

Master of Social Studies Education (MSSEd)

(Six-Semester Integrated Programme)

First Semester Curriculum

Tribhuvan University
Faculty of Education
Office of The Dean




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Subject: Fundamentals of English Writing Skills

Semester: First

Code: Ed. 511

Full Marks: 100

Nature of Course: Theoretical

Credit Hrs.: 3

1. Course Description

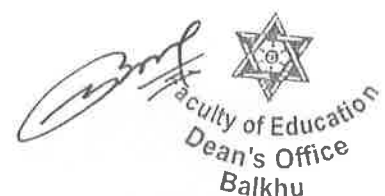
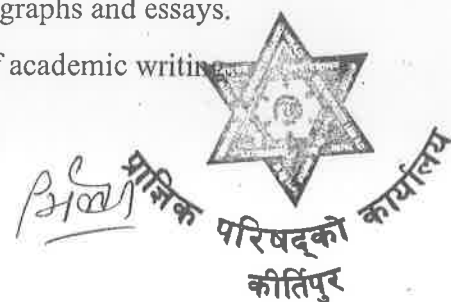
The course *Fundamentals of English Writing Skills* is designed to impart the knowledge and skills of general as well as academic writing to the students so that they can perform their written skills to communicate in their professional life comfortably and effectively. It has been designed to focus on the practical aspects of writing reinforced by theoretical explanations.

This course is for the students of Social Studies major who have not studied any courses in writing before. Therefore, it starts with a review grammar necessary for writing. Then the course discusses the process of writing that the students need to know and develop some skills. It further delineates the elements of writing. After having required knowledge and skills, the students are involved in writing paragraphs and essays which will prepare them to produce varieties of academic writings during the session. Finally, the students will learn and practice the way of citing and referencing in their writing.

2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with necessary grammar, vocabulary and punctuations
- To acquaint the students with the process of writing.
- To familiarize the students with the elements of writing.
- To enable the student to write different types of paragraphs and essays.
- To enable the students to produce different genres of academic writing.
- To enable them to properly give credit to the sources.



3. Specific Objectives and Course Contents

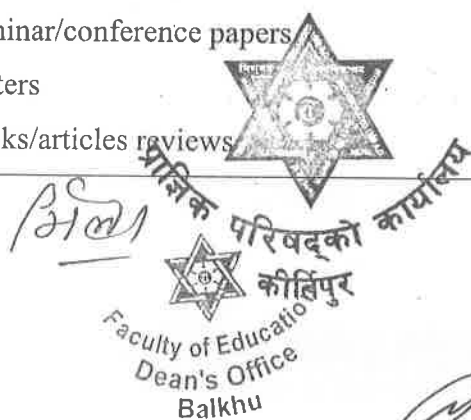
Specific objectives	Contents
<ul style="list-style-type: none"> To produce grammatically accurate sentences in their writing. To use proper vocabulary in varieties of writings. To use mechanics of writing appropriately 	<p>Unit 1: Grammar, Vocabulary and Mechanics in writing (10)</p> <p>1.1 Articles</p> <p>1.2 Prepositions</p> <p>1.3 Relative pronouns</p> <p>1.4 Conjunctions</p> <p>1.5 Agreement of subject and verb</p> <p>1.6 Active and passive</p> <p>1.7 Citation verbs</p> <p>1.8 Citation and tense</p> <p>1.9 Academic vocabulary</p> <p>1.10 Prefixes and suffixes</p> <p>1.11 Singular/plural</p> <p>1.12 Synonyms</p> <p>1.13 Indirect questions</p> <p>1.14 Numbers</p> <p>1.15 Punctuations, spelling, capitalization, italics, abbreviations</p>
<ul style="list-style-type: none"> To describe the background to writing. To read to find suitable sources. To read to develop critical approaches. To describe the process of writing from title to planning. To take notes and summarize the given text 	<p>Unit 2: The Process of Writing (6)</p> <p>2.1 Background to writing</p> <p>2.2 Reading and finding suitable sources</p> <p>2.3 Reading and developing critical approaches</p> <p>2.4 Understanding title and planning</p> <p>2.5 Finding key points and note taking</p> <p>2.6 Summarizing and paraphrasing</p>

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<ul style="list-style-type: none"> To paraphrase the given text appropriately. 	
<ul style="list-style-type: none"> To describe and illustrate the element of writing. To produce writing using the elements of writing. 	<p>Unit 3: Elements of writing (6)</p> <p>3.1 Argument and discussion</p> <p>3.2 Cause and effect</p> <p>3.3 Cohesion</p> <p>3.4 Comparison</p> <p>3.5 Definition</p> <p>3.6 Examples</p> <p>3.7 Generalizations</p> <p>3.8 Visual information</p>
<ul style="list-style-type: none"> To discuss the process writing To follow pre-writing activities before actual writing. To write varieties of paragraphs. To write varieties of essays. 	<p>Unit 4: Writing Paragraphs and Essays (10)</p> <p>4.1 Pre-writing</p> <p>4.2 The structure of a paragraph</p> <p>4.3 The development of paragraphs</p> <p>4.4 Descriptive and process paragraphs</p> <p>4.5 Opinion paragraphs</p> <p>4.6 Comparison/contrast paragraphs</p> <p>4.7 Problem/solution paragraphs</p> <p>4.8 The structure of an essay</p> <p>4.9 Outlining an essay</p> <p>4.10 Introductions and conclusions</p> <p>4.11 Unity and coherence</p>
<ul style="list-style-type: none"> To describe the genres. To produce academic articles, seminar papers, posters, book reviews, annotated bibliography 	<p>Unit 5: Academic Genres (11)</p> <p>5.1 Academic article</p> <p>5.2 Proposal/thesis/report</p> <p>5.3 Seminar/conference papers</p> <p>5.4 Posters</p> <p>5.5 Books/articles reviews</p>




	5.6 Annotated bibliography
<ul style="list-style-type: none"> To use paraphrases and quotations in writing To avoid plagiarism in writing To properly cite the sources in the texts To prepare reference list following APA 	Unit 6 Crediting Sources (5) 6.1 Paraphrases and quotations 6.2 Plagiarism 6.3 In-text citations 6.4 Reference list (It is suggested to follow APA 7 th edition)

5 Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

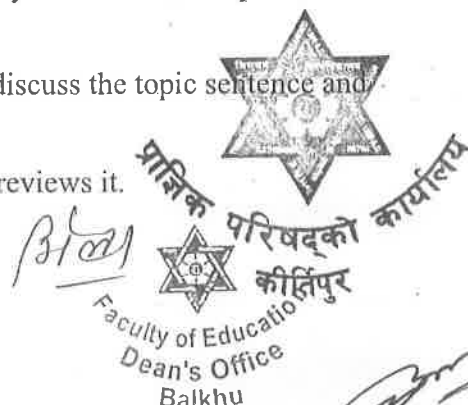
Varieties of techniques/methods can be applied for the facilitation of this course. The main techniques/ methods applicable to this course include lecture, question answer, discussion, observation, individual/pair/group work, class presentation.

4.2 Specific Instructional Techniques

Unit Activities and instructional techniques

- I The students work with the teacher and/or individually with the grammar and vocabulary necessary for their writing. They may exchange their writings and check for punctuation and grammar.
- II The students work in groups, for example, to paraphrase a text and present in the class.
- III The students work individually on the given topic and discuss in the class under the teacher's monitoring.

They prepare presentations on the topics assigned by the teacher, and present in the class.
- IV The students write paragraphs on the given topic, discuss the topic sentence and supporting sentences.
- V Each student collects, for example, an article, and reviews it.



They organize a seminar and present papers in pairs/groups.

VI The students exchange their writings and check for citations and references.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assessment	10
Second assessment	10
Third assessment	10
Total	40

5.1 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

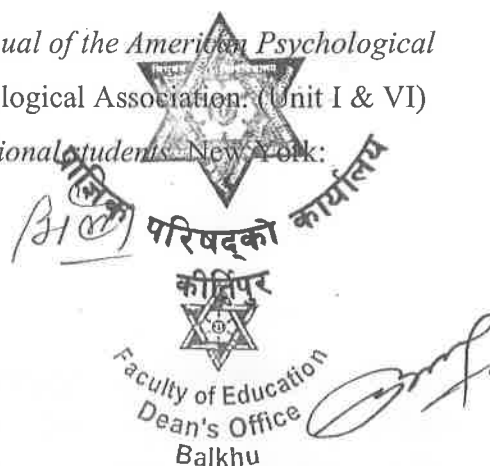
Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 mark	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

6.1 Recommended Books

American psychological association. (2020). *Publication manual of the American Psychological Association*. 7th edition. Washington DC. American Psychological Association. (Unit I & VI)

Bailey, S. (2015). *Academic writing: A handbook for international students*. New York: Routledge. (Units I, II & III)



Hartley, J. (2008). *Academic Writing and Publishing: A Practical Handbook*. London: Routledge. (Unit V)

Paltridge, B. & Starfield, S. (2007). *Thesis and Dissertation in a Second Language*. New York: Routledge. (Unit V)

Zemach, D.E., & Rumisek, L.A. (2005). *Academic writing from paragraph to essay*. Macmillan: London. (Unit IV)

6.2 References

Connely, M. (2013). *Get writing: Paragraphs and essays*. Wordworth Cengage Learning: Australia.

Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: Cambridge University Press.

Gaillet, L. L. & Guglielmo, L. (2014). *Scholarly Publication in Changing Academic Landscape*. New York: Palgrave Macmillan.

Haylot, E. (2014). *The Elements of Academic Style: Writing for the Humanities*. New York: Columbia University Press.

Leki, I. (2010). *Academic Writing*. Cambridge: Cambridge University Press.

Morphy, R. (2012). *English Grammar in Use*. Cambridge: Cambridge University Press.

Murray, R. (2005). *Writing for academic journals*. Berkshire: Open University Press

Oshima, A., & Hogue, A. (2014). *Longman Academic Writing Series 4 (5th ed.)*. New York: Pearson Education.

Savage, A. & Mayer, P. (2005). *Effective academic writing*. Oxford: Oxford University Press.

Swales, J. & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: University of Michigan Press.

Swan, M. (2016). *Practical English Usage*. Oxford: Oxford University Press.



Subject: Fundamentals of Social Studies
Code: Sost. Ed. 512
Nature of Course: Theoretical

Semester: First
Full Marks: 100
Credit Hrs.: 3

1. Course Description

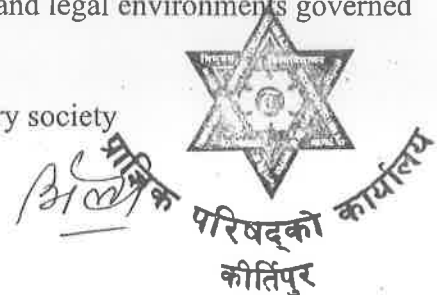
The course Fundamentals of Social Studies has been designed to impart knowledge and skills to the Master of Social Studies, a new six-semester educational program. The purpose of this course is to familiarize students with the foundation of social studies, its philosophical background, and its relationship with other disciplines. It helps students to be familiar with the social studies contents and classroom pedagogy. It enables students to develop knowledge and understanding of the diverse and dynamic nature of society. It also supports to the people to interact with their socio-cultural environment.

The course aims to develop three levels of competencies in social studies, such as knowledge acquisition, professional development, and mastery of information through the foundations of social studies. The social studies contents integrate social sciences and the humanities for pedagogical purposes. The course also aims to fulfill the needs of teacher educators, educational planners, administrators, and researchers who are highly knowledgeable and competent in the contents and pedagogical methods in social studies.

2. Course Objectives

On completion of this course the Master of Social Studies Education scholars will be able to:

- To acquaint the students on the concepts, and purpose of social studies
- To familiarize the students' understanding of the foundations of social studies
- To enable the students' multiple perspectives of psychological theory in social studies
- To familiarize the students with the political, economic, and legal environments governed by social studies education.
- To develop critical insights on the issues of contemporary society



3. Specific objectives and Course contents


Specific objectives	Course contents
<ul style="list-style-type: none"> • To explain the concept of social studies • To discuss the aims and objectives of social studies teaching • To distinguish between social studies and other subjects • To prepare a list of approaches and emphasize on the integration in social studies curriculum. • To outline the historical development of social studies • To review the structure and trends of social studies education in Nepal 	Unit I Introduction to Social Studies (6) <ol style="list-style-type: none"> 1.1 Key concepts of social studies 1.2 Aims and purpose 1.3 Relationship between Social studies with other disciplines 1.4 Approaches and integration in social studies curriculum 1.5 Historical development 1.6 Structure and trends of social studies education in Nepal
<ul style="list-style-type: none"> • To describe the philosophical foundations of social studies • To critically analyze the social foundations of social studies • To explain the psychological foundations of social studies • To analyze the curricular foundations of social studies • To explain the importance of educational/pedagogical foundations in social studies 	Unit II Foundations of Social Studies (12) <ol style="list-style-type: none"> 2.1 Philosophical foundations 2.2 Social foundations 2.3 Psychological foundations 2.4 Curricular foundations 2.5 Educational/Pedagogical foundations
<ul style="list-style-type: none"> • To acquaint the students with the cognitive theory of Jean Piaget (1896-1990) and Vico's theory of Knowledge in social studies • To explain the importance of psychosexual development of Sigmund Freud (1856-1939) in social studies • To discuss the use of social development theories in in social studies 	Unit III Psychological Theories in Social Studies (12) <ol style="list-style-type: none"> 3.1 Cognitive development theory and theory of Knowledge 3.2 Psychosexual development 3.3 Social development theories 3.4 Moral development theories 3.5 Language development

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<ul style="list-style-type: none"> • To integrate the moral development theory in social studies • To impart the students with the language development theory of David Wood • To critically analyze the social studies knowledge and practices 	3.6 Critical social studies knowledge and practices
<ul style="list-style-type: none"> • To explain the governing and administering environment of social studies in the curriculum at a different level. • To discuss the importance of educational financing in social studies education • To acquaint the students' understanding of the legal aspects of social studies education • To develop in students, the values and skills needed for good citizens in the twenty-first century. • To discuss the importance of society and technology in the social studies classroom 	Unit IV Political, Economic, and Legal Aspects of Social Studies (10) 4.1 Governing and administering social studies curriculum in school and higher level 4.2 Educational financing in social studies education 4.3 Legal aspects of social studies education 4.4 Values, skills and literacy in social studies 4.5 Society and technology in social studies classroom
<ul style="list-style-type: none"> • To explain the issues of the preparation of integrated social studies curriculum • To select the controversial issues/current affairs in the social studies curriculum • To list the policy issues in teaching social studies in Nepal • To acquaint the students' understanding of the social environment in a multicultural society • To discuss the issues of teacher preparation and professional development in Nepal • To prepare a project report on the social issues of contemporary society with reference to Nepal. 	Unit V Social Issues in the Contemporary Society (8) 5.1 Issues of integrating social studies curriculum 5.2 Teaching controversial issues in social studies 5.3 Policy issues in teaching social studies curriculum 5.4 Issues of social environment 5.5 Teacher preparation and professional development 5.6 Project report preparation and presentation


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4.1 Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Varieties of techniques/methods can be applied for this course. The main techniques/ methods applicable to this course include lecture, question answer, discussion, observation, class assignment, and presentation.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Introduce the concepts of social studies, aims, and purpose of teaching social studies, approaches, and historical development. Prepare a project report on the structure and trends of social studies education in Nepal.
II	Discuss the various aspects of the foundations of social studies (philosophical, social, educational) concerning National Curriculum Standards of Social Studies.
III	Discuss the importance of psychological theories in social studies. Prepare slides, collect videos and google materials regarding the use of psychological theory in social studies classroom.
IV	Discuss the governing and administering environment, educational financing, and legal aspects of social studies education. Discuss the elements of good society needed for the 21 st century.
V	Discuss the issues of contemporary society and prepare a report for classroom presentation in Microsoft Teams. Develop skills for the selection of controversial issues to teach in social studies classroom.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

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5.2 Internal Evaluation

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Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
<i>Total</i>	<i>40</i>

5.3 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
<i>Total</i>			<i>60</i>

6. Recommended Books and Reference Materials

6.1 Recommended Books

Gordon, S. (1991). *The history and philosophy of social science*. New York: Routledge. (Unit II)
 Karagiannis, N. & Marangos, J. eds. (2013). *Toward a good society in the twenty-first century:*

Principles and Policies. The United States: Palgrave Macmillan (Unit IV).

Lawal, M. B. & Oyeleye, A. S. (2003). *Foundations and principles of social studies education*. Lagos: A Triads Associate (Unit I and II).

Mangal, S. K. and Mangal, U. (2008). *Teaching social studies*. New Delhi: PHI Learning Pvt. Ltd. Unit I, II, IV and V.

Martorella, P. H. (2001). *Teaching social studies in middle and secondary schools*. New Jersey: Merrill Prentice Hall (Chapter I, II, III, IV, and V).

Paul A. M., Lange, V., Kruglanski, A. W. & Higgins, E. T. eds. (2012). *Handbook of theories of social psychology* Vol. I & II. London: SAGE Publications Ltd (Unit II).

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Ornstein, A. C. and Levine, D. U. (2008). *Foundations of education*. New York: Houghton Mifflin Company. Unit II, II and IV.

Ogle, D., Klemp, R. & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. USA: Association for Supervision and Curriculum Development (Unit IV)

Reference Materials

Levstik, L. S. & Tyson, C. A. eds. (2008). *Handbook of research in social studies education*. New York: Routledge (Unit II).

Kochar, S. K. (2000). *Teaching of social studies*. New Delhi: Sterling publishers Pvt. Ltd.

Nelson, M. R. (1994). *The social studies in secondary education*. Indiana: ERIC Clearinghouse.
www.socialstudies.org. National standards for social studies teachers, Volume I.

Parker, W. C. ed. (2010). *Social studies today: Research and practice*. UK: Routledge

Ross, E. W. ed. (1997). *The social studies curriculum in social education: Purposes, problems, and possibilities*. New York: State University of New York Press, Albany.

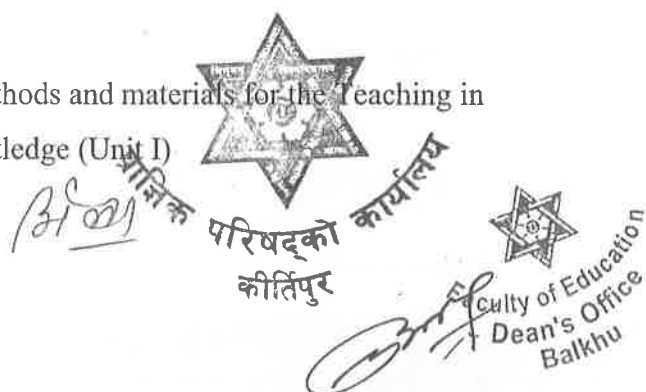
Ross, E. W, Mathison, S and Kevin D. Vinson, K. D. (2013). "Social studies education and standards-based education reform in North America: curriculum standardization, high-stakes testing, and resistance". *Revista Latinoamericana de Estudios Educativos*. No. 1, Vol. 10, pp. 19-48. Manizales: Universidad de Caldas. (Unit II)

Salmamza, D. Nature and scope of social studies education and national development.

file:///C:/Users/dell/Downloads/NATURE%20AND%20SCOPE%20OF%20SOCIAL.pd
(Unit I)

Schneider, D., Adler, S. A., Beery, R., Ladson-Billings, G., Fernekes, W. R., Hartoonian, M., McFarland, M. A., Marker, G., Montgomery, M. A., Nickell, P. and Tevis, C. (1994). *Expectation of excellence curriculum standards for social studies*. Washington DC: National Council for the Social Studies. (Unit I)

Zevin, J. (2011), *Social Studies for the 21st Century: Methods and materials for the Teaching in Middle and Secondary Schools*. New York: Routledge (Unit I)



<https://www.amazon.com/Social-Studies-Twenty-First-Century-Materials/dp/0415749794>

<https://www.palgrave.com/gp/social-science-matters/10-reasons-for-social-science>
<http://blogs.lse.ac.uk/impactofsocialsciences/2016/06/06/we-need-more-solution-oriented-social-science/>

ढकाल, केशवराज (२०७२), सामाजिकअध्ययन शिक्षण, काठमाण्डौ: क्वेस्ट पब्लिकेशन ।

पन्त, तुलाराम ..., सामाजिकअध्ययन शिक्षण । काठमाण्डौ: पाठक्रम विकास केन्द्र ।

पाँडे रामकुमार (२०५४), सामाजिकशिक्षा सिद्धान्त र शिक्षण, काठमाण्डौ: रत्नपुस्तक भण्डार ।




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Course title: **Fundamentals of Geography**

Course No: Sost. Ed. 513

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

This course has been designed to provide fundamental geographical knowledge to the students of master level of social studies education. The students of this level are the perspective social studies teachers at school and university level. The 'Fundamentals of Geography' is a theoretical course designed to provide general knowledge of geography covering selected components of physical, human and economic geography. This course provides introductory knowledge of geography with earth materials and plate tectonics, climatic components and associated aspects of atmosphere including climate change and its impact on environment. This also highlights on some selected aspects of rural and urban settlements, urbanization and urban development, and key themes of economic geography.

2. General Objectives

The general objectives of this course are to

- enable students to define geography and its scope,
- familiarize them with relief features, associated processes and different landforms,
- acquaint knowledge regarding earth materials, plate tectonics and resultant landforms,
- familiarize them with different climatic components, processes and climate change impacts,
- make able to identify types of vegetation and soils and human influence upon them,
- acquaint students with the knowledge of different aspects of settlements and urban development, and
- familiarize students with different approaches and key themes of economic geography.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • To state the meaning and definition of geography • To point out the scope of geography 	<p>Unit I: Introduction (4)</p> <p>1.1 Meaning and definition of geography</p> <p>1.2 Scope of geography</p> <p>1.3 Branches of geography</p> <p>1.4 Tools and techniques in Geography</p>

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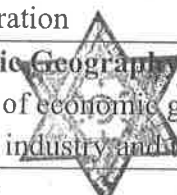
<ul style="list-style-type: none"> • To list the branches of geography • To list the tools and techniques used in geographical study • To describe origin of the Earth 	<ul style="list-style-type: none"> • Grid • Maps • Digital technology <p>1.5 Overview of Earth's origin</p>
<ul style="list-style-type: none"> • To discuss on relief features of the earth surface • To state origin of Mountains, Hills and Tarai • To explain denudation, transportation and deposition process • To explain different agents, processes and associated landforms 	<p>Unit II: Relief features and the processes (6)</p> <p>2.1 Major relief features of the earth surface</p> <p>2.2 Origin of Mountain, Hill and Tarai</p> <p>2.3 Denudation, transportation and deposition</p> <p>2.4 Agents, processes and landforms</p> <ul style="list-style-type: none"> • Fluvial • Glacial and • Arid
<ul style="list-style-type: none"> • To describe Earth's internal structure, • To state rock types and Geologic time • To explain lithospheric plates, their movement, types and associated landforms • To explain plate tectonics • To identify the association between tectonics and earthquake • To synthesize the relationship between plate tectonics and volcanoes 	<p>Unit III: Earth Materials and Plate Tectonics (8)</p> <p>3.1 Earth's internal structures</p> <p>3.2 Rocks and Geologic time</p> <p>3.3 Tectonic processes and landforms</p> <p>3.3.1 Plate tectonics</p> <p>3.3.2 Lithospheric plates- movement, types and associated landforms</p> <p>3.3.3 Plate tectonics and Earthquake</p> <p>3.3.4 Plate tectonics and Volcanoes</p>
<ul style="list-style-type: none"> • To figure out Earth-Sun geometry and seasons • To explain the global energy system • To discuss the global temperature pattern • To describe atmospheric pressure, winds and circulation system • To explain atmospheric moisture and precipitation • To describe air masses and weather systems 	<p>Unit IV: Climate and Climate Change (10)</p> <p>4.1 Earth-Sun geometry and the season</p> <p>4.2 Global energy system</p> <p>4.3 Global temperature pattern</p> <p>4.4 Atmospheric pressure and wind</p> <p>4.5 Atmospheric moisture and precipitation</p> <p>4.6 Air masses and cyclonic weather systems</p> <p>4.7 Types of climates</p> <p>4.8 Climate change and impacts</p> <p>4.9 Climatic hazards and disasters</p>

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<ul style="list-style-type: none"> • To describe types of climates • To analyze the impact of climate change • To analyze the impact of climatic hazards and disasters 	
<ul style="list-style-type: none"> • To define ecosystem and biogeography • To describe characteristics of world's biomes • To discuss on distribution pattern of vegetation • To explain human influence on vegetation • To list soil forming factors • To describe types and characteristics of soil • To explain human interactions with soil 	Unit V: Geography of Plant and the Soil (6) 5.1 Ecosystem and biogeography 5.2 Biomes of the world 5.3 Distribution of vegetation 5.4 Human influence on vegetation 5.5 Soils 5.5.1 Soil forming factors 5.5.2 Soil types and characteristics 5.5.3 Human interactions with soil
<ul style="list-style-type: none"> • To define human settlement • To describe different characteristics rural settlement • To state different aspects of urban settlements • To explain rural-urban linkages • To analyze trends and pattern of urbanization • To explain trends and pattern of human migration 	Unit VI: Settlement and Urbanization (6) 6.1 Human Settlements 6.2 Rural Settlement <ul style="list-style-type: none"> • Origin • Types and hierarchy • Structure and pattern • Rural house types and building materials 6.3 Urban Settlements <ul style="list-style-type: none"> • Urban centers • Site and situation • Size and Pattern • Characteristics • Functional classification • Urban land use • Rural urban-linkages 6.4 Urbanization trend and pattern 6.5 Human migration
<ul style="list-style-type: none"> • To list the key themes of economic geography 	Unit VII: Economic Geography (8) 7.1 Key themes of economic geography 7.2 Agriculture, industry and trade


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<ul style="list-style-type: none"> • To describe agriculture, industry and trade • To explain the spaces of production and consumption • To describe state and economy • To explain the multinational cooperation and their significance • To elucidate the characteristics of new service economy • To describe transformation of work and employment • To list the types and characteristics of special economic zones 	7.3 Spaces of production and consumption 7.4 State and the economy 7.5 Multinational cooperation 7.6 New service economy 7.7 Transformation of work and employment 7.8 Special economic zones: Introduction and characteristics)
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Note: The figures within the parenthesis indicate the approximate teaching hours.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Varieties of techniques/methods can be applied for this course. The main techniques/ methods applicable to this course include lecture, question answer, discussion, observation, assignment and presentation.

4.2 Specific Instructional Technique

Unit	Activities and instructional techniques
I	Presentation using charts showing scope and branches of geography. Use of tools like maps, satellite imageries/aerial photographs and GPS as tools of studying geography.
II	Presentation and discussion using YouTube Videos and photographs related to relief features and orogenesis. Observation and field visit of local area.
III	Term paper preparation and presentation.
IV	Class presentation, live observation of atmospheric components. Analysis of recorded climatic data.
V	Discussion and presentation of vegetation and soil characteristics using relevant maps and charts.
VI	Assignment and group presentation on different types of settlements and urbanization.
VII	Presentation and discussion on globalization, multinational cooperation, transformation of employment with examples.

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5. Evaluation

The achievement of the students will be assessed through internal and final/semester examination. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.4 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.5 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6 Recommended Books and Reference Materials

6.1 Recommended Books

- Arbogast, A. F. (2014). *Discovering physical geography* (Third Edition). Michigan: John Wiley & Sons, Inc (Unit I, II, III, IV and V)
- Bost, F. (2019). Special economic zones: methodological issues and definition. *Transitional Corporations*, 26(2), pp 143-153. (Unit VII).
- Cabler, R. E.; Piterson, J. F. & Trapasso, L. M. (2007). *Essentials of physical geography*. Blmont, USA: Thomson Brooks/Cole. (Unit I, II, III, IV and V).
- Hammond, C. W. (1985). *Elements of human geography*. London: George Allen. (Unit VI)
- Hudson, F. S. (1981). *Geography of settlements*. New York: MacDonal and Evans. (Unit VI)
- Mackinnon, D. & Cumbers, A. (2007). *An introduction of economic geography Globalization*,

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uneven development and place. Harlow: PEARSON Prentice Hall (Unit VII)

Strahler, A. (2011). *Introducing physical geography* (Fifth Edition). USA: John Wiley & Sons, Inc. (Unit I, II, III, IV and V)

United Nations. (2015). *World urbanization prospectus: The 2014 revision*. New York: UN (Unit VI).

6.2 Reference Materials

Carghan, M. (2003). *Physical geography: A self-teaching guide*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Clark, G. L., Feldman, M. P., & Gertler, M. S. (2000). *The Oxford handbook of economic geography*. Oxford: Oxford University Press.

Huggett, R. J. (2007). *Fundamentals of geomorphology* (Second Edition). New York: Routledge.

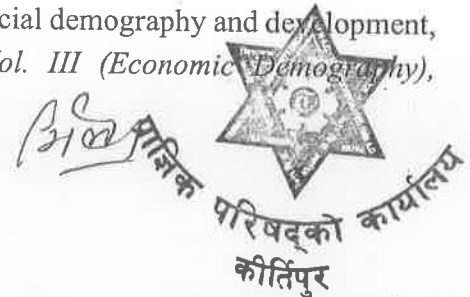
Piterson, J. F.; Sack, D.; & Gabler, R. E. (2011). *Fundamentals of physical geography*. Australia: Cengage Learning.

Price, W. L. (1981). *Mountains and man: A study of process and environment*. London: University of California Press.

Shrestha, C. B. & Rijal, S. P. (2016). *Nepal: Cultural geography*. Kathmandu: Prakash Shrestha and Sunil Shrestha.

Strahler, A. N. & Strahler, A. H. (1989). *Elements of physical geography* (Fourth Edition). New York : John Wiley & Sons

Subedi, B. P. (2014). Urbanization in Nepal: Spatial pattern, social demography and development, In CBS (ed.) *Population Monograph of Nepal Vol. III (Economic Demography)*, Kathmandu: CBS.




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Course Title: Fundamentals of Economics
Course No: Sost. Ed 514
Level: M.Ed.
Semester: First

Nature of the Course: Theory
Credit hours: 3
Teaching hours: 48 hours

1. Course Description

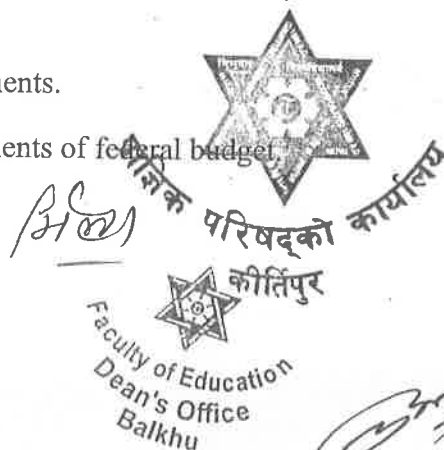
The course *Fundamentals of Economics* has been designed for the students specializing in Social Studies Education at Master Degree in Education in Tribhuvan University. This course aims to provide fundamental knowledge on major themes of both micro and macro economics.

This course deals with the overview of basic concepts of economics, microeconomic issues, and macroeconomic issues in general. In particular, the course presents overview of basic concepts of economics including definitions of economics, and nature of economics. It also includes content of both micro and macroeconomics. In microeconomics demand, supply, elasticity, production, revenue, cost and market structure are included. Similarly, in macroeconomics national income analysis, financial institutions and monetary policy and fiscal policy and federal budget are included.

2. General Objectives


The general objectives of this course are as follows:

- To enable the students understand definition, and nature of economics.
- To provide the practical skills on the derivation of law of demand and supply curves.
- To facilitate the students distinguish between types of elasticity.
- To make the students able to understand the theories of production, revenue and cost.
- To provide the students with the knowledge of the product pricing under perfect competition, monopoly and monopolistic competition.
- To distinguish different concepts of national and measure national income.
- To provide the students with the knowledge of financial system, function of money, functions of central bank, commercial bank and cooperatives.
- To offer the analyzing skills on the fiscal policy, its instruments.
- To allow the students analysis skill on the different components of federal budget.




3. Course Outline

Specific objectives	Contents	TH: (48)
Part I: Overview of basic concepts of economics		8
<ul style="list-style-type: none"> To present overview of different definitions and nature of economics To describe the alternative use of resource, opportunity cost and production possibility curve To define and derive law of demand and supply To define price, income and cross elasticity of demand 	Unit 1: Overview of basic concepts of economics 1.1 Definitions and nature of economics 1.2 Concept of resource allocation: opportunity cost and production possibility curve 1.3 The law of demand and supply and equilibrium condition 1.3 Elasticity: concept and types	8
Part II: Microeconomic issues		20
<ul style="list-style-type: none"> To explain concept of short-run and long-run To define total product, average product, marginal product, law of variable proportions and returns to scale To distinguish between total revenue, average revenue and marginal revenue and draw these curves To elucidate different types of traditional cost curves To prepare cost analysis report of selected firms 	Unit 2: Production, revenue and cost analysis 2.1 Concept of short run and long run 2.2 Production Function: total product, average product, marginal product, law of variable proportions and returns to scale 2.3. Concept of total revenue, average revenue and marginal revenue. and derivation of total, average, and marginal revenue curves 2.4 Cost and cost curves: Traditional theory of cost: total cost, average cost, marginal cost, fixed cost and variable cost, Short run and Long run cost curves 2.5 Cost analysis of selected firms	10
<ul style="list-style-type: none"> To distinguish between firm and industry To explain the conditions of firm equilibrium. To understand short run and long run equilibrium of firm and industry under perfect competition. 	Unit 3: Market analysis 3.1 Concept of firm and industry 3.2 Equilibrium of firm: marginal and total approach 3.3 Perfect competition short run and long run equilibrium 3.4 Monopoly: short run and long run equilibrium 3.5 Monopolistic competition: short run and long run equilibrium	10


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<ul style="list-style-type: none"> To elucidate short run and long run equilibrium of firm and industry under monopoly. To explain short run and long run equilibrium of monopolistic market To list the characteristics of Nepali market structure of selected industries 	3.6 Overview of characteristics of Nepalese market structure of selected industries	
Part III: Macroeconomic issues		20
<ul style="list-style-type: none"> To define circular flow of income To explain different concepts of national income To describe approaches to measurement of national income To distinguish between nominal and real gross domestic product and calculation of gross domestic product growth rates 	Unit 4: National income analysis 4.1 Concept of circular flow of income 4.2 Different concepts of national income 4.3 Approaches to measurement of national income 4.4 Nominal and real gross domestic product and calculation of gross domestic product growth rates	5
<ul style="list-style-type: none"> To describe concept of financial institutions and their functions To analyze functions of central bank, commercial bank, and co-operatives To explain functions of money To define monetary policy, its goals and instruments To discuss about concept and instruments of money and capital markets 	Unit 5: Financial institutions and monetary policy 5.1 Concept of financial institutions and their functions 5.2 Functions of central bank, commercial bank, and co-operatives and their growth 5.3 Concept of money and its functions 5.4 Monetary policy: goals and instruments 5.5 Concept and instruments of money and capital market	10
<ul style="list-style-type: none"> To define fiscal policy and its goals. To analyze instruments of fiscal policy To prepare a report on trend analysis of federal revenue and budget allocated to the provinces To analyze the relation between budgetary policies and politics 	Unit 6: Fiscal policy and federal budget 6.1 Definition and goals of fiscal policy 6.2 Instruments of fiscal policy: trend analysis of federal revenue and budget allocated to the provinces 6.3 Fiscal policy and politics	5


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4. Instructional Technique

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Varieties of techniques/methods can be applied for the facilitation of this course. The main techniques/ methods applicable to this course include lecture, question answer, discussion, observation, individual/pair/group work, class presentation.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Students will work in groups, for example, to analyze essence of different definitions of economics and present in the class.
II	Students will work individually on the given topic and discuss in the class under the teacher's monitoring.
III	Students organize a seminar for example on characteristics of Nepalese markets structure and present papers in pairs/groups.
IV	Students prepare a report individually on, for example, trend and growth of national income of Nepal and present report in the class room.
V	Students will prepare report on, for example, growth of financial institutions and present in the class room.
VI	Students will work in groups, for example, analyze the trend of revenue, budget allocated to the provinces. Students will arrange discussion on influence of budget on politics.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.2 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
<i>Total</i>	<i>40</i>

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6.1 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

6.1 Recommended Books

Boyes, W. & Melvin, M. (2014). *Fundamentals of Economics*. 6th ed. (Pp: 202-225, For unit 4). South – Western CENGAGE Learning.

Dewett, K. K. & Verma, J. D. (1948). *Elementary Economic Theory*, 24/e . (chapter 1, for unit I). New Delhi: S. Chand Publishing.

Ministry of Finance (). *Budget Speeches*, various issues. Sinhadarbar, kathmandau: Ministry of Finance, Government of Nepal.

Gupta, S.B. (2010). *Monetary Economics*. (Part I and part III, For unit 5). New Delhi: S. Chand & Co. Ltd.

Koutsoyannis, A. (1975). *Modern Microeconomics*. Pp. 67-85, 105-113, 154-162 and 171-180. (for unit 2 & 3). London: The Macmillan Press Ltd.

Singh, S. K. (2008). *Public Finance in Theory and Practice*. (Part 2, 3 &4 for unit 6). New Delhi: S. Chand Publishing.

6.2 References Books

Ackley, G. (2007). *Macroeconomic theory*. Delhi: Surjeet Publication.


Diulio, E. (2013). *Macroeconomics (International edition)*. Singapore: McGraw-Hill.

Hoag, A. J. & Hoag, J. H. (2006). *Introductory Economics*. 4th Edition. Singapore: World Scientific Publishing Company.

Krugman, P. & Wells, R. (2009). *Microeconomics*. 2nd Edition. New York: USA.

Musgrave, R. A. & Musgrave, P. B. (1989). *Public Finance in Theory and Practice*. London: McGraw-Hill Book Company.



