

Course Title: Contemporary Educational Issues

Course No. Ed.541

Nature of course: Theory and Practical

Level: M. Ed

Credit Hours: 3 cr. Hrs

Semester: 4th

Teaching Hours: 80 hours

1. Course Introduction:

This course aims to provide students with opportunities to identify explore and understand issues relevant to the school education in Nepal. The course enables the students to review the educational policies, research reports and theoretical literature and helps them draw theoretical/conceptual concepts related to the issues. This course also helps students directly link their knowledge with the current practices in the educational sector. The course allows students to write and present comprehensive seminar paper based on the analysis of the selected educational issues comparing, relating and drawing upon the theoretical perspectives, policy provisions and research findings.

2. General objectives of the course

- To assist the students to identify contemporary educational issues.
- To prepare a proposal for undertaking review study and writing the seminar paper.
- To review the theoretical literature, policy documents and research reports.
- To develop critical perspectives about the selected educational issue(s).
- To write a comprehensive seminar paper in the given format.
- To disseminate the report in a seminar organized in the campus.

3. Course Outlines

Part I: Theoretical understanding of educational issues

Specific objectives	Contents
<ul style="list-style-type: none"> • To get oriented about different issues within school education in Nepal • To develop critical insight/perspectives on each issue 	<p>Unit 1. Theoretical understanding of educational issues (20 hours)</p> <p>1.1 Language (medium of instruction, language as a subject, bilingualism/multilingualism)</p> <p>1.2 Access, Equity and inclusion (gender, caste/ethnicity, socio-economic status, geography)</p> <p>1.3 Classroom teaching, learning and assessment</p> <p>1.4 Free and compulsory education</p> <p>1.5 Modes of schooling (private, community, non-formal, open and religious)</p> <p>1.6 Shadow education</p> <p>1.7 Teacher development (Teacher professional development, Teacher career development,</p>

	<p>Teacher management)</p> <p>1.8 School governance and community participation</p> <p>1.9 ICT in education</p> <p>1.10 Relevance of curriculum at school level (curriculum implementation, curriculum materials, local vs central curriculum)</p>
<ul style="list-style-type: none"> To explore and identify the provisions related to the above issues in different educational policies in Nepal To analytically review the policy documents from the perspectives of the identified issues To relate theoretical/conceptual perspectives (sociological, psychological, curricular, learning, management theories etc.) studied in the previous semesters with the particular educational issue/s in order to undertake document-based study. 	<p>Unit 2. Reviewing the issues based on the policy/plan documents (15 Hours)</p> <p>2.1 Discussion of above Issues and problems addressed in/by</p> <p>2.1.1 School Sector Reform Program (SSRP),</p> <p>2.1.2 Equity strategy</p> <p>2.1.3 National Curriculum Framework</p> <p>2.1.4 Education Act and Regulations</p> <p>2.1.5 Scholarship guidelines</p> <p>2.1.6 Non-formal Education policy/guidelines</p> <p>2.1.7 Early Childhood Development policy/guidelines</p> <p>2.1.8 TPD guidelines (Available at NCED Website)</p>
<p>Part II. Practical understanding of educational issues</p>	
<ul style="list-style-type: none"> Develop plan and strategy to study about the selected educational issue(s). To review and finalize the proposal upon approval of the department/mentor. 	<p>Unit 3. Practical understanding of educational issues (45 Hours)</p> <p>1. Proposal development</p> <p>1.1 Introduction/context</p> <p>1.2 Objectives of the study</p> <p>1.3 Rationale</p> <p>1.4 Methodology</p>
<ul style="list-style-type: none"> Undertake the theoretical review on the related issues 	<p>2. Review work</p> <p>2.1 Theoretical review</p> <p>2.2 Policy documents</p>

<ul style="list-style-type: none"> • Review policy and research report exploring the educational issues 	2.3 Research report/dissertation review
<ul style="list-style-type: none"> • Develop a seminar paper in the given format. • Present the seminar paper individually 	<p>3. Writing and presenting the seminar paper</p> <p>3.1 Introductory part: Writing the context, objectives, and methods of the study and limitations, if any, of the review work (500 to 700 words)</p> <p>3.2 Main body: Writing a comprehensive seminar paper based on the analysis of the selected educational issues comparing, relating and drawing upon the theoretical perspectives, policy provisions and research findings.(2000 to 3000 words)</p> <p>3.3 Conclusive part : Writing major arguments, findings, perspectives, implications (500 to 600 words) References (APA format)</p>

4. Modes of Instructional Delivery and Techniques

The following modes of delivery and instructional techniques can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 Part I: Lecture, discussion and document review:

- Present and discuss different educational issues in the classroom.
- Organize seminars with the involvement of guest lecturers from the concerned fields.
- The teacher will divide the class into different groups for review work as mentioned in the content.
- They will locate, collect and review the materials in relation to the contemporary educational issues mentioned in unit I.

