

Course Title: Education and Development

Course No. Ed. 522

Level: M. Ed.

Semester: Second

Nature of course: Theory

Credit Hours: 3

Teaching Hours: 48 hours

1. Course Description

This course is the core and compulsory designed especially for Master's Degree students. It intends to develop a comprehensive knowledge about education and different aspects of development and their impetus in education. It also intends to make the students familiar with different aspects of development such as societal, economic, cultural, modern trends in education, open learning system and global trends and efforts of educational development.

2. Course objectives

- To acquaint the students with the concept of development and its relation with education
- To assist the students in understanding the dimensions of education and development
- To assist the students to elaborate different perspectives of education such as sociological, economic, cultural, in relation to their development perspectives.
- To assist the students to understand development efforts of the government in education through national periodic plans
- To explain how education can intervene for different development efforts (national and international efforts)
- To acquaint the students with Nepal's efforts in peace education right based approach to education and their relation with the development of education in the country.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Clarify the concepts of development • Relate education with development concepts • Elaborate the financing of school education from different standpoints. . • Explain the concept of investment in education 	<p>Unit I: Concept of Development and Education 10</p> <p>1. 1 Concept of development</p> <p style="padding-left: 20px;">1.1.1.Economic development</p> <p style="padding-left: 20px;">1.1.2.Social development</p> <p style="padding-left: 20px;">1.1.3. Human resource development</p> <p>1. 2 Relating education with development</p> <p style="padding-left: 20px;">1.2.1 Education for economic development</p> <p style="padding-left: 20px;">1.2.2 Education for social development /change</p> <p style="padding-left: 20px;">1.2.3 Education for human resource development</p> <p style="padding-left: 20px;">1.2.4 Education as investment and consumption</p> <p>1. 3 Financing of school education (sources: private, public, foreign aid)</p>

	1.3.1 Government's role in financing school education
<ul style="list-style-type: none"> • State the pedagogical dimensions of development. • Illustrate curricular intention and its implication in instructional and learning pedagogy. • Discuss students' diversity and its effects in teaching and learning. • Illustrate concept of teacher professional development • Discuss different dimensions of pedagogy in Nepalese context 	<p>Unit II: Pedagogical dimensions of development 10</p> <p>2.1 Curriculum</p> <p style="padding-left: 20px;">2.1.1. Curricular intention and its sources</p> <p style="padding-left: 20px;">2.1.2. Instructional and learning Pedagogy</p> <p>2.2. Student</p> <p style="padding-left: 20px;">2.2.1. Diversity (Ethnicity, caste, language, religion, learning style, and ability etc)</p> <p style="padding-left: 20px;">2.2.2. Theories related to understanding students (Myers-Briggs Type Indicator, Kolb's Experimental Learning Model and Felder-Silverman Model)</p> <p style="padding-left: 20px;">2.2.3. Effects of diversity in teaching and learning</p> <p>2.3. Teacher</p> <p style="padding-left: 20px;">2.3.1. Teacher professional development</p> <p style="padding-left: 20px;">2.3.2. Teacher development in Nepali context</p>
<ul style="list-style-type: none"> • Clarify the concept of sustainable development and education for sustainable development. • Analyze the evolving concept of sustainable development. • Elaborate the current sustainable development goals with its implication in Nepali context. • Explain the dimensions of education for sustainable development. • Analyze education for sustainable development in the context of different forms of education. 	<p>Unit III: Education for Sustainable Development 12</p> <p>3.1. Concept of Sustainable Development and Education for Sustainable Development</p> <p>3.2. Evolving perspectives of sustainable development</p> <p>3.3. Sustainable development goals and its implication in Nepali context</p> <p>3.4. Dimensions of Education for sustainable development</p> <p style="padding-left: 20px;">3.4.1 Environmental dimension</p> <p style="padding-left: 20px;">3.4.2 Socio-cultural dimensions (Gender and social equity, Multi-cultural perspective)</p> <p style="padding-left: 20px;">3.4.3 Economic dimension</p> <p>3.5. Education for sustainable development in different forms of education</p> <p style="padding-left: 20px;">3.5.1 Education for sustainable development in formal education</p> <p style="padding-left: 20px;">3.5.2 Education for sustainable</p>