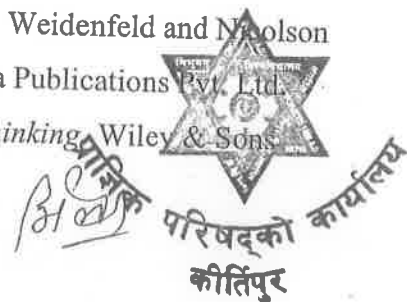

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Nicholson, W. & Snyder, C. (2012). *Microeconomic Theory: Basic Principles and Extensions*.
11th Edition. USA: South Western Cengage Learning.

Prest, A. R. (1960). *Public Finance in Theory and Practice*. London: Weidenfeld and Nicolson

Shapiro, E. (2014), *Macroeconomic analysis*. 5th ed. Delhi: Galgotia Publications Pvt. Ltd.

Stock, W. A. (2013). *Introduction to Economics Social Issues and Thinking*. Wiley & Sons




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Course Title: Fundamentals of Political Science	Nature of the Course: Theoretical
Course No: Sost. Ed. 515	Credit hours: 3
Level: M. Ed.	Teaching hours: 48
Semester: I	Full Marks: 100
	Pass Marks: 40

1. Course Description:

Political Science is a major component of the Social Studies Education. Hence, the knowledge of theories and practices regarding politics are essential for the students of Social Studies. This course is designed to provide students with sound knowledge in the major dimensions of the state, government, political system, governmental systems, and political activities. The course is for those students who had Political Science major in at Bachelor's level and those, too, who had not received the basic knowledge of this field from their pre-formal course. So, it intends to help both types of students providing knowledge of Political Science.

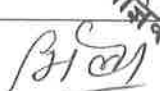
2. General Objectives:

The general objectives of this course are as follows:

- To help students get information about the state and the government, and their basic principles;
- To enable students to analyze the major political, constitutional, and governmental systems practiced in the countries of the world;
- To encourage students to compare and critically examine democracy and its actors;
- To enable students to discuss the role of political parties, pressure groups, and civil society as major factors of the political system.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • To describe the concept and scope of Political Science • To define politics, power, authority, and legitimacy • To situate political science as an academic discipline within the broader field of social studies • To state the relations of Political science with Sociology, Economics, History, Anthropology, and Geography 	Unit I: Basic concepts of Political Science (6) 1.1 Concept and scope of Political Science 1.2 Politics, power, authority, and legitimacy 1.3 Political science as an academic discipline within the broader field of social studies 1.4 Relations of Political Science with other Social Sciences (Sociology, Economics, History, Anthropology, and Geography)
<ul style="list-style-type: none"> • To describe the concept of the state, the nation, and the nation state 	Unit II: State and Nation (5)


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<ul style="list-style-type: none"> • To distinguish between the state and the nation • To state the concept of national integration, agents for national integration, and its importance 	<p>2.1 Concept of the state, the nation, and the nation state</p> <p>2.2 Differences between the state and the nation</p> <p>2.3 Concept of the national integration; its agents and importance</p>
<ul style="list-style-type: none"> • To explain the concept of constitutionalism, and the definition and characteristics of the constitution • To analyze various constitution making processes • To classify different types of constitution 	<p>Unit III: Constitution (5)</p> <p>3.1 Concept of constitutionalism, and the definition and characteristics of the constitution</p> <p>3.2 Constitution making processes</p> <p>3.3 Classification of constitutions: Codified and uncodified, rigid and flexible</p>
<ul style="list-style-type: none"> • To discuss the theory of separation of power • To examine the composition and powers of the executive in presidential, parliamentary, and mixed systems • To examine the composition and powers of the legislative in presidential, parliamentary, and mixed system • To examine the composition, structures, and jurisdictions of the judiciary in presidential, parliamentary, and mixed systems • To discuss the basic principles of independence of the judiciary • To describe the check and balance among the major three organs of government 	<p>Unit IV: Organs of Government (10)</p> <p>4.1 Theory of separation of power (of Montesquieu)</p> <p>4.2 Executives: Composition and powers of the executive in presidential, parliamentary, and mixed systems</p> <p>4.3 Legislative: Composition and powers of legislatures in presidential, parliamentary, and mixed systems</p> <p>4.4 Judiciary: Composition, structures, and jurisdictions of the judiciary,</p> <p>4.5 Basic principles of independence of the judiciary</p> <p>4.6 Check and balance among the organs of government</p>
<ul style="list-style-type: none"> • To discuss the characteristics, strengths, and weaknesses of the unitary system • To discuss the process of the formation of the federal system • To describe characteristics, strengths, and weaknesses of federalism • To analyze the status of the local level governments within the federal and the unitary systems 	<p>Unit V: Comparative Governments (10)</p> <p>5.1 The Unitary system of governments: Characteristics, strengths, and weaknesses</p> <p>5.2 The federal system of governments: Formation, characteristics, strengths, and weaknesses</p> <p>5.3 Status of the local level governments within the federal system and the unitary system</p>

<ul style="list-style-type: none"> • To describe the concept of democracy • Discuss the two types of democracy: direct and representative democracy • To examine inclusive democracy and its importance • To discuss social justice, equity, and equality • To describe the meaning and structures of the political party and its functions and roles; analyze single party, bi-party and multiparty systems • To describe the meaning, characteristics and types of pressure group, its functions and roles. • To discuss the characteristics, roles, and importance of civil society • To classify the electoral system and examine the strengths and weakness of various types of electoral system • To deliberate the concepts features and actors of good governance 	<p>Unit VI: Democracy and its Actors (12)</p> <p>6.1 Concept of democracy</p> <p>6.2 Direct and representative democracy</p> <p>6.3 Inclusive democracy and its importance</p> <p>6.4 Social justice, equity, and equality</p> <p>6.5 Political Party: Meaning and structures, types of the party system, functions and roles of political party</p> <p>6.6 Pressure Group: Meaning and characteristics, types, functions, and roles</p> <p>6.7 Civil Society: Characteristics, roles, and importance</p> <p>6.8 Types of elections, strengths and weakness of various types of elections</p> <p>6.9 Good governance: Concepts, features, and actors</p>
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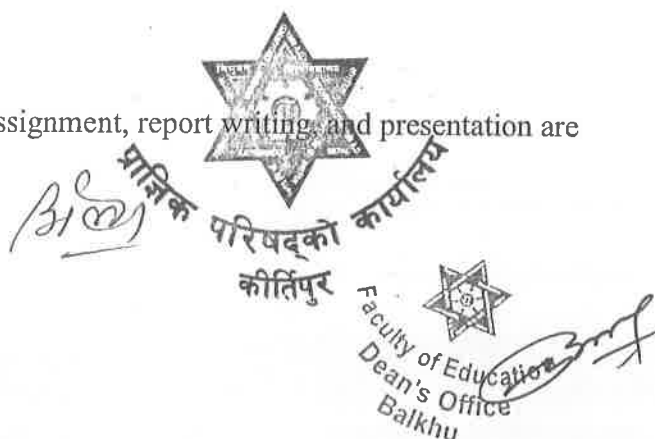
4. Instructional Techniques

The instructional techniques for this course are divided into two parts. The first part consists of the general instructional techniques applicable to most of the units. The second part consists of the specific instructional techniques applicable to the specific units.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Critical thinking strategies
- Interaction
- Self-study

4.2 Besides the above-mentioned techniques, assignment, report writing, and presentation are also suggested specially for units 2, 4 and 5.



5. Evaluation

5.1 Internal Evaluation (40%)

Internal evaluation will be conducted by course teacher based on following activities:

S.N.	Descriptions	Marks
1.	Attendance	5
2.	Participation in learning activities	5
3.	First assessment	10
4.	Second assessment	10
5.	Final examination	10

5.2 External Evaluation (Final Examination) (60%)

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

S.N.	Nature of Questions	Number of Questions	Marks
1.	Objective type questions (Multiple choice)	10 × 1	10
2.	Short answer questions (6 with 2 additional [OR] questions × 5 points)	6 × 5	30
3.	Long answer questions (2 with one additional [OR] question × 10 points)	2 × 10	20
	Total	18	60

Recommended Reading Materials

Baral, L. R. (2005). *Election and governance in Nepal*. Manohar Publishers.

Grigsby, E. (2009). *Analyzing politics: An introduction to political science* (4th Edition). University of New Mexico.

Hague, R., Harrop, M., & McCormick, J. (2016). *Comparative government and politics* (10th edition). Palgrave.

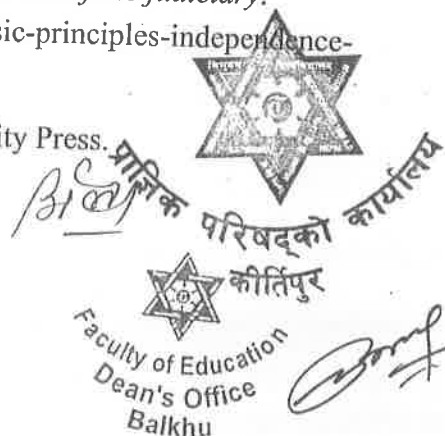
Munroe, T. (2002). *An introduction to politics* (3rd edition). Canoe Press.

Rejai, M. & Enloe, C. H. (1969). Nation-states and state-nations. *International Studies Quarterly*, 13(2), 140-158. <http://www.jstor.org/stable/3013942>

Reynolds, A., Reilly, B. & Ellis, A. (2005). *Electoral system design: The new international idea handbook*. International Institute for Democracy and Electoral Assistance.

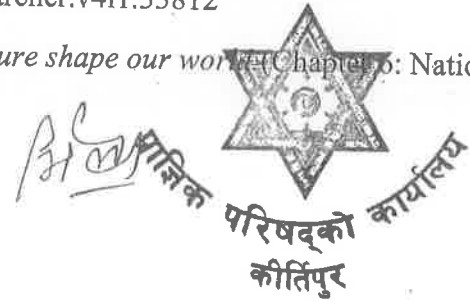
UN General Assembly (1985). *Basic principles on the independence of the judiciary*. <http://www.icj.org/wp-content/uploads/2014/03/UN-Basic-principles-independence-judiciary-1985-eng.pdf>

Young, I. M. (2000). *Inclusion and democracy*. Oxford University Press.



References

- Kurian, G. T. (2011). *The encyclopedia of political science*. SAGE.
- Laski, H. J. (1939). *An introduction to politics*. George Allen & Unwin
- Shively, W. P. (2019). *Power Choice: An introduction to political science* (15th ed.). Rowman & Littlefield.
- Shrestha, A. K., & Ghimire, T. N. (2020). Power of Initiative and Immunity of Local Government in Federal Nepal. *Researcher: A Research Journal of Culture and Society*, 4(1), 63-79. <https://doi.org/10.3126/researcher.v4i1.33812>
- Steiner, F. (2016). *Human ecology: How nature and culture shape our world* (Chapter 6: Nation, State, and Nation-State). Island Press.



Course title: Understanding the world history and civilizations

Sost. Ed. 516

Level: M. Ed.

Nature of Course: Theoretical +Practical

Semester: First

Full Marks: (65 Th. +35 Pr.) =100

Credit Hours: 3

Periods: (48 Th. + 30 Pr.)

1. Course Description

This course is designed to provide the knowledge of world history and civilizations. It intends to understand them and enhance in-depth knowledge regarding the origin and development of civilization, major world civilizations and renaissance.

General Objectives

The general objectives of this course are to:

- Introduce the eastern and western civilizations
- Acquaint the Mesopotamian civilization.
- Familiarize the Ancient Egyptian civilization.
- Introduce the Indus Valley civilization.
- Familiarize Maya civilization in Mexico and Minoans civilization in Crete
- Explain the Chinese civilization
- Explain the ancient Greek civilization.
- Discuss the Roman civilization.
- Examine the significance of the renaissance.
- Familiarize some practical works about the historiography.

2. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • To explain the meaning and nature of civilization • To identify the cradle of human civilization • To distinguish between eastern and western civilizations 	<p>Unit: I Introduction (3)</p> <p>1.1 Meaning and nature of civilization 1.2 Cradle of human civilization 1.3 Differentiate between 1.3.1 Eastern Civilizations 1.3.2 Western Civilizations</p>
<ul style="list-style-type: none"> • To state the geographical extent of ancient Mesopotamia. • To explain language and literature (writing) of ancient Mesopotamia. 	<p>Unit: II Mesopotamian and Ancient Egyptian Civilization (13)</p> <p>2.1 Mesopotamian Civilization 2.1.1 Geographical extent</p>

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<ul style="list-style-type: none"> • To discuss the government of ancient Mesopotamia. • To discuss the economy and society. • To state the science, mathematics and technology. • To appreciate acquaint the art, architecture and culture. • To analyze the Ancient Mesopotamia's place in the world history. • To discuss the administrative system during the Egyptian civilization. • To recognize the Pyramid era. • To discuss the art and architecture of Pyramid era. • To state the social conditions of ancient Egypt. • To explain the literature of Egypt. • To analyze the contribution of Egyptian civilization to the modern world 	<p>2.1.2 Language and literature</p> <p>2.1.3 Government</p> <p>2.1.4 Economy and society</p> <p>2.1.5 Science, Mathematics and Technology</p> <p>2.1.6 Art, architecture and culture</p> <p>2.1.7 Place of Mesopotamia in the World History</p> <p>2.2 Ancient Egyptian Civilization</p> <p>2.2.1 Administrative system during the Egyptian civilization</p> <p>2.2.2 Pyramid era</p> <p>2.2.3 Art and architecture of Pyramid era</p> <p>2.2.4 Social Conditions of Ancient Egypt</p> <p>2.2.5 Literature of Egypt</p> <p>2.2.6 Place of Egyptian civilization in the world history</p>
<ul style="list-style-type: none"> • To state the construction of buildings during the Indus valley civilization. • To assesses the town planning. • To discuss the life system. • To describe the occupations. • To explain the religious life. • To analyze the contribution of Indus Valley civilization to the present world. 	<p>Unit III: Indus Valley Civilization (6)</p> <p>3.1 Building construction</p> <p>3.2 Town planning</p> <p>3.3 Life system</p> <p>3.4 Occupations</p> <p>3.5 Religious life</p> <p>3.6 Place of Indus Valley in the world history</p>
<ul style="list-style-type: none"> • To state the Origin of Maya Civilization • To analyze the Writings and art • To state the Maya Pyramids • To examine the Maya Administration • To describe the Maya Colander • To analyze the Fall of Maya Civilization • To state the Origin of the Minoans • To explain the Culture of the Minoans 	<p>Unit IV: Maya Civilization in Mexico and Minoans Civilization in Crete (6)</p> <p>4.1 Maya Civilization</p> <p>4.1.1 Origin of Maya Civilization</p> <p>4.1.2 Writings and art</p> <p>4.1.2 Maya Pyramids</p> <p>4.1.3 Maya Administration</p>

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<ul style="list-style-type: none"> • To analyze the Writings of the Minoans • To examine the Decline of the Minoans • To analyze the contribution of Maya and Minoan civilization to the world 	<p>4.1.4 Maya Calendar 4.1.5 Fall of Maya Civilization</p> <p>4.2 Minoans Civilization</p> <p>4.2.1 Origin of the Minoans 4.2.2 Culture of the Minoans 4.2.3 Writings of the Minoans 4.2.4 Decline of the Minoans</p> <p>4.3 Contribution of Maya and Minoan civilization to the world</p>
<ul style="list-style-type: none"> • To explain pre-history of China during Chinese civilization. • To state the ancient China. • To state the imperial China. • To discuss the inventions and products of Chinese civilization. • To state the Taoism. • To examine Confucianism. • To analyze the place of Chinese civilization in the world history 	<p>Unit V: Chinese Civilization (6)</p> <p>5.1 Pre-history of China during Chinese civilization 5.2 Ancient China 5.3 Imperial China 5.4 Inventions and products 5.5 Taoism 5.6 Confucianism 5.7 Place of Chinese civilization in the world history</p>
<ul style="list-style-type: none"> • To explain the city states of Greek civilization. • To analyze the importance of Greek wars. • To explain the administrative system of Greek civilization. • To discuss the art, literature and philosophy of ancient Greek. • To analyze the contribution of Greek civilization to the modern world. • To state the administrative system of ancient Rome. • To identify the elements of the success of Rome. • To analyze the contribution of Roman civilization to the present world. 	<p>Unit VI: Ancient Greek and Roman Civilization (10)</p> <p>6.1 Ancient Greek Civilization</p> <p>6.1.1 City states 6.1.2 Important wars of Greek 6.1.3 Administrative system of ancient Greek 6.1.4 Art, literature and philosophy of ancient Greek 6.1.5 Contribution of Greek civilizations to the modern world</p> <p>6.2 Roman Civilization</p> <p>6.2.1 Administrative system of ancient Rome 6.2.2 Elements of the success of Roman law 6.2.3. Place of Greek and Roman civilization in the World history</p>

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<ul style="list-style-type: none"> • To state the meaning of renaissance. • To discuss the nature of renaissance. • To state the causes of renaissance. • To discuss the origin and dissemination of renaissance. • To evaluate the effects of renaissance. • To analyze the importance of renaissance. 	<p>Unit VII: Renaissance (4)</p> <p>7.1 Meaning of Renaissance 7.2 Nature of Renaissance 7.3 Causes of Renaissance 7.4 Origin and dissemination of Renaissance 7.5 Effect of Renaissance 7.6 Importance of Renaissance</p>
<p>Practical Work Full Marks: 35 Teaching Periods: 30 Historiography</p>	
<ul style="list-style-type: none"> • To prepare a report on the writing of history • To draw a timeline to teach history • To discuss on the sources of history • To describe the impacts of ancient civilization on modern science and technology, arts, literature, law, political system and philosophy • To construct different learning materials for making historical fun • To link ICT in teaching-learning history. 	<p>9.1 Report writing/ term paper on what is history, nature and scope 9.2 Timeline construction to ease history teaching 9.3 Make a report on sources of history 9.4 Impact of ancient civilizations on modern science and technology, arts, literature, law, political system and philosophy 9.5 Construction of materials to make history fun 9.6 Linking ICT to make learning tools</p>

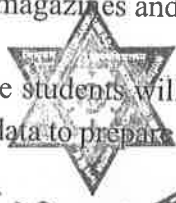
Note: The figures with the parentheses indicate the approximate teaching hour allocated to the respective units.


4. Instructional techniques

4.1 General Instructional Techniques

Various methods and techniques will be used for teaching in this course. The following general methods will be applied including lecture, question-answer, discussion, observation, field study, group work, inquiry, assignment and presentation.

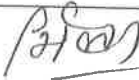


- Lecture, discussion, question-answer, student interaction, paper preparation and presentation by the students in selected topics.
- Group work on social issues published in the journals and magazines and present reports in class room.
- The contents for practical work are included in Unit 9. The students will be prepared a data collection tools for field study. They will be collected data to prepare report for final examination.


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4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	<p>General objective of this unit is introducing the origin of men and first city appearance, meaning of civilization, eastern and western civilizations, the main instructional technique is group discussion on Introduction of civilizations, especially, Eastern civilizations and Western civilizations.</p> <p>The main teaching learning strategies are lecture, individual work, group discussion, seminar paper presentation and term paper presentation</p>
II	<p>The objective of this unit is to acquaint the Mesopotamian civilization. The main instructional techniques of this unit are book review on Mesopotamian civilization including geography of ancient Mesopotamia, language and literature of ancient Mesopotamia, government of Ancient Mesopotamia, economy and society, science, mathematics and technology, art, architecture and culture and ancient Mesopotamia's place in World History.</p> <p>Likewise, to familiarize the students with the Ancient Egyptian Civilization. The main instructional technique is group report, seminar on ancient Egyptian civilization especially, administrative system during the Egyptian civilization, Pyramid era, art and architecture of pyramid era, social conditions of ancient Egypt, literature of Egypt and contribution of Egyptian civilization to the modern world.</p> <p>The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation</p>
III	<p>The objective of this unit is to make the student knowledgeable about the Indus Valley Civilization. The main instructional technique is group discussion and presentation on Indus valley civilization including construction of buildings during the Indus valley civilization, town planning, life system, occupations, religious life and contribution to the present world.</p> <p>The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation</p>
IV	<p>The objectives of this unit is to make the students familiarize with the origin of Maya Civilization, writings and art, Maya Pyramids, Maya Administration, Maya Colander and fall of Maya Civilization.</p> <p>Likewise, to make knowledgeable about Minoans Civilization, origin of the Minoans, culture of the Minoans, writings of the Minoans and decline of the Minoans.</p>


	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
V	The objective of this unit is to make the students familiarize with the Chinese Civilization and the main instructional technique is case study on Chinese civilization, especially, prehistory of China during Chinese civilization, ancient China, imperial China, inventions and products, Taoism and Confucianism. The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation.
VI	The general objective of this unit is to familiarize the students with ancient Greek Civilization. Main instructional techniques are project Work, Term paper an Ancient Greek civilization including city states, important wars of Greek, administrative system of ancient Greek, art, literature and philosophy of ancient Greek and contribution of Greek Civilizations to the modern world Likewise, to acquaint the students with Roman Civilization. The main instructional technique will be group discussion on Roman Civilization including administrative system of ancient Rome, elements of the Success of Roman law and contribution of Roman civilization to the present World. The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation.
VII	The objective of this unit is to enhance the knowledge regarding the renaissance and the main instructional technique is project work on Renaissance especially to the meaning of Renaissance, nature of Renaissance, causes of Renaissance, origin and dissemination of Renaissance, effect of Renaissance and importance of Renaissance. The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation

Note: The objectives of the practical activities are report writing on what is history, make timeline to ease history teaching, make an account on the sources of history, make a description on impact of ancient civilization on modern science and technology, arts, literature, law, political system and philosophy. The main teaching learning strategies are making group and let them to make report writing, individually making timeline, Group discussion on sources of history and presentation, conduct seminars on impact of ancient civilization on modern science and technology, arts, literature, law, political system and philosophy

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5. Evaluation

5.1 Internal Evaluation

Thirty-five percent of marks have been allocated for internal evaluation. In which 25 and 10 marks will separately be evaluated theory and practical respectively. Theory part will be evaluated by the course teacher based on the following activities:

5.1.1 Internal theory

Activities	Marks allotted (Th)
Attendance	3.5
Classroom activities	3.5
First assignment	6
Second assignment	6
Third assignment (Textbook review)	6
Total	25

5.1.2 Internal Practical

The internal practical will be evaluated by the course teacher and external evaluator based on the following activities. The external evaluator will be nominated by the campus chief or head of the department from within campus/department or outside.

Activities	Marks allotted (Pr. External)
Research report	5
Review Report	2.5
Viva-voce	2.5
Total	10

5.1.3 External Evaluation (Final Examination- Theoretical)

Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty-five percent of the marks have been allocated to the final examination. However, this course comprises both theoretical and practical. Thus, the theoretical aspect has allocated 40 percent marks for the final examination. Both modes of examination need to pass independently. The types and number of questions to be included in the final examination are as follows:

Types of question	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice	10 questions	10 X 1 marks	10
Group B: Short answer	4 with 2 'or' questions	4 X 5 marks	30
Group C: Long answer	1 with 1 'or' question	1 X 10 marks	10
Total			40

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5.1.4 External Evaluation (Practical)

The external evaluation of the practical section will be 25 percent marks. The students will survey the pedagogical issues in world history and civilizations mentioned in the practical section of the course. The subject teacher will be the internal examiner and campus/ department will nominate the external examiner from the roster prepared by the FOE to evaluate practical works of the student based on following activities and conduct Viva Voce.

Activities	Marks allotted (Pr. External)
Research report	10
Term paper	10
Viva-voce	5
Total	25

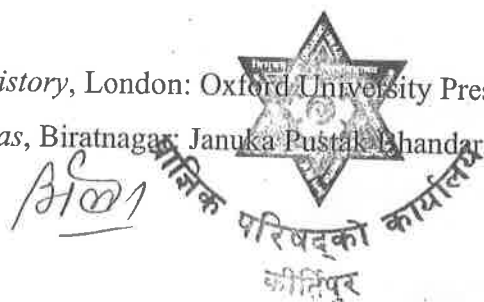
Note:

- Since 15 marks are allotted to internal evaluation, course teacher will evaluate on the basis of student's attendance (5), involvement in practical activities (5) and performance in the practical work (5). Internal evaluation marks of practical aspect will be submitted along with the marks of external practical examination.
- Students should have compulsorily submitted the assigned project work/task to the campus/department before final practical examination
- Students need to secure minimum pass mark in each component (5.1, 5.2, 5.3 and 5.4) for the completion of the course.

Recommended Books and References

Recommended Books

- Davis (1959), *an Outline History of the World*, London: Oxford University Press, Amen House.
- Gautam, Rajesh (2005). *History of History Writing*. New Delhi: Adrout Publisher.
- Jensen, De Lamar (1981), *Renaissance Europe, Age of Recovery and Reconciliation D. C.*
Massachusetts: Health and Company Lexington.
- Kaphle, P. (2050), *Vishwa Ko Itihas (World History)*, Biratnagar: Bhuwan Prakshan.
- Lucas, S. Henry (1960), *the Renaissance and the Reformation*, Second Edition, New York:
Harper and Row Publishers.
- Neharu, Jawaharlal (1961), *Glimpses of world history*, London: Oxford University Press.
- Sharma, Medini Prasad, *Adhunik BishwaKo Itihas*, Biratnagar: Januka Pustak Bhandar.



Upadhyaya, Shri Ram (2052), *BishwaKo Itihas* (History of the World), Kathmandu: Ratna Pustak Bhandar.

References

Shrestha, Shiv Kumar (2049), *Adhunik BishwaKoItihas*, Kathmandu: RatnaPustakBhandar.

B.P. Vishwa (), *SabhyatakaSamkshiptItihas*, part I.

Goyal, S.R.P. (), *Bishwa Ki PrachinSbhyatayen*

Sharama, R.S. (), *VishwaItihaskiBhumika*.

https://www.researchgate.net/publication/336511356_History_and_Historiography_Approaches_to_Historical_Research_in_Education_Introduction_to_the_section_Foundations_and_directions_of_the_International_Handbook_of_Historical_Studies_in_Education_Debate/citations

<http://www.ancient-origins.net/news-evolution-human-origins/chinese-civilization-may-have-begun-2400-years-earlier-020161#ixzz3neLjsvsa>

@ancientorigins on Twitter | ancientoriginsweb on Facebook

<https://sites.google.com/site/1ancientcivilizationsforkids/ancient-china>

https://www.youtube.com/watch?v=WltJPKFo_J4&t=1296s

<https://www.youtube.com/watch?v=7MFKy7DJsCY>




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मि. २०७३.८८

Master of Social Studies Education (MSSED)
(Six-Semester New Integrated Program)

Second Semester Curriculum

Third Semester Curriculum

Fourth Semester Curriculum



Tribhuvan University
Faculty of Education
Office of the Dean

मि. २०७३.८८

Master of social Studies Education Course List

Second Semester	1
Sost. Ed. 521: Fundamentals of Sociology	2
Sost. Ed. 522 : World Regional Geography	7
Sost. Ed. 523: Economic Development and Educational Financing	13
Sost. Ed. 524 : International Relations and Institutions	18
Sost. Ed. 525 : Nepalese Civilizations and Cultural Heritage	23
Sost. Ed. 526 : Population Health and Well-being	28
Third Semester	35
Ed. 531: Educational Philosophy.....	36
Sost. Ed. 532: Geography of Nepal and Statistical Techniques	41
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Sost. Ed. 533: Nepalese Economy.....	47
Sost. Ed. 534: Constitution and Governance in Nepal	53
Sost. Ed. 535: Modern History of Nepal	61
Sost. Ed. 536: 21st Century Life Skills	66
Fourth Semester.....	70
Ed.541: Educational Psychology	71
Ed. 542: Education and Development.....	79
Sost. Ed. 543: Spatial Information & Communication Technology.....	87
Sost. Ed. 544: Public Finance and Entrepreneurship.....	94
Sost. Ed. 545: Social Justice and Civic Education	99
Sost. Ed. 546: Democratic History of Nepal	104


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Master in social studies education (MSSED)
An Integrated Sixth-semester Program
Course Structure and Cycle for II Semesters

Second Semester

Second Semester		
Sost. Ed. 521	Fundamentals of sociology	3
Sost. Ed. 522	World Regional Geography	3
Sost. Ed. 523	Economic Development and Educational Financing	3
Sost. Ed. 524	International Relations and Institutions	3
Sost. Ed. 525	Nepalese Civilizations and Cultural Heritage	3
Sost Ed. 526	Population Health and Well-being	3


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Sost. Ed. 521: Fundamentals of Sociology
Code: Sost. Ed. 521
Level: Master of Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Second
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Introduction

This course has designed to provide fundamental sociological knowledge to the students of master in social studies education (MSSSED) level. The students of this level are the prospective social studies teachers at the school and university levels. The 'Fundamentals of Sociology' is a theoretical course designed to provide general knowledge of selected components of sociological viewpoints on the individual and society, the structure of power, theoretical perspectives on government and power, social institutions, social problems and controls, and multiple outlooks on social change in the modern world. This course also highlights some selected social issues and cases of Nepal.

2. General Objectives

On completion of the Master of Social Studies Education course, the scholars will be able to:

- impart the knowledge to the study of sociology of education in social studies
- acquaint the understanding of individual and society
- enable students for dealing with social stratification and differentiation
- develop critical insights on the characteristics, types, and functions of social institutions
- acquaint multiple outlooks on social change and development

3. Specific Objectives and Contents

Specific objectives	Course contents
<ul style="list-style-type: none"> • Explain the concepts of sociology, education and sociology of education • Critically analyze the relationship between society, education and development. • Acquaint the approaches in the sociology of education • Discuss the importance of society, culture and construction of social reality • Critically analyze the role and process of socialization and education in society. • Explain the functions of education in society 	<p>Unit I Introduction to Sociology (10)</p> <p>1.1 Concepts of Sociology 1.1.1 Meaning, scope and nature 1.1.2 Sociology of education 1.1.3 Sociology and Education</p> <p>1.2 Relationship between Society, Education and Development</p> <p>1.3 Approaches in the Sociology of Education</p> <p>1.4 Understanding Society, Culture and Construction of Social Reality</p> <p>1.5 Socialization and education: Role of Family, Kinship, Education/School, and Mass Media</p> <p>1.6 Functions of Education in Society 1.6.1 Assimilation and transmission of culture/traditions 1.6.2 Development of new social patterns 1.6.3 Activation of constructive and creative forces</p>


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<p>Discuss the following theoretical perspectives of sociology of education:</p> <ul style="list-style-type: none"> • Structural functionalism • Conflict theory • Interaction and interpretive • Recent theories of in the sociology of education • New sociology of education; modern and post-modern • Feminist theory 	<p>Unit II Theoretical perspectives in sociology of Education (12)</p> <p>2.1 Structural Functionalism</p> <p>2.2 Conflict Theory</p> <p>2.3 Interaction and Interpretive</p> <p>2.4 Recent Theories in the Sociology of Education-</p> <p>2.4.1 Pedagogy of the Oppressed</p> <p>2.4.2 Critical Pedagogy</p> <p>2.5 New Sociology of Education- Modern and Post-Modern</p> <p>2.6 Feminist Theories in Sociology of Education</p>
<ul style="list-style-type: none"> • Discuss the sociological perspectives on the structure of power • Explain the process of social stratification in terms of class inequality, cast hierarchy, sex, sexuality and gender inequality, race and ethnicity, poverty, region and spatial differentiation and religion • Explain the role of power, politics and authority in society 	<p>Unit III Social Stratification & Differentiation (10)</p> <p>3.1 Concept of Social Stratification and Differentiation</p> <p>3.2 Forms of Social Stratification and Differentiation</p> <p>3.2.1 Class Inequality</p> <p>3.2.2 Caste Hierarchy</p> <p>3.2.3 Sex, Sexuality, and Gender Inequality</p> <p>3.2.4 Race, and Ethnicity</p> <p>3.2.5 Region and Spatial Differentiation</p> <p>3.2.6 Religion</p> <p>3.2.7 Education, Inequalities and Social Justice</p> <p>3.3 Concepts and Role of Power, Politics and Authority in Society</p>
<ul style="list-style-type: none"> • Discuss the direction of social change in the modern world • Explain the process of social and cultural change in terms of demography and population, the environment, social movement, urbanization, industrialization, Westernization, Sanskritization and globalization • Critically analyze the contemporary debates on education and development 	<p>Unit IV Social Change and Development (10)</p> <p>4.1 Concepts, Direction and Causes of Social Change</p> <p>4.2 Processes and Dynamics of social and cultural change</p> <p>4.2.1 Change in Demography and Population</p> <p>4.2.2 The Environmental Changes and Adaptation</p> <p>4.2.3 Social Movement</p> <p>4.2.4 Urbanization</p> <p>4.2.5 Industrialization</p> <p>4.2.6 Westernization</p> <p>4.2.7 Sanskritization</p> <p>4.2.8 Globalization/localization</p> <p>4.3 Approaches to Development</p> <p>4.3.1 Classical Approaches</p> <p>4.3.2 Modernization Approach</p> <p>4.3.3 World System and Dependency Approach</p>

मास्टर ऑफ एजुकेशन

Dr. S. S. Singh

	4.4 Contemporary Debates on Education and Development
<ul style="list-style-type: none"> • Prepare project report on social problems for classroom discussion and presentation • Distinguish between social problems and evils with reference to Nepal • Discuss the major social problems of Nepal • Critically analyze the impacts of social evils in Nepal 	Unit V Project works on Social Problems (6) 4.1 Concepts, Causes and Consequences of Social Problems and Evils 4.2 Major Social Problems of Nepal 4.2.1 Poverty 4.2.2 Hunger 4.2.3 Unemployment 4.2.4 Corruption 4.2.5 Illiteracy 4.2.6 Rape 4.2.7 Discrimination- caste, gender 4.2.8 Girls Trafficking 4.2.9 Superstitions 4.2.10 Crime (including cybercrime) 5.3 Social Evils of Nepal 5.3.1 Alcoholism and Drugs 5.3.2 Racism 5.3.3 Child abuse 5.3.4 Domestic Violence 5.4 Tradition Practice 5.4.1 Chaupadi pratha 5.4.2 Deuki/Jhuma pratha 5.4.3 Dowry pratha

Note: The figures parentheses in the brackets indicate the teaching hour for the respective units.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|------------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project work | (e) Team teaching | (f) Question answer |

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discussion on the concepts, development of sociology, individual and society, Group discussion on the functions and types of institutions in relation to marriage, family and kinships
II	Critical analysis of theoretical perspectives on sociology



III	Individual works for classroom presentation on the issues of social stratification and differences
IV	Group works and discussion on the power, politics and governance
V	Project work and group discussion on the social change and development
VI	Individual works for classroom presentation on the social problems and evils

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.2 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

- Ballantine, J. H., Hammack, F. M., Stuber, J. (2017). *The sociology of education: A systematic analysis*. New York: Routledge (Unit I, II & IV)
- Bhushan, V. & Sachdeva, D. R. (2012). *Fundamentals of sociology*. New Delhi: Pearson education (Unit I, II, III, IV, & VI).
- Giddens, A. (2009). *Sociology*. UK: Polity Press (Unit I, II, III, IV, & VI).
- Giddens, A., Duneier, M., Appelbaum, R. P. & Carr, D. (2018): *Introduction to sociology*. New York: W. W. Norton & Company, Inc. (Unit I, II, III, IV).
- Gisbert, P. (1957). *Fundamentals of sociology*. Bombay: Orient Longman. (Unit I, II, III, IV).
- OpenStax College (2013). *Introduction to sociology*. Texas: OpenStax College (Unit I, II, III, IV).

MoI (2076). Nepal Parichaya. Kathmandu: Ministry of Information and communication Technology. (Unit V)

Ritzer, G. (2011). *Sociological theory.* New York: The McGraw-Hill Companies, Inc. (Unit II).

Satapathy, S. S. (n.d.) *Sociology of Education.* Retrieved from

https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf (Unit I, II, III)

6.1 Recommended Books

Bista, D. B. (1989). *Fatalism and development: Nepal's struggle for modernization.* Patna: Orient Longman

Schneider, B. (ed.0 (2018). *Handbooks of Sociology and Social Research.* Switzerland: Springer, (eBook) <https://doi.org/10.1007/978-3-319-76694-2>

Turner, J. H. (2014). *Theoretical sociology: A concise introduction to twelve sociological theories.* New Delhi: SAGE Publications, Inc.



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Sost. Ed. 522 : World Regional Geography**Semester: Second****Level: MSSSED****Code: Sost. Ed. 522****Nature of Course: Theoretical****Full Marks: 100****Credit Hrs. 3****1. Course Description**

World regional geography is a specialization course designed for a six-semester master of social studies education (MSSSED) Degree of Tribhuvan University. This course has designed to provide students with knowledge of world regional geography. It has covered the meaning, scope, development of regional geography. In addition, concepts of region and basis of regionalization and physical and socio-economic conditions of the world regional geography are also included. It focuses on the identification of location, size and extent, physical features, climate and climatic zones, river system, types and spatial distribution of natural resources, natural hazards, growth distribution and density of population and economic activities, and society and culture of different regions (continents) of the world.