4.2 Part II: Review study and writing seminar paper(practical)

- The students will prepare a proposal for writing seminar paper with the help of the teacher concerned.
- They will locate, collect and review the materials: theoretical literature, policy documents and research reports.
- Students will write comprehensive seminar paper analyzing the selected educational issues by comparing, relating and drawing upon the theoretical perspectives, policy provisions and research findings along with empirical evidences.
- The students will present the seminar paper in the class.

5. Evaluation

5.1 Internal Evaluation 40%

1) Attendance and Participation in learning activities	10 points
2) Review works	10 points
3) Seminar paper	10 points
4) Presentation	10 points
Total	= 40 points

5.2 External Evaluation 60 %

- Theoretical 30 % (written examination =30 points
- Viva of seminar paper 30% (External from Dean Office) =30 points

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

Time for written examination: 1 hr. 30 minute

1) Objective type questions (multiple choice questions 10 × 1)	10 points
2) Subjective questions (4 questions × 5 points)	20 points
3) Viva of seminar paper 30% (External from Dean Office)	30 points

Total = 60 points

6. Recommended and Supplementary Books

6.1 Recommended Books

Hemlata, Talesra et.al. (Editors) (2004). *Agenda for Education: Design and Direction*. New Delhi: Kanishka Publishers, Distributors.

Kafle, B. D. and Aryal P. N. (2007). *Open Access to Quality Teacher Education: Some Prospects & Issues for Nepal* (A Thematic Paper Presented at the National Seminar organized by Institute of Open Learning- a College of Distance Teacher Education, Kathmandu).

Khaniya, Tirth Raj (2007). *New Horizons in Education in Nepal*. Kathmandu: KishorKhaniya.

Patru, Mariana et al.-Ed (2002). *Information and Communication Technologies in Teacher Education: A Planning Guide*. Paris: UNESCO.

Reddy, Mamidy M. and S. Ravishankar (1989). *Curriculum Development and Educational Technology*. Delhi: Sterling Publishers Private Limited.

Reddy, V. Venugopal and S. Manjulika (2000). *The World of Open and Distance Learning*. New Delhi: Viva Books Pvt. Ltd.

Rao, V.K. (1999). *Trends in Education*. Delhi: Rajat Publications.

6.2 Supplementary

- Acharya, S. (2007). *Social inclusion: Gender and equity in education SWAPs in South Asia. Nepal Case Study*. Kathmandu: UNICEF/ROSA & Ministry of Education.
- Acharya, S. and Giri, D. (2009). *Measuring learning achievement of Nepali and Non Nepali speaking students of Dang district*. Kathmandu: Save the Children Japan.
- Awasthi, L. D. (2004). *Exploring monolingual school practices in multilingual Nepal*. Ph.D Thesis, Danish University of Education, Copenhagen.
- Ball, J. (2011). *Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years*. Paris: UNESCO.
- Cause, L. (2010). Bernstein's Code Theory and the Educational Researcher. *Asian Social Science* Vol. 6, No. 5. Page 3-9.
- Cumming, C., Acharya, S., Moriani, F., Shakya, D. Levine, V. (2012). *Final mid-term evaluation of the school sector reform program*. Kathmandu: Authors.
- Cummins, J (n.d.). *Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency*. Retrieved from: <http://www.iteachilearn.com/cummins/bicscalp.html>
- Cummins, J (n.d.). *Bilingual Children's Mother Tongue: Why Is It Important for Education?* Retrieved from: <http://www.iteachilearn.com/cummins/mother.htm>
- Curran, M. E. (2003). Linguistic diversity and classroom management. *THEORY INTO PRACTICE*, Volume 42, Number 4, pp. 334-341.
- Curriculum Development Centre (2007). *National curriculum framework for school education of Nepal*. Kathmandu: Government of Nepal/Ministry of Education and Sports.
- D' Emilio, A. L. (2009). *Indigenous Languages: A View from UNICEF*. (State of the World's Minorities and Indigenous Peoples 2009, Exclusive Online Material) Retrieved from: www.minorityrights.org/download.php?id=664