	<p>development in non-formal education</p> <p>3.5.3 Education for sustainable development in informal education</p>
<ul style="list-style-type: none"> • Conceptualize and clarify the concept and types of educational planning • Analyze and discuss the various approaches to educational planning and draw their implications for educational planning endeavors in Nepal • Discuss the process of developing education plan in Nepal • Review education planning in Nepal from the perspectives and approaches discussed in this unit. 	<p>Unit :IV Education planning for development 10</p> <p>4.1 Concepts and types of education planning</p> <p>4.2 Approaches to education planning</p> <ul style="list-style-type: none"> • Social demand approach • Human Resource Development approach • Cost benefit approach • Social justice approach (Equity approach e.g. equitable financing, affirmative action, reservation, etc.) <p>4.3 Process of developing education plan in Nepal (micro, meso and macro)</p> <p>4.4 Review of education plans from different approaches (Student work)</p>
<ul style="list-style-type: none"> • Describe the concept of peace education from intra and interpersonal perspectives. • Elaborate the content and process of peace education. • Discuss the contextual perspectives of peace education. • Conceptualize and explain holistic framework and institutionalization process of peace education. • Explain the concept of Right based education for peace and development and Nepal's efforts in relation to right to education. 	<p>Unit V: Education for peace and development 6</p> <p>5.1. Peace education</p> <ul style="list-style-type: none"> • Intra and inter-personal concept of peace education • Content and process of peace education • Contextual understanding of peace education <p>5.1.1. Holistic framework of peace education</p> <p>5.1.2. Institutionalization of peace education</p> <p>5.2. Right based approach to education for peace and development</p> <p>5.3. State obligations and efforts relating to right to education.</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

6. Instructional Techniques

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instruction Techniques

- Lecture with illustration

- Discussion
- Question answer

4.2 Specific Instruction Techniques: Teachers can manage specific instructional activities. Some model activities are presented as follows

Unit	Activity and Instructional Techniques
II	<ul style="list-style-type: none"> • Individual or group of students will be assigned to study on various Dimensions of Education and Development and prepare report. • Paper will be presented in the classroom for discussion.
IV	<ul style="list-style-type: none"> • Review of Education Planning in Nepal in groups • Prepare reports and present the reports in the classroom
V	<ul style="list-style-type: none"> • Students will study and analyze the institutionalization process of peace education and discuss Nepal's efforts in peace and right based education. • They will prepare report and present in the classroom for discussion.

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance	5 points
2) Participation in learning activities	5 points
3) First assignment	10 points
4) Mid-term assignment	10 points
5) <u>Class-test</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (5 questions x 6 points)	30 points
3) <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

Recommended Books and References

- Banks, James A. (2005). Cultural diversity and education: Foundations, curriculum and teaching. New York: Pearson Education Inc. (Unit II)
- Blaug, M. (ed.). (1968). Economics of Education: Selected reading, Vol.1. Middlesex, UK: Penguin Books. (Unit III)

- Boydell, Tom & Leary, Malcolm (1998). Identifying training needs. Hyderabad, India: Universities Press Ltd.
- Centre for Development and Human Right. (2004). The rights to development: A Primer. New Delhi: SAGE Publication.
- Chakrabarti, Mohit: Teacher education: Modern trends. New Delhi: Kanishka Publishers, Distributors. (Unit II)
- Combs, P and Jacques Hallak. (1987). *Cost Analysis in Education: A Tool for Policy and Planning*. London: The Johns Hopkins University Press. (Unit II)
- Development and the Next Generation”, World Development Report, 2007
- Dikshit, HP et al. (2002). Access and equity: Challenges for open and distance learning. New Delhi: KOGAN PAGE. (Unit IV)
- Gupta, KR. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit I)
- Gupta, KR. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit II)
- Gupta, KR. (2011). Advanced Economics of Development. New Delhi: ATLANTIC Publishers and Distributors (Unit IV)
- Hammond, L. D. & Bransford. J. (2005) (Eds). Preparing teachers for a changing world: What teachers should learn and be able to do. United States of America: JOSSEY-BASS. (Unit II)
- Hinzen, Heribert (Ed) (2006). Adult education and development. Bonn: Institute for International Zusammenarbeit/German Adult Education Association (DVV).
- John’s, W. and Hanson at al. (1966). Education and the Development of the Nations. Bombay: The Times of India Press. (Unit II)
- John’s, W. and Hanson at al. (1966). Education and the Development of the Nations. Bombay: The Times of India Press.(Unit II)
- Malassis, Louis (1976). The rural world education and development. London: Croom Helm London and UNESCO Press,
- Natarajan, S. (1990). Introduction to economics of education. New Delhi: Sterling Publishing Pvt. Ltd.
- Quereshi, Muniruddin, Education for all in the New Millennium”, Anmol Publication, 2004
- Rao, V.K. (1999). *Trends in Education*. Delhi: Rajat Publications.(Unit-V)
- Reddy, V. Venugopal and S. Manjulika (2000). *The World of Open and Distance Learning*. New Delhi: Viva Books Pvt. Ltd.(Unit-V)
- Todaro, P. Michael.(1993). Economic development in the third world. Hyderabad: Orient Longman Ltd.(Unit II)
- UNESCO (1998). *Teachers and Teaching in a Changing World*. UNESCO World Education Report. The author.

UNESCO (2002). Information and communication technologies in teacher education: A planning guide. Paris: Division of Higher Education, UNESCO.

Veer, Udai: "Modern Education for New Generation", Anmol Publication pvt. Ltd 2004

World Development Report 2003-2007, The World Bank