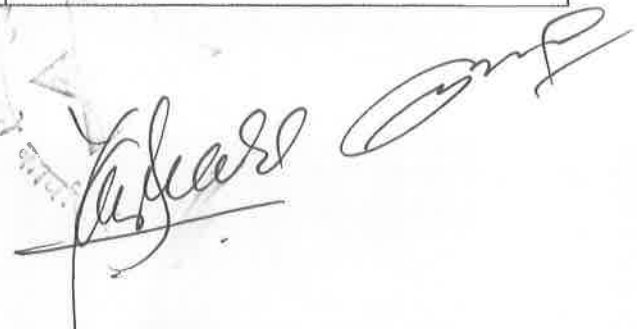
2. Course Objectives

On completion of the Master of Social Studies Education (MSSSED), scholars will be able to:

- describe the concept of region and nature and scope of regional geography;
- acquaint the natural environment and socio-economic activities of Asia;
- explain the natural environment and socio-economic activities of Africa;
- discuss the natural environment and socio-economic activities of North America;
- describe the natural environment and socio-economic activities of South America;
- discuss the natural environment and socio-economic activities of Europe;
- explain the natural environment and socio-economic activities of Australia; and
- discuss the natural environment of Antarctica

3. Course Contents and specific objectives

Specific objectives	Contents
<ul style="list-style-type: none"> • Discuss the concepts of region and regional geography. • Discuss the nature and scope of regional geography. • Explain the historical development of regional geography. • Critically analyze approaches to the study of regional geography. • List the basis of regionalization. 	Unit 1: Introduction to Regional Geography (8) 1.1 Concepts of region and Regional Geography 1.2 Nature and scope of Regional Geography 1.3 Historical development of Regional Geography 1.4 Approaches to the study of Regional Geography 1.5 Basis of regionalization
<ul style="list-style-type: none"> • Point out the location, size and extent of Asia on the world map. • Describe the natural environment of Asia. 	Unit 2: Asia (7) 2.1 Location, size and extent



<ul style="list-style-type: none"> • Discuss the socio-economic activities in Asia. 	<p>2.2 Natural environment</p> <p>2.2.1 Physiography</p> <p>2.2.2 Climate and natural vegetation</p> <p>2.2.3 Drainage system</p> <p>2.2.4 Natural resources management</p> <p>2.2.5 Natural hazards</p> <p>2.3 Socio-economic activities</p> <p>2.3.1 Population and settlement</p> <p>2.3.2 Agriculture</p> <p>2.3.3 Industry</p> <p>2.3.4 Trade & transportation</p> <p>2.3.5 Tourism</p> <p>2.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Africa. • Describe the natural environment of Africa. • Discuss the socio-economic activities in Africa. 	<p>Unit 3: Africa</p> <p>(6)</p> <p>3.1 Location, size and extent</p> <p>3.2 Natural environment</p> <p>3.2.1 Physiography</p> <p>3.2.2 Climate and natural vegetation</p> <p>3.2.3 Drainage system</p> <p>3.2.4 Natural resources management</p> <p>3.2.5 Natural hazards</p> <p>3.3 Socio-economic activities</p> <p>3.3.1 Population and settlement</p> <p>3.3.2 Agriculture</p> <p>3.3.3 Industry</p> <p>3.3.4 Trade & transportation</p> <p>3.3.5 Tourism</p> <p>3.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of North America. • Describe the natural environment of North America. • Explain the socio-economic activities in North America. 	<p>Unit 4: North America</p> <p>(6)</p> <p>4.1 Location, size and extent</p> <p>4.2 Natural environment</p> <p>4.2.1 Physiography</p> <p>4.2.2 Climate and natural vegetation</p> <p>4.2.3 Drainage system</p> <p>4.2.4 Natural resources management</p> <p>4.2.5 Natural hazards</p> <p>4.3 Socio-economic activities</p> <p>4.3.1 Population and settlement</p> <p>4.3.2 Agriculture</p> <p>4.3.3 Industry</p>


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	<p>4.3.4 Trade & transportation</p> <p>4.3.5 Tourism</p> <p>4.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of South America. • Describe the natural environment of South America. • Discuss the socio-economic activities in South America. 	<p>Unit 5: South America</p> <p>(6)</p> <p>5.1 Location, size and extent</p> <p>5.2 Natural environment</p> <p>5.2.1 Physiography</p> <p>5.2.2 Climate and natural vegetation</p> <p>5.2.3 Drainage system</p> <p>5.2.4 Natural resources management</p> <p>5.2.5 Natural hazards</p> <p>5.3 Socio-economic activities</p>
	<p>5.3.1 Population and settlement</p> <p>5.3.2 Agriculture</p> <p>5.3.3 Industry</p> <p>5.3.4 Trade & transportation</p> <p>5.3.5 Tourism</p> <p>5.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Europe. • Describe the natural environment of Europe. • Explain the socio-economic activities in Europe. 	<p>Unit 6: Europe</p> <p>(6)</p> <p>6.1 Location, size and extent</p> <p>6.2 Natural environment</p> <p>6.2.1 Physiography</p> <p>6.2.2 Climate and natural vegetation</p> <p>6.2.3 Drainage system</p> <p>6.2.4 Natural resources management</p> <p>6.2.5 Natural hazards</p> <p>6.3 Socio-economic activities</p> <p>6.3.1 Population and settlement</p> <p>6.3.2 Agriculture</p> <p>6.3.3 Industry</p> <p>6.3.4 Trade & transportation</p> <p>6.3.5 Tourism</p> <p>6.3.6 Heritage, society and culture</p>
<ul style="list-style-type: none"> • Point out the location, size and extent of Australia. • Describe the natural environment of Australia. • Explain the socio-economic activities in Australia. 	<p>Unit 7: Australia (Oceania)</p> <p>(6)</p> <p>7.1 Location, size and extent</p> <p>7.2 Natural environment</p> <p>7.2.1 Physiography</p> <p>7.2.2 Climate and natural vegetation</p> <p>7.2.3 Drainage system</p>



	7.2.4 Natural resources management 7.2.5 Natural hazards 7.3 Socio-economic activities 7.3.1 Population 7.3.2 Agriculture 7.3.3 Industry 7.3.4 Trade & transportation 7.3.5 Tourism 7.3.6 Heritage, society and culture
<ul style="list-style-type: none"> • Point out the location, size and extent of Antarctica. • Describe the natural environment of Antarctica. 	Unit 8: Antarctica (3) 8.1 Location, size and extent 8.2 Natural environment
	8.2.1 Physiography 8.2.2 Climate 8.2.3 Natural resources

Note: The figures in the parentheses indicate the approximate teaching hour for the respective units.

4. Instructional Techniques

The instructional techniques will be of two types general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1. General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

4.2. Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Use charts to show different approaches of studying regional geography. Describe concept of region and basis of regionalization using different materials.
II	Discuss on physiography, climate, river system, resources and hazards using physical maps of Asia. Explain the socio-economic activities using socio-cultural map of Asia. Assign students to locate physiographic regions, climatic regions, major rivers and natural resources on outline map of Asia.
III	Discuss on physiography, climate, river system, resources and hazards using physical maps of Africa. Use socio-cultural map of Africa to show different socio-economic activities. Class presentation on location of major areas of socio-economic activities in outline map of Africa.
IV	Discuss on physiography, climate, river system, resources and hazards using physical maps of North America. Use socio-cultural map of North America to show different socio-economic activities. Locate major areas of natural hazards in outline map of North America.



- Malmström, V.H. (1971), *Geography of Europe: A Regional Analysis*, Prentice-Hall
- Mamoria C.B & Agrawal, M. K., (1978), *Asiako Pradeshik Bhugol*, Agra: Sahitya Bhawan
- Michael Bradshaw & others, (2011); *Contemporary World Regional Geography (4th Edition)*, McGraw-Hill Education
- Minns, W.J, (1984), *A Geography of Africa*, Macmillan
- North America: Physical geography*, <http://nationalgeographic.org/encyclopedia/north-america-physical-geography/>
- Richard, W. (1998), *Africa in Focus: A Physical, Human and Economic Geography*, Macmillan Senior,
- Michael, P. Olatunde Okunrotifa (1983), *A regional geography of Africa*, Longman
- Stamp, L.D., (1969), *Asia: A regional and economic geography*, London: Methuen and Company Ltd.
- Veblen, Thomas T. Kenneth R. Young & Antony R. Orme (Eds.) 2007, *The Physical Geography of South America*, Oxford University Press
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Sost. Ed. 523: Economic Development and Educational Financing**Course No: Sost. Ed. 523****Nature of the Course: Theoretical****Level: MSSSED****Credit hrs: 3****Semester: Second****Total period hrs: 48****1. Course description**

Economics of development and education is a specialization course designed for a six-semester master of social studies education (MSSSED) Degree of Tribhuvan University. This curriculum comprises to impart both theoretical and practical knowledge aiming to analyze the economic development and educational financing of the state. This course divides into two parts: the economics of development, and the economics of education. The first part enables students to understand economic development by introducing the meaning, indicators, and constraints of economic development, growth, key indicators of economic development, and the current periodic plan of Nepal. It has also expanded into economic development theories and sustainable development. The second part has been designed to impart knowledge of the economics of education concerning educational financing, cost-benefit analysis, and approaches to educational development. This part has also included field-based information collection, report preparation, and presentation for group discussion.

2. General Objectives

The general objectives are to:

- develop an understanding of the economics of development;
- acquaint a consideration of the current periodic plan of Nepal;
- discuss the notion of sustainable development, and critically examine the sustainable development policy of Nepal;
- explain the importance of the theories of economic development (Marxian, Harrod-Domar, and dependency theory);
- critically analyze the relationship between the economics of education and economics of development;
- discuss the role of the education financing and cost-benefit analysis; and
- critically analyze the approaches of educational planning

3. Specific Objectives and Contents

Part A: Economics of Development	
Specific Objectives	Contents



<ul style="list-style-type: none"> • Discuss meaning, definition and relationship between economic development and growth. • Explain the key indicators of economic development, such as per-capita income, gross domestic product, physical quality of life index, basic needs, human development index, economic growth rate, and human poverty index with reference to Nepal. • Critically analyze the economic obstacles of economic development like poverty, income inequality, unemployment, low capital formation, low investment, and low infrastructure development with reference to Nepal. 	<p>Unit I: Economic Development (9)</p> <p>1.1 Meaning and definition of economic development and growth</p> <p>1.2 Indicators of economic development (physical quality of life index, basic needs, human development index, human poverty index)</p> <p>1.3 Obstacles of Economic Development</p> <p>1.3.1 Economic Obstacles: poverty, income inequality, unemployment, low capital formation, low investment, and low infrastructure development</p>
<ul style="list-style-type: none"> • Examine the role of non-economic obstacles of economic development like socio-cultural, political, geographical, and administration, and technology with reference to Nepal. 	<p>1.3.2 Non-economic Obstacles: socio-cultural, political, geographical, administrative, education, and technological</p>
<ul style="list-style-type: none"> • Define the concept and objectives of sustainable development. • Explain the goals and targets of sustainable development. • Critically analyze the progress of sustainable development goals of Nepal. 	<p>Unit II: Sustainable Development (5)</p> <p>2.1 Concept and Objectives</p> <p>2.2 Goals and Targets</p> <p>2.3 Progress of Sustainable Development Goals of Nepal</p>
<p>Acquaint the importance of theories of economic development:</p> <ul style="list-style-type: none"> • Marxian • Darrod-Domar model • Dependency theory of underdevelopment. 	<p>Unit III: Theories of Economic Development (10)</p> <p>3.1 Marxian theory</p> <p>3.2 Harrod-Domar model</p> <p>3.3 Dependency Theory</p>
Part B: Economics of Education	
<ul style="list-style-type: none"> • Define the concept of economics of education. • Distinguish between economic and non-economic objectives of economics of education in terms of scope, goals and issues. • Analyze the impact of education on economic development. 	<p>Unit IV: Economics of Education (4)</p> <p>4.1 Concept of Economic Education</p> <p>4.2 Scope, Goals and Issues of Economic and Non-economic Objective of Education</p> <p>4.3 Impact of Education on Economic Development</p>
<ul style="list-style-type: none"> • Define the concept and criteria of education financing. • Assess the indicators of school financing plan with reference to school education. • Describe the financial aids like grants, loan and 	<p>Unit V: Education Financing (10)</p> <p>5.1 Concepts and criteria of education financing</p> <p>5.2 Principles-equity, equality and efficiency</p>



<p>voucher.</p> <ul style="list-style-type: none"> • Distinguish between loan and voucher system of educational financial aids. • Analyze the educational financing trends in Nepal (last ten years). • Describe the different types of education costs with reference to direct private and public, and indirect private and public • Explain the ingredient approach. • Show the relationship between earnings and education. • Explain the causes of earnings differentials and educational earnings function. 	<p>5.3 Indicators of school financing plan 5.4 Financial aids: Grants, loan and voucher system 5.5 Educational financing trends in Nepal 5.6 Costs of education 5.6.1 Direct private and public 5.6.2 Indirect private and public 5.6.3 Ingredient approach 5.7 Earnings of education 5.7.1 Relationship between earnings and education 5.7.2 Earnings differentials: causes 5.7.3 Educational earnings function</p>
<p>Critically analyze the features, merits and demerits of:</p> <ul style="list-style-type: none"> • Manpower requirement approach. • Cost-benefit approach. • Social demand approach. • Residual approach. • System approach. 	<p>Unit VI: Approaches of Education Development (8) 6.1 Manpower Requirement Approach (MRA) 6.2 Cost-Benefit Approach (CBA) 6.3 Social Demand Approach (SDA) 6.4 Residual Approach (RA) 6.5 System Approach (SA)</p>
<ul style="list-style-type: none"> • Prepare a research report based on educational costs-benefits or age-earnings profile collecting primary data from the schools or colleges or universities. 	<p>Unit VII: Academic Work (2) 7.1 Prepare a research report based on the following topics (any one) 7.1.1 Educational financing 7.1.2 Costs-benefits analysis 7.1.3 Age-earnings profile</p>

Note: The figures within the parenthesis indicate the approximate teaching hours allocated to respective units.

4.1 Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Group discussion and lecture

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II	Group work and discussion
III	Group discussion and project work
IV	Group discussion and project work
V	Individual work and classroom presentation based on educational costs, earnings and earnings differentials
VI	Project work and preparation of research for classroom presentation

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.3 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.4 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

6.1 Recommended Books

Ahuja, H.L. (2016). *Development economics: A critical study of economic growth, development and environment*. New Delhi: S. chand & company pvt. ltd. (For unit I, II & III).

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education (3rd ed.)*. London: The National Bureau of Economic Research, University of Chicago Press, Ltd. (For unit IV, V & VI).



- Coombs, P.H. & Hallak, J. (1987). *Cost analysis in education: A tool for policy and planning*. London: The World Bank (For unit IV & V).
- Jhingan, M. L. (1994). *The Economics of development & planning*. Vikas Publishing House Pvt. Ltd (For unit I, II & III).
- Mishra, S. K. & Puri (2010). *Economics of development and planning*. New Delhi: Konark Publishers (For unit I, II & III).
- Psacharopoulos, G. (1975). *Earnings and education in OECD countries*. Paris: Organization for Economic Cooperation and Development (For unit V & VII).
- Psacharopoulos, G. (1988). *Higher education in developing countries: A cost-benefit analysis*. Washington, DC: The World Bank (For unit V & VI).
- Ray, D. R. (2004). *Development economics*. New Delhi: Oxford University Press (For Unit I, II & III).
- Siwakoti, D. R. & Paudel, M.R. (2016). *Economics of education*. Kathmandu: MK publisher and distributors (For unit IV, V & VI).
- Todaro, M.P. & Smith, S. C. (2012). *Economic Development, (Tenth edition)*. New Delhi: Pearson Education Asia: Addison- Wesley (For unit I, II & III).
- Woodhall, M. (1992). *Cost-benefit analysis in educational planning (3rd ed.)*. Paris: International Institute for Educational Planning, UNESCO (For unit V, VI & VII).
- 6.2 References**
- Fligstein, N. & Dioun, C. (2015). *Economy and Society*. California: Berkeley.
- Frank, W. B. & Albert, J.R. (1967). *Economic Planning*. New York: The Macmillan private company.
- Gupta, K.R. (2011). *Advanced Economics of Development (Vol I and II)*. New Delhi: Atlantic publisher and distributor private limited.
- Higgins, B. H. (1996). *Economic Development: Principles, Problems, and Policies*. New Delhi: Universal Book Stall.
- Lekhi, R. K. (2005). *Economics: Development and Planning*. New Delhi: Kalyani publication private limited.
- Lewis, W.A. (1990). *The Principal of Economic Planning*. New Delhi: George Allen & Unwin Ltd.
- Meier, G. M. & Rauch, J. E. (2007). *Leading Issues in Economic Development (8th Ed.)*. New Delhi: Oxford University Press.
- Neupane, P. (2020). Policy framework for education development in Nepal. *International Education Studies*, 13(1), 89-97. doi:10.5539/ies.v13n1p89.

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Sost. Ed. 524 : International Relations and Institutions
Code: Sost. Ed. 524
Level: Master in Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Second
Full Marks: 100
Credit Hrs. 3
Teaching hours: 48

1. Course Description

This course has designed to provide fundamental knowledge to the students of master in social studies education (MSSSED) level. The knowledge of international relations as an academic discipline is important for the students of social studies. So, it aims to provide theoretical knowledge and applied skills in various dimensions of international relations and institutions. It also provides knowledge relating the international community and organizations. It delivers understanding on the concept and development of international relations, the main theories of international relations, power, foreign policy and diplomacy, roles of the United Nations in international relations and role of the Non-Aligned Movement and regional organizations in the present global context.

2. General Objectives

The general objectives of this course are to:

- acquaint the students with the concept of international relations;
- familiarize them with the theories of international relations;
- enable them to explain the role of power in international relations;
- enrich the students with the understanding of foreign policy and diplomacy as the tools of conducting international relations;
- enable them to evaluate the presence and role of the UN within the relations of the nations; and
- provide knowledge related to the Non-Alignment Movement and regional organizations in the present context.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the concept, meaning, nature, and scope of international relation • Analyze the historical development of international relation • Describe the concept of international politics • Differentiate between international relation and international politics 	<p>Unit I: Introduction to International Relation (5 hours)</p> <p>1.1 Concept, meaning, nature, and scope of international relation</p> <p>1.2 Development of international relation</p> <p>1.3 Concept of international politics</p> <p>1.4 Difference between international relations and international politics</p>
<ul style="list-style-type: none"> • Describe the origin, concept, characteristics, and types of theories of international relations such as Realism, 	<p>Unit II: Theories of International Relation (7 hours)</p> <p>2.1 Realism</p>

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<p>Liberalism, Marxism, Game Theory, Critical Theory, Postmodernism, and Constructivism</p>	<p>2.2 Liberalism 2.3 Marxism 2.4 Game theory 2.5 Critical theory 2.6 Postmodernism 2.7 Constructivism</p>
<ul style="list-style-type: none"> • Discuss the concept of power • Analyze various types of determinants of national power • Explain power relations status among the nations - multipolar, bipolar, unipolar, unit veto systems and theory of balance of power 	<p>Unit III: Power in International Relation (6 hours)</p> <p>3.1 Concept of power 3.2 Determinants of national power 3.3 Power relations status among the nations 3.3.1 Multipolar system</p>
<ul style="list-style-type: none"> • Evaluate relation between power and arms in the context of armament, disarmament, and arms control process • Conceptualize power struggles and wars among the nations 	<p>3.3.2 Bipolar system 3.3.3 Unipolar system 3.3.4 Unit veto system 3.3.5 Balance of power 3.4 Power and arms 3.4.1 Armament 3.4.2 Disarmament 3.4.3 Arms control 3.5 Power struggles and wars</p>
<ul style="list-style-type: none"> • Describe the concept of foreign policy • Analyze the determinant factors of foreign policy such as geo-politics, socio-cultural factors, national interest, history, economy (including natural resources and industrial capabilities), leadership, ideology, public opinion, and international environment • State the concept and objectives of diplomacy • Discuss the immunities and privileges of diplomats • Classify the diplomacy - traditional and modern diplomacy, western and eastern diplomacy, democratic and despotic diplomacy, military diplomacy, track II diplomacy and conference and summit diplomacy 	<p>Unit IV: Foreign Policy and Diplomacy (10 hours)</p> <p>4.1 Concept of foreign policy 4.2 Determinants of foreign policy 4.2.1 Geo-politics 4.2.2 Socio-cultural factors 4.2.3 National interest 4.2.4 History 4.2.5 Economy (including natural resources and industrial capabilities) 4.2.6 Leadership 4.2.7 Ideology 4.2.8 Public opinion 4.2.9 International environment 4.3 Concept and objectives of diplomacy 4.4 Diplomatic immunities and privileges 4.5 Types of Diplomacy 4.5.1 Traditional and modern diplomacy 4.5.2 Western and eastern diplomacy 4.5.3 Democratic and despotic</p>

	<p>diplomacy</p> <p>4.5.4 Military diplomacy</p> <p>4.5.5 Track II diplomacy</p> <p>4.5.6 Conference and summit diplomacy</p>
<ul style="list-style-type: none"> • State the historical background of the establishment of the United Nations (UN) • Analyze the composition and functions of main bodies of the UN • Appraise the role and functions of the UN to maintain peace and security in the world, the establishment of human rights, conduct humanitarian aid, hold international law, and rising of the global issues • Evaluate the role of the UN 	<p>Unit V: United Nations (UN) as a Principal Actor of the International Relation</p> <p style="text-align: right;">(12 hours)</p> <p>5.1 Establishment of the UN</p> <p>5.2 Main bodies of the UN</p> <p>5.3 Works of the UN</p> <p>5.3.1 Peace and security</p> <p>5.3.2 Human rights</p> <p>5.3.3 Humanitarian aid</p> <p>5.3.4 International Law</p> <p>5.3.5 Global issues</p> <p>5.4 Appraisal of the role of the UN</p>
<ul style="list-style-type: none"> • Analyze the global situations that urged to establish Non-Alignment Movement (NAM) and evaluate the role of the NAM in the changing context of the world's situation. • Appraise the historical background of the establishment of The South Asian Association for Regional Cooperation (SAARC) and evaluate its status and role in present context. • Describe the historical background of The Association of Southeast Asian Nations (ASEAN) and asses its principles and functions • Discuss on establishment of The Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) and examine its principles and functions 	<p>Unit VI: Role of NAM and Regional Organizations in the Relations of the Nations</p> <p style="text-align: right;">(8 hours)</p> <p>6.1 Establishment of NAM and its role in the changing context of the world's situation</p> <p>6.2 Establishment of SAARC and its status and role.</p> <p>6.3 ASEAN and its principles and functions</p> <p>6.4 BIMSTEC: Establishment, principles, and functions</p>

4. Instructional Techniques

The instructional techniques for this course are divided into two parts. The first part consists of the general instructional techniques applicable to most of the units. The second part consists of the specific instructional techniques applicable to the specific units.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Critical thinking strategies
- Interaction
- Assignment
- Self-study

4.2 Specific Instructional Techniques

Unit	Instructional techniques and students' activities
I	The main teaching learning strategies are lecture, individual work, group discussion.
II	The main teaching learning strategies are individual work, group discussion and seminar paper presentation
III	The main teaching learning strategies are question-answer, group discussion, and term paper presentation
IV	The main teaching learning strategies are lecture, group discussion and presentation
V	The main teaching learning strategies are visit www.un.org , group discussion, seminar paper presentation
VI	The main teaching learning strategies are lecture, critical thinking strategies, and term paper presentation, visit official websites of NAM (http://www.namstct.org), SAARC (https://www.saarc-sec.org), ASEAN (https://asean.org/), and BIMSTEC (https://bimstec.org)

5. Evaluation

5.1 Internal Evaluation (40%)

Course teacher based on following activities will conduct internal evaluation:

S.N.	Descriptions	Marks
1.	Attendance	5
2.	Participation in learning activities	5
3.	First assessment	10
4.	Second assessment	10
5.	Final examination	10

5.2 External Evaluation (Final Examination) (60%)

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

S.N.	Nature of Questions	Number of Questions	Marks
1.	Objective type questions (Multiple choice)	10 × 1	10
2.	Short answer questions (6 with 2 additional)	6 × 5	30



	[OR] questions × 5 points)		
3.	Long answer questions (2 with one additional [OR] question × 10 points)	2 × 10	20
	Total	18	60

Recommended Reading Materials

Balzacq, T., Charillon, F. & Ramel, F. (2020). *Global diplomacy: An introduction to theory and practice*. Palgrave Macmillan.

Barston, R. P. (2014). *Modern diplomacy* (4th edition). Routledge.

Baylis, J., Smith, S., & Owens, P. (2014). *The globalization of world politics: An introduction to international politics* (6th edition). Oxford University Press.

Burchill, S. & Linklater, A. (2005). *Theories of international relations* (3rd edition). Palgrave Macmillan.

Chatterjee, C. (2020). *Economic diplomacy and foreign policy-making*. Palgrave Macmillan.

Constantinou, C. M., Kerr, P. & Sharp, P. (2016). *The SAGE handbook of diplomacy*. Sage.

Hanhimaki, J. M. (2008). *The United Nations*. Oxford University Press.

Jackson, R. & Sørensen, G. (2013). *Introduction to international relations: Theories and approaches* (5th edition). Oxford University Press.

Mintz, A. & DeRouen, K. (2010). *Understanding foreign policy decision making*. Cambridge University Press.

Spandler, K. (2019). *Regional Organizations in International Society*. Palgrave Macmillan.

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Beitz, C. R. (1979). *Political theory and international relations*. Princeton University Press.

Berridge, G. R. (2015). *Diplomacy: Theory and practice* (5th edition). Palgrave Macmillan.

Brown, C. (2005). *Understanding international relations* (3rd edition). Palgrave Macmillan.

Kissinger, H. (1994). *Diplomacy*. Simon & Schuster.

Golan, G. J., Yang, S. & Kinsey, D. F. (Eds.) (2015). *International public relations and public diplomacy: Communication and engagement*. Peter Lang.

Reus-smit, C. & Snidal, D. (Eds.) (2008). *The Oxford handbook of international relations*. Oxford University Press.

Weiss, T. G. & Daws, S. (Eds.) (2018). *The Oxford handbook on the United Nations* (2nd edition). Oxford University Press.



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Sost. Ed. 525 : Nepalese Civilizations and Cultural Heritage**Code: Sost. Ed. 525****Semester: Second****Level: Master of Social Studies Education MSSED****Nature of Course: Theoretical****Full Marks: 100****Credit Hours: 3****Periods: 48 Hours****1. Course Description**

This course is designed to provide the knowledge of Nepalese Civilizations and Cultural Heritage to the students of master in social studies education (MSSED) level. It intends to understand them and enhance in-depth knowledge regarding the origin and development of major Nepalese Civilizations and Cultural Heritage of Nepal.

2. Course Objectives

The general objectives of this course are to:

- Introduce the major hearth of Nepalese civilizations
- Acquaint knowledge on the cultural heritage of Nepal

3. Specific objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the relationship between the Nepalese civilization and naming in the history of Nepal. • Critically analyze the antiquity of Nepal with reference to civilization • Point out the major civilization hearths of Nepal 	Unit I: Introduction (3) 1.1 Naming of Nepal and Introduction of Civilization 1.2 Antiquity and Civilization of Nepal 1.3 Major Civilization Hearths of Nepal
i. Discuss the contribution of Kirat in Nepalese civilization through: <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. ii. Discuss the contribution of Lichchhavi in Nepalese civilization through: <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. 	Unit II: Kirat and Lichchhavi Civilization (13) 2.1 Kirat: Origin, extent and Dynasty 2.1.1 Administration Systems 2.1.2 Socio-economic Condition 2.1.3 Art and Architecture 2.1.4 Religious condition 2.2.5 International Relations 2.2 Lichchhavi: Origin, extent and Dynasty 2.2.1 Administration Systems 2.2.2 Socio-economic Condition 2.2.3 Art and Architecture 2.2.4 Religious condition 2.2.5 International Relations

<p>i. Discuss the contribution of Sinja/Khas in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration • Socio-economic conditions • Religious conditions • International relations. <p>ii. Discuss the contribution of of Kapilvastu in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin, extent and dynasty • Administration 	<p>Unit III: Sinja/Khas and Kapilvastu Civilization (5)</p> <p>3.1 Sinja/Khas: Origin, extent and Dynasty</p> <p>3.2.1 Administration Systems</p> <p>3.2.2 Socio-economic Condition</p> <p>3.2.3 Art and Architecture</p> <p>3.2.4 Religious condition</p> <p>3.2.5 International Relations</p> <p>3.2 Kapilvastu: Origin, extent and Dynasty</p> <p>3.2.1 Administration Systems</p> <p>3.2.2 Socio-economic Condition</p>
<ul style="list-style-type: none"> • Socio-economic conditions • Religious conditions • International relations. 	<p>3.2.3 Art and Architecture</p> <p>3.2.4 Religious condition</p> <p>3.2.5 International Relations</p>
<p>i. Discuss the contribution of Nepalmandal in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Meaning, origin and extent • Administration • Socio-economic conditions • Religious conditions • International relations. <p>ii. Discuss the contribution of Mithila/ Karnatak in Nepalese civilization through:</p> <ul style="list-style-type: none"> • Origin and extent • Administration • Socio-economic conditions • Religious conditions • International relations. 	<p>Unit IV: Nepalmandal and Mithila Civilization (6)</p> <p>4.1 Nepalmandal: Meaning, Origin, Extent and Unifying Elements</p> <p>2.2.1 Administration Systems</p> <p>2.2.2 Socio-economic Condition</p> <p>2.2.3 Art and Architecture</p> <p>2.2.4 Religious condition</p> <p>2.2.5 International Relations</p> <p>4.2 Mithila/ Karnatak: Origin and Extent</p> <p>2.2.1 Administration Systems</p> <p>2.2.2 Socio-economic Condition</p> <p>2.2.3 Art and Architecture</p> <p>2.2.4 Religious condition</p> <p>2.2.5 International Relations</p>
<ul style="list-style-type: none"> • State the socio-cultural and economic conditions of Tharu, Magar, Tamu and Sherpas of Nepal. • Analyse the art and architecture of Tharu, Magar, Tamu and Sherpas of Nepal. 	<p>Unit V: Other Civilizations (Tharu, Magar, Tamu, & Sherpa) (6)</p> <p>5.1 Location and Extent</p> <p>5.2 Socio-cultural and Economic conditions</p> <p>5.2 Art and Crafts</p>



<ul style="list-style-type: none"> • Preparation of report and classroom discussion on the heritages of Nepal • Discuss the concepts of heritages • Differentiate the nature and types of Nepalese heritages- natural, cultural; material and non-material) • Analyze the importance of Nepalese heritages 	<p>Unit VI: Heritages of Nepal (14)</p> <p>6.1 Concepts of Heritages</p> <p>6.2 Types of Nepalese Heritages</p> <p>6.2.1 Natural and Cultural Heritages with special references of UNESCO World Heritage Sites in Nepal</p> <p>6.3 Importance of Nepalese heritages (Project Work and classroom discussion)</p>
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Note: The figures with the parentheses indicate the approximate teaching hour allocated to the respective units.

4. Instructional techniques

The instructional techniques will be of two types—general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

- Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching learning strategies are lecture, individual work, group discussion, seminar paper presentation and term paper presentation
II	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
III	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
IV	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation
V	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation.
VI	The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation.
VII	The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation. Project Work and report preparation for classroom discussion.

Note: The objectives of the practical activities are report writing on what is history, make timeline to ease history teaching, make an account on the sources of history, make a description

on impact of Nepalese Civilization on modern Nepal. The main teaching learning strategies are making group and let them to make report writing, individually making timeline, Group discussion on sources of history and presentation, conduct seminars on impact of ancient civilization on modern science and technology, arts, literature, law, political system and philosophy.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

2.3 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

2.4 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

- Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

Recommended Books and References

Recommended Books

Adhikari, SM (2061). *Khas Samrajya Ko Itihas*. Kathmandu: Bhundi Puran Prakashan.

Chalise, PR (2048). *Nepal Ko Purano Itihas Ra Sabhyata*. Kathmandu: Ratna Pustak Bhandar.

Dahal, P (2054). *Nepal Ko Itihas*. Kathmandu: M.K. Publishers and Distributers.

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- Khanal, M. (2056). *Simraungadhko Itihas*. Kathmandu: Nepal Ra Asiyali Anusandhan Kendra, TU.
- Munakarmi, L. (2043). *Hamra Sanskritik Prava Ra Jatraharu*. Kathmandu: Dayaratna Shakya.
- Pandey, R and Regmi (2054). *Nepalko Pauranik Itihas*. Kathmandu: Nepal Ra Asiyali Anusandhan Kendra.
- Pokhrel, B. K. (2075). *Khas Jatiko Itihas*. Kathmandu: Finiix Books.
- Rai, B. (2071). *Kirat Sabhyta: Ubhaaauli/Udhauli Parva*. Kathmandu: Nepal Pragma Pratisthan.
- Sherpa, S. S (2073). *Sindhu Tatha Nepali Sabhyata Ra Sanskritika Nirmataharu*. Anusandhan Tatha Prakashan Bibhag Dawa Dinma Chholing Gumba.
- Yadav, PL (2056). *Nepal Ko Rajnaitik Itihas*. Rajviraj: Vijayakumar.
- Upadhyaya, SR (2064). *Nepal Ko Prachin Tatha Madhyakalin Itihas*. Kathmandu: Ratna Pustak Bhandar.

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- http://himalaya.socanth.cam.ac.uk/collections/journals/ancientnepal/pdf/ancient_nepal_139_06.pdf
- http://himalaya.socanth.cam.ac.uk/collections/rarebooks/downloads/History_Ancient_Medieval_Nepal.pdf
- http://www.doa.gov.np/downloadfile/ancient_nepal_103_full_1497501733_1581402231.pdf
- <https://soscbaha.org/wp-content/uploads/2019/11/nepali-history-as-world-history.pdf>
- http://himalaya.socanth.cam.ac.uk/collections/journals/ancientnepal/pdf/ancient_nepal_147_full.pdf
- <https://www.adventurehimalayacircuit.com/blog/top-10-unesco-world-heritage-sites-in-nepal/>
- <http://nepal.gov.np:8080/NationalPortal/view-page?id=89>
- <https://www.welcomenepal.com/places-to-see/unesco-world-heritage-sites.html>



Sost. Ed. 526 : Population Health and Well-being
Semester: Second
Code: Sost. Ed. 526
Level: Master of Social Studies Education (MSSEd)

Nature of Course: Theoretical
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

This course is designed to provide students concept, methods and measurement of population health through social perspectives. It deals with essential features and framework of population health including determinants and disparities in health. Key to this course is the role of epidemiological methods and tools in measuring population health. This course also deals with social construction of health and illness. This course is divided into six units. First unit deals with concept of population health and well-being, the second unit examines determinants of health and social inequalities, third unit introduces measurement of population health, unit four explains health and illness behaviour, unit five deals with planning and implementation of population health intervention, and the last unit focuses on health care systems.

