

## Ed. 511: Foundations of Education

Course No.: Ed. 511

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Total teaching hours: 48

### 1. Course Introduction

This course is designed for the first semester Master of Education (M. Ed.) program of the Faculty of Education (FoE), Tribhuvan University (TU). The course includes the key Eastern and Western philosophical perspectives in order to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces Eastern ideas from Vedic, Buddhism, Kirat Mundhum, Islam, and other indigenous beliefs in relation to education. Further, it consists of the assumptions and beliefs of progressivism, modernism, post-modernism, and transformative learning theories. The course also contains the key sociological ideas to enable students to critically explain the educational practices in Nepal through those lenses. Finally, the course intends to impart the ideas of caste, ethnicity and nationalism, gender and feminism, and identity construction. These philosophical and theoretical ideas are expected to help students develop competencies required to become teaching professionals, educational administrators, educational supervisors, curriculum developers, and educational planners.

### 2. General Objectives

The course aims to make students able to;

- critically analyze the educational processes and practices in Nepal from Vedic, Buddhist, Islam, Kirat and other indigenous philosophies;
- assess educational processes and practices in Nepal from the key Western philosophies of education;
- acquaint themselves with the sociology of education and visualize the education systems, structures, and practices of Nepal from sociological perspectives;
- analyze the educational policies, programs, and practices from power perspectives; and
- examine the key issues of gender, caste, ethnicity, nationalism, and identity in education.

### 3. Course Details

Unit I: Eastern Philosophies and Education (14 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"><li>• Conceptualize the meaning and scope of philosophy from Vedic perspective;</li><li>• Assess the philosophical premises of the Bhagavad Gita;</li><li>• Reflect on educational implication of the Bhagavad Gita;</li><li>• Explain the philosophical premises and educational</li></ul>	<ul style="list-style-type: none"><li>1.1 Meaning of philosophy in the Vedic thought;</li><li>1.2 Bhagwat Gita and education;</li><li>1.3 Buddhist philosophy and education;</li><li>1.4 Quran and education; and</li><li>1.5 Kirat Mundhum and indigenous philosophies and education.</li></ul>	<ul style="list-style-type: none"><li>1.1.1 Meaning and scope of philosophy from Vedic perspective;</li><li>1.1.2 Introduction, philosophical and educational perspectives of the Bhagavad Gita;</li><li>1.1.3 Philosophical perspectives and educational implication of the Buddhism;</li><li>1.1.4 Introduction, philosophical beliefs and educational</li></ul>

implication of Buddhism; <ul style="list-style-type: none"> <li>• Introduce philosophy of Quran and educational implication; and</li> <li>• Acquaint with the Kirat Mundhum and other indigenous knowledge.</li> </ul>		implications of Quran/Islam; and 1.1.5 Introduction of indigenous knowledge: Kirat Mundhum, and other indigenous. philosophies and their educational implications.
<b>Teaching learning strategies</b>		
<b>Teacher's Inputs (14 hrs.)</b>	<b>Students' Efforts (28 hrs.)</b>	<b>Tasks for assignment</b>
<ul style="list-style-type: none"> <li>• Orient the course and assignments;</li> <li>• Share and generate students' ideas in different themes of this course;</li> <li>• Provide learning materials;</li> <li>• Encourage them to engage in group works, sharing ideas and presentation in the class;</li> <li>• Provide topics for class presentation;</li> <li>• Orient students about book/chapter review task with a set of guidelines; and</li> <li>• Provide feedback and maintain record of students' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Be oriented about the course and requirements;</li> <li>• Participate in class activities and make presentation in the class;</li> <li>• Study the resources provided by the teacher;</li> <li>• Explore the reading materials in the library or internet;</li> <li>• Be familiar with book/chapter review guidelines;</li> <li>• Identify a book/chapter for review from the content area; and</li> <li>• Review the book individually and submit the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Review a book/book chapter related to the content area and write a review in about 1000 words (Teacher may assign a particular book for review).</li> </ul>
<b>Unit II: Western Philosophies and Education (8 hours)</b>		
<b>Specific objectives</b>	<b>Contents</b>	<b>Content coverage</b>