- Department of Education (2014). *Comprehensive equity strategy for school education in Nepal*. Author: Kathmandu.
- Department of Education (2013). *School level educational statistics of Nepal. Consolidated report 2011 (2068)*, Department of Education, Sanothimi, Bhaktapur.
- Department of education (2013). *Strategy and action plan on bringing out of school children into basic education*. Kathmandu: Ministry of Education.
- Department of Education (2012) *Flash I Report*, Ministry of Education, Nepal.
- Department of Education (2011). *Flash I Report*, Ministry of Education, Nepal.
- Department of Education (2009). *Flash I Report*, Ministry of Education, Nepal.
- Department of Education (2006). *Flash I Report*, Ministry of Education, Nepal.
- Duwadi, E. P. (2009). *Female teachers at schools in Nepal: Cats on the hot tin roof*. (Unpublished MPhil dissertation). Kathmandu University, School of Education, Balkumari, Lalitpur, Nepal.
- Gidley, J. M., Hampson, G. P., Wheeler, L, Bereded-Samuel, E. (2010). Social inclusion: Context, theory and practice. *The Australasian Journal of University-Community Engagement*. Vol. 5, No. 1. P. 6-36. Retrieved from: <https://researchbank.rmit.edu.au/eserv/rmit:4909/g2006019858.pdf>
- Graham, L.J. and Harwood, V. (2011): Developing capabilities for social inclusion: Engaging diversity through inclusive school communities. *International Journal of Inclusive Education*, Vol.15, No.1, pp. 135-152.
- Government of Nepal (2007). *Interim Constitution of Nepal, 2007*. Retrieved from: www.peace.gov.np.
- Government of Nepal (1971). *Education Act 2028 (1971) with 7th Amendment 2010*. Retrieved from: <http://www.lawcommission.gov.np/>
- Government of Nepal (2002). *Education Regulations 2059 (2002)*. Retrieved from: <http://www.lawcommission.gov.np/>
- HMGN (1999). *Local Self Governance Act 1999*. Kathmandu: Author.
- HMGN (2000). *Local Self Governance Regulation 2000*. Kathmandu: Author.

- Institute for Integrated Development Studies (2011). Gender-Responsive decentralized governance in Asia output 2 Report. Submitted to ADB.
- Koirala, B. N.(n.d.) *National and foreign language management and development schemes in the context of federal Nepal* (In Nepali). (A paper prepared for discussion initiated by the Support Group for Education and Federalism).
- Linblad, S., Johannesson, I. A., Simola, H. (2002). Education governance in transition: An introduction. *Scandinavian Journal of Educational Research, Vol. 46, No. 3, p. 237-246.*
- Luykx, A., Lee, O., Mahotiere, M., Lester, B., Hart, J., &Deaktor, R. (2007). Cultural and home language influences on children's responses to science assessments. *Teachers College Record Volume 109 Number 4, 2007, p. 897-926.* Retrieved from: <http://www.tcrecord.org> ID Number: 12869.
- Metsämuuronen, T.M. and Metsämuuronen, J. (Eds.) (2013). *Where are we now? Student achievement in Mathematics, Nepali and Social Studies in 2011.* Kathmandu: Education Review Office, Ministry of Education.
- Ministry of Education/Education Review Office (2014). *Student achievement in Mathematics, Nepali, and English at grade 3 and 5 in 2012.* Kathmandu: Author.
- Ministry of Education (2014). *Education for All: Assessment 2015 and way forward.* Kathmandu: Author.
- Ministry of Education and Sports (2008). *SSR core document* Kathmandu: Author.
- Ministry of Education and Sports (2008). *SSR plan (2009-2015).* Kathmandu: Author.
- MLE Research & Expert Team (2009). *Review of policies and strategies of MLE in Nepal.* (In Nepali). Sanothimi: DOE/MLE Program.
- Mohanty, A. K., Panda M., Phillipson, R. and Skutnabb-kangas, T. (Eds.) (2009). *Multilingual Education for social justice. Globalizing the local.* New Delhi: Orient Blackswan.
- National Center for Educational Development (2010). *Teacher Development Policy Guideline,* National Center for Educational Development, Sanothimi, Bhaktapur.

National Center for Educational Development (2013). *Sikshkakopesagatbikash (TPD) module sanchalanprayojanarthprashikshkaprasikshnanirdeshika* [TPD module implementation TOT manual, Revised]. Center for Educational Development, Sanothimi, Bhaktapur, (In Nepali.).