2. Course Objectives

Objectives of this course are to:

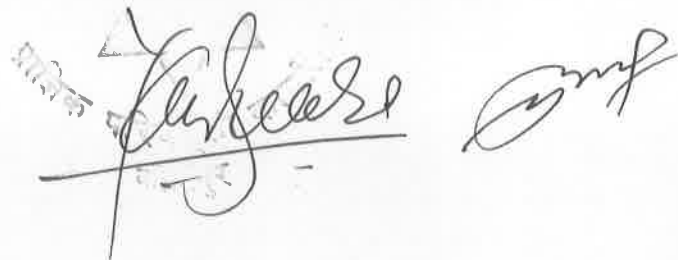
- Introduce students with the concepts of health, population health, public health, cultural views, and model and theories of health
- Make students familiar with social determinants of health, social inequalities in health, and relations of capitalism and social capital with health
- Enable students to determine morbidity and mortality rates, and measure physical and psychological well-being
- Enable students to analyze factors influencing health and illness behaviour including sexual behaviour of human beings
- Impart knowledge and skills required for planning, implementing and evaluating health promotion program through social perspectives among students
- Acquaint students with health care and health service systems of Nepal

3. Specific objectives and Course Contents


Specific objectives	Contents
<ul style="list-style-type: none"> • Describe concepts and dimensions of health and well-being • Discuss the concepts of population and public health • Outline the social history of health and illness • Explain lay concepts and cultural views 	<p>Unit I: Introduction to Population Health (5)</p> <p>1.1 Concepts and dimensions of health and well-being</p> <p>1.2 Concept of population and community health/public health</p> <p>1.3 Social history of health and illness</p> <p>1.4 Lay concepts and cultural views of</p>



<p>of health</p> <ul style="list-style-type: none"> • Compare medical and social model of health • Discuss theories of health 	<p>health</p> <p>1.5 Social model and theories of health</p>
<ul style="list-style-type: none"> • Describe biological, behavioural, sociocultural, economics and environmental determinants of health • Analyze social determinants of health • Conceptualize and analyze social inequalities in health by caste/ethnicity, gender, income and educational status • Discuss the dimensions and situation global health disparities 	<p>Unit II: Determinants of health and family health (9)</p> <p>2.1 Biological, behavioural, sociocultural, economic, political and environmental determinants of health</p> <p>2.2 Social determinants of health</p> <p>2.3 Social inequalities in health: caste/ethnicity, gender, income and educational status</p>
<ul style="list-style-type: none"> • Explore relation between class, capitalism and health • Explain how social capital contribute to health condition of people • Describe the concept of family health • Identify factors influencing family health and well-being • Discuss, happiness, life satisfaction and well-being 	<p>2.4 Dimensions of global health disparities</p> <p>2.5 Class, capitalism and health</p> <p>2.6 Link between social capital and health</p> <p>2.7 Concept of family health</p> <p>2.8 Family health and well-being</p> <p>2.9 Happiness, life satisfaction and well-being</p>
<ul style="list-style-type: none"> • Describe concept of epidemiology and epidemiologic methods • Discuss concept and importance of social epidemiology in population health • Calculate prevalence and incidence of diseases in a community • Calculate and describe standardized mortality rates and age specific mortality rate • Explain technique of measuring fertility • Discuss importance of various sources of data including census and sample survey • Prepare a tool for measuring subjective/self-reported physical health • Explain the use of different tools for measuring physical and psychological well-being 	<p>Unit III: Measuring Population Health (12)</p> <p>3.1 Concept of epidemiology and epidemiologic methods</p> <p>3.2 Concept and importance of social epidemiology</p> <p>3.3 Measuring morbidity: prevalence and incidence of diseases</p> <p>3.4 Measuring mortality: crude and standardized mortality rates, age specific mortality rates (child mortality, infant mortality and maternal mortality rate)</p> <p>3.5 Fertility: Crude Birth Rate, General Fertility Rate and Total Fertility</p> <p>3.6 Sources of data for health: Census/Demographic Data and sample survey</p> <p>3.7 Measurement of subjective/self-</p>



	<p>reported physical health</p> <p>3.8 Measurement of physical, psychological well-being and social well-being</p>
<ul style="list-style-type: none"> • Describe the concept of health behaviour • Explain social construction of TB, HI/AIDS, COVID-19, Lung cancer, chronic kidney diseases and mental illness in the social context of Nepal • Conceptualize illness and sick role behaviour • Explore social context of help-seeking behaviour of sick people in Nepal • Discuss and explain stages of illness behaviour and help-seeking behaviour • Describe sexual behaviour including sexual orientation, gender identity and LGBTIQ 	<p>Unit IV: Health and Illness Behaviour (7)</p> <p>4.1 Concept of health behaviour</p> <p>4.2 Social construction of illness: Tuberculosis, HIV/AIDS, dengue, COVID-19, lung cancer, chronic kidney diseases and mental illness</p> <p>4.3 Concept of illness and sick role behaviour</p> <p>4.4 Social context of help-seeking behaviour</p> <p>4.5 Stages of illness behaviour and help-seeking behaviour</p> <p>4.6 Sexual behaviour, sexual orientation and gender identity, LGBTIQ</p>
<ul style="list-style-type: none"> • Describe the concept of health promotion • Identify different setting for health promotion • Describe different approach to health promotion such as medical, educational, empowerment, behaviour change and social change • Discuss and analyze different strategies of health promotion such as educating/developing personal skill, reorienting health services, strengthening community action, media advocacy and developing healthy public policy • Describe the concept and steps of health promotion planning • Prepare a sample health promotion plan using planning cycle and PATCH approach • Discuss the importance of partnership, community organization, health education 	<p>Unit V: Planning and Implementing Health Promotion Program at the community level (8)</p> <p>5.1 Concept of health promotion and setting for health promotion</p> <p>5.2 Approaches and strategies to health promotion</p> <p>5.3 Concept of health promotion planning</p> <p>5.4 General steps of health promotion planning and health promotion planning cycle including planned approach to community health (PATCH)</p> <p>5.5 Implementation of health promotion program: community organization, resource mobilization, health education, and targeted interventions for changing existing situation</p>




<p>and resource mobilization in the implementation of health promotion interventions</p> <ul style="list-style-type: none"> • Describe concept of evaluation of health promotion • Explain the methods and techniques for process, impact and outcome evaluation 	<p>5.6 Evaluation of health promotion program: Input, process, impact and outcome evaluation</p>
<ul style="list-style-type: none"> • Describe the concept of health care systems • Describe models of health care systems • Explain an overview of health care systems in Nepal 	<p>Unit VI: Health Care system (7)</p> <p>5.1 Concept of health care systems</p> <p>5.2 Models of health care systems: Liberal, welfare and socialistic models</p> <p>5.3 Health care systems in Nepal</p>
<ul style="list-style-type: none"> • Sketch organogram of health services system in Nepal • Briefly describe major health programmes of Nepal 	<p>5.4 Organogram of health service system in Nepal</p> <p>5.5 Some major health programmes of Nepal: Child health and immunization, Safe motherhood and newborn health, family planning and reproductive health, adolescent sexual and reproductive health, Tuberculosis and HIV/AIDS control programmes</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

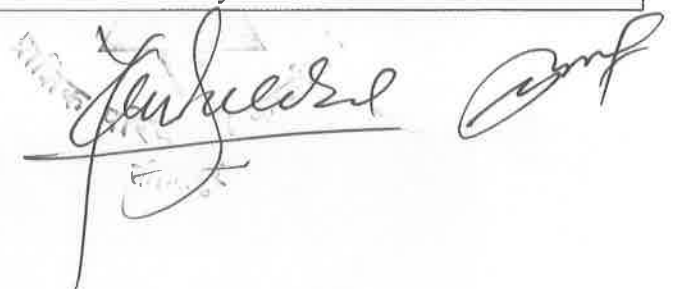
4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- (a) Lecture and question-answer (b) Discussion (c) Inquiry
 (d) Demonstration (e) Team teaching (f) Project work

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Group work and presentation: Students will be divided into several groups comprising 5 members. Each group will prepare few questions to collect ideas from local people on lay concepts and cultural view of health. Each group will go to the community and visit some local people including traditional healers and collect qualitative information about lay concepts and cultural views of health. Each group will present the ideas on lay concepts and cultural views of health. The presentation will be followed by the discussion and interaction



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II	Reading materials related to the contents of unit two will be provided to each student. Each student will be asked to write reflective notes after reading. Each student will present reflective note in the class. There will be discussion after the presentation
III	Individual work and presentation: Collecting data of particular diseases and illness from nearest health facility, and each student will be assigned to calculate the prevalence rate, incidence rate, odds ratio, age specific mortality rate using formula on the given data. Each student will be given an opportunity to present and share knowledge and skills about calculation of morbidity and rate in the class. Group work: Students will be divided into several groups and each group will comprise 6 members. Each group will visit the nears health facility to collect data on patient suffering from different diseases from patient registration for particular duration. Each group will also find out estimated population of the catchment. Each group will calculate the prevalence rate and present in the classroom.
IV	Individual reading and writing reflective notes: Reading materials will be provided to each student. Each student will read, prepare reflective notes and present their notes in the classroom. Group work/project work: Students will be divided into several groups: Each group will identify and interview a few people who were suffering from moderate to severe illness within the last three months. Each group will prepare a brief report about how local people seek help and what steps they follow in help-seeking during illness. Each group will present a brief idea about help-seeking behaviour of local people during illness.
V	Project work: Students will be divided into several groups. Each group will visit local people and discuss with them to identify their health needs. Based on community health needs, each group will prepare a sample health promotion (project) plan using planning cycle and PATCH approach. The sample project planning will be presented in the classroom.
VI	Group work and presentation: Students will be divided into several groups. Each group will be assigned to work on particular health programme of Nepal. Each group will review relevant reports and documents, and prepare a brief report on the given program. Each group will present their a brief report on the given health program. The presentation will be followed by discussion and interation.

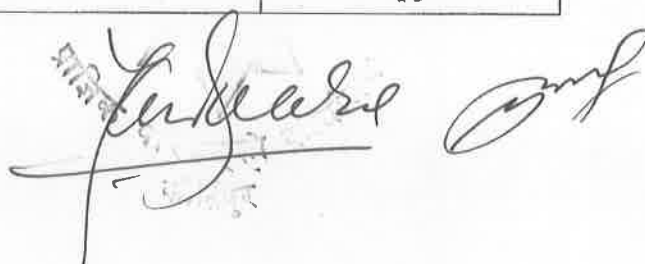
5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10



Second assignment	10
Third assignment	10
Total	40

5.2 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

- Naidoo, J. & Wills, J. (2016). *Foundations for health promotion*. London: Elsevier
- Keheler, H., & MacDougall, C. (2016). *Understanding health* (4th Edition). South Melbourne, Victoria: Oxford University Press.
- Barry, A. & Yuil, C. (2002). *Understanding health: A sociological introduction*. London: Sage Publications
- Conrad, P. & Barker, K.K. (2010). The social construction of illness: Key insights and policy implications. *Journal of Health and Social Behaviour*, 51, S67, DOI: 10.1177/0022146510383495.
- Bird, C.E. and Rieker, P. (1999). Gender Matters: an integrated model for understanding men's and women's health. *Social Science & Medicine*, 48, 745-755.
- Kritsotakis, G. & Gamarnikow, E. (2004). What is social capital and how does it relate to health. *International Journal of Nursing Studies* 41, 43-50
- Nieminen, T. et al (2013). Social capital, health behaviours and health: a population-based associational study. *BMC Public Health*, 13:613.
- Young, T. K. (2004). *Population Health: Concepts and Methods*, Second Edition. New York: Oxford University Press.
- McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2013). *Planning, implementing, and evaluating health promotion programs : a primer*. San Francisco: Pearson
- MoHP (2020). Annual report of Department of Health Services. 2076/2077 (2019/2020). Government of Nepal, Ministry of Health and Population, Department of Health Services, Kathmandu
- Cockerham, W.C. (2017). *Medical Sociology* (Fourth Edition). New York and London: Routledge.
- Phelan, J.C., Link, B.G, & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of Health and Social Behaviour*, 51(S)S28-S40, 2010 DOI: 10.1177/0022146510383498.

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Honjo, K. (2004). Social Epidemiology: Definition, History, and Research Examples. Environmental Health and Preventive Medicine 9, 193-199

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**Master in social studies education (MSSSED)
An Integrated Sixth-semester Program
Course Structure and Cycle for III Semesters**

Third Semester

Third Semester			
SN	Subject Code	Subject	Credit hours
1	Ed. 531	Educational Philosophy	3
2	Sost. Ed. 532	Geography of Nepal and Statistical Techniques	3
3	Sost. Ed. 533	Nepalese Economy	3
4	Sost. Ed. 534	Constitution and Governance in Nepal	3
5	Sost. Ed. 535	Modern History of Nepal	3
6	Sost. Ed. 536	Twenty-first-century life skills	3
Total			18

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Ed. 531: Educational Philosophy
Code: Ed. 531
Level: Master of Social Studies Education (MSSED)
Nature of Course: Theoretical

Semester: Third
Full Marks: 100
Credit Hours: 3
Teaching hours: 48

1. Course Introduction

The course has been designed for the third semester of the Master in Social Studies Education (MSSED) program of the Faculty of Education (FoE), Tribhuvan University (TU). The course includes key Eastern and Western philosophical perspectives to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces Eastern ideas from *Vedic*, Buddhism, *Kirat Mundhum* and Islam, and other indigenous beliefs about education. Further, it consists of the assumptions and beliefs of constructivism and progressivism and transformative learning theories. These philosophical ideas help to develop the competencies of prospective 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 concept of philosophy from Eastern and Western perspectives;
- Assess educational processes and practices in Nepal from key Eastern and Western philosophies of education;
- Analyze the educational policies, programs, and practices of education in Nepal from the perspective of diversity and inclusive education;
- Analyze the educational practices in Nepal from a right-based approach to education; and
- Envision education from a sustainability perspective.

3. Course Details

Unit I: Basic understanding of philosophy (8 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Conceptualize the meaning and scope of philosophy from Vedic and Western perspectives; • Compare the scope of philosophy from Vedic and western perspectives; • Conceptualize the concept of educational philosophy; • Explore the functions of education and philosophy; • Explore the importance of educational philosophy in 	<ul style="list-style-type: none"> 1.1 Meaning of Philosophy 1.2 Scope of Philosophy 1.3 Meaning of Education Philosophy 1.4 Functions of educational philosophy 	<ul style="list-style-type: none"> 1.1. Meaning of Philosophy from Vedic and Western Perspectives 1.2. Scope of philosophy from Vedic (Four vigor of life, <i>loka-paraloka</i>, <i>Atma-Paramatma</i>, <i>Sukha-Dukha</i>, <i>Gyan-Agyan</i>, <i>Karma-Akarma</i>, <i>Bandhan-Mukti</i>), and western (ontology, epistemology, axiology, and logic) perspectives 1.3. Meaning of educational philosophy 1.4. Functions of educational


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professional development.		philosophy (to define aims and goals of education, to determine roles of school, to design curriculum, to select pedagogical approaches, to determine teachers' and students' roles in teaching and learning, to develop assessment strategies)
Unit II: Eastern philosophies and education (15 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Introduce <i>Chanakya Neeti</i> • Assess the educational arguments of <i>Chanakya Neeti</i> • Introduce Buddhist philosophy • Analyze the educational aspect of Buddhism • Introduce Islam philosophy • Critically evaluate an educational aspect of Islamism • Conceptualize the basic ideas of <i>Kirat Mundhum</i> and its implication in education • Envision the role of indigenous knowledge in education 	<p>2.1 <i>Chanakya Neeti</i> and education</p> <p>2.2 Buddhist philosophy and education</p> <p>2.3 Islam Philosophy and Education</p> <p>2.4 <i>Kirat Mundhum</i> and education</p> <p>2.5 Indigenous knowledge</p>	<p>2.1. Introduction of <i>Chanakya Neeti</i>, the educational aspect of <i>Chanakya Neeti</i>.</p> <p>2.2. Introduction of Buddhism, the educational aspect of Buddhism (aims of education, learning contents, learning methods, teachers' and students' role)</p> <p>2.3. General introduction of Islamism, the educational aspect of Islamism (aims of education, learning contents, learning methods, teachers' and students' roles)</p> <p>2.4. General introduction of <i>Kirat Mundhum</i> and its educational aspect</p> <p>2.5. Introduction of Indigenous knowledge and its importance in education</p>
Unit III: Western philosophy and education (13)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the key characteristics of Western modern education; • Envision the alternative possibilities of child-friendly pedagogies; • Envision more empowering 	<p>3.1 Modern Education</p> <p>3.2 Social constructivism</p> <p>3.3 Progressivism</p> <p>3.4 Transformative pedagogies</p>	<p>3.1. Brief historical background of Western modern education and its characteristics</p> <p>3.2. Orienting towards alternative pedagogies such as project-based, inquiry-based, and collaborative and shared learning (as informed by constructivism and</p>



pedagogical practices that facilitate to develop of critical thinking of the students;		progressivism) 3.3.Orientation toward banking problem-posing model of education 3.4.Reflective practice, dialogue, and critical thinking learning
Unit IV: Contemporary issues of education (12 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explain the concept of diversity and inclusive education • Analyze the policies and practices of inclusive education in Nepal • Develop awareness of multicultural and multilingual education • Analyze the policies and practices of multicultural and multilingual education in Nepal • Describe the effort Nepal made through international commitments to education • Conceptualize sustainability education • Analyze education in Nepal from a sustainability perspective 	4.1 Diversity and inclusive education 4.2 Multicultural and multilingual education 4.3 Right-based approach to education 4.4 Sustainability Education	4.1.Concept of diversity and diversity in Nepal; the concept of inclusive education, policies, and practices of inclusive education in Nepal. 4.2.Concept of culture and multicultural education; perspectives of multicultural education; policies and practices of multicultural education; the concept of multilingual education; policies and practices of multilingual education in Nepal 4.3.Concept of human rights; international campaigns of education such as EFA, MDG, and SDG for promoting human rights-based education 4.4.Concept of sustainable development, SDGs, and education for sustainability

4. Instructional techniques

This course introduced student-centered learning approaches including lectures, discussion, inquiry, project work, sharing and presentation, and other collaborative technics of learning as per the nature of learning subjects.

5. Evaluation

The achievement of the students will be assessed through internal and end-semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final Semester examination.

Internal Evaluation

Forty percent be allotted to internal evaluation. Course teachers based on the following criteria will score internal evaluation marks:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.3 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

3. Recommended books and references

- Ahmad, H. M. G. (2010). *The Philosophy of the Teachings of Islam*. Islamabad. Islam International Publications Ltd.
- Awasthi, L. D. (2004). *Exploring monolingual education practices in multilingual Nepal* (Unpublished doctoral dissertation). Danish University of Education, Copenhagen, Denmark.
- Brubacher, J. S. (2007). *Modern philosophies of education* (3rd ed.). New Delhi, India: Surjeet Publications.
- Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14.
- Freire, P. (1993). *Pedagogy of the oppressed*. London: Penguin Books.
- Mezirow, J. (2000). Learning to think like an adult. In J. Mezirow (Ed.), *Learning as transformation: Critical perspective on a theory in progress* (pp. 3-33). San Francisco: Jossey-Bass.
- Nasr, S. H. (2006). *Islamic Philosophy from Origin to the Present*. United State of America: State University of New York Press. Pp.31-47.
- Nyantiloka (1946). *The word of the Buddha*. Buddhist publication society.
- Ornstein, A. C. and Levine, D. U. (2008). *Foundations of Education* (10th 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. [pp. 337 -269]. Pathakk, 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.
- 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, eds.). 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 ।

चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । *किरात मुन्दुम (किरातको वेद)* । ललितपुर: किरात याक्थुंग चुमुलुंग केन्द्रिय कार्यालय, महालक्ष्मी थान ।

राई, ज्ञानेश्वर र राई, शिवराम (सम्बत २०७३, संकलक) । चाम्लिङ, भोगीराज (सम्पादक) । मुन्दुम होसुंग ।

काठमाडौं : किरात राई चाम्लिङ, खाम्बातिम केन्द्रिय कार्य समिति । कोटेशोवर ।

प्रति


Sost. Ed. 532: Geography of Nepal and Statistical Techniques	Semester: Third
Code: Sost. Ed. 532	Full Marks: 100
Level: Master of Social Studies Education (MSSED)	Credit Hrs: 3
Nature of Course: Theoretical	Teaching hours: 48

1. Introduction

This is a specialization course designed for the students of the Master of social studies education (MSSED) program at the Faculty of Education, Tribhuvan University to provide basic knowledge of the Geography of Nepal and Statistical Techniques. The students of this level are the prospective social studies teachers at the school and university levels. The 'Nepalese Geography and Techniques' is a theoretical course designed to provide knowledge and a better understanding of the physical, regional, demographic, economic, social, and political dimensions of Nepalese geography. The focus has also intended to cover population resource relationships that determined to the localization of settlement patterns, and mobilization of potential resources for national development. It is mainly due to Nepal's topography changes from the alluvial plains suitable for agriculture to the frozen wastes of the Himalayan Mountains. The climate changes rapidly from the sub-tropical Tarai to the cool dry temperate and alpine conditions. This course has also highlighted the application of statistical techniques in the geographic study.

2. General Objectives

On completion of the Master of Social Studies Education course, the scholars will be able to:

- make students familiarize the concept of the physical and regional geography of Nepal;
- enable students for dealing with population patterns and demographic trends of Nepal;
- develop critical insights into the characteristics of the settlement geography of Nepal;
- acquaint students' knowledge of the social and political geography of Nepal;
- familiarize students with the patterns of economic activities with reference to resource mobilization; and
- impart knowledge and skills to compute basic statistical tools and techniques in social studies.

3. Specific objectives and contents

Specific objectives	Contents
Unit I: Introduction to the Geography of Nepal (9)	
<ul style="list-style-type: none"> • Point out the location, extent and boundary of Nepal in the globe • Distinguish between physiographic and ecological divisions of Nepal • Discuss the relationship between climate and vegetation of Nepal • Outline the major drainage patterns of Nepal • Explain the regional geography of Nepal including typology and regional planning 	<ul style="list-style-type: none"> 1.1 The Setting and Situation <ul style="list-style-type: none"> 1.1.1 Location 1.1.2 Size, Shape and Extent 1.1.3 Boundary 1.2 Nepal's Physical Environments <ul style="list-style-type: none"> 1.2.1 Physiographic Division 1.2.2 Ecological Division 1.3 Climate - types, monsoon patterns and climatic regions and impact of climate

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<p>strategies different regions</p> <ul style="list-style-type: none"> • Critically analyze the geographical diversities of seven Provinces 	<p>change and climate variability on human adaptation</p> <p>1.4 Vegetation</p> <p>1.5 Drainage Patterns</p> <p>1.6 Regional Geography of Nepal- Typology (Formal, Functional and Vernacular) and regional development strategy</p> <p>1.7 Geographical Diversity of Seven Provinces</p>
Unit II Population Patterns and Trends (8)	
<ul style="list-style-type: none"> • Critically analyze the patterns and trends of the population in Nepal 	<p>2.1 Patterns and Trends</p> <p>2.2 Population Growth, Distribution, and Density</p>
<ul style="list-style-type: none"> • Illustrate the situation of population growth, distribution patterns, and density in Nepal • Discuss the composition of the population in Nepal- - age, sex, literacy, caste and ethnicity, language, economic activity, rural-urban, in Nepal • Critically analyze the patterns, trends, and flows of migration in Nepal • Describe the impact of population resource relationships in the development of Nepal 	<p>2.3 Composition of the Population</p> <p>2.4 Migration- Patterns, Trends, and Flow, Labour migration</p> <p>2.5 Impact of population resource relationships</p>
Unit III: Settlement Geography (7)	
<ul style="list-style-type: none"> • Discuss the characteristics of the settlements of Nepal • Explain the factors affecting the development of settlements in Nepal • Describe the nature and characteristics of rural settlements in Nepal • Critically analyze the urban urbanization trends in Nepal • Discuss the living conditions (life) of different ecological regions of Nepal 	<p>3.1 Characteristics of Settlements</p> <p>3.2 Factors to the Development of Settlements</p> <p>3.3 Nature and Characteristics of Rural Settlements</p> <p>3.4 Urbanization Trends and Rural-Urban Interactions</p> <p>3.5 Life of different ecological regions</p> <p>3.5.1 Mountains</p> <p>3.5.2 Hills</p> <p>3.5.3 Tarai</p>
Unit IV Social and Political Geography (8)	
<ul style="list-style-type: none"> • Discuss the concepts, and importance of social and political geography in Nepalese society 	<p>4.1 Concept and Importance of Social and Political Geography</p> <p>4.2 Space and Society</p> <p>4.3 Nation and National Identity</p>



<ul style="list-style-type: none"> • Distinguish between space and society • Explain the importance of the nation and national identity in the multicultural society of Nepal • Explain the impact of geopolitics on power and politics in Nepal • Critically analyze the concept and dimensions of the geography of marginality in the context of Nepalese society 	<p>4.4 Impact of Geopolitics on Nepalese Society</p> <p>4.5 Geography of Marginalization-concept and Dimensions</p>
Unit VI Statistical Techniques (16)	
<ul style="list-style-type: none"> • Introduce the concept and use of statistical techniques in social studies curricula • List the levels of scale of measurements (nominal, ordinal, interval, and ratio) • Illustrate the graphic distributions of quantitative data • Compute the central tendencies- mean, median, standard deviation, and mean deviation • Explain the basic concepts of sampling distribution and probability • Compute the correlation and regression analysis 	<p>6.1 Introduction to the Use of Statistical Techniques</p> <p>6.2 Use the Scale of Measurement</p> <p>6.3 Construction of Graphic to show</p> <p style="padding-left: 20px;">6.3.1 Frequency distribution</p> <p style="padding-left: 20px;">6.3.2 Bar Graph, and Pie Chart</p> <p style="padding-left: 20px;">6.3.3 Categorical statistics</p> <p>6.4 Central Tendencies- Mean and Median</p> <p>6.5 Standard and Mean Deviation</p> <p>6.6 Sampling Distribution and Probability</p> <p>6.7 Correlation and Regression Analysis</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | |
|---------------------------------|-------------------|------------------|
| (a) Lecture and question-answer | (b) Discussion | (c) Inquiry |
| (d) Demonstration | (e) Team teaching | (f) Project work |

4.2 Specific Instructional Techniques

Specific technique has given in teaching learning strategies of related unit.

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Activities	Pedagogical implications
<ul style="list-style-type: none"> The instructor will provide learning materials to the prospective teachers in the classroom, and be given the task of reviewing the text, curriculum, and national curriculum framework to develop their critical understanding of the geography of Nepal that is related to teaching social studies. The instructor will deliver the subject areas (contents) using PowerPoint, 	<ul style="list-style-type: none"> Critical thinking about the different dimensions of the Geography of Nepal study Develop a critical understanding of the concepts, nature, scope, and importance of the geography of Nepal in social studies curricula at various levels. Construct different types of maps, charts, and diagrams to show population resource-relationships
<p>followed by question-answer and group discussion methods in the classroom.</p> <ul style="list-style-type: none"> The prospective teachers will take part in class presentations on the given subject matter and critically assess the class presented by their peers. The instructor will evaluate the class presentation and provides feedback for further improvements. 	<ul style="list-style-type: none"> Develop an understanding of the themes and approaches to develop critical insights into the characteristics of the settlement geography of Nepal; Construct knowledge and understanding of the social and political geography of Nepal. Employ the knowledge to compute basic statistical tools and techniques in social studies.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final/semester examination.

5.4 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted	Description
Attendance	5	70-80=3, 81-90=4, 91-100=5
Classroom activities	5	Each student will take part in class presentation on a theme selected/provided.
First assignment	10	Any one task from Unit 1 or 2 or 3 or 5.
Second assignment	10	Task from Unit 3
Third assignment	10	Written examination: Objective and subjective items
Total	40	

5.5 External Evaluation (Final Examination)


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Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

- Central Bureau of Statistics [CBS] (2014). *Population monograph of Nepal*. Kathmandu: Author
- Del-Casino Jr, V. J., Thomas, M. E., Cloke, P. & Penelli, R. (eds.) (2011). *A Companion to Social Geography*. UK: John Wiley & Sons. (Unit IV)
- Friedman, J. and Alouse W. (eds.) (1974). *Regional policy*. Cambridge: MIT Press. (Unit I)
- Government of Nepal [GoV], (2019). *Fifteenth plan (2019-2024)*. Kathmandu: National Planning commission [NPC].
- Gupta, S. P., (1987). *Statistical Methods*. New Delhi: Sultan Chand and Sons (Unit VI)
- Hagen, Toni (1998). *Nepal: The Himalayan Kingdom*. The Hague: Leiden. (Unit I, II, III, IV, and V)
- Karan, P. P. (1960). *Nepal: Cultural and Physical Geography*. USA: University of Kentucky press. (Unit I, II, III, IV, and V)
- Panday, R. K. (1984). *Physical Geography of Nepal (in Nepali)*. Lalitpur: Tethys Panday. (Unit I, and II)
- Panday, R. K. (1995). *Development disorders in the Himalayan heights challenges and strategies for environment and development altitude geography*. Kathmandu: Ratna Pustak Bhandar.
- Panday, R. K. (2009 BS). *Nepalko Manab Bhugol*. Kathmandu: Ratna Pustak Bhandar.
- Perspectives on Geographical Marginality*. <https://www.springer.com/series/15046> (Unit IV)
- Shrestha, Buddhi Narayan. (nd). *Nepal ko Simana*. Kathmandu (Unit I)
- Shrestha, C. B. (1981). *Cultural Geography of Nepal*. Bhaktapur: K.K. Shrestha and K.L. Shrestha. (Unit II, and IV)
- Shrestha S. H. (1998). *Economic Geography of Nepal*. Kathmandu: Educational Enterprise Pvt. Ltd. (Unit I, II, III, IV, and V)
- Qualitative data R Tutorial, (nd) retrieved from <http://www.r-tutor.com/elementary-statistics/qualitative-data> (Unit VI)
- Trudeau & McMorran, 2011. (2011). The geographies of marginalization. <https://doi.org/10.1080/14616688.2018.1477171> (Unit IV)
- Valentine, G. (2001). *Social geographies space and society*. London: Pearson Education Ltd (Unit IV)

Reference Books/Materials

- Bhandari, S. (2059). *Geography of Nepal*. Kathmandu: Ratnapustak Bhandar

Examination Division
Faculty of Education
Nepal College of Education
Kathmandu

- Panday, R.K. (1987). *Altitude Geography: Effects of Altitude on the Geography of Nepal*. Kathmandu: The Himalayan Book Distribution.
- Shrestha, C. B. & Rijal, S. P. (2016). *Cultural geography of Nepal*. Kathmandu: Prakash Shrestha and Sunil Shrestha
- Rijal, S. P. (2016). *Nepalko Bhugol*. Kathmandu: Shanta Rijal
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शान्ता रिजाल
Shanta Rijal

Sost. Ed. 533: Nepalese Economy
Code: Sost. Ed. 533
Level: Master of Social Studies Education (MSSSED)
Nature of Course: Theoretical

Semester: Third
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

The course is designed to impart general knowledge of the Nepalese economy to the students of Master's Degree in Social Studies. The course comprises two parts: natural resources and economic activities and major issues of the Nepalese economy. The first unit natural resources and covers major basic concepts of the Nepalese economy, the natural resources of Nepal including land resources, forest resources, water resource, and mineral resources, and major economic activities and their contribution. The second part includes major issues of the Nepalese Economy that comprises major social and economic issues. Social issues address unemployment, foreign employment, social security, and corruption while economic issues include globalization, linkage among private, public, and cooperatives, and foreign trade.

2. Course Objectives

Objectives of this course are to:

- Introduce students to the basic concepts of the Nepalese economy.
- Make students able to understand the guiding principles of the state.
- Describe the natural resources of Nepal including land, forest, mineral, and water resources.
- Make students familiar with major economic activities including the agriculture sector, manufacturing sector, and service sector.
- Impart knowledge of unemployment and foreign employment with their size and magnitude.
- Review of the social security system, its dimension, and limitations.
- Introduce the problem of corruption.
- Able students to examine the impact of globalization in different sectors.
- Enable students to define globalization, and public-private-cooperative partnerships.
- Enable students to describe direction, size, structure, major trading commodities, and NTIS.

3. Specific Objectives and Course Contents

Specific objectives	Contents	Content Elaboration
Part I: Natural Resources and Major Economic Activities (23)		
<ul style="list-style-type: none"> • Explain the characteristics of the Nepalese Economy. • Describe the guiding principles of the Nepalese economy. • Review the linkage between Society and economic development in Nepal. 	Unit I Introduction to Nepalese Economy (5) 1.1 Concept and Characteristics 1.2 Guiding Principles 1.3 Society and Economic Development	Unit I: Introduction to Nepalese Economy (5) 1.1 Concept and Characteristics (Social and Economic) 1.2 Guiding Principles of the State: political, socio-



		cultural, and economic objectives (Article 50-1, 2, and 3) of the Constitution of Nepal). 1.3 Nepalese Society and Economic Development (salient features of Nepali society and development practices).
<ul style="list-style-type: none"> • Explain the concept and types of resources: renewable and nonrenewable. • Argue the importance, availability, and problems of land, forest, mineral, and water resources. • Prepare reports of resources available in their own provinces and ecological belts. 	Unit II Resources of Nepal (10) 2.1 Concept and Types of Resources. 2.2 Importance, availability, and problems of land, forest, mineral, and water resources. 2.3 Distribution of Resources among ecological belts and Provinces.	2.1 Concept and Types of Resources (renewable and Non-renewable). 2.2 Importance, availability, and problems of land, forest, mineral, and water resources. 2.3 Distribution of Resources among ecological belts and Provinces.
<ul style="list-style-type: none"> • Dig out agricultural activities of major food crops, cash crops, fruits, and vegetables; and livestock. • Review industrial activities. • Explain service sector activities. • Prepare a report related to the main economic activity of his or her parents. • Prepare a case study report related to tourists' activity/destination places in their locality. 	Unit III Major Economic Activities (8) 3.1 Agricultural Activities and Challenges of the Production of major food crops, cash crops, fruits, and Vegetables. 3.2 Industrial Activities: Manufacturing Industry. 3.3 Service sector activities: Tourism 3.4 Report Preparation and classroom presentation 3.5 Report Preparation and classroom presentation	Unit III: Major Economic Activities and their Challenge (8) 3.1 Agricultural Activities: major food (maize, paddy, millet, wheat); cash crops, fruits, and vegetables; and livestock. 3.2 Industrial Activities: Number of registered industries, capital investment, and employment generation, 3.3 Tourist arrival, Hotels, tourists' expenditure, and their stay and foreign exchange earnings. 3.4 Report Preparation and classroom presentation



Part II: Major Issues of Nepalese Economy (25)		
<ul style="list-style-type: none"> • Review the unemployment situation in Nepal. • Describe the concept, importance, and problems of foreign employment and remittance in the Nepalese economy. • Prepare a case study report related to foreign employment. • Explain the concept and types of social security measures. • Prepare a report related to benefits of the social security to their neighbors. 	<p>Unit IV: Social Issues (13)</p> <p>4.1 Unemployment: Concept, types, and Magnitude of Unemployment in Nepal.</p> <p>4.2 Foreign Employment: Concept, importance, and Problems of Remittance and Foreign Employment in the Latest Plan.</p> <p>4.3 Social Security: Concept, types, magnitude, and merits of the social security system.</p> <p>4.4 Corruption: Concept, magnitude, causes, and remedial measures.</p>	<p>Unit IV: Social Issues (13)</p> <p>4.1 Concept and Types of Unemployment. The extent of unemployment in Nepal.</p> <p>4.2 Importance and Problems of foreign employment. Remittance and its uses, Foreign Employment policy in the latest Plan.</p> <p>4.3 Definition, types, and magnitude with reference to Nepal, merits of the social security system.</p> <p>4.4 Definition of causes, magnitude, and Remedial measures of corruption.</p>
<ul style="list-style-type: none"> • Critically analyze the impact of globalization on the Nepalese economy and society. • Explain the role of public, private, and cooperative sectors in the Nepalese economy. • Discuss the size and direction of foreign trade in relation to major exports and imports commodities, and the balance of trade. • Introduce the concept of the Nepal Trade Integration Strategy (NTIS). 	<p>Unit V: Economic Issues (12)</p> <p>5.1 Concept of Globalization and its Impact.</p> <p>5.2 Role of Public, private, and cooperative sectors in the Nepalese Economy.</p> <p>5.3 Foreign Trade and its various dimensions, Trade deficit, and its causes.</p> <p>5.4 Concept of NTIS.</p>	<p>Unit V: Economic Issues (12)</p> <p>5.1 Globalization: Concept, impact on Nepalese Economy and Society.</p> <p>5.2 Role of the Public, private, and Cooperative Sectors in the Nepalese Economy.</p> <p>5.3 Foreign Trade: Concept, size, direction, exports, and imports with major commodities, and causes of trade deficit.</p> <p>5.4 Concept of NTIS.</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:



- (a) Lecture and question-answer.
- (b) Discussion.
- (c) Inquiry.
- (d) Project Work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Introduced the basic concepts and principles of Nepalese economy
II	<ul style="list-style-type: none"> • Students will be assigned to prepare general reports of resources available in their local community, provinces and ecological belts.
III	<ul style="list-style-type: none"> • Students will be assigned to prepare a report related to the main economic activity of their households. • Students will be assigned to prepare detailed reports related to tourists' destination places.
IV	<ul style="list-style-type: none"> • Students will be assigned to prepare a case study report related to the person involved in foreign employment. • Students will be assigned to prepare a descriptive report related to how their neighbors' benefitted from the social security scheme. • Students will be directed to organize an essay competition on the Extent of Corruption in Nepal and its Remedial Measures.
V	<ul style="list-style-type: none"> • Students will be assigned to prepare a case study report of any exportable commodity included in NTIS.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.6 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.7 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10	-	14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60 (100)

6. Recommended Books and Reading Materials

For Unit 1

For Unit 1.1: Jhingan, M. L. (2012) The Economics of Development and Planning (40th ed.). New Delhi: VRINDA PUBLICATIONS (P) LTD.

For Unit 1.2: Law Books Management Board (2072). The Constitution of Nepal. Author.

For Unit 1.3: Royal Norwegian Embassy in Kathmandu, Nepal and Kathmandu University School of Education (KUSOED), Hattiban, Lalitpur, Nepal (2015). Nepali Society and Development: Relevance of the Nordic Model in Nepal. Author. (Pages: 3-5)

For Unit 2

For Unit 2.1: Amit K. Singh and Dr. Deepak Singh (2019): STUDY MATERIAL FOR COMPULSORY COURSE ON ENVIRONMENTAL STUDIES. New Delhi, India: Department of Environmental Studies Deshbandhu College, University of Delhi.

For Unit 2.2: Shrestha, B. P. (1981). An Introduction to Nepalese Economy. Kathmandu: Ratna Pustak Bhandar.

For Unit 2.3: Shrestha, B. P. (1981). An Introduction to Nepalese Economy. Kathmandu: Ratna Pustak Bhandar.

For Unit 3

Ministry of Finance (2079). Economic Survey 2078/79. Singh Darbar, Kathmandu: MoF.

Nepal Rastra Bank (2079). Economic Activity Study Report (2078/79). Baluwatar, Kathmandu: Nepal Rastra Bank. (Website: https://www.nrb.org.np/contents/uploads/2023/01/EAR_Integrated_2078.79.pdf)

Central Bureau of Statistics (2021). National Economic Census 2018, Analytical Report: Tourism. Thapathali, Kathmandu: CBS

For Unit 4

For Unit 4.1: Nafziger, E. Wayne (2006). Economic Development, FOURTH EDITION - Economic Development. Cambridge University Press.

For Unit 4.1: Diulio, E. (2019). Macroeconomics, 3rd edition Paperback. **MC GRAW HILL INDIA.**

For Unit 4.2: Government of Nepal, Ministry of Labour, Employment and Social Security (2020). Nepal Labour Migration Report 2020. Singh Darbar, Kathmandu: MoLESS.

For Unit 4.2: Government of Nepal, Ministry of Labour, Employment and Social Security (2022). Annual Progress Report 2022. Singh Darbar, Kathmandu: MoLESS.

For Unit 4.3: Government of Nepal, National Planning Commission (2012). Assessment of Social Security Allowance Program in Nepal. Singh Durbar, Kathmandu: NPC.

For Unit 5

For Unit 5.1: James F. Fisher, J. F. (2011). Globalisation in Nepal: Theory and Practice. Battisputali, Kathmandu: Social Science Baha.

For Unit 5.1: CONTEXTUAL NEPAL (2021). What are the Impacts of Globalization in the Context of Nepal? (Website: <https://www.suyogghimire.com.np/2021/07/what-are-impacts-of-globalization-in.html>).

For unit 5.2: Role of Public Sector, Private Sector and Cooperative in Economic Development (2020). (website: <https://loksewameq.com/blog/section-officer-administration/contemporary-issues/economic-issues/2-3-role-of-public-sector-private-sector-and-cooperative-in-economic-development/>)

For Unit 5.2: <https://egyankosh.ac.in/bitstream/123456789/19127/1/Unit-14.pdf>

For Unit 5.3: Thapa, S. B. (2018). Determinants of Foreign Trade of Nepal: An Empirical Analysis. A Unpublished Dissertation Submitted to Faculty of Humanities and Social Sciences of Tribhuvan University in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Economics.

For Unit 5.3: Government of Nepal Ministry of Commerce (2016). Nepal Trade Integration Strategy 2016 (NTIS 2016). Singh Durbar, Kathmandu: Ministry of Commerce.