<ul style="list-style-type: none"> <li>• Conceptualize meaning and scope of western philosophy;</li> <li>• Elaborate philosophical perspectives and educational ideas of progressivism;</li> <li>• Critically analyze modern and postmodern philosophies and educational implication;</li> <li>• Explain Adult learning philosophies and educational implication; and</li> <li>• Relate these philosophies to understand Nepali educational processes and practices.</li> </ul>	<p>2.1 Meaning and scope of philosophy from western perspective;</p> <p>2.2 Progressivism in education;</p> <p>2.3 Modernism and postmodernism in education;</p> <p>2.4 Adult learning philosophy; and</p> <p>2.5 Reflection of these philosophies and theories in Nepali context.</p>	<p>2.1.1 Meaning and scope (ontology, epistemology and axiology) of western philosophy;</p> <p>2.1.2 Philosophical premises and educational implication (objectives, content, learning methods, teachers' and students' role) of progressivism;</p> <p>2.1.3 Philosophical ideas and educational implication (objectives, content, learning methods, teachers' and students' role) of modernism and post-modernism;</p> <p>2.1.4 General introduction of transformative learning philosophy: contribution of Paulo Freire (philosophical and educational views), contribution of Jack Mezirow (educational view); and</p> <p>2.1.5 Critical reflection of the fits and misfits of these theories in Nepali educational milieu.</p>
<b>Teaching learning strategies</b>		
<b>Teacher's Inputs (8 hrs.)</b>	<b>Students' Efforts (16 hrs.)</b>	<b>Tasks for assignment</b>
<ul style="list-style-type: none"> <li>• Share ideas of Western philosophies allowing students to reflect on their ideas, experiences, and practices;</li> <li>• Engage the students in group works and sharing ideas;</li> <li>• Provide article review task and guideline of article review; and</li> <li>• Provide feedback and maintain record of the review task, and class presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Share and discuss the ideas shared by the teachers;</li> <li>• Search and study additional resources;</li> <li>• Search articles for review;</li> <li>• Review article based on the guideline provided; and</li> <li>• Make class presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore a journal article and prepare a review note between 500 to 1000 words.</li> </ul>
<b>Unit III: Sociological Perspectives and Education (8 hours)</b>		
<b>Specific objectives</b>	<b>Contents</b>	<b>Content coverage</b>

<ul style="list-style-type: none"> <li>• Explain the basic ideas of structural- functionalism, conflict, symbolic interactionism, and critical theories; and</li> <li>• Use the sociological theories to explain the particular sociological issues and practices in education sphere of Nepal and elsewhere.</li> </ul>	<p>3.1. Sociology, sociological theories and education;</p> <p>3.2. Structural-functionalism;</p> <p>3.3. Conflict theories;</p> <p>3.4. Symbolic interactionism; and</p> <p>3.5. Critical theories.</p>	<p>3.1.1 Introduction of sociology, sociological theories and their relation with education;</p> <p>3.1.2 Structural-functionalism (theoretical concept, fundamental assumptions, key criticism, educational views);</p> <p>3.1.3 Conflict theories (dialectical materialism, key beliefs, criticisms, educational views);</p> <p>3.1.4 Symbolic interactionism (concept, assumptions, criticism, educational views);</p> <p>3.1.5 Critical theories (Concept, basic assumptions, criticism, educational views).</p>
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**Teaching learning strategies**

<b>Teacher's Inputs (8 hrs.)</b>	<b>Students' Efforts (16 hrs.)</b>	<b>Tasks for assignment</b>
<ul style="list-style-type: none"> <li>• Share ideas of key sociological theories;</li> <li>• Provide resources;</li> <li>• Encourage students to explore reading materials;</li> <li>• Engage students in group works, discussion, and sharing ideas;</li> <li>• Provide feedback on students' tasks;</li> <li>• Provide project work guideline</li> <li>• Form groups (5-7 students in a group) for collective project work;</li> <li>• Provide feedback, evaluate the task, and maintain record.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in classroom activities of group works, sharing ideas, and presentations;</li> <li>• Engage in class presentations; and</li> <li>• Be aware of the project work and prepare project work report.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are required to choose an issue of project related to content areas and prepare a project report in about 2000 words in groups.</li> </ul>