National Planning Commission & International Labour Office (2010). *Labour and social trends in Nepal 2010*. Retrieved from: http://www.ilo.org/wcmsp5/groups/public/--asia/---ro-bangkok/---ilo-kathmandu/documents/publication/wcms_151322.pdf

National Planning Commission 1975, *The Fifth Plan (1975-80)*. Retrieved from:

<http://www.npc.gov.np/new/eng/index.php> National Planning Commission

1980, *The Sixth Plan (1980-85)*. Retrieved from:

<http://www.npc.gov.np/new/eng/index.php> National Planning Commission

1985, *The Seventh Plan (1985-90)*. Retrieved from:

<http://www.npc.gov.np/new/eng/index.php> National Planning Commission

1992, *The Eighth Plan (1992-97)*. Retrieved from:

<http://www.npc.gov.np/new/eng/index.php> National Planning Commission

1997, *The Ninth Plan (1997-2002)*. Retrieved from:

<http://www.npc.gov.np/new/eng/index.php>

National Planning Commission 2002, *The Tenth Plan (2002-2007)*. Retrieved from:

National Planning Commission 2007, *Three Year Interim Plan (2007-2010)*

<http://www.npc.gov.np/new/eng/index.php>

National Planning Commission 2010, *Three Year Interim Plan (2010-2013)*. Retrieved

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Pherali, T., Smith, A. and Vaux, T. (2011). *A political economy analysis of education in Nepal*. Kathmandu: EU.

Khanal, P. (2011). Teacher management in a decentralised school context in Nepal: Fuelling tension and dissent? *Compare: A Journal of Comparative and International Education*. Vol. 41, No.6, p. 769-784.

- Khanal, P.(2013). Community participation in schooling in Nepal: a disjunction between policy intention and policy implementation?,*Asia Pacific Journal of Education*, DOI:10.1080/02188791.2012.756390
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- Stromquist, N. P. (2007).The gender socialization process in schools: A cross-national comparison. “*Paper commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015: will we make it?*”
- Taylor, S. K. (2010). Beyond bilingual education: Multilingual language education in Nepal. *Gist Education and Learning Research Journal*, Vol. IV, No. 1, pp. 138-154.
- TUN (2010).*Assessing the impact of seasonal factors on school attendance in the Karnali zone*.Kathmandu: UNICEF Country Office.
- The World Bank (2013).*Nepal report on human development.Access, equity, and quality in the education, health and social protection sectors*. Washington DC: The World Bank.
- UNESCO (2003).*Education in a multilingual world*. Paris: Author.
- UNESCO (2005).*Mother tongue-based teaching and education for girls: Advocacy brief*. Bangkok: Author.
- UNESCO (2008).*Mother tongue matters: Local languages as key to effective learning*. Paris: Author.
- UNESCO-IIEP (2011).*Gender Equality in Education: Looking beyond parity.An IIEP evidence-Based Policy forum.Outcome report*.Paris: Author

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- Weinberg, M. (2009). *Multilingual education in Nepal: Experiences from the field*. A paper presented in a talk program at Centre for Nepal and Asian Studies, Tribhuvan University on July 9, 2010.
- Weinberg, M. (2009). *Sherpa language education in Khumbu and Pharak: Some observations*
- Weinberg, M. (n.d.) *Thangmi language program summary*
- Weinberg, M. (n.d.) *Tharu multilingual education program*
- Weinberg, M. (n.d.) *Limbu multilingual education program*
- Weinberg, M. (n.d.) *Newa Pre-Primary Schools*
- Yadav, P. Y. & Turin, M. (2005) Indigenous languages of Nepal: A critical analysis of the linguistic situation and contemporary issues. In Y. P. Yadava & P. L. Bajracharya (Eds.), *The indigenous languages of Nepal (ILN) Situation, policy planning and coordination* (pp. 6-46). Kathmandu: national Foundation for Development of Indigenous Nationalities (NFDIN).
- Yadava Y. P. (n.d.). *Proposing use of language in primary education in federal Nepal*. (A paper prepared for discussion initiated by the Support Group for Education and Federalism).
- Yonjan-Tamang, A. (2006). *Nepalkabhasaharukopahichan, sthiti, rabhasabikashyोजना* [Identity, current situation and language development plan of languages of Nepal] Kathmandu: Indigenous linguistic society.
- Yonjan-Tamang, A. (2009). *Linguistic Heritage of Nepal. Multilingualism for Social Justice, Harmony and Peace*. [Presentation] Kathmandu University, Kathmandu. MPhil/PhD in Education.

For equally important and relevant documents/materials please visit web sites of the Ministry of education, Department of Education, National Center for Education Development, Education Review Office, and other organizations of the Ministry. Also visit web sites of I/NGOs working in education sector for additional documents/materials. All the materials may not be available in the web sites. Therefore visiting libraries of the organizations is also necessary.