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Sost. Ed. 534: Constitution and Governance in Nepal

Nature of the Course: Theoretical

Level: Master (MSEED)

Course No: Sost. Ed. 534

Semester: Third

Credit hours: 3

Teaching hours: 48

Full Marks: 100

1. Course Description

The main objective of this course is to provide knowledge to the students regarding the constitutional development of Nepal. It has not been long since the beginning of the constitutional development of Nepal; however, in this short period of about 7 decades, 7 constitutions have been enacted in Nepal. This course intends to provide knowledge about the past constitutions of Nepal. The Constitution of Nepal promulgated in 2015 is the latest constitution of Nepal. Various aspects are covered in the course regarding this constitution. Federalism, which has been incorporated in the constitution along with federal, provincial, and local governments, is covered in detail in the course. Similarly, it aims to provide knowledge about the electoral system, political parties, and other components of democracy.

2. General Objectives

The general objectives of this course are to:

- Provide knowledge to the students regarding the constitutional history of Nepal along with ancient and medieval Hindu polity.
- Familiarize them with the political situations, making process, preamble, and characteristics of the constitutions of Nepal.
- Enable them to evaluate the foundational factors of the constitution of Nepal (2015).
- Enable them to explain governmental organs and their interrelationships.
- Acquaint them with the elections, electoral systems, and electoral processes adopted by the constitutions.
- Enrich the students with an understanding of political parties, their roles, and responsibilities to enhance the democratic culture in the country according to constitutional provisions.

3. Specific Objectives and Contents

Unit I: Constitutional History of Nepal (Class Hour = 10)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the ancient and medieval Hindu polity as a root of Nepalese constitutional development • Analyze the political situation, making process, preamble, and characteristics of seven constitutions of Nepal from 1948 to 2015. 	1.1 Ancient and Medieval Hindu Polity 1.2 Political situation, making process, preamble, and characteristics of constitutions of Nepal 1.2.1 The Rana Period and Government of Nepal Act 1948 AD 1.2.2 Interim Constitution 1951 AD 1.2.3 The Constitution of the Kingdom of Nepal, 1959 AD




	<p>1.2.4 Nepal's Constitution, 1962 AD</p> <p>1.2.5 The Constitution of the Kingdom of Nepal 1990 AD</p> <p>1.2.6 Interim Constitution 2006 AD</p> <p>1.2.7 Constitution of Nepal, 2015 AD</p>
Unit II: Foundations of Constitution of Nepal (2015) (Class Hour = 6)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the citizenship in the base of the Constitution of Nepal (2015) along with the concept of citizenship, citizens and residents, nationality and citizenship, Nepal's arrangements for citizenship, civic obligations and responsibilities, and patriotism • Examine the theory of Unity and integrity of the nation, rule of law, cultural pluralism, social justice, fundamental rights, social security, social inclusion, federalism, state restructuring, constitutionalism, separation of powers and checks and balances, and the principle of popular sovereignty on basis of the Constitution of Nepal (2015). 	<p>2.1 Citizenship</p> <p>2.1.1 Concept of Citizenship</p> <p>2.1.2 Citizens and Residents</p> <p>2.1.3 Nationality and Citizenship</p> <p>2.1.4 Natural born and naturalized citizenship</p> <p>2.1.5 Nepal's Arrangements for Citizenship</p> <p>2.1.6 Civic Obligations and Responsibilities</p> <p>2.1.7 Patriotism</p> <p>2.2 Unity and Integrity of the Nation</p> <p>2.3 Rule of law</p> <p>2.4 Cultural pluralism</p> <p>2.5 Social justice</p> <p>2.6 Fundamental rights</p> <p>2.7 Social security</p> <p>2.8 Social inclusion</p> <p>2.9 Federalism and State Restructuring</p> <p>2.10 Constitutionalism, Separation of Powers and Checks and Balances</p> <p>2.11 Popular sovereignty</p>
Unit III: Governmental Organs and Interrelationships (Class Hour = 16)	
Specific Objectives	Contents




<ul style="list-style-type: none"> • Analyze the formation, functions, responsibilities, and authority according to the Constitution of Nepal (2015). • Examine the executive - federal/provincial and local structure and functions - along with the president, prime minister and council of ministers, the governor of the province, chief minister and council of ministers of the province, village/municipality executive, and bureaucracy • Asses the legislature - Structure and functions - federal, provincial, and local 	<p>3.1 Formation, Functions, Responsibilities, and Authority</p> <p>3.2 Executive (Federal/Provincial and Local Structure and functions)</p> <p>3.2.1 president</p> <p>3.2.2 Prime Minister and Council of Ministers</p> <p>3.2.3 The Governor</p> <p>3.2.4 Chief Minister and Council of Ministers</p>
<ul style="list-style-type: none"> • Describe the judiciary - structure and functions - Supreme Court, Court of Appeals, District Court, Village/Municipal Court, Quasi-judicial bodies, and General and Special Jurisdiction • Find the interrelationships among the Executive, Legislature, and Judiciary • Explain the Constitutional bodies/organs, their Structure and functions, especially the Attorney General, Commission for the Investigation of Abuse of Authority, Auditor General, Public Service Commission, Election Commission, National Human Rights Commission, National Natural Resources and Fiscal Commission, and other Commissions provisioned in the Constitution of Nepal (2015). 	<p>3.2.5 Village/Municipality Executive</p> <p>3.2.6 Bureaucracy</p> <p>3.3 Legislature (Structure and Functions)</p> <p>3.3.1 Federal Parliament</p> <p>3.3.2 Provincial Parliament</p> <p>3.3.3 Local Legislation</p> <p>3.4 The Judiciary (Structure and Functions)</p> <p>3.4.1 Supreme Court</p> <p>3.4.2 Court of Appeals</p> <p>3.4.3 District Court</p> <p>3.4.4 Village/Municipal Court</p> <p>3.4.5 Quasi-judicial bodies</p> <p>3.4.6 General and Special Jurisdiction</p> <p>3.5 Interrelationship among Executive, Legislature, and Judiciary</p> <p>3.6 Constitutional Bodies/Organs (Structure and Functions)</p> <p>3.6.1 Attorney General</p> <p>3.6.2 Commission for the Investigation of Abuse of Authority</p>

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	<p>3.6.3 Auditor General</p> <p>3.6.4 Public Service Commission</p> <p>3.6.5 Election Commission</p> <p>3.6.6 National Human Rights Commission</p> <p>3.6.7 National Natural Resources and Fiscal Commission</p> <p>3.6.8 Other Commissions</p>
Unit IV: Political Process (Class Hour = 8)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss on electoral systems adopted by the Constitution of Nepal (2015); Type of elections, Electoral Constituency, Voting Behavior, Electoral Process (From the gathering of voter lists to the announcement of the results), Theory of Franchise, and Code of Conduct. • Examine the election process of the president vice president, prime minister, members of the House of Representatives/national assembly, members of the provincial assembly, and local authority according to the Constitution of Nepal (2015). 	<p>4.1 Electoral System</p> <p>4.1.1 Type</p> <p>4.1.2 Electoral Constituency</p> <p>4.1.3 Voting Behavior</p> <p>4.1.4 Electoral Process (From the gathering of voter lists to the announcement of the results)</p> <p>4.1.5 Theory of Franchise</p> <p>4.1.6 Code of Conduct</p> <p>4.2 Election Process</p> <p>4.2.1 President Vice President</p> <p>4.2.2 Prime Minister</p> <p>4.2.3 House of Representatives / National Assembly</p> <p>4.2.4 Provincial assembly</p> <p>4.2.5 Local authority</p>
Unit V: Party System (Class Hour = 5)	
Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the political party, the role of major political parties in Nepal, and the role of the leader 	<p>5.1 Political Party</p> <p>5.1.1 Role of Major Political Parties in</p>

<ul style="list-style-type: none"> Examine the Political stability and party system in Nepal 	<p>Nepal</p> <p>5.1.2 Role of Leader</p> <p>5.2 Political Stability and party system in Nepal</p>
Unit IV: Good governance (Class Hour = 3)	
<ul style="list-style-type: none"> Describe good governance, its principles, governance and public policy, fact-based policy making, and rights to information and public bodies' obligations 	<p>6.1 Principles of good governance</p> <p>6.2 Governance of Public Policy</p> <p>6.3 Fact-based policymaking</p> <p>6.4 Rights to Information and Public Bodies' Obligations</p>

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question-answer |

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	The main teaching-learning strategies are lectures, individual work, group discussion, and report presentation
II	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
III	The main teaching-learning strategies are individual work, group discussion, seminar paper presentation
IV	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
V	The main teaching-learning strategies are individual work, group discussion, and project work and presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent to the final/semester examination.

5.8 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Course teachers based on the following activities will conduct an internal evaluation:

S.N.	Descriptions	Marks
1.	Attendance	5
2.	Participation in learning activities	5
3.	First assessment	10
4.	Second assessment	10
5.	Third assessment	10

5.9 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10	-	14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60

6. Recommended Reading Materials and References

Reading Materials

- Adhikari, S.M. (1995). *Nepalma prajatantrik andolan ko ithas*. New Delhi: Nirala Publications.
- Baral, L. K. (2012). *Nepal nation-state in the wilderness (managing state democracy and geopolitics)*. New Delhi: sage publications.
- Bhandari, S. (2014). *Self-determination & constitution making in Nepal: Constituent assembly, inclusion, & ethnic federalism*. Springer.



- Dhungel, S. P., Adhikari, B., Bhandari, B. P., & Murgatroyd, C. (1998). *Commentary on the Nepalese Constitution* (First). DeLF Lawyer's Inc.
- Mainali, G. (2072). *Rajya Sanchalanka aadharharu* (First). Sopan Masik.
- Mandal, M. (2013). *Social inclusion of ethnic communities in contemporary Nepal*. Maulana Abul Kalam Azad Institute of Asian Studies in association with KW Publishers Pvt. Ltd., New Delhi.
- Malla, G. (2015). *Nepalako samvaidhanika itihasa* (Samskaraṇa dosro). Bhṛkuṭī Ekeḍemika Pablikesansa.
- Whelpton, J. (2008). *History of Nepal*. Cambridge University Press
- भट्टराई श्यामकुमार (Ed.). (२०७७). *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण). महान्यायाधिवक्ताको कार्यालय.
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References

- Adams, M., Meuwese, A. C. M., & Hirsch Ballin, E. M. H. (Eds.). (2017). *Constitutionalism and the rule of law: Bridging idealism and realism*. Cambridge University Press.
- Baral L. K. (2006). *Nepal: facets of Maoist insurgency*. New Delhi: Adroit publications.
- Bhattarai, K. P. (2008). *Nepal*. Chelsea House.
- Brekke, T. (Ed.). (2019). *Modern hinduism* (First edition). Oxford University Press.
- Brown, T. L. (1996). *The Challenge to democracy in Nepal: A political history*. Routledge.
- Dahal, R. K. (2001). *Constitutional and political development in Nepal*. Kathmandu: Ratna Pustak Bhandar.
- Deveaux, M. (2018). *Cultural Pluralism and Dilemmas of Justice*. Cornell University Press.
- Devkota, G. B. (vol. 1st 1979, vol. 2nd. 1. 980, vol. 3rd 1983, vol. 4th 1983). *Nepalko rajnitik Darpan*. Kathmandu: Arjun Bahadur Devkota.
- Gupta, A. (1993). *Politics in Nepal 1950-1960*. New Delhi: Kalinga Publications
- Hangen, S. I. (2010). *The rise of ethnic politics in Nepal: Democracy in the margins*. Routledge.
- Joshi, B. and Rose, L. E. (2004). *Democratic innovation in Nepal: A case study of acculturation*. Kathmandu: Mandala Publications.
- Lawati, M. (Ed.) (2008). *Contentious politics and democratization in Nepal*. New Delhi: Sage Publications Pvt. Ltd.
- Nepāla, J. (2072). *Pahilo samśad: BīPī-Mahendra takarāva* (Samskaraṇa pahilo). Sāngriḷā Pustaka Prā. Li.
- Rose, L. E., & Scholz, J. T. (1980). *Nepal: Profile of a Himalayan kingdom*. Westview Press.
- Schmid, C. L. (2001). *The politics of language: Conflict, identity and cultural pluralism in comparative perspective*. Oxford University Press.
- Shah, R. (2006). *Nepal politics: retrospect and prospect (Second edition)*. New York: Oxford University Press.
- Shah, S. (2008). *Civil society in uncivil places: Soft state and regime change in Nepal*. East-West Center Washington.
- Shaha, R. (1992). *Ancient and medieval Nepal* (1. ed). Manohar.
- Shrestha, N. R., & Bhattarai, K. (2017). *Historical dictionary of Nepal* (Second edition). Rowman & Littlefield.
- Subramanian, N. (2014). *Nation and family: Personal law, cultural pluralism, and gendered*



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citizenship in India. Stanford University Press.

Toffolo, C. E. (Ed.). (2003). *Emancipating cultural pluralism*. State University of New York Press.

White, R. E., & Cooper, K. (2015). *Democracy and its discontents: Critical literacy across global contexts*. Sense Publishers.

Young, C. (2015). *The politics of cultural pluralism*. University of Wisconsin Press.

निरौला, नृपध्वज. (२०७७). नेपालमा संवैधानिक विकासक्रम: एक विश्लेषण. In *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण, p. २७-५०). महान्यायाधिवक्ताको कार्यालय.

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शाक्य, पूर्णमान. (२०७७). संविधानवाद. In *संवैधानिक कानून, स्रोत सामग्री* (दोस्रो संस्करण, p. १९-२६). महान्यायाधिवक्ताको कार्यालय.

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Sost. Ed. 535: Modern History of Nepal
Nature of the course: Theoretical
Level: MSSSED
Code No. Sost. Ed. 535

Semester: Third
Full Marks: 100
Total Period: 48
Credit Hours: 3

1. Course description

This course is prepared to familiarize the students with the major events of the history of unified Nepal up to 1768-1950. It deals with the contextual condition of the unification of Nepal, the rise of the Gorkha State and the unification of Nepal, explore the major events during the Rana period, makes a historical review of foreign relations of Nepal, and explores the local and regional history of Nepal surrounding the students' living places.



2. General Objectives:

The general objectives of this course are as follows:

- ~~To provide the background of the Unification of Nepal.~~
- To describe the rise of the Gorkha State and the Unification of Nepal.
- To explore the major events during the Rana period.
- To make a historical review of the foreign relations of Nepal.
- To explore the local and regional history of Nepal.

3. Specific Objectives and Contents

Specific Objective	Contents
Unit I Introduction to the Unification of Nepal (6)	
<ul style="list-style-type: none"> • Discuss the concept and situations of the Unification of Nepal • Describe the socio-economic condition of Kathmandu Valley on the eve of the Gorkha conquest. • Explore the interstate relations among the Principalities • Explain the geographical influence on the modern history of Nepal. 	1.1 Concept and Situation of the Unification 1.2 Geographical Influences on the History of Nepal 1.3 Socio-economic conditions of the Principalities of Kathmandu, <i>Baise, Choubise, Sen</i> 1.4 Socio-economic condition of Kathmandu Valley on the eve of the Gorkha conquest. 1.5 Interstate Relations among the Principalities
Unit II Rise of Gorkha and Unification of Nepal (10)	
<ul style="list-style-type: none"> • Acquaint the role of Dravya Shah in the founding of the Gorkha state. • Examine the socio-economic reforms of Ram Shah • Explain the unification of Nepal. • Analyze the Rise and Socio-Economic reforms of Bhimsen Thapa 	2.1 Rise of Gorkha state- Dravya Shah. 2.2 Socio-economic Reforms of Ram Shah 2.3 Unification of Nepal 2.4 Rise and Reforms of Bhimsen Thapa
Unit III Major Events During Rana Period (14)	
<ul style="list-style-type: none"> • Explore the foundation of the Rana Rule. 	3.1 Foundation of Rana Rule

<ul style="list-style-type: none"> • Explain and analyze the Muluki Ain. • Describe the Social conditions of Nepal During the Rana period. • Examine the major educational reforms and their impact on Nepalese society. • Evaluate the fall of the Rana Rule in Nepal 	3.2 Legal reform (Muluki Ain). 3.3 Social Conditions: child marriage, widow re-marriage, Sati System, slavery System, bonded labour, women's right to property. 3.4 Major educational reforms and its impact in Nepalese Society 3.5 Fall of Rana Rule in Nepal
Unit IV Historical Review of Foreign Relations of Nepal (8)	
<ul style="list-style-type: none"> • Examine the relationship between Nepal and United Nations Organization. • Explain the role of Nepal in the SAARC. • Evaluate the Nepal and non-alignment policy. 	4.1 Nepal and United Nations Organization 4.2 SAARC and Nepal 4.3 Nepal and non-alignment policy
Unit V Local History of Nepal 10)	
<ul style="list-style-type: none"> • Draw the concept of local and regional history. • Make the project work on the local history of Nepal. • Present the project work on the surroundings of students. 	5.1 Concept of Local History 5.2 Project work on the local history of Nepal 5.3 Presentation of project work

Note: the figures in the parenthesis indicate the approximate periods for the respective units.

4. Methods /Instructional Techniques:

Due to the theoretical nature of the course, teacher-directed guided instructional techniques will be mostly adopted, to impart the required knowledge of the concerned units to students. The teacher will adopt the following methods/techniques:

1. Lecture.
2. Discussion - individual and group discussion
3. Preparation and presentation of project paper.
4. Inquiry and question Answers.
5. Brainstorming and Buzz session.
6. Library work- assignment and report writing

All the above-mentioned methods/techniques can be implemented either in groups or individually according to the class situation and the number of students.

4. Instructional techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- | | | | |
|-------------|-------------------|---------------------|-----|
| (a) Lecture | (b) Discussion | (c) Inquiry | (d) |
| Project | (e) Team teaching | (f) Question-answer | |

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- Group work on social issues published in journals and magazines and present reports in the classroom.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching-learning strategies are lectures, individual work, group discussion, and report presentation
II	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
III	The main teaching-learning strategies are individual work, group discussion, seminar paper presentation
IV	The main teaching-learning strategies are individual work, group discussion, and term paper presentation
V	The main teaching-learning strategies are individual work, group discussion, and project work and presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent for the final/semester examination.

5.10 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.11 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Distribution of Questions based on Cognitive Level

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Cognitive Level	Weightage given %	Question number			Marks Given			Marks & percentages given in the question paper
		MCQ	SAQ	LAQ	MCQ	SAQ	LAQ	
Knowledge	23.33	4	2	-	4	10		14 (23.33)
Understanding	26.67	1	1	1	1	5	10	16 (26.67)
Application	23.33	4	2	-	4	10	-	14 (23.33)
Higher-ability	26.67	1	1	1	1	5	10	16 (26.67)
Total	100	10	6	2	10	30	20	60

Students need to secure a minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

Recommended Books

Acharya, B. (2002 B.S.). *Nepal ko Samchhipta Britanta*. Kathmandu: PromodShamsher and Neer Bikram Pyasi.

Nepal, G. (2050 B.S.). *Nepal Ko Mahabharat*, Kathmandu: SajhaPrakashan.

Nepali, C. (2035 B.S.). *General Bhemsenthapa Ra Tatkalin Nepal*. 3rd edition, Kathmandu: Ratna Pustak Bhandar.

Nepali, C. (2044 B.S.). *Shree Panch Rana Bahadur Shah*. 2nd edition, Kathmandu: Ranta Pustak Bhandar.

Sangraula, N.P. (2064 B.S.). *Aadhunic Nepal Ko Itihas*. Kahtmandu: Bidharthi Pustak Bhandar.

Sharma, B.C. (2008 B.S.). *Nepal Ko Aitihasiik Ruprekha*. (New edition). Baranashi: Krishna K. Devi.

Upadhaya, S.P. (2055 B.S.). *Nepal Ko Samichayatmak Itihas*. Lalitpur: Sajha Prakashan.

Upadhtaya, S.P. (2075), *Naya Nepal Ko Adhunik Itihas*, Lalitpur: Sajha Prakashan.

Yadav, P. L. (2062 B.S.). *Nepalko rajnaitik itihas*. Rajbiraj: MahanthiYadav.

<https://treaties.un.org/doc/publication/ctc/uncharter.pdf>

<https://nepal.un.org/en/about/about-the-un>

<https://mofa.gov.np/statement-by-hon-mr-pradeep-kumar-gyawali-minister-for-foreign-affairs-at-the-conference-on-nepals-contributions-to-un-peacekeeping/#:~:text=Nepal%20has%20thus%20far%20participated,political%20missions%20in%202011%20countries.>

https://planipolis.iiep.unesco.org/sites/default/files/ressources/nepal_undaf_2013-2017_0.pdf

<https://mofa.gov.np/wp-content/uploads/2016/03/Revised-SAARC-Brief.pdf>

<https://mofa.gov.np/nepal-and-saarc/>

<https://www.adb.org/sites/default/files/linked-documents/50254-001-ld-sd-08.pdf>

6.2 References

- Acharya, B. (2024 B.S.). Shree Panch Badamaharajdhiraj Prithvinarayan Shah ko Samshipta Jiwani, 4 vols. Kathmandu: His Majesty's Press Secretariat, Royal Palace.
- Rose, L.E. (1973). Nepal: Strategy for survival. Delhi: Oxford University Press.
- Samsher, P. (2059 B.S.). Shree tinharuko Tathya Brinta, 2 vols. Kathmandu: Bidhyarthi Pustak Bhandar.
- Sever, A. (1993). Nepal under the Ranas. New Delhi: Oxford and BH Publishing Co. Pvt. Ltd.
- Stiller, L.F. (1975). The rise of the house of Gorkha. Rachi: Patna Jesuit Society.
- Vajracharya, B. (1992). Bahadur Shah: The regent of Nepal. New Delhi: Anmol Publications
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Sost. Ed. 536: 21st Century Life Skills
Nature of course: Theoretical
Level: MSSSED
Course No.: Sost. Ed. 536

Semester: Third
Credit Hour: 3 hours
Teaching Hour: 48 hours

1. Course Description

The course aims to focus on developing the skills such as critical thinking, problem solving, communication, digital literacy, and collaboration. We will explore how these skills can be applied in various social science fields, such as sociology, political science, and economics as well as being a responsible and ethical citizen in the digital age. After completing this course, the student will have a better understanding of how to apply these skills in their future career and how to navigate the rapidly changing world we live in today.

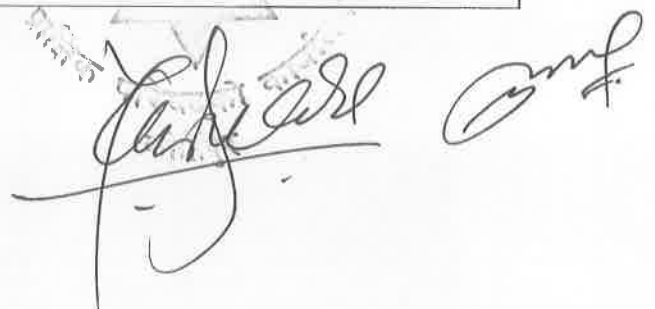
2. General Objectives

After the completion of this course, the students should be able:

- To increase digital literacy, including proficiency in the use of technology and understanding of its impact on society.
- To develop critical thinking and problem-solving skills, which will enable students to analyze complex social issues and develop effective solutions.
- To improve communication skills, including written, verbal, and digital communication, which will allow students to effectively convey their ideas and engage with diverse audiences.
- To promote collaboration and teamwork, which will prepare students for working in diverse and dynamic environments?
- To enhance ethical and civic responsibility, by discussing the impact of technology on society, and encouraging students to become active and engaged citizens in the digital age.

3. Course Outlines:

Specific Objectives	Contents
Unit I Introduction to 21st Century Skills (CS) (8)	
<ul style="list-style-type: none"> • Describe the concept of 21st CS skills. • Explain the 21st CS component of 4C, IMT and FLIPS. • Define the ATCs 21 CS Skills. • Practice appropriate 21st-century skills in social studies education 	1.1 Concept of 21st Century Skills 1.2 Importance of 21 st CS in Social Science 1.3 Components of 21st CS: 4C, IMT, FLIPS 1.4 ATC21s 21st Century Skills 1.5 21st-Century Skills and Social Studies Education
Unit II Digital Literacy (10)	
<ul style="list-style-type: none"> • Define digital literacy. • Demonstrate the use of a word processor to prepare reports. 	2.1 Introduction to digital literacy 2.2 Use of a word processor to prepare reports 2.3 Use of presentation application to prepare a



<ul style="list-style-type: none"> • Demonstrate presentation contents using presentation applications. • Search the educational content and select appropriate content. • Use social media to create share and publish content. • Explore mobile apps to support social studies learning. 	<p>presentation</p> <p>2.4 Searching learning resources using search engine</p> <p>2.5 Use of social media to create, publish and share learning resources.</p> <p>2.6 Use of mobile apps for social studies learning</p>
Unit III Critical Thinking and Creativity (12)	
<ul style="list-style-type: none"> • Explore the argument, logic, and reasoning practices. • Apply rational discussion to the critical thinking process. • Demonstrate a critical thinking activity in the classroom. • Explain creativity. • Demonstrate creative activities in the classroom. 	<p>3.1 Concept of Critical Thinking</p> <p>3.2 Concept of Argument, logic, and Reasoning</p> <p>3.3 Example of good vs bad argument</p> <p>3.4 Rational discussion and reply rationally to an argument</p> <p>3.5 Deductive arguments vs non-deductive arguments</p> <p>3.6 Critical thinking activities in the classroom using social media.</p> <p>3.7 Concept of Creativity and Process</p> <p>3.8 Problem-Solving through critical thinking</p> <p>3.9 Classroom Activities of creativities</p>
Unit IV Communication and Collaboration Skills (12)	
<ul style="list-style-type: none"> • Explore effective communication practices. • Explain interpersonal communication techniques. • Explain the different modes of collaboration. • Demonstrate the social media for creating, publishing, share learning materials 	<p>4.1 Basics of effective communication</p> <p>4.2 Interpersonal and Interpersonal communication skills</p> <p>4.3 Collaboration and Teamwork</p> <p>4.4 Communication in virtual teams</p> <p>4.5 Social Skills: Leadership</p> <p>4.6 Application of creating, publishing, and sharing audio, and video materials using mobile, social media, and cloud drives.</p>
Unit V Social and Cross-Cultural Interaction (6)	
<ul style="list-style-type: none"> • Define the social and cross-culture learning environment. • Explore the ethical issues in the cross-culture learning environment. • Classroom Activities on ethical issues, privacy, and freedom of expression on online behaviors. 	<p>5.1 Concept of digital culture and global villages</p> <p>5.2 Ethical Issues of cross-culture Interaction</p> <p>5.3 Digital Citizen and Netiquettes</p> <p>5.4 E-safety in Cyberspace</p> <p>5.5 Privacy and Freedom of Expression in the digital world</p> <p>5.6 Classroom Activities on ethical issues, privacy, and Freedom of Expression on online behaviors.</p>

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4 Instructional Techniques

The instructional techniques for this course are divided into two groups. The 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 Instructional Techniques

- Introductory presentation on each topic of the unit by the teacher
- Use of lecture, question answer, discussion, brainstorming, and buzz sessions for the theoretical contents.

4.2 Specific Instructional Techniques

Unit	Suggested specific Instructional Techniques
II	<ul style="list-style-type: none"> • Students will create one-to-one digital skills activities and reviews with your peers
III, IV, V	<ul style="list-style-type: none"> • Students are divided into groups. The groups will create and give 21st CS activities. Each group prepares a short report/presentation and presents it in class.
VI	<ul style="list-style-type: none"> • Students work in pairs and discuss different case studies about 21st CS and draw the educational implications from 21st CS for classroom teaching in their social science areas.

5 Evaluation

5.1 Internal Evaluation 40%

The subject teacher based on the following activities will conduct internal evaluation:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on unit I, II, III, IV, V)	10
4) Second assignment (Pair work based on Unit VI)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

5.2 Final/Semester Evaluation 60%

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the Semester.

Objective type question (Multiple choice 10 x 1 points)	10
Short answer questions with two OR optional (6 questions x 5 points)	30
Long answer questions with one OR optional (2 questions x 10 points)	20
Total	60

5. Recommended books and References materials (including relevant published articles in national and international journals)



Recommended books:

21st Century Skills: A Handbook, Central Board of Education, Delhi, 2020

References materials:

Trilling, B., & Fadel, C. (2009). *21st21st-century: Learning for life in our times*. Jossey-Bass, a Wiley Imprint.

Walter Sinnott Armstrong and Robert Fogelin, *Understanding Arguments: An Introduction to Informal Logic*. 8th Ed. Wadsworth Cengage Learning.

Bellanca, J. A. (Ed.). (2015). *Deeper learning: Beyond 21st21st-century*. Solution Tree Press.

Lamri, J. (2019). *The 21st-century skills: How soft skills can make all the difference in the digital era*.

Weverka, P., & Wade, M. (2021). *Office 365 all-in-one for dummies, 2nd edition (2nd ed.)*. John Wiley & Sons Inc.

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Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSEED)
(Six-Semester New Integrated Programme)

Course Cycle

Fourth Semester

SN	Code	Subjects	Credit Hours
1	Ed. 541	Education psychology	3
2	Ed. 542	Education, development and society	3
3	Sost. Ed. 543	Spatial Information & Communication Technology	3
4	Sost. Ed. 544	Public Finance and Entrepreneurships	3
5	Sost. Ed. 545	Social Justice and Civic Education	3
6	Sost. Ed. 546	Democratic Nepal	3
Total			18




Ed.541: Educational Psychology**Course No.: Ed.541****Level: M. Ed.****Semester: IV****Nature of course: Theoretical****Credit Hours: 3 cr. hrs.****Teaching Hours: 48 hours****1. Course Introduction**

This is a compulsory course for Master in Social Studies Education (MSSSED) in Tribhuvan University. The course subsumes five units focusing on theoretical and practical aspects of developmental and educational psychology with classroom application. The first two units are related with developmental psychology and adolescent psychological development and its classroom application. Units III and IV are about some contemporary learning theories and their implications in teaching and learning. The fifth unit is about learning difficulties, disadvantaged and gifted learners. There are mainly two purposes to offer this course. One purpose is to make the MSSSED students capable of understanding teenage learners' psychology and deal with them accordingly at home and or in school. Second purpose is to make them familiar with learning theories and learners characteristics so that they will be able to use that knowledge and understanding in formal and informal teaching and learning situations.

2. Learning Outcomes of the Course

The learning outcomes of this course are listed in this section. After the completion of this course the learners will:

- Conceptualize the concept, issues, and approaches of human development
- Identify concept, meaning, and importance of developmental and educational psychology.
- Learn to critically reflect on the cognitive, emotional, social, personality and moral development of adolescence.
- Understand potential challenges of adolescent development and search the ways to promote healthy development
- Conceptualize behaviorist, humanistic, and cognitivist schools of learning theories and their classroom implications
- Gain knowledge about constructivist learning theories with their educational implications for teaching and learning
- Delineate the social approaches to teaching in relation to in the broader constructivist context and situated cognition.
- Comprehend the concept, meaning and causes of general and specific learning difficulties.
- Know about the specific learning difficulties of learners with disabilities in relation to Dyslexia, ASD, ADHD and also present the other specific learning conditions.
- Find out the educational issues of children with disabilities and educating strategies for gifted children

3. Course Contents and Specific Objectives

This section includes the following five units of this course and their specific objectives intending to achieve the learning outcomes:

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Part I: Developmental Psychology		
Unit I: Understanding Developmental Psychology (9 hours)		
Specific Objectives	Contents	
<ul style="list-style-type: none"> • Define the concept of human development • Exemplify the issues in human development • Illustrate the behaviorist, psychoanalytic, cognitive approach and ecological contextual approaches of human development 	1.1. Concept of Human Development 1.2. Issues in Human Development 1.2.1 Nature vs. nurture 1.2.2 Stability vs. change 1.2.3 Continuity vs. discontinuity 1.3. Approaches to Human Development 1.3.1 Behaviorist view: B. F Skinner 1.3.2 Psycho-analytical approach: Sigmund Freud 1.3.3 Cognitive approach: Piaget's view 1.3.4 Ecological contextual approach: Urie Bronfenbrenner	
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Provides learning materials to the students and ask them to suggest ideas for classroom discussion. • Gives a short lecture and conceptual presentation on the issues and theories before the class discussion. • Forms groups for discussion. • Organize debate on the issues. • Summarizes the discussion 	<ul style="list-style-type: none"> • Prepare discussion questions. • Participate in the group discussion equally and draw ideas. • Get involved in debate for and against the human development issues and theories. • Raise questions about the contents and issues that were not well understood 	<ul style="list-style-type: none"> • Student need to prepare a four-page reflective report based on discussion in the group and their experience of the debate. • To prepare this report, students consult the books and articles available in the library as well as online materials.
Unit II: Understanding Adolescence (9 hours)		

<ul style="list-style-type: none"> • Describe the cognitive development of adolescence and its educational implications • Explain the emotional patterns and competences of adolescence • Sketch the socio-emotional development of adolescence and its classroom implication. • Illustrate the patterns of personality development during adolescence 	<p>2.1. Cognitive Development of Adolescence and its Educational Implications</p> <p>2.2. Emotional Development in Adolescence</p> <p> 2.2.1 Emotional pattern</p> <p> 2.2.2 Emotional competence</p> <p> 2.2.3 Emotional characteristics and its educational implications</p> <p>2.3 Social Development</p> <p> 2.3.1 Role seeking</p> <p> 2.3.2 Development of identity</p> <p>2.4 Personality Development: Personality trait and temperaments</p> <p>2.5 Moral Development During Adolescence</p> <p> 2.5.1 Kohlberg's theory</p>
<ul style="list-style-type: none"> • Describe the moral development during adolescence • Clarify the Kohlberg's theory of moral development 	<p> 2.5.2 Domains and context of moral development</p> <p>2.6 Potential Challenges of Adolescent Development and Strategies to Promote Healthy Development</p>

Teaching Learning Strategies

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

Part II: Learning Theories

Unit III: Behaviorist, Humanistic and Cognitivist Learning Theories (12 hours)

<ul style="list-style-type: none"> • Identity and explain the basic concept of behaviorism. • Describe the major theoretical concepts related to Guthrie's contiguous conditioning 	<p>3.1. Behaviorism</p> <p> 3.1.1. Behaviorist learning theories</p> <p> 3.1.2. E. R. Guthrie's contiguous conditioning</p> <ul style="list-style-type: none"> • Major theoretical concepts – one law of learning, learning in one trial, the recency principle, movement produced stimuli, role of practice
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<ul style="list-style-type: none"> • Define the concept of associative interference, forgetting and breaking of habits • Exemplify Guthrie's view on motivation, reward and punishment and its educational implication for teaching and learning. • Illustrate the humanistic approaches to learning and its educational implication • Clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning 	<ul style="list-style-type: none"> • Associative interference, forgetting and breaking of habits • Guthrie's view on motivation, reward and punishment • Implications for teaching and learning <p>3.2.Humanistic Approaches to Learning</p> <ul style="list-style-type: none"> • Concept of humanism and its relationship with psychology • Proponents of humanistic approaches (Maslow and Rogers) and their theories • Implications of these approaches in education and learning • Strengths and limitations of humanism in the classroom
<ul style="list-style-type: none"> • Explain purposive behaviorism based on Tolman's experiments 	<p>3.3.Cognitive Learning</p> <p>3.3.1. Cognitive process of learning</p> <p>3.3.2. Cognitive theories</p> <p>3.3.3. Wertheimer's theory of learning</p> <ul style="list-style-type: none"> • Productive thinking • Phi-phenomenon • Concept and principle of perception • Implications for teaching and learning <p>3.3.4. Tolman's purposive behaviorism</p> <ul style="list-style-type: none"> • Major theoretical concepts - what is learned, confirmation vs. reinforcement, vicarious trial and error, and emphasiser vs. motivation • Experiments on purposive behaviorism– Reward expectancy, place and latent learning • Implication for teaching learning

Teaching Learning Strategies

Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists to conceptualize the different schools of learning theories • Encourages students to design teaching learning activities based on the concepts provided. • Manages classroom for students' presentation. • Summarizes all different schools of learning theories. 	<ul style="list-style-type: none"> • List out the major characteristics, contributors and essence of different schools of learning theories. • Consult library to elaborate the concepts and ideas given in the classroom. • Each group prepares a 7-to-10-minute presentation and share their presentations with 	<ul style="list-style-type: none"> • Library work of the group will be a key contribution to updating their learning theories and breaking their mind set. • Major task is students' presentation of 7 to 10 presentation. • Prepare unit's summary on different school of learning theories and their strategies and methods informing classroom teaching and

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	each other after drawing conclusions.	learning.
Unit IV: Constructivist Learning Theories (9 hours)		
<ul style="list-style-type: none"> • Identity and explain the basic concept of constructivism • Analyze the premises of rational constructivism • Draw the educational implications of rational/cognitive constructivism • Define social constructivism and its premise • Present the educational implications of Vygotsky's social constructivism • Explain the social constructivist approaches to teaching in relation to broader constructivist context and situated cognition. 	<p>4.1. Constructivism</p> <p>4.2. Piaget's Rational Constructivism</p> <p>4.2.1. Premises of rational constructivism</p> <p>4.2.2. Implicit theories and knowledge construction process</p> <p>4.2.3. Basic features - schema, assimilation accommodation, and equilibration</p> <p>4.2.4. Implication for teaching and learning</p> <p>4.3. Vygotsky's Social Constructivism</p> <p>4.3.1. Premises of social constructivism</p> <p>4.3.2. Vygotsky's theories of learning</p> <p>4.3.3. Implication for teaching and learning</p> <p>4.4. Social Constructivist Approaches to Teaching</p> <p>4.4.1. Social constructivism in the broader Constructivist Context</p> <p>4.4.2. Situated cognition</p>	
Teaching Learning Strategies		
Teacher's Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists to conceptualize the different schools of constructivist learning theories • Encourages students to design teaching learning activities based on the concepts provided. • Manages classroom for students' presentation. • Summarizes all different constructivist learning theories. 	<ul style="list-style-type: none"> • List out the major characteristics, contributors and essence of constructivist learning theories. • Consult library to elaborate the concepts and ideas given in the classroom. • Each group prepares a 7-to-10-minute presentation. • Share their presentations with each other after drawing conclusions. 	<ul style="list-style-type: none"> • Library work of the group will be a key contribution to updating their constructivist learning theories and breaking their mind set. • Major task is students' presentation of 7 to 10 presentation. • Prepare unit's summary on different constructivist learning theories and their strategies and methods informing classroom teaching and learning.
Unit V: Difficulties with Learning (9 hours)		
<ul style="list-style-type: none"> • Explain the concept and causes of learning difficulties • Clarify the concept of specific 	<p>5.1. Concept, Definition of General Learning Difficulties</p> <p>5.2. Causes of Difficulties</p> <p>5.3. Specific Learning Difficulties</p>	

<p>learning difficulties</p> <ul style="list-style-type: none"> • Exemplify the specific learning difficulties of children with disabilities in relation to Dyslexia, ASD, ADHD. • Describe other specific learning conditions e.g., Down Syndrome, Cerebral Palsy Semantic Pragmatic Disorder, Obsessive Compulsive Disorder, Attachment Disorder, Fragile X, Williams Syndrome, Tourette's Syndrome that affect learning 	<p>5.3.1. Dyslexia, its identification, and strategies to deal with it</p> <p>5.3.2. Autistic Spectrum Disorders, Asperger's Syndrome, its characteristics, problems experienced by those with Asperger's Syndrome and dealing with it in the classroom</p> <p>5.3.3. Attention deficit and hyperactivity disorder, symptoms of behavior and ways of dealing in the classroom</p> <p>5.3.4. Other conditions that affect learning- Down's Syndrome, Cerebral Palsy, Semantic Pragmatic Disorder, Obsessive Compulsive Disorder, Attachment Disorder, Fragile X, Williams Syndrome, Tourette's Syndrome</p>
<ul style="list-style-type: none"> • Analyze the educational issues involving learners with disabilities • Elaborate the characteristics, life courses, and educating strategies for gifted learners 	<p>5.4. Educational Issues of Learners with Disabilities</p> <p>5.4.1. Legal aspects</p> <p>5.4.2. Technology and special Needs learners</p> <p>5.5. Gifted Learners</p> <p>5.5.1. Characteristics of gifted learners</p> <p>5.5.2. Life courses of gifted learners</p> <p>5.5.3. Educating children who are gifted</p>

Teaching Learning Strategies

Teacher's' Efforts	Student's Efforts	Tasks
<ul style="list-style-type: none"> • Assists in conceptualizing difficulties with learning • Demonstrates how specific learning difficulties impact to the children. • Introduces essential guidance program • Mentions the educational issues of learners with disabilities and also mention gifted learners. 	<ul style="list-style-type: none"> • Actively participate in the classroom discussion. • Work in group on how specific learning difficulties impact to the children. • Perform roles as a slow learner. • List out the essential educational issues of learners with disabilities and gifted learners. 	<ul style="list-style-type: none"> • Visit the schools and collect information about the 'students' difficulties. Then prepare a support plan to support the students • Prepare a report as a plan for actions to support children with disabilities with their educational difficulties.