**Unit IV: Politics in/of Education (10 hours)**

<b>Specific objectives</b>	<b>Contents</b>	<b>Content coverage</b>
<ul style="list-style-type: none"> <li>• Clarify the concept of power, politics, and politics of/in education;</li> <li>• Explain different power perspectives in education;</li> <li>• Compare different power perspectives in education;</li> <li>• Analyze the educational practices from any of the power perspectives; and</li> <li>• Explain how educational systems are influenced by power in different periods of governance.</li> </ul>	4.1. Power and politics in/of education; 4.2. Foucauldian power and education; 4.3. Linguistic power and education; and 4.4. Elite power and education in Nepal.	4.1.1 Concept of power, politics, and politics in/of education; 4.1.2 Foucault's discourse as power and its influence in educational, policies, programs, and classroom culture; 4.1.3 Robert Philipson's ideas of linguistic imperialism: intrinsic, extrinsic, and functional power of language and language use in the classroom practices; and 4.1.4 Education in different regimes in Nepal (Prior to Rana period, Rana period, Panchayat Era, and in Multi-party democracy in Nepal).
<b>Teaching learning strategies</b>		
<b>Teacher's Input (10 hrs.)</b>	<b>Students' Efforts (20 hrs.)</b>	<b>Tasks for assignment</b>
<ul style="list-style-type: none"> <li>• Share different power perspectives;</li> <li>• Provide reading materials;</li> <li>• Encourage the students in group works and discussion sharing their ideas;</li> <li>• Provide a task of writing reflective note to the students;</li> <li>• Provide feedback on the works (class presentation and reflective note) of students; and</li> <li>• Evaluate and maintain the record of the students' tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the class activities;</li> <li>• Sharing ideas and experiences;</li> <li>• Making class presentation; and</li> <li>• Prepare reflective notes.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will prepare a reflective note on an educational issue or practices in Nepal.</li> </ul>
<b>Unit V: Gender, Ethnicity, Nationalism, and Identity Perspectives in Education (8 hours)</b>		
<b>Specific objectives</b>	<b>Contents</b>	<b>Content coverage</b>
<ul style="list-style-type: none"> <li>• Clarify the concept of gender in educational processes;</li> </ul>	5.1. Gender and education; 5.2. Inter-sectionality and	5.1.1 Concept of gender, gender roles in educational processes and practices;

<ul style="list-style-type: none"> <li>• Clarify the concept of multiple exclusions from inter-sectionality;</li> <li>• Conceptualize caste, ethnicity, nation, state, and nationalism;</li> <li>• Explain role of education for developing nationalism;</li> <li>• Explain the concept of identity; and</li> <li>• Visualize how education supports to construct identity.</li> </ul>	<p>education;</p> <p>5.3. Caste, Ethnicity and Nationalism; and</p> <p>5.4 Identity and identity construction</p>	<p>5.1.2 Multiple exclusions and its impact in education;</p> <p>5.1.3 Concept of caste, ethnicity, race, nation, nationalism, nation-state, and state-nation;</p> <p>5.1.4 Role of education on developing nationalism;</p> <p>5.1.5 Concept of identity, construction of individual and social/ethnic identity; and</p> <p>5.1.6 Role of education in the construction of identity.</p>
<b>Teaching Learning Strategies</b>		
<b>Teacher's Input (8 hrs.)</b>	<b>Students' Efforts (16 hrs.)</b>	<b>Tasks for assignment</b>
<ul style="list-style-type: none"> <li>• Provide reading materials to the students;</li> <li>• Facilitate them to engage in reading papers on different concepts such as gender, ethnicity, nation-state, state-nation, race, nationalism, and identity;</li> <li>• Allow them to share the ideas in group and make presentation of group work in the class;</li> <li>• Allow them to find the similarities and differences of these ideas;</li> <li>• Provide a task of preparing critique paper of a newspaper article with a guideline; and</li> <li>• Provide feedback on the class presentation and critique paper of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in reading activities in the class;</li> <li>• Take part in classroom discussion;</li> <li>• Make class presentation; and</li> <li>• Develop a critique paper on a newspaper article.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will prepare a critique paper in the form of a newspaper article to be published in a magazine or daily newspaper.</li> </ul>

#### **4. Evaluation Criteria (Internal - 40% and External - 60%)**

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria will be as explained below.

