Individual social-educational relationships
- 1.5 Education as a social process
 - 1.5.1 Modes of socialization
 - repressive
 - permissive
 - 1.5.2 Directedness in education
 - tradition-directedness
 - inner-directedness
 - other-directedness
 - 1.5.3 Patterns of socialization
 - cooperation
 - conflict
 - accommodation
 - assimilation
 - exchange
- 1.6 School as a sub-system of society
 - 1.6.1 Process of social interaction in the class
 - 1.6.2 Social groups
 - 1.6.3 Social groups as agencies of education

Unit 2:

Social Policies of Education

- 2.1 Accessibility and equity
- 2.2 Education of the disadvantaged (including children with special needs)
- 2.3 Education for national integration
- 2.4 Education for international understanding

Unit 3:

Teaching and Teacher Training

- 3.1 Teaching as a science and as an art
- 3.2 Need and importance of training in teaching
- 3.3 Qualities of a good teacher
- 3.4 Teacher training : innovations
 - 3.4.1 Behavior modification techniques
 - 3.4.2 Skill and competency based approach
 - 3.4.3 Programmed instruction (self instructional approach)
 - 3.4.4 Team teaching and Micro-teaching
 - 3.4.5 Teaching approaches geared to teaching large and small groups

Unit 4:

Basic Instructional Procedures

- 4.1 Conditions of learning
 - 4.1.1 Contiguity
 - 4.1.2 Practice
 - 4.1.3 Feedback
- 4.2 Teaching and learning skills
- 4.3 Teaching and learning of concepts
- 4.4 Teaching and learning of rules and principles
- 4.5 Teaching geared to solving problems
- 4.6 Creativity teaching
- 4.7 Discovery teaching

Unit 5:

Factors Affecting Curricular Changes

- 5.1 Explosion of knowledge
- 5.2 Outdatedness/Obsolescence in knowledge
- 5.3 Varying students' abilities and their attrition rates
- 5.4 School personnel : turnover, facilities and equipment
- 5.5 Societal changes
- 5.6 Growth of new knowledge

Unit 6: Alternative Approaches to Education

- 6.1 Non-formal education
- 6.2 Open education
- 6.3 Distance education
- 6.4 Continuing and lifelong education
- 6.5 Use of media and technologies

Unit 7: Development of Education in Nepal

- 7.1 Pre-democracy period (before 2007 B.S.)
- 7.2 Post-democracy period (after 2007 B.S.)
 - 7.2.1 Nepal National Education Policy Commission (NNEPC) 2011 B.S.
 - 7.2.2 All-Round National Education Committee (ARNEC) 2018 B.S.
 - 7.2.3 National Education System Plan (NESP) 2028 B.S.
 - 7.2.4 National Education Commission (NEC) 2049 B.S.
 - 7.2.5 High Level National Education Commission (HLNEC) 2054 B.S.

Unit 8: Problems and Issues of Education System in Nepal

- 8.1 Structural problems/issues
- 8.2 Policy issues/problems
- 8.3 Education for all
 - 8.3.1 Accessibility
 - 8.3.2 Equity
 - 8.3.3 Quality and relevance
- 8.4 Vocational and technical education
- 8.5 Special needs education

Instructional Techniques

- Discussion and demonstration
- Lecture, exposition and explanation
- Use of resource persons
- Observation
- Simulation and role play
- Microteaching
- Individual and group work/project
- Self study

Assessment Technique and Mark Distribution
Written examination : 100 marks

Unitwise mark distribution

Units 1 to 4 : 50 marks
Units 5 to 8 : 50 marks

Questionwise mark distribution

20 multiple-choice questions : 20x 1 = 20 marks
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2. Ottaway, A. K. C. Education and Society, 1984.
3. Wagley, M. P. A Handbook for B. Ed. Students. Bhotahity, Kathmandu: Ganesh Himal Education, 1994.

References

1. College of Education. Report of NNEPC. Kathmandu, 1956.
2. Ministry of Education. Report of the Nepal Education Commission. Keshar Mahal, Kathmandu, 1992.
3. Ministry of Education. Report of the High Level National Education Commission. Keshar Mahal, Kathmandu, 1997-98.
4. NCERT. Education in Emerging Society. New Delhi, 1981.



संस्कृत शिक्षा