4. **Mode of Delivery:** The mode of course delivery consists of open and distance (Online/Offline) of the course is designed to deliver on online mode. The delivery mode of the course consists of online in regular classes but examination conducted by faculty of education is face to face.
5. **Evaluation Criteria (Internal 40%, External 60%)**

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

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	80-90=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)
External evaluation: 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)

6. Recommended Books

- Duchesne, S. & MacMaugh, A. (2016). *Educational psychology for learning and teaching 5th Edition*. Australia: Cengage Learning Australia Pty Limited (Units III, IV, & V)
- Hurlock, E.B. (2007). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit I, II & V)
- Illeris, K. (2018). *Contemporary Theories of Learning, Second Edition*. New York: Routledge (Unit III & IV)
- Oslon, M. H. & Hergehahn, B.R. (2010) *An introduction to theories of learning VIII ed*. New Delhi: PHI Learning Private Limited. (Unit III & IV)
- Pritchard, A. (2009). *Ways of Learning: Learning theories and learning styles in the classroom Second Edition*. USA and Canada: Routledge (Unit V)
- Santrock J.W. (2011). *Educational Psychology, IV ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit III & IV)
- Santrock, J.W. (2018). *A topical approach to life-span development Ninth edition*. New Delhi McGraw-Hill Education (Unit I & II)
- 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. (Unit III & IV)

7. Reference Books



- Arnett, J.J. (2018). *Adolescence and Emerging Adulthood: A Cultural Approach 6th edition*. USA: Pearson Education Inc (Unit I & II)
- Cavanaugh, C. Robert, V.K. & John, C (2019). *Human Development: A Life-Span View, 8th edition*. Australia • Brazil • Mexico • Singapore • United Kingdom • United States: Copyright 2019 Cengage Learning (Unit I & II)
- Driscoll, M. P. (2014). *Psychology of Learning for Instruction*. England and Associated Companies throughout the world: Pearson Education Limited (Unit III, IV & V)
- Elizabeth, D.H. (2019). *Dimensions of human behavior: the changing life course, 6th edition*. Thousand Oaks, California: SAGE (Unit I & II)
- Salvin, R.E. (2018). *Educational Psychology: theory and practice 12th edition*. USA: Pearson Education Inc (unit I, III, IV & V)
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- Schunk, D.H. (2012). *Learning Theories: An Educational Perspective 6th edition*. England and Associated Companies throughout the world: Pearson Education Limited (Unit III & IV)
- Smith, P. K. (2016). *Adolescence: A Very Short Introduction*. UK: Oxford University Press (Unit I & II)

Ed. 542: Education and Development

Course No: Ed. 542

Level: MSSSED

Semester: Fourth

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 48 hours

1. Course Introduction

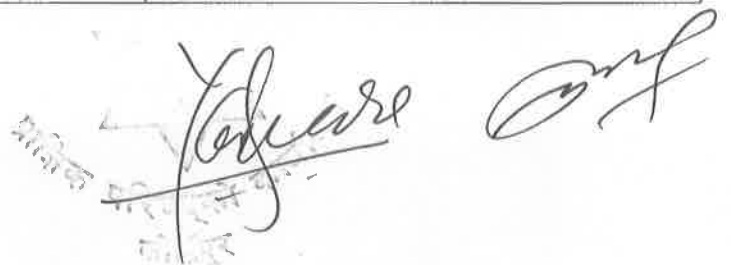
This course is designed as a core course for the Master in Social Studies in Education (MSSSED) fourth semester. It intends to make students familiar with areas of development and the role of education to these areas. The course will provide the concept of economic, social and human resource development with linkage with social practice. To provide theoretical concept on development perspectives it aim to link theoretical understanding in education. In order to create awareness and implication of sustainability in development it focuses on education for sustainable development in terms of its evolving perspectives, phases, dimensions, goals, progress, and indigenous practice in Nepal. This course deals about concept, process, and the role of peace education for sustainability and respect to human right. It also provides some concepts on modern issues in education such as right to development, right to education; role of governance in development, and ways of reducing extremism for development.

2. General Objectives

- To acquaint students with the concept of development and role of education in development;
- To assist students to conceptualize and visualize the connections of education and different approaches of development;
- To enable students to develop the understanding of sustainable development as alternative perspective of development and explain the role of education for sustainability;
- To acquaint students with Nepal's efforts in peace education, and their relation with the development;
- To familiarize students with role of education to right base approaches and modern trends in development.

3. Course Details

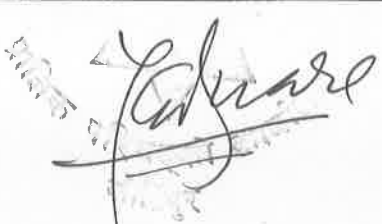
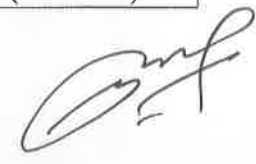
Unit I: Education for Development (10 hours)		
Specific Objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Clarify the concepts of development • Describe the concept of economic development • Elaborate the approaches and models of economic development • Explain how different ideas of development evolved over time • Provide examples of social and HRD 	1.1 Changing concept of economic development 1.2 Approaches of economic development 1.3 Education for economic development 1.4 Education and social development 1.5 Education for	1. Concept of development, changing concept from quantitative to qualitative, Growth models (Classical theory, Marxist theory, Rostow model), 2. Approaches of economic development (Correlational, residual approach, economic return), 3. Role of education for economic development, 4. Concept and indicators of social development (Copenhagan



<ul style="list-style-type: none"> Relate education with the evolving development concepts 	Human Resource Development 1.6 Educational efficiency and productivity	conference), role of education for social development 5. Concept, ways/processes of HRD; role of education in HRD 6. Concept and factor of productivity
Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> Provide learning materials Facilitate classroom discussion/interaction Sharing ideas on the contents Providing feedback on class presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, online sources, and power point slides) Engage in discussing on ideas of development and role of education in development Group presentation in classroom 	<ul style="list-style-type: none"> Preparation of presentation schedule by teacher and students together.
Unit II: Development Perspectives and Education (10 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Explain different perspectives of development and education Visualize the development and education practices in Nepal from different perspectives Develop critical thinking on how the local ideas and practices are getting suppressed Describe implications of different perspectives development in education. 	2.1 Neoliberalism and education 2.2 Modernization and modern schooling 2.3 Dependency model and schooling 2.4 Globalization, localization, and glocalization 2.5 Gender perspective of development (WID, WAD and GAD) 2.6 Education in capitalist and socialist model of development 2.7 Actor oriented approach and post-development approach	1 Milton Friedman's ideas of free and competitive market (marketization and commodification of education) 2 Modernization (rejection of traditionalism, centrality, rigidity, structured processes) in development and education (practices of mass education) 3 Exploitative core and periphery relations in development and education 4 Global spread of economy, culture, knowledge, skills; domination on local ideas and practices of development and education; creating justice via glocalization (synergy building) 5 Concept of feminism and shifting ideas of Gender (WID, WAD, GAD) on development and education 6 Stressing on trickle down approach of development and social ownership and operation of the means of production 7 Emphasizing on respecting the agency (knowledgeability, willingness, skills, interest) of local people for development of their own, education
Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> Provide reading 	<ul style="list-style-type: none"> Access the learning 	<ul style="list-style-type: none"> Generate a case of local

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<ul style="list-style-type: none"> materials Facilitate classroom discussion/ interaction 	resources (papers, books, e-resources and power point slides)	development practice of your community and analyze the case applying relevant perspective above
<ul style="list-style-type: none"> Providing feedback on classroom presentation 	<ul style="list-style-type: none"> Engage in discussing on ideas of development linking with education Group ii presentation 	<ul style="list-style-type: none"> Prepare a reflective note of infrastructure development activities in your locality and explain the phenomena using certain perspective above Case report
Unit III: Education for Sustainable Development (SD) (10 hours)		
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Clarify the concept of SD and the changes that occurred in its understanding over a period of time. Explain the dimensions of SD. Elaborate the current SD goals with its implication in Nepali context. Describe how different forms of education can promote SD. Describe indigenous forms of SD. Conceptualize need based approach of development 	3.1 Evolving perspectives of sustainable development 3.2 Phases of SD discourse 3.3 Dimensions of SD 3.4 SD goals, targets, and progress in Nepal 3.5 Education for SD 3.6 Indigenous knowledge and practices of SD 3.7 Implication of SD agendas in Nepali context 3.8 Education and Need Based Approach to Development	1. Emergence of concept of sustainable development 2. Phases (environmental awareness, environment and development, and sustainable development) 3. Dimensions (environment, economy, and socio- cultural), what to do in locality? 4. SDGs in general and goal related to education in particular. 5. ESD (Formal, non-formal, and informal) 6. Examples of indigenous practices for SD (Work of Guthi, religious organization, clubs, aama samuha,) 7. Linking SD dimensions in development of Nepal 8. Focusing on the concept of need based approach of development and how education can play a catalytic role for fulfilling the basic needs of people
Teaching Learning Strategies		
Teacher's Input (12 hrs.)	Students' Efforts (24 hrs.)	Tasks for Assignment
<ul style="list-style-type: none"> Provide reading materials Moderate classroom discussion/ interaction Sharing ideas of sustainable development Providing feedback on classroom presentation 	<ul style="list-style-type: none"> Access the learning resources (papers, books, e-resources, and power point slides) Engage in discussing on ideas of sustainable development and education Group iii presentation 	<ul style="list-style-type: none"> Review a school curriculum and analyze the content of the curriculum from sustainable development perspective (Student work) Review the education policies (any two) and identify the notions of education for SD (Student work)
Unit IV: Education for Peace and Development (10 hours)		

Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> Describe the concept of peace and peace education 	4.1 Peace and peace education	1. Understanding of Peace and peace education, types (maximal and minimal concept), Galtung division
<ul style="list-style-type: none"> Describe intra and inter personal peace. Elaborate the content and process of peace education. Discuss the contextual meaning of peace education linking it with content and process. 	4.2 Content and process of peace education 4.3 Contextual understanding of peace education 4.4 Holistic framework of peace education 4.5 Institutionalization of peace education	2. National and international peace education related issues; process as integration in formal, non-formal and informal education 3. Forms of peace education to respond to different natures of conflict in different context and times. 4. Components of holistic peace (Inter, intra and nature peace) 5. Integrating peace in content and process; and teacher preparation for institutionalizing peace education.
<ul style="list-style-type: none"> Conceptualize and explain holistic framework and institutionalization process of peace education. Analyze contribution of peace education to social development Describe legal provisions made by state and their implementation. 	4.6 Peace education and social development (participation, empowerment, equity, equality) 4.7 State obligations and efforts relating to right to education for peace.	6. Peace education as transformative approach- transforming individual through participation, empowerment, equity, equality, etc. for social harmony and development. 7. Basic principles that guide states to ensure right to education for peace; Nepal's effort to ensure right to education and their contribution to establishing peace.

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Teaching Learning Strategies		
Teacher's Input (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> • Provide learning materials • Facilitate classroom discussion/ interaction • Sharing ideas of peace and peace education for development • Providing feedback on classroom presentation 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in discussing on ideas of peace/education for development • Group IV presentation 	1. Observe teacher-student-student interaction in a public school of your locality. Prepare a succinct description of the phenomena and analyze the culture from peace perspective.
Unit V: Modern Trends in Development		(8 hours)
Specific Objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Describe the concept of right to development • Present the provisions of education in different right based movement and conferences • Explain the concept and principles of good governance • Exemplify the prevailing extremism in education and suggest the ways to overcome from it. 	5.1 Right to development (RTD) <ul style="list-style-type: none"> • Evolution of RTD • Content of RTD • Issues in RTD 5.2 Right to education <ul style="list-style-type: none"> • Education as right in international documents • Education as the right in national legislation • State obligation and efforts 5.3 Good governance for development <ul style="list-style-type: none"> • Principles of governance • Governance practice in education 5.4 Reducing extremism for development <ul style="list-style-type: none"> • Issues of extremism • Role of education to reduce extremism 	1 Clear concept on how development get established as right; Content (understanding of RTD, process of RTD, vector approach); Issues (realization of priority for development, justifiability of plan, international pact, monitoring, return rate, etc.) 2 Right to education (education in human right declaration, right of economic and cultural development, women right, child right, labor right, right of the disable people, right of the health , food, shelter) 3 Governance (concept of good governance, principles of good governance given by British Ombudsman Association, practice of governance at school on these principles 4 Extremism (concept, different forms in society, and issues)
Teaching Learning Strategies		
Teacher's Input (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for Assignments
<ul style="list-style-type: none"> • Provide learning resources • Facilitate classroom activities • Conclude the discussion on right 	<ul style="list-style-type: none"> • Access the learning resources (papers, books, e-resources, and power point slides) • Engage in classroom discussion and draw 	5 Engage in group work to discuss on the issues of right to development and the role of education to utilize the right. 6 Visit a school as per your convenience and prepare a

based approach • Providing feedback on classroom presentation	ideas on the influence of education on right based approach to development. • Engage in group work	7 reflective note on the principles of governance. Observe a school and list the kind of extremism.
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4. Evaluation Criteria: (Internal 40%, External 60%)

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

Criteria	Marks	Remarks
Internal assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		
Attendance	5	70-79.9=3, 80-89.9=4, 90-100=5
Class participation	5	Presentation (either in pair or individual) on the given themes from within the content areas in an original and natural style.
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	Pre-board written examination conducted by department: Objective and subjective items
External evaluation: 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, or questions will be from the same unit) Group C: Essay type items (10× 2) = 20 (including one or question from the same unit)

Note: Relaxing above mentioned criterion for first and second assessment, students may interchange the units specified above considering the practicability of the classroom situation.

5. Recommended Books and References

Anjum, M. R. (2017). Concept of peace in World's major religions: An analysis. *International Journal of Scientific and Research Publications*, 7 (4), 248-259.

Cornwall, A., Harrison, E., & Whitehead, A. (2007). *Feminisms in development: Contradictions, contestations and challenges*. London and New York: Zed Books.

Education Regulation 2059 (With 9th Amendment 2075). Kathmandu: Kanun Kitab Byabstha Khana.

Elliott, J. A. (2006). *An introduction to sustainable development* (3rd ed.). London and New York: Routledge.

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- Long, N. (2001). *Development sociology: Actor perspectives*. London and New York: Routledge.
- Navarro-Castro, L., & Anti-Balaka, J. (2008). *Peace education: A pathway to a culture of peace*.
- Marks, Stephen. (2004). *The right to development: A primer*. London: Sage Publication (pp.21-38).
- O,Reilly, Emily. (2009, October). *Guide to principles of governance*. Britain: British and Irish Ombudsman Association.
- Osmani, S. R. (2013). The human rights-based approach to development in the era of globalization. In *Realizing the Right to Development: Understanding the Right to Development*. Geneva: United Nations.
- Osmani, S. R. (2016). *The capability approach and human development: Some reflections*. USA: Human Development Report Office.
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- Peet, R., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, and alternatives* (2nd ed.). London and New York: Guilford Press.
- Philippines: Center for Peace Education.
- Pieterse, J. N. (2010). *Development theory: Deconstructions/reconstructions* (2nd 3d.). Thousand Oaks, California: SAGE Publications Ltd.
- Rapley, J. (2007). *Understanding development: Theory and practice in the third world*. USA: Lynne Rienner Publishers.
- Roosa, S. A. (2008). *Sustainable development handbook*. London: The Fairmont Press.
- Ross, E. W., & Gibson, R. (2006). *Neoliberalism and education reform* (Eds). New Jersey: Hampton Press Inc.
- Sheehan, John. (1973). Educational efficiency and productivity. In *The Economics of Education*. London: George Allen & Unwin Ltd.
- Sosyal, Y.N. & Strang, D. (1989). Construction of the first mass education systems in nineteenth century Europe. *Sociology of Education*, 62, 277-288.
- Tanabe, J. (2016). Exploring a Buddhist peace theory. *Cultural and Religious Studies*, 4 (10), 633- 644 doi: 10.17265/2328-2177/2016.10.004
- Todaro, P. M. (1993). *Economic development in the third world*. Hyderabad: Orient Longman Ltd.
- UN. (1986). *The right to development*. Geneva: Third World Center (CTTIM), Geneva.
- UN.(1948). *The UN declaration of Human right*. UN Digital Library.
<file:///C:/Users/personal/Downloads/201921114732319.pdf>
- UNESCO.(nd). *Preventing vilolent extremism through education*. <https://www.unesco.org/en/preventing-violent-extremism>
- United Nations Educational, Scientific and Cultural Organization (2012). *Education for sustainable development: Sourcebook*. France: Author.

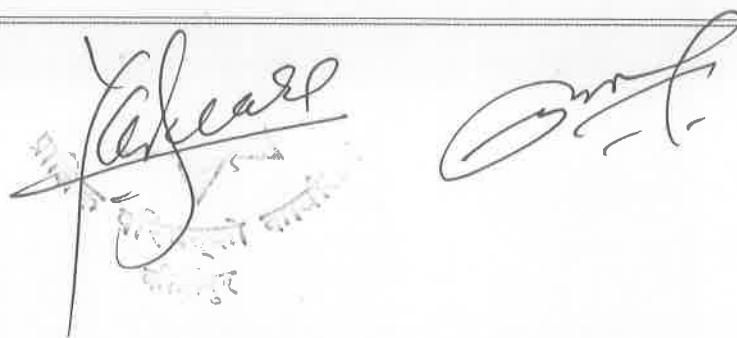
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Webel, C., & Galtung, J. (2007). *Handbook of peace and conflict studies*. London and New York: Routledge.

Wood, H. B. (1965). *Development of education in Nepal*. Washington D.C.: Office of Education.

Willis, K. (2005). *Theories and practices of development*. London and New York: Routledge.

Ziai, A. (2007). *Exploring post-development: Theory and practice, problems and perspectives*.

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Sost. Ed. 543: Spatial Information & Communication Technology**Nature of the course: Theory +Practical****Full Marks: 100****Course: Sost. Ed. 543****Credit Hours: 2+1****Level: MSSSED****Total Period: 32 +32****Semester: Fourth****1. Course Description**

This course has been designed for the students of master level of social studies education to provide general knowledge of map reading and practical skills for developing map and its communication. It deals with spatial and attributes data, their sources, and techniques of data acquisition, data classification including designing and transferring map. Application of Global Positioning System

(GPS) for spatial data acquisition and transfer data into map using Geographical Information System (GIS) is an also important aspect of this course. This course consists of two parts (theory and practical). Two credit hour weightage is given for theoretical aspect and one for practical aspect.

2. Course Objectives

The general objectives of this course are to:

- Introduce students to different types of maps and map-making techniques.
- Make students capable of data acquisition and classification of map data.
- Familiarize students with the different characteristics of data and measurement scales used in geographical data analysis.
- Impart knowledge for map reading and develop skills required for the production of maps using geographical data,
- Develop skills to handle the Global Positioning System (GPS) for collecting geographical data, and
- Make students able to handle the Geographical Information System (GIS), prepare thematic maps by acquiring both spatial, and attribute data from GPS and other sources.

3. Specific objectives and Course Contents***Part one: Theoretical works***

Specific objectives	Contents
<ul style="list-style-type: none"> • Describe the origin, development, and characteristics of the map. • List the different types of maps and their characteristics. • Discuss cartography and map-making 	Unit I: Introduction of Map and Mapmaking (6) 1.1 Introduction of map 1.2 Types of map

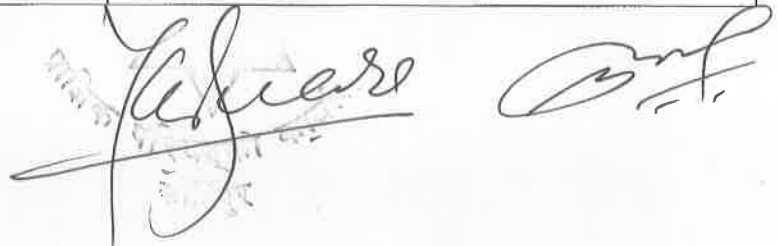



<p>techniques.</p> <ul style="list-style-type: none"> • Explain recent developments in cartographic techniques. 	<p>1.2.1 General/Reference map</p> <p>1.2.2 Thematic map</p> <p>1.3 Map making and cartography</p> <p>1.3.1 Analogue cartography</p> <p>1.3.2 Digital cartography</p> <p>1.4 Recent developments in cartography</p>
<ul style="list-style-type: none"> • Describe the nature and types of data. • List the characteristics and measurement scales of the data. • Explain different sources of data and data acquisition techniques. • Classify different sets of data for displaying map contents. 	<p>Unit II: Data Acquisition and Classification (8)</p> <p>2.1 Nature and types of data</p> <p>2.1.1 Characteristics of data</p> <p>2.1.2 Scales of data (Nominal, Ordinal, Interval and Ratio)</p> <p>2.2 Data acquisition/Sources</p> <p>2.2.1 Terrestrial surveys</p> <p>2.2.2 Aerial photographs</p> <p>2.2.3 Satellite imageries</p> <p>2.2.4 Socio-economic surveys</p> <p>2.2.5 Existing maps</p> <p>2.2.6 Other sources</p> <p>2.3 Data overview and classification</p>
<ul style="list-style-type: none"> • Explain the general characteristics of selected map projections. • List out the different components of the map. • Explore the techniques of map generalization. 	<p>Unit III: Map Designing (8)</p> <p>3.1 Map projections</p> <p>3.2 Components of map</p> <p>3.2.1 Coordinate system</p>

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<ul style="list-style-type: none"> • Differentiate between types of symbols and their uses. • Explain the importance of color in mapping and its conversional use. • Differentiate between the font, size, and orientation of map text. • List out marginal map information. 	<p>3.2.2 Map sale</p> <p>3.2.3 Other components</p> <p>3.3 Level of generalization</p> <p>3.4 Symbolization</p> <p>3.4.1 Point symbol</p> <p>3.4.2 Line symbol</p> <p>3.4.3 Area symbol</p>
	<p>3.5 Colour use</p> <p>3.6 Map text</p> <p>3.7 Marginal information</p>
<ul style="list-style-type: none"> • List out the characteristics of a topographic or general map. • Differentiate between Choroplething and Isolething maps. • Construct different types of diagrams and cartograms. • Prepare flow charts using traffic flow data. • Explain the features of a relief map. • List out the characteristics of social maps. • Explain the techniques of map production. • Elaborate map transfer and communication techniques 	<p>Unit IV: Map Production & Communication (10)</p> <p>4.1 Topographic or general maps</p> <p>4.2 Thematic maps</p> <p>4.2.1 Choropleths maps</p> <p>4.2.2 Isoleths maps</p> <p>4.3 Diagrams and cartograms</p> <p>4.4 Flow chart</p> <p>4.5 Relief map</p> <p>4.6 Social map</p> <p>4.7 Map production</p> <p>4.7.1 Hardcopy maps</p> <p>4.7.2 Digital maps</p> <p>4.8 Map transfer and communication</p>



Part Two: Practical Works

Specific objectives	Contents
<ul style="list-style-type: none"> • Handle Geographic Information System (GIS) software • Collect spatial data using the Global Positioning System (GPS). • Manipulate spatial and attribute data for mapping. • Prepare thematic maps. • Prepare the project work assigned by the class teacher. 	Unit V: Application of GIS and GPS (32) 5.1 Application of GIS software in mapping 5.2 Spatial data collection using GPS 5.3 Manipulation of spatial and attribute data 5.4 Thematic map preparation 5.5 Project work

4. Instructional Techniques

The instructional techniques consist of two types- general and specific. General techniques are common to all the units whereas the specific techniques that can be applied for specific unit/sub-unit are discussed below.

4.1 General Instructional Techniques

Different methods/techniques can be adopted for teaching this course. The main techniques/methods applicable to this course include lecture, question-answer, inquiry, discussion, demonstration and project work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discuss on different aspects of map. Students will be assigned for the collection of hard copies of resource maps and thematic maps of different categories and these will be presented in the class. Map making techniques will also be discussed.
II	Students will be divided into different groups, assigned works related to the identification of different components of maps and the information therein, and asked for presentations. Different components of maps will be discussed and presented.
III	Class exercise for data observation and classification. Class exercise for statistical analysis of data.
IV	Class exercise on production of diagrams and cartograms using different statistical data. Presentation of digital maps in the class.
V	Field practices for handling of GPS and spatial data collection. Class exercise for the operation of GIS software and production of different thematic maps using different data sets.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.12 Internal Evaluation

This course contains both theoretical and practical aspects. Out of the total marks (25 of the 40 marks allotted for theory and 15 for practical aspects) are allotted for internal evaluation. The course teacher, based on the following activities, will conduct an internal evaluation:

Activities	Marks allotted for Theory	Marks allotted for practical
Attendance	3.5	1.87
Classroom activities	3.5	1.88
First assignment	6.0	3.75
Second assignment	6.0	3.75
Third assignment (Textbook review)	6.0	3.75
Total	25.0	15

Internal evaluation marks for theoretical and practical aspects will be submitted along with the rules of office of the deans.

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5.13 External Evaluation (Final Examination)

Examination Division, office of the Dean will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. However, the course contains theory and practical aspects, the final examination cover 40 percent theory (written examination) and 20 percent practical work. Both modes of examination need to pass independently, but percentage will be counted together. The types and number of questions to be included in the final examination are as follows:

Types of questions	Total questions	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Total			40

5.3 Practical Examination (20 marks external)

Since 15 marks are allotted to the internal evaluation of the practical section. The course teacher will prepare a project related to the prescribed course. The students will submit a project report allotted by the course teacher before the final exam of the theoretical part. The final external evaluation for the practical examination is as follows:

Activities	Marks
1. Project work	15
2. Viva-voce	5
Total	20

6. Recommended Books and Reference Materials

Recommended Book

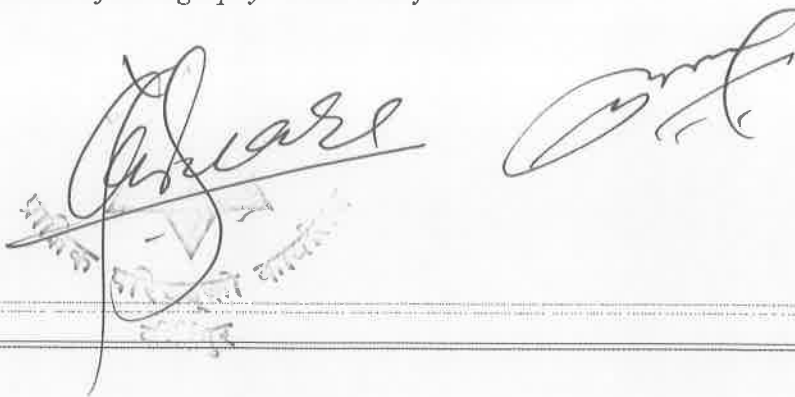
- Brewer, C. A. (2016). *Designing better maps: A guide for IS users*, (2nd ed.). Esri Press. (Unit I, II, III, IV & V).
- Dent, B. D., Torguson, J. S., & Hodler, T. W. (2009). *Cartography: Thematic map design*, (6th Ed.). McGraw-Hill. (Unit I, II, III, IV & V).
- International Center for Integrated Mountain Development (ICIMOD). (2001). *GIS for beginners*. (Unit V)
- Kimerling, A.J, Buckley, A. R., Muehercke, P. C., & Muehrcke, J. O. (2016). *Map use: Reading, analysis, interpretation*, (8th Ed.). Esri Press. (Unit I, II, III, IV)
- Singh, R. L. & Singh, R. P. B. (1993). *Elements of practical geography*. Kalyani Publications. (Units I, II, & III).
- Gopi, S. Sathikumar, R. & Madhu, N. (2018). *Advanced surveying: Total station, GPS, GIS and Remote Sensing*, (2nd Ed.). Pearson India Education Services Pvt. Ltd. (Unit V).

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Kates, J. S. (1989). *Cartographic design and production*. Longman Group Ltd.

Monkhouse, F. J. (1980). *Maps and diagram*. B. I. Publication.

Robinson, A. H. (1995). *Elements of cartography*. John Wiley & Sons Inc.



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Sost. Ed. 544: Public Finance and Entrepreneurship
Code: Sost. Ed. 544
Level: Master of Social Studies Education (MSSSED)
Nature of the Course: Theoretical

Semester: Fourth
Full Marks: 100
Credit Hrs: 3
Teaching hours: 48

1. Course Description

This course is designed to provide students theoretical concept and practical knowledge on public finance and entrepreneurship through social perspectives. The course is divided into two parts and six units and each part consists of three units. The first part deals with public finance and the second part is related to entrepreneurship. The first part deals with introduction to public finance, instruments of public finance and budgetary process. The second part deals with introduction to entrepreneurship, business plan and social entrepreneurship.


2. Course Objectives

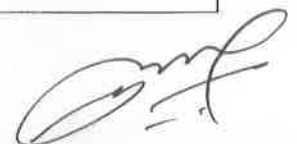
Objectives of this course are to:

- Introduce students with the concepts, importance and subject matter of public finance.
- Make students familiar with the instruments of public finance.
- Enable students to analyze public budget.
- Acquaint students with the concept of entrepreneurship.
- Facilitate students to analyze social entrepreneurship.
- Impart knowledge and skills required for developing business plan.

3. Specific objectives and Course Contents

Specific objectives	Contents
Part I: Public Finance (24)	
<ul style="list-style-type: none"> • Define the concept of public finance and its subject matter. • Distinguish between public and private finance. • Critically analyze the functions of the government. 	Unit I: Introduction to Public Finance (6) 1.4 Concept of public finance. 1.5 Public vs private finance. 1.6 Fiscal functions of the government.
<ul style="list-style-type: none"> • Explain the instruments of public finance. • Discuss the importance of public expenditure. • Explain the increasing nature of public expenditure. • Discuss the importance and sources of public 	Unit II: Instruments of Public Finance (12) 2.1 Public Expenditure. 2.2 Public Revenue.





revenue. • Prepare a case study report based on revenue of own municipality.	
• Define the concepts of public budget. • Explain the importance and budget formulation process.	Unit III: Analysis of public budget (6) 3.6 Concept and importance of public budget. 3.7 Budget formulation process.
Part II: Entrepreneurship (24)	
• Define the concepts, characteristics and types of entrepreneurship. • Critically analyze the role of entrepreneurship in economy. • List the problems of entrepreneurship development in Nepalese economy and prepare a case study report based on the entrepreneurship in different sectors.	Unit IV: Introduction to Entrepreneurship (8) 4.5 Concept, characteristics and types of entrepreneurship. 4.6 Role of entrepreneurship. 4.7 Problems of entrepreneurs.
• Define social entrepreneurship. • Explain types of social entrepreneurship. • Discuss the steps of starting business. • Prepare an evaluation report of social enterprises.	Unit V: Overview of Social Entrepreneurship (8) 5.1 Concept of social entrepreneurship. 5.2 Types of social entrepreneurship. 5.3 Steps of starting business.
• Define business plan. • Explain the steps of preparation of Business Plan. • Prepare proposal of a Business Plan.	Unit VI: Developing Business Plan (8) 6.1 Business Plan. 6.2 Preparation of Business Plan.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:




- (a) Lecture and question-answer.
- (b) Discussion.
- (c) Inquiry.
- (d) Project Work.

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Lecture and group discussion.
II	• Students will be assigned to prepare a case study report on revenue of students' municipality/rural municipality.
III	• Students will be assigned to prepare a short analysis report by each student related to their local level budget.
IV	• Students will be assigned to prepare a case study report on the problems faced by Nepalese entrepreneurs of different sectors.
V	• Students will be assigned to prepare a case study report of any social enterprise.
VI	• Students will be assigned to prepare proposal of a Business Plan.

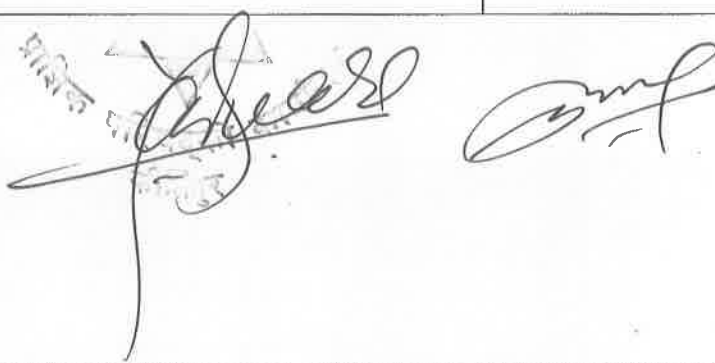
5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.14 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10



Total	40
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5.15 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reading Materials

For Unit 1

For Unit 1.1: Singh, S. K. (2010). *Public finance in theory and practice*. S Chand and Publishers.

For Unit 1.2: Bhatia, H. L. (2018). *Public Finance*. Vikash Publishing House.

For Unit 1.3: Musgrave, R.A & Musgrave, P. B. (1989). *Public finance in theory and practice*. McGraw-Hill Book Company.

For Unit 2

For Unit 2 : Singh, S. K. (2010). *Public finance in theory and practice*. S Chand and Publishers.

For Unit 3

Lekhi, R. K. & Singh, J. (2015). *Public finance*. Kalyani Publisher.

For Unit 4

Sudhamathi, S. (2019). *Entrepreneurship*. Shanlax Publications.

For Unit 5

Bygrave, W. & Zacharakis, A. (2011). *Entrepreneurship*. John Wiley & Sons, Inc.

For Unit 6

Hisrich, R., Peters, M. & Shepherd, D. (2016). *Entrepreneurship*. McGraw-Hill, IRWIN.

Reference

Bhatia, H. L. (2018). *Public finance*. Vikash Publishing House.

Bygrave, W. & Zacharakis, A. (2011). *Entrepreneurship*. John Wiley & Sons, Inc.

Dalton, H. (1929). *Principles of public finance*. Routledge & Kegan Paul Ltd.

Frederick, H. H., Kuratko, D. F. & Hodgetts, R. M. (2006). *Entrepreneurship: Theory, process and practice*, Asia-Pacific edition. Thomson.

~~Hisrich, R., Peters, M. & Shepherd, D. (2016). *Entrepreneurship*. McGraw-Hill, IRWIN.~~

Lackéus, M. (2015). *Entrepreneurship in Education*. OECD and European Commission.

Lekhi, R. K. & Singh, J. (2015). *Public finance*. Kalyani Publisher.

Musgrave, R.A & Musgrave, P. B. (1989). *Public finance in theory and practice*. McGraw-Hill Book Company.

Singh, S. K. (2010). *Public Finance in Theory and Practice*. S Chand and Publishers.

Email of katuwal: narendrakatuwal@gmail.com



Sost. Ed. 545: Social Justice and Civic Education

Nature of the course: Theoretical

Full Marks: 100

Code: Sost. Ed. 545

Credit Hours: 3

Level: Masters in Social Studies Education (MSSSED) Total Period: 48

Semester: Fourth

1. Course Description:

This course is designed for the sixth-semester master's in social studies education (MSSSED) program at the Faculty of Education, Tribhuvan University. It provides a comprehensive understanding of the intertwined concepts of social justice, human rights, and civic education. The course has delved into both theoretical and practical aspects of social justice and civic education in the social studies curriculum. It helps equip students with knowledge of the principles that underpin equitable societies and also helps promote civic education. It provides a broader outlook for the global and local contexts of historical, legal, and social movements in contemporary society. This course will also help students acquire knowledge for critical analysis, advocacy, and active participation in democratic society.