<b>Criteria</b>	<b>Marks</b>	<b>Description</b>
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class presentation	5	Each student make a class presentation on a specific theme selected/provided.
Assignment I (Individual task)	10	Any one task from Unit 1 or 2 or 3 or 5.
Assignment II (Group task)	10	Task from Unit 3
Assignment III (Individual test)	10	Written examination: Objective and subjective items
<b>Total internal assessment</b>	<b>40</b>	
<b>External evaluation:</b> The external 60% written test covers the following nature of test items and marks.		
<b>External Examination</b>	<b>60</b>	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

## 5. Recommended books and references

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### Unit I

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- Ghimire, J. (2017). *Educational Perspectives in the Bhagavad Gita*. A dissertation Report Submitted for the PhD in Education to Nepal Sanskrit University. Sinduli: Himawatkhanda Nepal Research Centre Pvt. Ltd.
- Madhavacharya, (1882). *The Sarva- Darshan-Samgraha on review of the different systems of Hindu philosophy* (Cowell, E.B. & Gough, A.E, Trans.) London: Trubner & Co., Language Hill. pp. 12 -35.
- Nasr, S. H. (2006). *Islamic Philosophy from Origin to the Present*. United State of America: State University of New York Press. Pp.31-47.
- Pthak, R. P. (2012). *Philosophical and Sociological Principle of Education*. Delhi: Pearson, pp. 65-76.
- Rai, I. M. (2020). *Indigenous Knowledge and Ways of Knowing: An Introduction. A Working Paper. Teacher Manual*. Tribhuvan University, Faculty of Education and Kathmandu University, Faculty of Education.
- Vidyarnava, R.B.S.C. (1918). *The Sacred Books of Hindus Volum XXI*. (Trans.). Allahabad: The Panini Office, Bhuvanewari Asrama, pp.vxi-xix.
- Williams, M. (2009). *Indian Wisdom examples of the Religious, Philosophical, and Ethical Doctrines of the Hindus*. United States of America: Cambridge University Press.PP.294 -308.
- Yamphu. H. P. R. (2016). *Pellam: A Cultural Way of Making Yamphu Themselves Self-sovereign People. Nepali Anthropology: New Direction and Contributions*. Seminar Proceedings. (B. Pokharel, J. Rai, M. S. Lama, edits.). Kathmandu: Central Department of Anthropology Tribhuvan University, Kirtipur.
- चाम्लिङ, भोगीराज (२०७५) मुन्दुम के हो ? कति प्राचीन हो ? (प्रथम संस्करण) । कार्यपत्र । काठमाडौं: किरात राई संस्कृतिक कलाकार संघ, केन्द्रीय समिति ।
- चाम्लिङ, भोगीराज (२०७१, संकलन तथा सम्पादन) । मुन्दुम । सृष्टि भाग १ । काठमाडौं : किरात राई चामलिंग खाम्बातिम केन्द्रिय कार्यसमित । कोटेशोवर ।
- चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । *किरात मुन्दुम (किरातको वेद)* । ललितपुर: किरात याक्थुंग चुमुलुंग केन्द्रिय कार्याल, महालक्ष्मी थान ।
- राई, ज्ञावनशेर र राई, शिवराम (सम्बत २०७३, संकलक) । चाम्लिङ, भोगीराज (सम्पादक ) । मुन्दुम होसुंग । काठमाडौं : किरात राई चाम्लिङ, खाम्बातिम केन्द्रिय कार्य समित । कोटेशोवर ।

### Unit II

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- Collins, D. E. (1998). Review Essay: From Oppression to Hope: Frere's Journey toward Utopia. *Anthropological & Education Quarterly* 29(1), pp. 116-124. Retrieved from <https://www.jstor.org/stable/3196106>
- Cranton, P. (2011). Adult learning and instruction: Transformative-learning perspectives. R. Kjell (Ed.). *Adult learning and education*. UK: Elsevier publications. PP.53 - 59.



- Freire, P. (2000). *Pedagogy of the Oppressed* (Ramos, M.D. Trans.). London: Bloomsbury Publishing Inc. pp.72 -86.
- Kneller, G.F. (1971). *Introduction to the philosophy of education (2nd .ed.)*. New York: Macmillan Publishing Company. Pp. 47 -56.
- Nwabuisi, E. M. (1986). *Philosophical and Sociological Foundation of Education*. Nigeria: Institute of Education, University of Nigeria. pp.14 -23.
- Ornstein, A. C. and Levine, D. U. (2008). *Foundations of Education (10<sup>th</sup> ed.)*. USA: Houghton Mifflin Company. Pp.187 -185.
- Ozmon, A. H. and Craver, S. M. (2003). *Philosophical foundations of education (7th ed.)*. New Jersey: Merrill Prentice Hall. Pp337 -269.
- Pthak, R. P. (2012). *Philosophical and Sociological Principle of Education*. Delhi: Pearson. pp.24 -28.
- Rennick, J. B. (2015). Learning that Makes a Difference: Pedagogy and Practice for Learning Abroad. *The Teaching and Learning: ISSOSTL*. 3(2), 71-88. Retrieved from <https://www.jstor.org/stable/pdf/10.2979>
- Rogers, A. (2014). Informal (prior) Learning: What has been Learned. *In The Base of the Iceberg: Informal Learning and Its Impact on Formal and Non-formal Learning* (pp. 45-58). Opladen; Berlin; Toronto: Verlag Barbara Budrich. doi:10.2307/j.ctvbkk3bb.7
- Wagle, M.P. (2008). Post-Modernism and Nepal's Education. *Journal of Education and Research vol. 1(1)*. pp.9-12.

### **Unit III**

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- Rice University (2015). *Introduction to sociology*. Texas: Author.
- Ritzer, G. (2011). *Sociological theory (8<sup>th</sup> ed.)*. New York: The McGraw-Hill Companies Inc.
- Ormerod, R. J. (2008). The history and ideas of Marxism: The relevance for OR. *The Journal of the Operational Research Society*, 59 (12), 1573-1590.
- Gane, N. (2005). Max Weber as social theorist: 'Class, status, party'. *European Journal of Social Theory*, 8(2), 211-226.
- Sullivan, A. (2002). Bourdieu and education: How useful is Bourdieu's theory for researchers? *The Netherlands' Journal of Social Sciences*, 38(2), 144-166.
- Mayo, P. (2014). Gramsci and the politics of education. *Capital and Class*, 38 (2), 385-398.
- Thompson, M. J. (2017). Introduction: What is critical theory. In M. J. Thompson (Ed.), *The Palgrave of handbook of critical theory* (pp. 1-14).
- Angelo, T. D., Seaton, G., & Smith, N. (n.d.). Critical theory in education. Retrieved from [https://www.academia.edu/8754749/Critical\\_Theory\\_in\\_Education](https://www.academia.edu/8754749/Critical_Theory_in_Education)
- Singh, J. P. (2019). *Humanism*. Humanism and Jai Prithvi Foundation. Kathmandu: Author. First print of the book was published in Bangalore in 1928.

### **Unit IV**

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- VeneKlasen, L., & Miller, V. (2006). Dynamics of power, inclusion, and exclusion. *Nonprofit Online News Journal*. Nonprofit Online News and The Gilbert Center.
- Nordensvard, J. (2014). The politics of education: education from political and citizenship discourse. *Policy Futures in Education*, 12 (3), 340-346.
- Pitsoe, V., & Letseka, M. (2013). Foucault's discourse and power: Implications for instructionist classroom management. *Open Journal of Philosophy*, 3(1), 23-28.
- Dussel, I. (2010). Foucault and education. In M. W. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of Sociology of Education* (pp. 26-36). London and New York: Routledge Taylor and Francis Group.
- Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-58). Westport CT: Greenwood.
- Rogosic, S., & Baranovic, B. (2016). Social capital and educational achievements: Coleman vs Bourdieu. *V.E.P.S. Journal*, 6 (2), 81-100.

## **Unit V**

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- Wharton, A. S. (2005). *The sociology of gender: An Introduction to theory and research*. USA: Blackwell Publishing.
- Smyth, E. (n. d.). *Gender and education*. Economic and Social Research Institute, Dublin.
- Ghimire, D. (n. d.). Debates on social inclusion and exclusion in Nepal. *KMC Journal*, 49-58.
- Carastathis, A. (2014). The concept of intersectionality in feminist theory. *Philosophy Compass*, 9(5), 304-314.
- Subedi, M. (2010). Caste system: Theories and practices in Nepal. *Himalayan Journal of Sociology and Anthropology*, 4, 334-359.
- Silva Santos, D. J., Palomares, N. B., Normando, D., & Quintao, C. C. A. (2010). Race versus ethnicity: Differing for better application. *Digital Press Jorthod*, 15 (3), 121-124.
- Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.
- Cerulo, C. A. (1997). Identity construction: New issues and new directions. *Annual Reviews Inc.*, 23, 385-409.
- Vignoles, V. (n. d.). Identity: Personal and social. In K. Deaux, & M. Snyder (Eds.), *Oxford handbook of personality and social psychology* (2<sup>nd</sup> ed.).
- Freire, S., & Associates (2009). Identity construction through schooling: listening to students' voices. *European Educational Research Journal*, 8 (1), 80-88.