2. General Objectives:

By the end of this course, students will be able to:

- To understand the fundamental concepts of social justice, human rights, and civic education.
- To analyze the importance of women and right-based movements to address social disparities and fairness in society.
- To examine the major achievements of the movements of the Madhesi, Indigenous people, and Dalits in Nepal in the context of social justice.
- To acquaint students with the concept and evolution of safe human rights, the Universal Declaration of Human Rights, and UN Conventions.
- To analyze the rights of indigenous peoples, LGBTQ+ individuals, persons with disabilities, refugees, and migrants in inclusive societies.
- To examine the provisions of human rights and social justice in the Constitution of Nepal.
- To understand the concepts, scope, goals, principles, and trends of civic education in democratic societies.
- To explain the role of technology in promoting civic engagement and social justice.
- To practice effective pedagogical methods for fostering critical thinking in civic education.

3. Specific Objectives

Specific Objectives	Content
<ul style="list-style-type: none"> Define the concept, scope, and importance of social justice for creating a fair and equitable society. Critically analyze subjects related to social justice, such as economic disparities, discrimination, and privilege. Differentiate between equality and equity and recognize their roles in achieving social justice. Examine the gender equality movement and women's rights advocacy, understanding their 	<p>Unit I: Introduction to Social Justice (10)</p> <p>1.1 Concepts, scope and importance of social justice</p> <p>1.2 Subject related to social justice</p> <p>1.3 Equality and equity</p> <p>1.4 Gender equality and women's rights movements</p>
<ul style="list-style-type: none"> impact on society. Critically analyze the significance of movements led by social groups like the Madhesi, Indigenous people, Dalits, etc. in Nepal's quest for social justice. 	<p>1.5 Movements of Madhesi, Indigenous people, Dalit, and other social groups of Nepal</p>
<ul style="list-style-type: none"> Define the concepts, nature, scope and evolution of human rights for all individuals. Analyze the mechanisms put in place to protect human rights at both the national and international levels. Explain the importance of the Universal Declaration of Human Rights and its influence on shaping human rights principles globally. Identify key UN conventions related to human rights and social justice and discuss their impact on various issues. 	<p>Unit II: Human Rights: Concept and Context (10)</p> <p>2.1 Concepts of human rights</p> <p>2.2 Nature and scope of human rights</p> <p>2.3 Evolution of human rights</p> <p>2.4 Protection mechanism of human rights</p> <p>2.5 International practice of human rights</p> <p>2.6 The Universal Declaration of Human Rights and its significance</p> <p>2.7 UN Conventions relating to human rights and social justice</p>
<ul style="list-style-type: none"> Examine the rights of indigenous peoples and the significance of cultural preservation in the context of human rights and social justice. Analyze LGBTQ+ rights and activism and understand their role in promoting inclusivity and combating discrimination. 	<p>Unit III: Social Justice, Human Rights and Marginalized Populations (6)</p> <p>3.1 Rights of indigenous peoples and cultural preservation</p>

<ul style="list-style-type: none"> • Evaluate the rights of people with disabilities and the necessity of building inclusive societies that cater to their needs. • Explore the challenges faced by refugees and migrants in terms of their human rights and discuss ways to address these issues on a global scale. 	<p>3.2 LGBTQ+ rights and activism</p> <p>3.3 Disability rights and inclusive societies</p> <p>3.4 Refugee and migrant rights in a global context</p>
<ul style="list-style-type: none"> • Critically analyze the provisions of social justice and human rights in the constitution of Nepal. • Examine the legal system for upholding human rights and social justice in Nepal. • Critically analyze the role and functions of parliamentary committees and constitutional bodies for promoting social justice and human rights in Nepal. 	<p>Unit IV: Promoting Human Rights and Social Justice the Constitution of Nepal (6)</p> <p>4.1 Provision of social justice and human rights in the constitution</p> <p>4.2 Legal system for promoting social justice and human rights</p> <p>4.3 Role and functions of parliamentary committees and constitutional bodies to promote social justice and human rights</p>
<ul style="list-style-type: none"> • Define the concepts, scope, and nature of civic education for developing informed and responsible citizens. • Explain the importance of civic education for shaping democratic societies. • Acquaint students with the principles and goals of civic education to foster a well-informed citizenry. • Examine the various agencies responsible for providing civic education and their approaches to disseminating civic knowledge. • Critically analyze the government policies that promote civic education in Nepal to foster an informed and engaged citizenry. • Explain the role of technology in enhancing civic engagement and awareness. • Compare global trends in civic education and adapt best practices to the Nepalese context. • Select an effective pedagogical method for delivering civic education content. 	<p>Unit V: Implementing Civic Education Programs (16)</p> <p>5.1 Concepts of Civic Education</p> <p>5.2 Scope of Civic Education</p> <p>5.3 Importance of Civic Education</p> <p>5.4 Principles and goals of civic education</p> <p>5.5 Agencies to provide Civic Education</p> <p>5.6 Government policy in civic Education</p> <p>5.7 Using technology for civic engagement and awareness</p> <p>5.8 Global trends in civic education</p> <p>5.9 Teaching methods and pedagogies for civic education</p>

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5 Instructional techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |

Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Unit I	Self-study, group discussion, visual aid
Unit II	Sorting activity, case study, comparative analysis
Unit III	Guest lecture, group discussion, case study
Unit IV	Timeline activity, constitution and legal analysis
Unit V	Panel discussion, group discussion

5. Evaluation

5.1 Internal Evaluation

Forty percent marks are allotted to internal evaluation. Course teacher based on the following activities will conduct internal evaluation:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.16 External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

6. Recommended Books and References:

Recommended Books

- Adams, M. (1997). Pedagogical frameworks for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.). *Teaching for diversity and social justice*. Routledge.
- Basu, R. (2004). *United Nations, Structure and Functions of an international organization*. Sterling Publishers Pvt. Ltd.
- Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.). *Teaching for diversity and social justice*. Routledge.
- Chaydhari, J. (2004). *Handbook of human rights*. Dominant publishers and Distributers.
- Government of Nepal (2015). *Constitution of Nepal*. Author.
- Mohanty, J. (Ed.) (2008). *Human rights education*. Deep and Deep publication pvt.ltd
- Phuyel, S. P. (2018). *Contemporary politics and civic education (in Nepali)*. Sunlight Publication.
- United Nations (2022). *Key international human rights instruments*. <https://www.un.org/en/hate-speech/resources/key-international-human-rights-instruments>
- Yasin, A., & Upadhyay, A. (2004). *Human rights*. Arkansa Publishing House.

References

- Biswal, T. (2008). *Human rights gender environment*. Viba Books Pvt. Ltd.
- Donnelly, J. (2013). *Universal Human Rights in Theory and Practice* (2nd ed.) Cornell University Press.
- Goodhart, M. (2013). *Human Rights Politics and Practice* (2nd ed.). Oxford University Press.
- Human Rights Commission (2059 B.S.). *Emergency and human right* (Human right monitoring report). Author.
- Ishay, M. R. (2004). *A history of human rights* (From ancient times to the globalization era). Orient Longman.

Sost. Ed. 546: Democratic History of NepalNature of the course: **Theory**Course Code: **Sost. Ed. 546**Level: **MSSSED**Semester: **Fourth****Full Marks: 100****Pass Marks: 40****Total Period: 48****Credit Hours: 3****1. Course Description**

This is a theoretical course for those students who specialize in the sixth semester of Social Studies Education (MSSSED) at the faculty of education. It intends to acquaint the students with the major historical events, such as the anti-Rana movements, the democratic revolution (2007), the clashes with monarchy for democracy (Panchayat System), the people revolution, the forces in conflict (2036, 2046/47), the great democratic revolution (2062/63), and the limitations of enlightened democracy (at present) in Nepal.

2. General Objectives

The general objectives of this course are as follows:

- To enable the students to examine the anti-Rana movement.
- To enable the students to analyze the Parliamentary System 2007–2017 BS.
- To enable the students to understand the panchayat system.
- To acquaint the Movement of 2046 B. S.
- To familiarize the students with the causes of the Maoist Insurgency, the causes of Jana Andolan 2062–63 B.S., and the re-establishment of parliament.

3. Specific Objectives and Contents

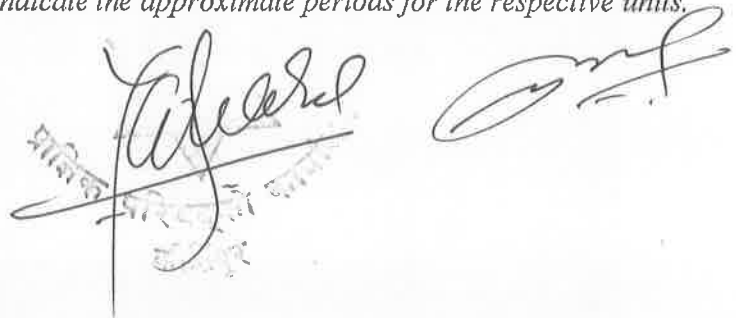
Specific Objective	Contents
<ul style="list-style-type: none"> • Define the concepts and background of the democratic movements in Nepal • Explain the major anti Rana movements in Nepal. • Critically analyze the cause and consequences of democratic movement 2007 • Discuss the success of people movements and formation of interim government in 2007 B.S. 	Unit I: Anti Rana Movement 1950 (12) 1.1. Concepts and Background of the Democratic Movement 1.2. Major anti-Rana Movement 1.3. Democratic Movement in 2007 1.3.1 Causes of Movement 1.3.2 Consequences of Delhi Samjhuta 1.4 Democracy and Interim Government
<ul style="list-style-type: none"> • Critically analyze the political instability 	Unit II: Parliamentary System




<p>before the 2015 election.</p> <ul style="list-style-type: none"> Assess the first general election to the formation of the first elected government Explain the major reforms of the first elected government. Discuss the major conspiracy against the fall of parliamentary system in 2017 BS. 	<p>(8)</p> <p>2.1 Political situation (2007- 2015 B. S).</p> <p>2.2 General election and formation of government.</p> <p>2.3 Reforms of the first elected government</p> <p>2.4 Causes of the fall of parliamentary system</p>
<ul style="list-style-type: none"> Explain the causes of the establishment of the panchayat political system in 2017. Discuss the major socio-economic conditions in the panchayat political system. Acquaint students with the major reforms 	<p>Unit III: Panchayat system (8)</p> <p>a. Establishment of Panchayat system 2017 B.S.</p> <p>b. Socio-Economic conditions in the Panchayat System</p> <p>c. Reforms of the Panchayat system</p> <p>d. Drawbacks of the Panchayat system</p>
<ul style="list-style-type: none"> of the panchayat political system. Critically analyzes the drawbacks of the panchayat political system. 	
<ul style="list-style-type: none"> Explain the underlying factors of the people's movement in 2046 B.S. Discuss the major socioeconomic changes after the reestablishment of Democracy (2047-2062). Critically analyze the major causes and consequences of the people's movement in 2046 B.S. 	<p>Unit IV: Movement of 2046 B. S (12)</p> <p>4.1 Background of the people's movement in 2046</p> <p>4.2 Socioeconomic conditions</p> <p>4.3 Causes and consequences of the people's movement in 2046.</p>
<ul style="list-style-type: none"> Critically analyze the socioeconomic reforms after the reestablishment of democracy. Discuss the factors leading to the Jana Andolan in 2062–63 B.S. Assess the major achievements of the Jana Andolan in 2062–63. Explain the role of the constitutional assembly election to declaration of the Republic of Nepal. Critically analyze the limitations of enlightened democracy (at present) in Nepal. 	<p>Unit V: Jana Andolan & Republic Nepal (8)</p> <p>5.1 Socioeconomic condition reforms after the reestablishment of democracy</p> <p>5.2 Causes of Jana Andolan 2062/63 B.</p> <p>5.3 Effects of the Jana Andolan</p> <p>5.4 Constitutional Assembly election and declaration of Republic.</p> <p>5.5 The limitations of enlightened democracy.</p>

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional techniques



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The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course includes:

- | | | |
|-------------|-------------------|---------------------|
| (a) Lecture | (b) Discussion | (c) Inquiry |
| (d) Project | (e) Team teaching | (f) Question answer |
- Group work on social issues published in the journals and magazines and present reports in class room.

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
I	The main teaching learning strategies are lecture, individual work, group discussion and report presentation
II	The main teaching learning strategies are individual work, group work report presentation and term paper presentation
III	The main teaching learning strategies are individual work, group discussion, seminar paper presentation.
IV	The main teaching learning strategies are individual work, group discussion and term paper presentation
V	The main teaching learning strategies are individual work, group discussion, seminar paper presentation and research paper presentation.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent marks will be allotted to internal examination and sixty percent for final/semester examination.

5.1. Internal Evaluation

Forty percent marks are allotted to internal evaluation. Internal evaluation will be conducted by course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment (Project work)	10
Second assignment (Project work)	10
Third assignment	10
Total	40

5.2. External Evaluation (Final Examination)

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

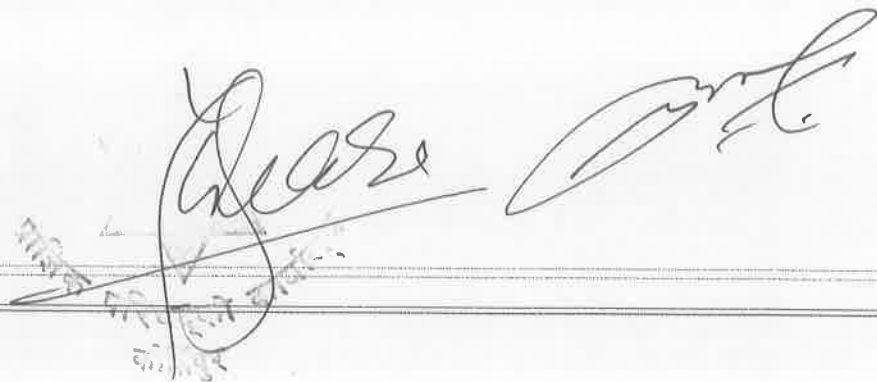
Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

Students need to secure minimum pass mark in each component (5.1 and 5.2) for the completion of the course.

6. Recommended Books and References

- Acharya, B. (2022 B.S.). *Nepal Ko Sanchipta Britanta*. Kathmandu: Promod Shumsher and Distributors
- Dhakal, G.P. (2049 B.S.). *Jana Andolan: 2046*. Kathmandu: Bhupendrapurush Dhakal.
- Gurung D. & Subedi. (2066). *Ganatantra Unmukh Nepal*, Kathmandu: K.P. Pustak Bhandar.
- Kandel, S. (2077 B.S.). *Nepal Ka Pramukh Andolanharu: Ek Simhabalokan*. Kathmandu: Bishnu Kumari.
- K. C., G. (2064 B.S.). *Jana andolan- 2 Ra Janaghosanahar*. Kathmandu: Pairabi Prakashan.
- Mirshra, T. P. (2052 B.S.). *Adhunik Nepalko Itihas*. Kathmandu: M.K. Publishers and Nir Birkram "Pyasi."
- Nisthuri, B. (2063 B.S.). *Unnish Din – Jana andolandairy*. Kathmandu: Modern Books
- Regmi, D. R. (1975). *Modern Nepal Vol I & II*. Calcutta: Firma K.L. Mukhopadhyya.

Sharma, B. C. (2008 A.D.). *Nepalko Aitihasik Ruprekha*. Banaras: Krishna Kumari Devi
Upadhyaya, S. R. (2056). *Nepal Ko Samikshyatmak itihās*. Katmandu: Sajha Prakashan
..... (2076 B.S.). *Naya Nepal Ko Adhunik Itihās*. Kathmandu: Sajha Prakashan.
Yadav, P. L. (2062 B.S.). *Nepalko rajnaitik itihās*. Rajbiraj: MahanthiYadav.

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Master of Social Studies Education (MSSED)

(Six-Semester New Integrated Program)

Fifth Semester Curriculum



**Tribhuvan University
Faculty of Education
Office of the Dean**


Faculty of Education
Dean's Office
Balkhu



सोतिपुर





List of Subjects

Course Title: Curriculum and Evaluation Practices	2
Course Title: Indigenous Culture, Knowledge, and Education.....	12
Course Title: Research Methods in Social Studies Education	19
Course Title: Gender and Sexuality.....	29
Course Title: Teaching Social Studies.....	34
Course Title: Seminar in Issues of Social Studies	41



**Master in social studies education (MSSED)
An Integrated Sixth-semester Program**

Fifth Semester Courses			
SN	Subject Code	Subject	Credit hours
1	Ed. 551	Curriculum and Evaluation Practices	3
2	Ed. 553	Indigenous Culture, Knowledge, and Education	3
3	Ed. 554	Research Methods in Social Studies Education	3
4	Sost. Ed. 555	Teaching Social Studies	3
5	Sost. Ed. 556	Seminar in Issues of Social Studies	3 (1Th+2Pr)
6	Sost. Ed. 552	Gender and Sexuality	3
Total			18



 शिक्षण परिषदको कार्यालय
 ललितपुर



Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSSED) Program

Course Title: Curriculum and Evaluation Practices
 Code: Ed. 551
 Level: Master of Social Studies Education (MSSSED)
 Semester: Fifth

Credit Hrs: 3
 Nature of the Course: Theoretical
 Teaching hours: 48

1. Course Description

This course has been meticulously designed to furnish students with a comprehensive understanding of various curriculum and evaluation concepts and their uses, the taxonomy of educational objectives, curriculum designs, and evaluation practices of school and higher education. Equally, it also provides the practical basis for developing test item development procedures communicating the revised version of the taxonomy of educational objectives. The focus of the course is on developing practical skills on test items using rubrics, answer key preparation, and the process and application of item analysis through hands-on activities.

The course provides students with ample opportunities to assess different curriculum designs critically and analyze them through the lens of design dimensions in order to enrich their horizon of knowledge. It expectedly offers the foundational knowledge and skills necessary to critically evaluate school-level and higher education curriculum, their current practices, and aspirations. Moreover, this course serves as a practical guide for students to acquaint themselves with national and local curriculum practices, and curriculum from different perspectives, including assessment and evaluation practices that are particularly being carried out within schools and universities.

2. General objectives

This course involves the following general objectives:

- Make the students familiar with the various concepts of the curriculum and enable them to assess these concepts critically to broaden their horizon of knowledge.
- Acquaint them with the concepts of test, measurement, assessment, and evaluation in multicultural and inclusive classroom settings.
- Make them able to formulate specific instructional objectives in relation to both knowledge and cognitive process dimensions corresponding to the revised taxonomy of educational objectives.
- Equip them with constructing test rubrics of both subjective type tests and objective type tests underpinning the taxonomy of objectives.



- Make them able to develop subjective type and objective type test items, their answer keys, and become familiar with the process of item analysis.
- Enable them to assess different curriculum designs encompassed within this course critically and then ample opportunities will be provided to them to analyze different curricula through the lens of design dimensions.
- Make them examine the practical rationale behind introducing local curricula in addition to the national framework.
- Help them examine school and higher education curriculum from different perspectives, and critically assess their development process, dissemination, and implementation.

3. Specific objectives and contents

Unit I: Conceptualization of Curriculum and Evaluation (10 hrs)		
Specific Objectives	Specific Contents	Content Coverage
<ul style="list-style-type: none"> • Acquaint students with different conceptions of curriculum. • Develop concepts on the curriculum for diversity and inclusion. • Enrich ideas on the post-modern view of curriculum. • Critically review the current Nepali curriculum based on these different conceptions they developed. • Comprehend the concept of test, measurement, assessment, and evaluation. • Scrutinize assessment and evaluation in multicultural and inclusive classrooms. • Prepare a critical review report on the assessment and evaluation system of school and higher-level education in Nepal 	Concepts of curriculum 1.1. Curriculum in multicultural education and inclusive education 1.2. Curriculum in postmodern perspectives 1.3. Review of current school and higher-level Nepali curriculum 1.4. Test, measurement, assessment and evaluation 1.5. Reflection on different conceptions of curriculum and evaluation perspectives	1. Conceptualization of curriculum (Subject matters, plans, experiences, objectives, systems, integration of technology) 1.1. Curriculum in multicultural and inclusive education 1.2. Curriculum in Post-modern Perspectives 1.3. Review of the current Nepali Curriculum from the aforementioned Perspectives. 2. Conceptualization of evaluation (Test, Measurement, Assessment, Evaluation) 2.1. Assessment and evaluation in a multicultural setting 2.2. Assessment and evaluation in inclusive classroom setting. 2.3. Review of the current Nepali assessment and evaluation system from the aforementioned perspectives
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Efforts (20 hrs.)	Tasks for Activities



<ul style="list-style-type: none"> • Provide learning resources such as articles, book chapters, links, power points discussing concepts of curriculum and evaluation. • Link the concepts exploring students' knowledge and understanding. • Raise discussion questions on the various concepts and ways how they could be linked with the Nepali curriculum and evolution system. 	<ul style="list-style-type: none"> • Ensure students' easy access to the provided materials, and they will prepare the lessons to be discussed in the classroom • Become active working with groups, and participate in the discussion of the issues raised. • Write a short review of the school curricula, assessment, and evaluation practices based on concepts. 	<ul style="list-style-type: none"> • Group divisions and tasks assigned to prepare for the discussion. • Discuss what and how they conceptualize curriculum, and how the teachers teaching their specialization course define and conceptualize curriculum. • Based on their readings, their contacts with teachers, and classroom discussions, they will share in the class.
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**Unit II: Use of Taxonomy of Objectives in School Test Construction and Assessment
(16 hrs)**

Specific Objectives	Specific Contents	Content Coverage
<ul style="list-style-type: none"> • Review of Bloom's taxonomy in brief in relation to the revised Bloom's taxonomy. • Conceptualize different knowledge dimensions with examples. • Illustrate cognitive process dimensions with examples. • Apply and integrate taxonomy of objectives in school test construction and assessment. • Formulate a test rubric for subjective and objective test item construction. • Be able to develop answer keys for both subjective and objective tests through hands-on practices. • Analyze and Calculate item analysis and apply them to improve test. • Critically review on the current item writing, developing and 	<p>2.1 Review of Bloom's taxonomy and the revised Bloom's taxonomy</p> <p>2.2 Knowledge and cognitive process dimensions</p> <p>2.3 Application of taxonomy in school test construction</p> <p>2.4 Construction of rubrics, test items, answer keys, and item analysis</p> <p>2.5 Review on current schools' assessment and evaluation practices.</p>	<p>2.1. A Short Review of Bloom's Taxonomy</p> <p>2.2. The context of the revised Bloom's taxonomy</p> <p>2.2.1. Knowledge Dimension</p> <ul style="list-style-type: none"> • Factual Knowledge • Conceptual Knowledge • Procedural Knowledge • Meta-Cognitive Knowledge <p>2.2.2. Cognitive Process Dimension</p> <ul style="list-style-type: none"> • Remember • Understand • Apply • Analyze • Evaluation • Create <p>2.3. Application of Taxonomy in School Test Construction and Assessment</p> <p>2.4 Construction of test Items</p> <p>i) Construction of Test</p>

<p>implementing test items for students' assessment.</p>		<p>Rubrics</p> <p>ii) Subjective Test Construction</p> <ul style="list-style-type: none"> • Long Essay Type Items • Short Essay Type Items <p>iii) Objective Test Construction</p> <ul style="list-style-type: none"> • Multiple Choice items • Matching Items • Fill in the Blank • True-False Items <p>2.5 Practices in Developing Answer Keys</p> <ul style="list-style-type: none"> • Subjective Answer Keys • Objective Answer Keys <p>a. Item Analysis</p> <ul style="list-style-type: none"> • Difficulty level • Discriminative Index • Power of Distractors <p>b. Review of School Practices on Test Construction</p>
Teaching Learning Strategies		
<p>Teacher's Inputs (16)</p>	<p>Students' Efforts (32)</p>	<p>Tasks for Activities</p>
<ul style="list-style-type: none"> • Provide materials, slides, questions, one taxonomy. • Give a short lecture before getting students to engage in activities. • Clarify the unit is not for grasping theoretical knowledge but for practical knowledge. • Ask students to prepare the objectives of each level of taxonomy of objectives in the groups or individually. 	<ul style="list-style-type: none"> • Students read and participate in the group to prepare the objectives of their respective subjects. • Formulate the objectives and present them in the class with their justification on how they represent certain levels of cognitive process. • Engage students in the preparation of testing rubrics using a taxonomy of objectives and test items 	<ul style="list-style-type: none"> • Students engaged in hands-on activities in groups or individually to develop ideas on taxonomy of objectives by developing objectives and test items in support of the teachers. • Students develop a test rubric based on their own interested subjects in the involvement of the teachers and construct subjective and objective

<ul style="list-style-type: none"> • Present how the testing rubric is prepared inserting different taxonomy of objectives. • Give a short presentation on the development of answer keys of both subjective and objective tests. • Elaborate how item analysis is important and the way it is carried out. 	<p>according to their nature.</p> <ul style="list-style-type: none"> • Ask to develop one set of test items for their specialization course, and prepare the answer keys to ensure accuracy. • Construct objective types of questions following the steps of carrying out items analysis. • Students share their constructs in the class. 	<p>test items underpinning the taxonomy of the objectives.</p> <ul style="list-style-type: none"> • Ask them to share their all constructs, and encourage them to rationalize the test items in relation to taxonomy. • After the presentation of text rubrics, answer key and item analysis, the teacher will provide them with feedback and make them encourage to explore the schools' test construction practices to assess if they follow all these procedures.
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Unit III: Curriculum Design (12 hrs)

Specific Objectives	Specific Contents	Content Coverage
<ul style="list-style-type: none"> • Describe and conceptualize curriculum design with its major components. • Explore the relationship among various dimensions while devising a curriculum design. • Epitomize different types of curriculum designs. • Assess strengths and weaknesses of various curriculum designs. • Analyze and explore design dimensions that are maintained in the Nepali curriculum. • Analyze School level curricula in relation to various sources and design perspectives. 	<p>3.1. Curriculum design</p> <p>3.2.1. Meaning,</p> <p>3.2.2. Components</p> <p>3.2.3. Sources</p> <p>3.2.4. Dimensions</p> <p>3.2. Different types of curriculum designs</p>	<p>3.1. Concept and Components of Curriculum design (Objectives, Contents, Methods, and Evaluation)</p> <p>3.2. Sources of Curriculum (Philosophy, Society, Knowledge, Learner, and Technology)</p> <p>3.3. Conceptual Framework: Vertical and Horizontal Organization</p> <p>3.2. Dimension of Curriculum Design (Continuity, Sequence, Scope, Integration, Articulation, Balance)</p> <p>3.4. Different Curriculum Design (Concept, Characteristics Strengths, and Weaknesses)</p> <p>3.4.1. Subject-Centered</p>

		Design (Discipline, Broadfield, Correlated) 3.4.2. Experience-Centered Design (Learner-Centered, Romantic) 3.4.3. Problem-Centered (Reconstructionist) 3.4.4. Post-Modern Influence Design.
Learning Strategies		
Teacher's Inputs (12)	Students' Inputs (24)	Tasks for Activities
<ul style="list-style-type: none"> • Provide essential references – chapters, articles, papers, and online links. • Ask to develop their concept based on the materials provided before coming to participate in the class. • Give a short overview on the contents ask students to make comments on the presentation. 	<ul style="list-style-type: none"> • Read, think and prepare the material for discussion. • Engage and link the learned experiences with our curriculum contexts. • Do group activities in the classroom and make comments on them. 	<ul style="list-style-type: none"> • Activities in the group are expectedly carried out by the students. Focusing on their early specialized curriculum (Geography, History, Political Science, and any other) they will analyze using the lens of curriculum design. • Students will also explore and assess their subject curriculum in terms of dimensions of curriculum. • Ask students to find the school curriculum and link them to which camps (subject-centered, learner-centered, problem-centered, etc.) they will fall with their justification.
Unit IV: Practical Consideration Curriculum Development in Nepali Context (10hrs)		
Specific Objectives	Specific Contents	Content Coverage
<ul style="list-style-type: none"> • Assess and comprehend the need for a national curriculum and the reasons behind its implementation. • Evaluate and compare the current national curriculum with neighboring practices in relation to its focus. 	<p>4.1. National curriculum framework and its need and focus</p> <p>4.2. Local curriculum and its process and application</p> <p>4.3. Critiques on school level and higher education curriculum</p> <p>4.4. Assessment and evaluation practice of school-level and</p>	<p>4.1. Understanding the need for a National Curriculum Frameworks</p> <p>4.1.1. Practical Reasons behind Implementing National Curriculum Frameworks</p> <p>4.1.2. National Curriculum Framework and its Focus and Emphasis</p>

<ul style="list-style-type: none"> • Conceptualize the local curriculum in terms of process and application. • Evaluate the current local curriculum practices carried out at the school level. • Critically appraise school and higher-level curricula in terms of their organization and development process. • Critically analyze students' evaluation system adapted by the school and higher-level curriculum. • Assess the current dissemination and implementation practices of school and higher-level curriculum. • Shortly shape the curriculum from sustainable, indigenous, Vaidik, Buddhist, and Islamic perspectives. • Develop a brief review report on the above-discussed perspectives locating them concerning policy, resource, and infrastructural available. 	<p>higher education curriculum framework</p> <p>4.5. Shaping curriculum from a different perspective</p>	<p>i) Language, Culture, Ethnicity, Gender, Geography, Backwardness</p> <p>4.2. Understanding Local Curriculum (Concept, process, and application)</p> <p>i) Assessing and Evaluating Local Curriculum Practices</p> <p>4.3. Critiques and Evaluation on School Level and Higher-Education curriculum (Development Process, Dissemination, and Implementation)</p> <p>4.3.1. Evaluation Practice of school level and higher education curriculum</p> <p>4.3. Shaping curriculum from different Perspectives (Sustainable development, Indigenous (decolonial), Vaidik, Buddhist, Islamic)</p> <p>4.4. A critical review of the foresaid different Practices.</p>
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Teaching Learning Strategies

Teacher's inputs (12 hrs.)	Students' Efforts (24 hrs.)	Tasks for Activities
<ul style="list-style-type: none"> • Provide materials for reading and practice at home and in class on national curriculum frameworks, local curriculum, and current school system and higher education curriculum. • Assess the current curriculum from different perspectives to provide 	<ul style="list-style-type: none"> • Learn materials, develop ideas, match different national curriculum frameworks of different neighboring countries, and conclude the need of a national curriculum framework them. • Test and check the school and higher education curriculum if they 	<ul style="list-style-type: none"> • Students will work with groups on the national and local curriculum in terms of their needs, processes, and practices in the Nepali context. They will evaluate and assess to what extent they are appropriate and adequate to represent the current and contemporary



<p>students with insights into them from Nepali context.</p> <ul style="list-style-type: none"> • Provide guideline on developing local curriculum and ask to develop insights into how local curriculum practices are being carried out in schools. • Provide a short overview of school level and higher-education curriculum's development process, dissemination and implementation. • Provide some examples of assessment and evaluation practices of school level and higher-education to test the students' achievements. Try to collect students' experiences on the issues for the discussion. • Ask students prepare 2 pages of their reflection note on issues discussed. 	<p>adequately incorporate different contemporary perspectives.</p> <ul style="list-style-type: none"> • Visit one or two schools or collect local curriculum by any means and critically assess and evaluate them from the guidelines and materials provided them to unveil if they are in line with the spirit of local curriculum. • Give their critiques and evaluation on their experiences and information about school level and higher-education curriculum' development process, dissemination and implementation. • Ask students to reflect on the assessment and evaluation system that schools and higher institutions are carrying out, and mark their good ethos and weaknesses. 	<p>local and global issues.</p> <ul style="list-style-type: none"> • Students will visit nearby schools and collect information about the examination system, item construction process, and exam administration, and develop a 2-page report reflecting how such practices are being carried out. • Students and teacher both work on the information the students collected and present in the classroom to develop a critical lens on the existing curriculum practices, evaluation system and teachers' involvement at school level and higher-education level.
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4. Delivery mode

- Curricular objectives
- Learning contents
- Pedagogical strategies

5. Evaluation Criteria (Internal 40%, External 60%)

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

Criteria	Marks	Remarks
Internal Assessment: The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	5	70-80=3, 91-90=4, 91-100=5
Class participation	5	Presentation (Either in pairs or individually) based on the Unit II task in an original and natural style.
Assignment I (Individual task)	10	Any task from Units II or III
Assignment II (Group task)	10	Any task from IV



Assignment III (Individual test)	10	Written examination: Objective and subjective Items.
External Evaluation: The external evaluation of 60% of written tests 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)

4. Recommended Books and References

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- Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development a practice guide (8th edition)* Pearson.



Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSSSED)

Course Title: Indigenous Culture, Knowledge, and Education

Course No.: Ed. 553

Nature of Course: Theoretical

Semester: Fifth

Credit Hours: 3

Level: Master of Social Studies Education (MSSSED)

Total teaching hours: 48

1. Course Introduction

The course aims to explore and transfer Indigenous Knowledge (IK) and culture prevalent in Nepali society and its educational implications. The primary objective of the course is to enhance students' comprehension of IK vis-à-vis contemporary Western knowledge paradigms. This curriculum addresses the concept of Indigenous knowledge, culture, and its existing practices in Nepal. Furthermore, the course encompasses exploring the Nepalese diverse cultural landscape, emphasizing the significance, cultural manifestations, and acknowledgment thereof. It provides an opportunity for critical examination of the hegemonic influence of Western culture. This entails understanding various forms of IK, its significance, challenges in preservation, and strategies for promotion and conservation.

Moreover, the course endeavors to deepen students' orientation to diverse realms of IK, encompassing entertainment, traditional medicine, cosmology, ecology, ethno-agro-veterinary practices, cultural norms and values, architectural traditions, worship practices, food habits, and artistic expressions. Practical activities are integrated into the course to augment students' understanding and proficiency in engaging with Nepal's Indigenous communities. These exercises are designed to foster interaction and collaboration, thereby enriching students' learning experiences. The course culminates with delineation of standards for both internal assessment and external evaluation processes.

2. General Objectives

The course aims to equip students with the following abilities:

- Conceptualize the nature and significance of Indigenous knowledge.
- Foster a deeper understanding of Indigenous culture.
- Recognize the prevalence of Indigenous knowledge practiced in Nepalese communities.
- Internalize the relationship between Indigenous knowledge and educational practices.
- Utilize Indigenous culture and knowledge in pedagogical practices.
- Conduct project work on Indigenous knowledge and education.

3. Course Details,

Unit I: Understanding of Indigenous Knowledge (10 hours)		
Specific objectives	Contents	Content coverage



<ul style="list-style-type: none"> • Conceptualize the indigenous knowledge and people • Describe the origin and development of indigenous knowledge and practices • Discuss the debate on Indigenous Knowledge 	<p>1.1. Concept of indigenous knowledge and people</p> <p>1.2. Origin and development of indigenous knowledge and practices</p> <p>1.3. Debate on Indigenous people and knowledge</p>	<p>1.1. Conceptualize indigenous knowledge and people, compare and contrast the concepts of indigenous knowledge, ethnic groups, minorities, race, caste, and nation; similarities and differences of these categories in Nepal</p> <p>1.2. Identifying the origin and development of indigenous practices in Nepal; key national and international legislations and policy provision of indigenous peoples in Nepal</p> <p>1.3. Debate on Indigenous Knowledge</p>
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Unit II: Practice of Indigenous Culture (16 hours)

Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Conceptualize the meaning and importance of culture, • Explain the sources of cultural knowledge • Analyze the practices of indigenous culture • Describe the influence of oriental and Occidental culture 	<p>2.1. Concept and importance of culture</p> <p>2.2. Sources of cultural knowledge</p> <p>2.3. Practices of indigenous culture: agricultural practice, food practice, technological practice, health and healing practice, and practice of ritual ceremonies, festivals, and folk music.</p> <p>2.4. The influence of oriental and Occidental culture</p>	<p>2.1. Concept and definition of culture and the significance of culture</p> <p>2.2. Sources of cultural knowledge (Vedic, Buddhist, Christian Muslim, Mundhum, Masto)</p> <p>2.3. Practices of indigenous knowledge and culture attached to ecology: Agricultural Practice: fertilizer, cultivation, seed protection, grain storage, pesticide, conservation of soil fertility.; Food Practice: special food of indigenous peoples, grain and vegetable processing, making yogurt and ghee, making pickles, making liquor, making <i>Gundruk/ Sinki</i>, making food for special festivals.....; Technological Practice: specific musical instruments, <i>Dhiki-Jaato</i>, <i>paanighatta</i>, <i>Koal...</i> etc.</p>



		<p>Health and Healing Practice: Dhami, Jhankri, Bijuwa, Guruwa, Amchi, Tantrik and Spiritual healing practice, and herbalism etc.</p> <p>Cultural Practice: Art and music (and dance), custom and dress up.</p> <p>Cultural Ceremonies: Festivals, social rites, and rituals (Chewar, Jhijhiya, Mithila art,...) from birth to death, ...etc.</p> <p>Festivals: Celebration culture of different festivals prevailed in different Indigenous communities</p> <p>Folk music: specific musical instruments, folk dance and music</p> <p>2.4. Influence of oriental and occidental culture on festivals, rituals, ceremonies, music, local technology, food and healing practices.</p>
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Unit III: Indigenous Knowledge in Nepal (10 hours)

Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Explore IK practices in Nepal • Elaborate the importance of Indigenous knowledge in Nepal • Analyze the challenges to preserving Indigenous knowledge • Suggest the ways for consecrating and innovating Indigenous knowledge 	<p>3.1. Exploration of IK practices in Nepal</p> <p>3.2. Importance of IK</p> <p>3.3. Challenges of preservation of IK</p> <p>3.4. Ways of preservation and promotion IK</p>	<p>3.1. Conceptualize and practices of IK in Nepal (Yagya, Gotra, Veja, Rodhi, Guthi, Dhukuti, Badghar, Parma, Jhara and Dhami- Jhakri, Udhauli, Ubhauli, Jitiya.....etc)</p> <p>3.2. Importance of IK for education, climate resilience, and identity</p> <p>3.3. Challenges created by the hegemony of Western knowledge, globalization, and modernity as colonialism; and Indigenous Knowledge policy challenges in Nepal</p> <p>3.4. Ways of preserving and promoting IK: awareness development, addressing</p>



		through rules, regulation, and policies
Unit IV: Indigenous Knowledge and Education (12 hours)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Interrelate the relationships between indigenous knowledge and education • Explain the nature of indigenous education • Demonstrate understanding of pedagogical approaches of Indigenous education • Analyze the tensions between contemporary schooling and Indigenous knowledge in Nepal 	<p>4.1. Relationship between indigenous knowledge and education</p> <p>4.2. Nature of Indigenous Education</p> <p>4.3. Pedagogical approaches in Indigenous education</p> <p>4.4. Indigenous education in contemporary school education in Nepal</p>	<p>4.1. Relationship between Indigenous knowledge and education</p> <p>4.2. Nature of Indigenous education (knowledge-friendly school climate, curriculum, and learning resources)</p> <p>4.3. Pedagogical approaches to indigenous education: Land-based pedagogy, Gurukul, Gumba, Madrasa, collective ways of knowing, culture-sensitive education, community engagement in education, ethical ways of learning, etc.</p> <p>4.4. Indigenous education in contemporary school education in Nepal: provision of Indigenous education in constitution, educational rule and regulation, National curriculum framework, School Sector Education Plan (SSEP), present school curriculum.</p>

4. Delivery mode

- Curricular objectives
- Learning contents
- Pedagogical strategies

5. Assessment strategies

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.