## Ed. 513: Advanced Educational Psychology

Course No.: Ed. 513  
Level: M. Ed.  
Semester: First

Nature of course: Theoretical  
Credit Hours: 3 cr. hrs.  
Teaching Hours: 48 hours

### 1. Course Introduction

This is a core course for a Master's degree in Education. The course consists of four units that deal with the theoretical and practical aspects of educational psychology. The course aims to provide students with professional knowledge, skills and understanding about developmental psychology and learning theories along with their educational implications. In case of developmental aspect, the emphasis will be given to adolescence's growth, development, problems behavior and disorders that arise during this phase. The course explores different schools of learning theories centering on how children learn in their everyday life and the implications of those theories in formal education. Finally, the course also introduces knowledge practices related to guidance and counselling in a school setting, and focuses on teachers' role as a guidance worker and counsellor.

### 2. General Objectives

- To conceptualize the theoretical nature of human development;
- To explore the developmental aspects and problem behavior and disorders of adolescence;
- To critically reflect on different schools of learning theories and their classroom implications;
- To get acquainted with the concept of student guidance and counselling;
- To explain the teacher's role as a guidance worker and counsellor in school.

### 3. Course Details

Unit I: Understanding Human Development (10 hrs.)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"><li>• Describe the concept of and issues of human development;</li><li>• Explain the behaviorist, psychoanalytic, cognitive, and ecological theories of human</li></ul>	<p>1.1 Concept and issues in human development</p> <p>1.2 Theories of human development and their educational implications</p>	<p>1.1 Concept and issues of human development: nature vs. nurture, continuity vs. discontinuity and universal vs. context specificity</p> <p>1.2.1 Behaviorist theory : B. F Skinner</p> <p>1.2.2 Psycho-analytical theory: Sigmund Freud</p> <p>1.2.3 Cognitive development theory: Jean Piaget</p> <p>1.2.4 Ecological theory:</p>

development		Bruffenbrenner
<b>Teaching Learning Strategies</b>		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> <li>• Provides learning materials to the students and ask them to suggest ideas for classroom discussion.</li> <li>• Gives a short lecture and conceptual presentation on the issues and theories before the class discussion.</li> <li>• Forms groups for discussion.</li> <li>• Organize debate on the issues.</li> <li>• Summarizes the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare discussion questions.</li> <li>• Participate in the group discussion equally and draw ideas.</li> <li>• Get involved in debate for and against the human development issues and theories.</li> <li>• Raise questions about the contents and issues that were not well understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Student need to prepare a four-page reflective report based on discussion in the group and their experience of the debate.</li> <li>• To prepare this report, students consult the books and articles available in the library as well as online materials.</li> </ul>
<b>Unit II: Adolescence and Educational Implication (12 hrs.)</b>		
Specific objectives	Contents	Content coverages
<ul style="list-style-type: none"> <li>• Describe the concept of Adolescence</li> <li>• Explore Physical, cognitive, emotional, social and moral development of adolescence and its educational implications;</li> <li>• Get acquainted with problems behavior</li> </ul>	<p>2.1 Introduction and developmental aspects of adolescence and their educational implication</p> <p>2.2 Problems behavior and disorder during Adolescence</p> <p>2.3 Issues of ICTs and mass media and their educational implication</p>	<p>2.1 Introduction to adolescence, Physical, cognitive, social, emotional, moral development and their educational implications.</p> <p>2.2.1 Problems behavior: Drug abuse, sexual perversion, bullying, loss and bereavement, anger, aggression and violence in school</p> <p>2.2.2 Disorder: Depression and Suicide</p> <p>2.3. Short introduction to</p>

<p>and disorders during adolescence;</p> <ul style="list-style-type: none"> <li>• Assess the role of ICT and mass media and their impact during adolescence;</li> <li>• Develop ideas on adolescence from indigenous and gender perspectives.</li> </ul>	<p>2.4 Viewing Adolescence from indigenous and gender perspectives</p>	<p>adolescents' engagement in ICTs and mass media and their effects on physical and psychological health of adolescents.</p> <p>2.4 Characteristics of adolescents from diverse socio-cultural backgrounds, their typical practices acknowledging children as adolescents.</p>
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**Teaching Learning Strategies**

Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> <li>• Assists the students by elaborating the contents and the nature of the topics.</li> <li>• Highlights the major growth and developmental characteristics and changes.</li> <li>• Prepares a list of possible problems and issues faced by adolescents in contemporary society through classroom discussion.</li> <li>• Encourages students to explore strategies and methods to promote adolescents' well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the presentation of five to seven minutes in the group focusing on the physical, social, mental, emotional, characteristics and changes with implications.</li> <li>• Actively participate in the class discussion on problems and challenges that are to be faced during adolescence.</li> <li>• Work in group to explore the teaching learning strategies and methods for enhancing adolescents' wellbeing.</li> <li>• Share their work with each other.</li> </ul>	<p>Two major tasks the students will accomplish in the unit:</p> <ol style="list-style-type: none"> <li>a) Individually students must write a three-page reflective note as a summary of chapter compulsorily.</li> <li>b. Specifically as instructed by teachers, students will carry out certain number of presentation covering the course contents.</li> </ol>

as a classroom implication.		
<b>Unit III: Learning Theories and Educational Implication (16 hrs.)</b>		
Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> <li>• Get acquainted with the basic concept of behaviorism and its implication in classroom teaching.</li> <li>• Develop ideas on cognitivism and its educational implications.</li> <li>• Get familiar with humanism theories and their educational implications.</li> <li>• Conceptualize constructivism and connectivism and their educational implication.</li> </ul>	3.1 Behaviorism and its educational implication 3.2 Cognitivism and its educational implication 3.3 Humanism and its educational implication 3.4 Constructivism and its educational implications 3.5 Connectivism and its educational implication	Brief introduction to behaviorism, cognitivism, humanism, constructivism and connectivism, their major characteristics, contributors, essence and their key strategies, critiques and techniques in classroom teaching and learning.
<b>Teaching Learning Strategies</b>		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> <li>• Assists to conceptualize the different schools of learning theories</li> <li>• Encourages students to design teaching learning activities based on the concepts provided.</li> <li>• Manages classroom for students' presentation.</li> <li>• Summarizes all</li> </ul>	<ul style="list-style-type: none"> <li>• List out the major characteristics, contributors and essence of different schools of learning theories.</li> <li>• Consult library to elaborate the concepts and ideas given in the classroom.</li> <li>• Each group prepares a 7 to</li> </ul>	<ul style="list-style-type: none"> <li>• Library work of the group will be a key contribution to updating their learning theories and breaking their mind set.</li> <li>• Major task is students' presentation of 7 to 10 presentation.</li> <li>• Prepare unit's summary on different school of learning theories and their strategies and</li> </ul>

different schools of learning theories.	10 minute presentation. <ul style="list-style-type: none"> <li>Share their presentations with each other after drawing conclusions.</li> </ul>	methods informing classroom teaching and learning.
<b>Unit IV: Guidance and Counseling in School (12hrs.)</b>		
Specific objectives	Content	Content Coverage
<ul style="list-style-type: none"> <li>Get acquainted with the concept of guidance in school setting</li> <li>Discuss teachers' major concern in schools</li> <li>State the teachers' role as students' adviser in school.</li> <li>Get familiar with essential guidance program in school</li> <li>Show the relationship between teachers and guidance worker in school.</li> <li>Develop ideas on counseling in school setting</li> <li>Mention the stages of counseling</li> <li>Discuss the individual and group counseling and techniques</li> <li>Show the relationship between counselor and teachers.</li> </ul>	<p>4.1 Introduction to guidance in school</p> <p>4.1.1 Teacher and school guidance</p> <p>4.1.2 Teacher concern</p> <p>4.1.3 Teacher as students' advisor</p> <p>4.1.4 Essential guidance program</p> <p>4.1.5 Teacher-guidance relationship</p> <p>4.2 Introduction to Counseling in School</p> <p>4.2.1 Stage of counseling</p> <ul style="list-style-type: none"> <li>Technique of counseling <ul style="list-style-type: none"> <li>Individual counseling <ul style="list-style-type: none"> <li>Technique of individual counseling</li> </ul> </li> <li>Group Counseling <ul style="list-style-type: none"> <li>Technique of individual counseling</li> </ul> </li> </ul> </li> <li>4.2.2. Teacher–counselor relationship.</li> </ul>	<p>4.1 Short introduction to guidance and its major characteristics.</p> <p>4.1.1 Role of teachers and school guidance program</p> <p>4.1.2 Major teacher concern about students and school program.</p> <p>4.1.3 Role of teachers as students' advisor (facilitator/ students' supporter, wise choice maker)</p> <p>4.1.4 Ideas on essential guidance program in school</p> <p>4.2 Short introduction to counseling in schools.</p> <p>4.2.1 Conceptualization of individual and group counseling, procedure of carrying out individual and group counseling.</p> <p>4.2.2 Discuss the relationship between teacher-counselor.</p>

Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Task
<ul style="list-style-type: none"> <li>Assists in conceptualizing guidance and counseling.</li> <li>Demonstrates how a teacher advises students as a guidance worker.</li> <li>Introduces essential guidance program</li> <li>Mentions the technique of carrying out individual and group counseling.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate in the classroom discussion.</li> <li>Work in group on how a guidance worker supports students' problems.</li> <li>Perform roles as a guidance worker.</li> <li>List out the essential skills and techniques for carrying out counseling in school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Visit the schools and collect information about the 'students' difficulties. Then prepare a short advice plan to support the students</li> <li>Students themselves perform as a guidance worker in their own group and each develop a plan of advising action.</li> <li>Individual students, based on classroom interactions, teachers' inputs, and their visit to schools for conducting interviews, prepare a report as a plan for actions to support adolescents for resolving their educational difficulties. Plan should be 2500-3000, Times New Roman, 1.5 spacing.</li> </ul>

#### 4. Evaluation Criteria (Internal 40%, External 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination. Evaluation criteria are given below:

Criteria	Marks	Remarks
<b>Internal assessment:</b> The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual).
Assignment I (Individual task)	10	Any one task from Units I or II.
Assignment II (Group task)	10	Any one task from Units III or IV.
Assignment III (Individual test)	10	Written examination: Objective and subjective items (from unit I, II, III and IV)



<b>External evaluation:</b> The external 60% written test covers the following nature of test items and marks.		
External Examination	60	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions) Group C: Essay type items (10× 2) = 20 (including one or question)

## 5. Recommended books and references

- Crain, W. (2014). *Theories of adolescent concept and application (6th ed.)*. Pearson Education Limited USA. (Unit, II)
- Hilgard, E.R. & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit, III)
- Hurlock, E. B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill Publishing Company. (Unit, I & II)
- Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. Great Britain: Lowe & Brydone. (Unit, III)
- Hergenhahn, B. R. & Olson, M. N. (2001). *An introduction to theory of learning (8th ed.)*. New Delhi: PHI Learning Private Limited. (Unit, III)
- Hergenhahn, B.R. & Henley, T. B. (2014). *An introduction to the history of psychology (7th ed.)*. USA: Wadsworth Cengage learning. (Unit, III)
- Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit, I & II)
- King, D. B. Woody, W.D. & Viney, W. (2013). *History of psychology ideas & context (5th ed.)*. New York: Pearson Education, Inc. (Unit, III)
- Lerner, R.M & Steinberg, L. (2014). *Handbook of adolescent psychology*. John Willey and Sons, Inc. (Unit, II)
- Lines, D. (2006). *Brief counselling in schools working with young people from 11-18 (2ed)*. New Delhi: Sage Publication.
- Myrick, R. D. (2011). *Developmental guidance and counselling: A practical approach (5<sup>th</sup> ed.)*. Minneapolis: Educational Media Corporation. (Unit, IV)
- Olson, M. H. & Hergenhahn, B.R. (2010). *An introduction to theories of learning (VIII ed.)*. New Delhi: PHI Learning Private Limited. (Unit, III)
- Ormrod, J.E. (2012). *Human learning (6th ed.)* New York: Pearson. (Unit, I & II)
- Rogers, D. (1972). *Psychology of adolescence*. New York, N.Y. (Unit, II)
- Sigelman, C. K. & Rider, E. A. (2018). *Life-span human development*. USA: Cengage learning. (Unit, III)
- Stenberg, L. (2017). *Adolescence (7th ed.)*. New York: McGraw-Hill Education. (Unit, II)
- Santrock J.W. (2011) *Educational Psychology, (IV ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, I)
- Santrock J.W. (2007) *Adolescence, 11th ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, II)
- Santrock J.W. (2011). *Lifespan development (14th ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited. (Unit, I & II)
- Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit, III)
- Sigelman C.K. & Rider E.A. (2012). *Lifespan human development, (7th ed.)*. USA: Wadsworth, Cengage Learning. (Unit, I & II)
- Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education.