Criteria	Marks	Description
Attendance	5	70-80%=3, 81-90%=4, 91-100%=5
Class presentation	5	Each student will take part in a class presentation on a theme



			selected/provided.
Assignment (individual task)	I	10	Note: Each student will identify different practices of local knowledge and critically analyze one of them to prepare a report in about 1500 words (interpreting how culture and Indigenous knowledge are practiced).
Assignment (individual task) Project work	II	10	Note: Each student has to do a project work individually. Students will choose, plan, and implement a project under the supervision of the teacher and write a project report in about 1500 words. The plan of project work should be based on the fieldwork. Students should be engaged in the data collection process by observing the culture and technology of indigenous people or interviewing the indigenous people. Collected information/data should be transcribed, analyzed, and interpreted according to the teacher's instructions.
Assignment (Individual test)	III	10	Written examination: Objective (8 items, 0.5 marks weightage) and subjective (3 analytical items with per item 2 marks weightage).
Total internal assessment		40	
External evaluation: The external 60% written test covers the following nature of test items and marks.			
Examination			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)

6. Recommended Books and References

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Tribhuvan University
Faculty of Education
Master in Social Studies Education (MSSSED)

Course Title: Research Methods in Social Studies Education

Course No.: Ed. 554

Nature of Course: Theoretical

Semester: Fifth

Credit Hours: 3

Level: Master of Social Studies Education (MSSSED)

Total teaching hours: 48

1. Course Introduction

The course aims to develop key tenets of knowledge tenets of research with additional online skills in quantitative, qualitative, and mixed-method designs using digital tools. In the first unit, the course begins with an introductory part focusing on the definition of research problems in social study, stating the identified problems in researchable form, formulating the research objective and purpose, generating research questions/hypotheses, and then, linking the philosophy and theory in literature review. The second unit is focused on quantitative research designs including the sampling procedure, development of instruments, data management, information processing, and analysis using digital tools. The entire third unit is invested in the introduction of qualitative approaches, especially, to an entire research process of case study. The fourth unit elucidates the concept of mixed method research and knowledge of action research including its application in social study. Finally, the fifth unit is concentrated on proposal and report writing.

2. General Objectives

The general objective of this course is to widen the horizon of methodological knowledge and skills of research in students. The specific objectives of the course are to:

- Identify and explore research problems using the gap and controversies of social life engaging in the discourse and debates of knowledge in the field of their interest;
- Problematize the identified topic with the formulation of research objectives, questions, and research hypothesis, and develop skills in reviewing different forms of literature;
- Develop methodological part linking philosophy, theory, and concept;
- Conceptualize and demonstrate the skill of sampling, tool development, and data analysis in quantitative, qualitative, and mixed-method research strategies; and
- Prepare proposal and research report maintaining ethical issues and quality standards in research.

4. Course Details (Learning Outcomes and Key Content Areas)

The course is organized into five units with the content, its elaboration, and the specific objective of each unit.



Unit I: Understanding Educational Research (12 hrs)		
Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Explain the basic concepts of research • Review different forms of literature, Apply the rule of citation and referencing based on APA guidelines • Generate research problems, write the objective/ purpose, formulate research hypotheses/questions • Describe and present examples of different types of literature • Describe the concept of the research paradigm and differentiate the assumptions of positivistic, interpretative, and critical paradigms • Select appropriate theory to develop conceptual diagrams of chosen problems 	<p>1.1 Basic concepts of research and educational research</p> <p>1.2 Literature Review</p> <p>1.3 Identification of research problem</p> <p>1.4 Research paradigms</p> <p>1.5 Theoretical and conceptual framework</p>	<p>1.1 Concept, meaning, and characteristics of research and educational research; concept of e-research</p> <p>1.2 Concept, types, and way of developing review paragraph, Citing the source and preparing reference list manually and digitally (using EndNote, Zotero, or Mendeley), technical aspects of assignments, papers, and reports (pagination, heading rule, tabulation, font, line space, numbering, paraphrasing, etc as in APA 7th ed.)</p> <p>1.3 Identification and exploration of research problems using social controversies and research gaps; writing statement of problem, formulating objectives/purpose, and developing research questions/hypothesis in quantitative and qualitative research.</p> <p>1.4 Concept of positivist, interpretative, and critical paradigm with ontological, epistemological, axiological, and methodological assumptions of each.</p> <p>1.5 Developing examples of theoretical and conceptual</p>


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		frameworks.
Teaching Learning Strategy		
Teacher's Effort (12 hrs)	Student's Effort (24 hrs)	Assessment Tasks
<ul style="list-style-type: none"> Sharing ideas on content areas Presenting the demos of the content in the required place Engaging students in the activities and providing support and feedback Supporting students with the required resources. 	<ul style="list-style-type: none"> Collect necessary resources and develop concepts on related topics by reviewing the materials individually Engage in activities and discussion, conclude the ideas, and share them in a presentation session Gets feedback from peers and teachers Follow the guidelines of teachers. 	<ul style="list-style-type: none"> Select a research issue/title, formulate research objectives and research questions/hypotheses, and write the importance or rationale for doing this study. Select a specific research issue, collect relevant literature, review the literature, and write a review paragraph. Develop theoretical and conceptual framework.
Unit II: Designing Quantitative Research (10 hrs)		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> Explain the concept and key characteristics of quantitative research Identify research problems in own professional area fits for different quantitative study Develop research designs for quantitative research Prepare survey and experimental research proposal Collect, manage, and analyze quantitative data using software Illustrate ethical issues in 	2.1 Concept, characteristics, and types of quantitative research 2.2 Research Designs 2.3 Survey research 2.3.1 Concepts and Types 2.3.2 Sampling in Survey 2.3.3 Instruments for Survey 2.3.4 Data organization using the digital tool (MS Excel, SPSS)	2.1 Concept, characteristics, and types of quantitative research with workout examples on the identification of research topics for each type. 2.2 Combination of research paradigms (positivism, interpretivism, and critical), approach (quantitative, qualitative, mixed), and methods (site, respondents, tools, data collection, and analysis) 2.3 Concept, types, and rationale for choosing survey; types of probability and non-probability sampling with size



survey and experimental research	<p>2.3.5 Data analysis and reporting</p> <p>2.3.6 Developing survey research proposal</p> <p>2.4 Ethical consideration in survey research</p> <p>2.5 Experimental designs</p> <p>2.5.1 Concepts and types</p> <p>2.5.2 Validity in experimental research</p> <p>2.5.3 Sampling procedure</p> <p>2.5.4 Instrument development</p> <p>2.5.5 Data organization and tabulation using SPSS</p> <p>2.5.6 Data analysis</p> <p>2.5.7 Ethical consideration in experimental research</p>	<p>determining formula; developing and collecting data using MS/Google form; managing data using MS Excel and SPSS; and developing survey research.</p> <p>2.4 Concept and condition of experimental research; types of experimental designs; variables; validity threats; sampling and tool development; data management using SPSS, and analysis and interpretation of data.</p>
Teaching Learning Strategy		
Teacher's Effort (10 hrs)	Students' Effort (20 hrs)	Tasks for Assignment
<ul style="list-style-type: none"> • Providing theoretical concepts on various aspects of quantitative research • Share the examples and models for quantitative research • Engage students working with the given concepts • Facilitate students for reflecting on the strategies 	<ul style="list-style-type: none"> • Engage actively in the classroom activities • Participate in discussions and share ideas among the peers and facilitators • Presenting reflection on the ideas based on reading books and 	<ul style="list-style-type: none"> • Choose an appropriate research design and make a plan about what issue you want to study using this design • Select a research problem for survey/experimental research and prepare a proposal for doing the research (using the format given by the research committee, FOE, TU). <p>(Assignment I)</p>







for using appropriate design	<p>papers</p> <ul style="list-style-type: none"> • Work in pairs or groups and reflect on various designs • Identify problem appropriate for specified quantitative research 	
Unit III: Designing Qualitative Research (10 hrs)		
Specific objectives	Contents	Content Coverage
<ul style="list-style-type: none"> • Compare the key points of quantitative research with qualitative • Explore researchable problems fit for different qualitative approaches • Explain sampling, data collection (interview, observation, and FGD), and analysis procedure of qualitative research • Prepare codes for qualitative data analysis using the given transcription • Conduct case study 	<p>3.1 Concept and characteristics of qualitative research</p> <p>3.2 Qualitative research approaches</p> <p>3.3 Sampling methods</p> <p>3.4 Data collection procedures</p> <p>3.4.1 (Structured, semi-structured, and Unstructured interview schedules</p> <p>3.4.2 Participant observation (Participant and non-participant)</p> <p>3.4.3 Focus group discussions</p> <p>3.4.4 Field notes</p> <p>3.5 Data analysis</p> <p>3.6 Reliability and validity of information</p> <p>3.7 Doing a case study</p> <p>3.7.1 Planning for Study</p> <p>3.7.2 Designing the Study</p>	<p>3.1 Differentiate qualitative research from quantitative in terms of their characteristics</p> <p>3.2 Introduction and example of approaches (Case study, ethnography, narrative inquiry, phenomenology, and grounded theory)</p> <p>3.3 Sampling procedure in qualitative research</p> <p>3.4 Concept and process of data generation in qualitative research</p> <p>3.5 Data management and analysis (transcribing, coding, comparing, grouping, theme generation, and meaning-making)</p> <p>3.6 Methods of ensuring reliability and validity of qualitative information</p>



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	<p>method research</p> <p>4.6 Action research</p> <p>4.6.1 Concept, types, and characteristics of action research</p> <p>4.6.2 Steps in Conducting Action Research</p> <p>4.6.3 Prepare an action research proposal</p>	<p>online/offline library/link</p> <p>4.6 Identification of action research topic and preparing a proposal for action research; steps: selection of appropriate topic, locate the resource, identify information, collect data, analyze data, develop an action plan, implement the plan, and reflect.</p>
Teaching Learning Strategy		
Teacher's Effort (10 hrs)	Students' Effort (20 hrs)	Tasks for Assessment
<ul style="list-style-type: none"> • Provide learning resources for the mixed method and action research • Engage students in the discussion, individual work, and group work. • Provide feedback for the student's work and assignment. • Present key ideas on mixed method research and action research • Explain the concept, characteristics, and types of mixed-method research 	<ul style="list-style-type: none"> • Read the materials and resources provided by teachers and reflect on the different aspects of mixed-method research and action research • Engage actively in individual and group work in the class • Present, share, and reflect the ideas on action research • Select a topic and conduct an action research 	<ul style="list-style-type: none"> • Visit your library or search the web, collect mixed-method research, and note the objectives, research questions, research paradigm, strategy, and research method. Share your key points in the class • Collect action research-related topics from different sources • Select a topic and prepare an action proposal (Assignment II) • Develop data collection tools for the mixed method research
Unit V: Writing Research Proposal and Report (6 hrs)		
Specific Objectives	Contents	Content Elaboration
<ul style="list-style-type: none"> • Explain the concept and need of the research proposal • Illustrate the basic components of research 	<p>5.1 Concept and need for research proposal</p> <p>5.2 Basic components of Research proposal and report</p>	<p>5.1 Concept and need for research proposal</p> <p>5.2 Components of Research Proposal and report: Introduction, Literature</p>



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<p>proposal and report</p> <ul style="list-style-type: none"> • Steps in developing a research proposal • Maintain essentials of research proposal • Formatting research report/theses 	<p>5.3 Steps in developing a research proposal</p> <p>5.4 Essentials of Report Writing</p> <p>5.5 Formatting research Report/ thesis.</p>	<p>review, Research Methodology, Result and Discussion, Conclusion and Implication</p> <p>5.3 Steps in developing a research proposal: background of the study, rationale of the study, problem statement, objectives/ research questions, limitation /delimitation, chapter organization, Literature review (Conceptual, Theoretical, and empirical), Methodology, and Ethical considerations.</p> <p>5.4 Introduction, literature review, methodology, Analysis and interpretation of data, conclusion, and implications</p> <p>5.5 Formatting research proposal/theses as prescribed by FOE Dean office, TU</p>
Teaching Learning Strategy		
Teacher's Effort (6 hrs)	Students' Effort (12 hrs)	Tasks for Assessment
<ul style="list-style-type: none"> • Provide learning resources and online links for the research proposal and report writing • Present and share key ideas on the research proposal and research report • Demonstrate a sample of different research proposals and research reports. • Provide feedback for the improvement of student works • Manage student engagement in the learning activities 	<ul style="list-style-type: none"> • Collect learning resources provided by the teacher and from other sources • Search different research proposals and research reports in your area and evaluate different components • Engage actively and practice the application of APA guidelines in research proposals and research reports. 	<ul style="list-style-type: none"> • Choose a research title and prepare a research proposal in the area of your interest (Assignment II) • Do peer review and provide feedback using tracking mode for at least three research proposals/reports given by your teacher


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	<ul style="list-style-type: none"> • Collaborate in group work and produce research proposals and report writing. • Address the feedback provided by the teacher 	
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5. Delivery mode

- Curricular objectives
- Learning contents
- Pedagogical strategies, and

6. Assessment strategies

Evaluation Criteria (Internal - 40% and External - 60%)

Students' learning will be evaluated based on 40% internal assessment and 60% external examination.

The internal assessment will be formative as well as summative. The internal marks will cover 40% and will be allocated based on the following criteria:

Attendance	5 %	Class attendance (5 \geq 90; 89 \geq 4.5 \geq 85; 84 \geq 4 \geq 80; 79 \geq 3.5 \geq 75)
Class participation	5%	Presentation and participation in a learning activity
Assignment I	10%	Case Study (Individual work from units II, III, IV)
Assignment II	10%	Research Proposal/Research Report (Group work)
Assignment III	10%	Written test (Objective and subjective tests)

External examination (60%)

The external evaluation will be summative and will cover a 60% score. The external examination will be run by the Office of Dean, Faculty of Education at the end of the semester. The test items will be the following.

Group A	Objective items	10 q \times 1 point = 10
Group B	Short answer type items (including two or questions)	6 q \times 5 point = 30
Group C	Essay-type items (including one or a question)	2 q \times 10 point = 20

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Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSED) Program

Course Title: Gender and Sexuality

Code: Sost. Ed. 552

Level: Master of Social Studies Education (MSSED)

Nature of Course: Theoretical

Semester: Fifth

Full Marks: 100

Credit Hrs.: 3

Teaching hours: 48

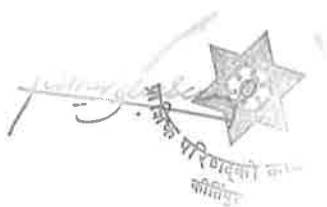
1. Introduction

This course is designed to provide fundamental knowledge of gender to the students of the Master in Social Studies Education (MSSEd) level. The students of this level are the prospective social studies teachers at the school and university levels. This course aims to understand the body and organic structure of females and males as well as to help students acquire the basic knowledge of sex, sexuality, gender, violence, patriarchy, gender construction, gender socialization, cultural and religious dimensions of gender relationships. It helps to gain knowledge of theoretical perspectives on gender relationships such as social perspective, structural-functional perspective, conflict perspective, feminist perspective, and patriarchal perspective. This course highlights also major gender issues and cases of the social structure of Nepal.

2. General Objectives

The general objectives of this course are to:

- explain the fundamental concepts of sex and gender-related terminologies.
- critically analyze the theoretical perspectives and gender relationships.
- understand the body and organic structure of females and males.
- describe the construction of gender, sexuality, violence, and violence-related policies in Nepali society.
- analyze the differences of sex and gender, gender-based stratification.
- explain the gender relationships in cultural and religious perspectives.
- discuss gender sensitivity and gender intersectionality.
- critically analyze the gender-related major issues of Nepali society.
- prepare a project work and a project report on the gender issues of contemporary society in Nepal.




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3. Specific Objectives and Contents

Specific objectives	Course contents
<ul style="list-style-type: none"> • Explain the concepts of Sex, sexuality, gender, gender expression, gender identity, and gender fluidity. • Differentiate the concept and nature of gay, lesbian, and intersex. • Identify the different categories of sexuality. • Discuss the construction of sex and sexuality. • Analyze basic concepts of masculinity, femininity, patriarchy, equality, equity and Comprehensive sexuality education. 	<p>Unit 1: Concepts of Gender and Sexuality 8 hrs</p> <ol style="list-style-type: none"> 1.1. Gender, sex and sexuality 1.2. Construction of sex and sexuality 1.3. Forms of sexuality (homosexuality, bisexuality...) 1.4. Gender identity, gender expression, gender fluid, and transgender 1.5. Masculinity, femininity and patriarchy 1.6. Gender equality and equity 1.7. Comprehensive sexuality education
<ul style="list-style-type: none"> • Explore the context, assumptions, application, and critique of the different perspectives of the social aspect, structural functionalism, conflict, feminism, and patriarchy. • Analyze the gender relationships of the contemporary social structure of Nepali society based on the listed theoretical perspectives. 	<p>Unit 2: Theoretical Perspectives on Gender 10hrs</p> <ol style="list-style-type: none"> 2.1 Sociobiological perspective and gender relationship 2.2 Structural functional perspective and gender relationship 2.3 Conflict perspective and gender relationship 2.4 Feminist (Liberal, Marxist, Socialist, Radical, Black...) perspective and gender relationship 2.5 Patriarchal perspective and gender relationship
<ul style="list-style-type: none"> • Discuss the understanding of the body and organic structure of female and male • Differentiate between sex and gender. • Explore gender construction in a changing context. • Discuss gender differentiation and social stratification • Analyze the gender socialization. • Explain the gender relations in cultural and religious perspectives. • Assess the gender and intersectionality (interlinkage between gender, class, and caste...) 	<p>Unit 3: Construction of Gender, Sexuality and Violence 12 hrs</p> <ol style="list-style-type: none"> 3.1 Understanding of the body and organic structure of female and male 3.2 Differentiation between sex and gender 3.3 Construction of gender in eastern and western concept and changing context 3.4 Gender socialization 3.5 Gender differentiation and social stratification 3.6 Gender relationships in cultural and religious perspectives 3.8 Gender intersectionality (interlinkage between gender, class, and caste...) 3.9 Social approach to understanding violence



<ul style="list-style-type: none"> • Discuss the social understanding of the violence and violence against men and women in the contemporary society of Nepal. • Analyze the gender-based violence (between spouses, kin group, working group, professional group, business group) • Explore the gender violence policy. 	<p>against men and women</p> <p>3.10 Gender-based violence (between spouses, kin group, working group, professional group, business group)</p> <p>3.11 Gender sensitivity in the classroom</p> <p>3.12 Policy response</p>
<ul style="list-style-type: none"> • Analyze the contemporary gender issues and inequality in Nepali society such as education, health, employment and wage, citizenship, parental property, reproductive rights, marriage and divorce, cultural participation, social mobility, and inclusion 	<p>Unit 4: Contemporary Gender Issues and Inequality in Nepali Society 10hrs</p> <p>4.1 Educational opportunity and participation</p> <p>4.2 Health consciousness, facility and treatment</p> <p>4.3 Employment opportunity, category, and wage</p> <p>4.4 Citizenship right</p> <p>4.5 Parental property rights, practice, and problem</p> <p>4.6 Reproductive health, right and decision</p> <p>4.7 Marriage, divorce and remarriage</p> <p>4.8 Cultural participation</p> <p>4.9 Social mobility</p> <p>4.10 Social inclusion</p>
<ul style="list-style-type: none"> • Find out the gender issues of your locality. • Prepare a case report on gender problems for classroom discussion and presentation 	<p>Unit 5: A case study of contemporary gender issues in Nepali society, case writing, presentation, and interaction. 8 Hrs</p>

Note: The figures in parentheses in the brackets indicate the teaching hours for the respective units.

4. Instructional Techniques

The instructional techniques will be of two types - general and specific. General techniques will be common to all the units whereas the specific techniques will be applied according to the nature of topics in the units to be taught.

4.1 General Instructional Techniques

Different methods can be adopted for teaching this course. The main techniques/ methods applicable to this course include:

- (a) Lecture (b) Discussion (c) Inquiry



(d) Project work (e) Team teaching (f) Question-answer

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Discussion on the concepts of sex and gender-related terminologies.
II	Critical analysis of theoretical perspectives and gender relationships.
III	Individual works for classroom presentation on the gender issues of cultural and religious dimensions.
IV	Group works and discussions on contemporary gender issues and inequality.
V	Project work and group discussion on the case report of gender problems.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent for the final/semester examination.

5.1 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Internal evaluation will be conducted by the course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10
Third assignment	10
Total	40

5.2 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

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6. Reference Materials

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- भासिन, कमला, खान, निघत, सईद (....) । *नारीवाद के हो ?* । काठमाडौं, स्त्री शक्ति । कार्की, सुशिला (२०६८) । *लैंगिक समानता*, काठमान्डौ पैरवी प्रकाशन ।

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Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSSED) Programme

Course Title: Teaching Social Studies	Semester: Fifth
Code: Sost. Ed. 555	Full Marks: 100
Level: Master of Social Studies Education (MSSSED)	Credit Hrs: 3
Nature of the Course: Theoretical	Teaching hours: 48

1. Course Description


This course is designed to provide students with the knowledge and skills required for effective teaching of social studies education for the students of the Master in Social Studies Education (MSSSED) Program. It intends to provide them with a better understanding of the social studies curriculum and textbooks. It also deals with instructional planning, teaching materials, evaluation techniques, and supplements in teaching social studies.

2. General Objectives

The general objectives of this course are as follows:

- familiarize the students with the concept and relevance of teaching social studies in the 21st century.
- enable them to evaluate social studies curriculum and textbooks.
- make the students apply different types of instructional planning.
- make them able to apply various instructional strategies and use teaching materials in teaching social studies.
- enable them to apply various tools of evaluation in teaching social studies.
- explain the importance of teaching supplements in teaching social studies.

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3. Specific objectives and contents

Specific objectives	Contents
Unit I: Concept of Teaching Social Studies (6)	
<ul style="list-style-type: none"> • Discuss the meaning and importance of teaching. • Explain the concept of social studies and teaching social studies. • Discuss the pedagogical nature of social studies subjects that are designed for different levels in schools. • Able to reason out the relevance of teaching social studies in the 21st century • Critically analyze the scientific basis of teaching social studies at different levels. 	1.1 Meaning and importance of teaching 1.2 Concept of teaching social studies 1.3 Pedagogical nature of social studies curricula 1.4 Relevance of teaching social studies in the 21 st century 1.5 Scientific basis of teaching
Unit II: Curriculum and Textbook of Social Studies (8)	
<ul style="list-style-type: none"> • Discuss the concepts and nature of the social studies curriculum. • Critically analyze the types of secondary-level social studies curriculum design. • Prepare taxonomical orders of the learning objectives of the existing secondary-level social studies curriculum for classroom discussion. • Critically analyze the sources of subject matters for designing social studies curriculum different sources (NCSS themes & NCF of Nepal). • Evaluate the current secondary-level social studies curriculum of Nepal. • Prepare a model curriculum of social studies for any one grade of secondary level following principles and approaches to curriculum design • Discuss the concepts and importance of qualities social studies textbook. • Overview the secondary level social studies textbook. 	2.1 Concepts and Nature 2.1.1 Concept of curriculum 2.1.2 Nature of social studies curriculum 2.2 Design to develop social studies curriculum 2.2.1 Subject 2.2.2 Discipline 2.2.3 Correlated 2.2.4 Broad-field or interdisciplinary 2.3 Taxonomical orders of learning objectives 2.4 Selection of subject matters in the social studies curriculum 2.5 Analysis of current secondary level social studies curriculum 2.6 Preparation of a model of social studies curriculum for any one grade of secondary level 2.7 Concept and importance of social studies textbook 2.8 Overview of secondary level social studies textbook



Unit III: Instructional Design and Planning (6)	
<ul style="list-style-type: none"> • Discuss the concepts and needs of instructional design in teaching. • Analyze the planning and organization of instruction • Analyze the criteria for the construction of an annual plan, unit plan, and lesson plan. • Construct and use of annual plan, unit plan, and lesson plan based on the secondary-level social studies curriculum of Nepal 	<p>3.1 Concepts and needs of instructional design</p> <p>3.2 Planning and organization of instruction planning</p> <p>3.3 Types of instructional planning</p> <p style="margin-left: 20px;">3.3.1 Annual plan</p> <p style="margin-left: 20px;">3.3.2 Unit plan</p> <p style="margin-left: 20px;">3.3.3 Lesson plan (components of behavioral and constructivist models of lesson planning)</p> <p>3.4 Preparation of instructional plan for teaching social studies, b) preparation of the annual and unit plan, c) exercise for writing behavioral objectives according to Bloom's taxonomy planning, and d) preparation of model lessons plan, and presentation</p>
Unit IV: Teaching Strategies and Methods in Social Studies (10)	
<ul style="list-style-type: none"> • Explain the concept and importance of teaching strategies and methods. • Practice the different student-teacher interactions in classrooms. • Practice the different teacher and student-centered teaching methods in teaching social studies. • Explain the concept and importance of team teaching and microteaching. • Implement innovative ideas in teaching social studies. 	<p>4.1 Concept and importance of teaching strategies and methods</p> <p>4.2 Methods of student-teacher interactions</p> <p>4.3 Overview of different teaching methods</p> <p style="margin-left: 20px;">4.3.1 Teacher-centered methods (lecture, question-answer, and demonstration)</p> <p style="margin-left: 20px;">4.3.2 Student-centered methods (project work, observation, inquiry, case study, role-playing, problem-solving, discussion, value clarification)</p> <p>4.4 Team teaching</p> <p>4.5 Microteaching</p> <p>4.6 Innovative ideas in teaching social studies</p>
Unit V: Instructional Materials in Social Studies (6)	
<ul style="list-style-type: none"> • Prepare and use maps, graphs, charts, pictures, models, and timelines in the social studies classroom. • Collect and use historical documents, 	<p>5.1 Preparation and use of maps, graphs, charts, pictures, models, specimens, timeline</p> <p>5.2 Use of historical documents</p>



<p>supplementary reading materials, bulletin boards, and scrap boards in teaching social studies.</p> <ul style="list-style-type: none"> • Use radio, television, websites, mobile, smart board, and LMS as materials in the social studies classroom. 	<p>5.3 Use of supplementary reading materials 5.4 Use of bulletin board and a scrap board 5.5 Use of radio, television, websites, mobile, computer, smart board, LMS</p>
Unit VI: Evaluation of Teaching Social Studies (8)	
<ul style="list-style-type: none"> • Explain the concepts and purpose of evaluation in teaching social studies. • Describe the different types of evaluation in teaching social studies. • Construct and use the teacher-made test. • Prepare and apply a specification chart and marking scheme. • Apply the attitude tests, and skill tests in the social studies classrooms. • Explain the concept of sociometry test and participatory evaluation. 	<p>6.1 Concept and purpose of evaluation 6.2 Types of evaluation 6.3 Construction and use of teacher-made test 6.3.1 Written test (Objective and subjective test) 6.3.2 Specification chart and marking scheme- concept and application 6.4 Attitude test and skill test 6.5 Sociometry test 6.6 Participatory evaluation</p>
Unit VII: Supplements of Social Studies Teaching (4)	
<ul style="list-style-type: none"> • Use the different community resources in teaching social studies. • Manage properly the social studies classroom. • Discuss the importance of current events and controversial issues in teaching social studies. • Describe the qualities, roles, and problems of social studies teachers. 	<p>7.1 Community resources 7.2 Social studies classroom 7.3 Current events and controversial issues 7.4 Social studies teacher</p>

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

5 Instructional Techniques

The teacher can apply the following instructional technique as and when required as per the nature of unit-wise contents.

5.4 General instructional techniques

Lecture, discussion, question-answer, brainstorming, preparation, and presentation of papers on selected topics will be adopted in the class. The students will be assigned to prepare test items to measure skills related to social studies.



4.2 Specific instructional techniques

Unit I: Describe the concept of teaching social studies, explain the teaching principles, and discuss teaching as a system in teaching social studies. The students will be assigned to prepare appropriate teaching methods based on available resources.

Unit II: The elements of the social studies curriculum will be explained. Various approaches to developing social studies curricula will be discussed. The students will be assigned to have an analytical study of the current secondary-level social studies curriculum. The qualities of a good social studies textbook will be identified. The students will be assigned to evaluate current secondary-level social studies textbooks.

Unit III: Discuss the concept, needs, and importance of planning, the process, and types of instructional planning. The teacher will prepare one model lesson plan and ask students to prepare: an annual work plan, unit plan, and lesson plan

Unit IV: The concept of teaching methods, theories of teaching-learning, and ways of communication in social studies classrooms will be introduced, and strategies used in teaching will be discussed.

Unit V: Construct and use deferred instructional materials in teaching social studies.

Unit VI: The need for evaluation in social studies will be identified. Various techniques of evaluation in social studies will be discussed. The students will be asked to construct a specification chart and point out its importance in teaching social studies. Various types of tests used in social studies teaching will be discussed and applied in classroom teaching.

Unit VII: Manage community resources, social studies classrooms, current events, and controversial issues in teaching social studies. Discuss the role of a social studies teacher.

5. Evaluation

The achievement of the students will be assessed through internal and final/semester examinations. Forty percent of marks will be allotted to the internal examination and sixty percent for the final/semester examination.

5.3 Internal Evaluation

Forty percent of marks are allotted to internal evaluation. Internal evaluation will be conducted by the course teacher based on the following activities:

Activities	Marks allotted
Attendance	5
Classroom activities	5
First assignment	10
Second assignment	10



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Third assignment	10
Total	40

5.4 External Evaluation (Final Examination)

Examination Division, Office of the Dean, Faculty of Education will conduct the final examination at the end of the semester. Sixty percent of the marks are allotted to the final examination. The number and types of questions in the final examination will be as follows:

Types of questions	Total Questions to be asked	Number of questions to be answered and marks allotted	Total marks
Group A: Multiple-choice	10 questions	10 x 1 marks	10
Group B: Short answer	6 with 2 'or' questions	6 x 5 marks	30
Group C: Long answer	2 with 1 'or' question	2 x 10 marks	20
Total			60

6. Recommended Books and Reference Materials

Recommended Books

CDC/GON (2071 B.S.). *Secondary and Basic level curricula*. Curriculum Development Centre.
(For units II)

Kochhar, S.K. (2012). *The Teaching of Social Studies*. Sterling Publishers, Pvt. Ltd (Unit I, & III)

Mangal, S. K. and Mangal, U. (2008). *Teaching of Social Studies*. PHI Learning Private Ltd. (Unit I to Unit VII)

Stephen J. Thornton, Nel Noddings(2004). *Teaching Social Studies That Matters: Curriculum for Active Learning*, Teachers College Press (Unit III & V)

References

Agrawal, J. C. (2013). *Teaching of social studies*. Vikash Publishing.

Bining and Bining (1952). *Teaching the Social Studies in Secondary Schools*. Mac Graw Hill.



Bining and Bining (2001). *Principle and methods of teaching* (Nineteenth ed). Sterling Publishers, Pvt. Ltd

Crawford, A. et. al. (2005). *Teaching and learning strategies for the thinking classroom*. The International Debate Education Association.

Jarolimek, J. et al. (2011). *Reading for social studies in elementary education*. Macmillan.

Sharma, B. L. & Maheshwari, B. K. (2013). *Teaching of Social Science* Meerut, India: Vinay Rakheja.

Sharma, R. A.,(2014). *Teaching of Social Science*. Vinay Rakheja.

कैयुम, अब्दुल (२०७१), सामाजिक अध्ययन शिक्षण, प्रशान्ति पुस्तक भण्डार,

घिमिरे, इन्द्रविलास (२०७३), सामाजिक अध्ययन शिक्षण, हाइल्याण्ड प्रकाशन प्रा.लि.,

ढकाल, केशवराज (२०७८), सामाजिक अध्ययन शिक्षण, क्वेस्ट पब्लिकेशन ।

पण्डित, दिननाथ (२०७१), सामाजिक अध्ययन शिक्षण । श्रीमती राजकुमारी पण्डित ।

पांडे रामकुमार (२०५४), सामाजिक शिक्षा सिद्धान्त र शिक्षण । रत्नपुस्तक भण्डार ।

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Tribhuvan University
Faculty of Education
Master of Social Studies Education (MSSED) Programme

(Six-Semester New Integrated Programme)

Course Title: Seminar in Issues of Social Studies	Semester: Fifth
Code: Sost. Ed. 556	Full Marks: 100
Level: Master of Social Studies Education (MSSED)	Credit Hrs: 3 (1+2)
Nature of the Course: Theory (1 Cr) & Practical (2 Cr)	Teaching hours: 16+64

1. Course Description

This course has been designed for the students of the Master of Social Studies Education (MSSEd) Program under the Faculty of Education. This course aims to enhance global consciousness by examining social issues, focusing on cultural contexts like environmental practices, gender, race, poverty, labor laws, and welfare states for designing seminar papers independently focusing on such issues and problems. This course also delves into contemporary social issues, examining their origins, causes, and contextualization within sociocultural, economic, and political spheres, addressing issues like inequality, health care, crime, conflict, and environmental issues in Nepal. This course consists of two parts: theoretical, covering contemporary social issues, and practical, focusing on 35% theory and 65% practical work. This theory and practical course aims to produce trained teachers, educational planners, and researchers with extensive pedagogical knowledge and research skills for societal well-being.

2. General objectives of the course

The general objectives of this course are to:

- familiarize students with the concepts, types, and role of seminar papers,
- enable students to understand fallacies of social issues and problems in relation to seminar papers,
- familiarize them with the elements and different types of social issues that exist in the community or society,
- enable students to list the steps of preparing seminar paper,
- develop skills in designing, and preparing seminar reports for classroom discussion and final examination.


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3. Specific Objectives and Contents

Part I: Theoretical Aspect

(16hrs)

Specific objectives	Contents
Unit I Introduction to Seminar paper (8)	
<ul style="list-style-type: none"> • Introduce the concept of the seminar paper • Differentiate seminar paper and academic paper • Divide seminar papers into different types, such as empirical papers, theoretical papers, review papers, historical papers, issues-based papers • Explore the theoretical perspectives on social issues. • Prepare a structure or steps for writing a seminar paper 	1.1 Concepts of seminar paper 1.2 Seminar and academic paper 1.3 Types of seminar paper 1.4 Theoretical perspectives on social issues 1.5 Structure of a seminar paper 1.5.1 Preliminary section- title page, table of contents, list of tables, list of figures, and abbreviations 1.5.2 Main section- Introduction, issues and objectives, literature review, methodology, findings and discussions, and conclusions 1.5.3 Reference section- references, appendix for additional tables, figures, proofs, and derivations
Unit II Understanding Social Issues and Problems (8)	
<ul style="list-style-type: none"> • Discuss the concepts and nature of social issues • Apply the functionalist, Marxist, and Gandhian approaches to the study of social issues • Recognize fallacies on social problems and social issues. • List the major social issues for preparing a seminar paper 	2.1 Concepts and nature- generic and contemporary 2.2 Approaches- functionalist, Marxist, and Gandhian. 2.3 Fallacies of social problems and issues 2.4 Major social issues 2.4.1 Generic issues- economic, social disorganization, public health, age discrimination, social inequality, education and public schools, work and occupations, environmental racism, debate on



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	<p>abortion)</p> <p>2.4.2 Contemporary issues:</p> <p>food security, poverty and unemployment, gender inequality, labor migration, and remittance, population growth and urbanization, environmental degradation, disaster management, impact of science and technology, social disputes and conflict, inequality in education, health, care system, social media and cybercrime, social and cultural transformation, social justice and civic education, social inclusion, human trafficking, religious beliefs, social stratification, marriage, divorce and remarriage</p>
<p>Planning and Preparation of Seminar paper (64 Hrs)</p>	
<ul style="list-style-type: none"> • Develop a plan for designing the seminar paper. • List the steps for preparing seminar work (selection of topic, review of relevant literature, select methodology and data sources) • Prepare and share a proposal for a seminar paper in the classroom. • Develop tools and collect data from different sources • Prepare seminar paper- prewriting or brainstorming, outlining or writing an exposé, drafting (writing a first draft), redrafting and revising, proofreading or polishing writing. • Submit and present seminar paper for classroom discussion and final 	<p>3.1 Planning for designing seminar paper</p> <p>3.2 Steps of preparing seminar paper (topic selection, review of literature, selection of methodology, and data sources)</p> <p>3.3 Proposal preparation</p> <p>3.4 Tools development, data collection and analysis</p> <p>3.5 Ethical consideration</p> <p>3.6 Writing of seminar paper</p> <p>3.7 Submission, and presentation of seminar paper</p>



examination	
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Note: The figures in parentheses in the brackets indicate the teaching hours for the respective units.

4. Instructional Techniques

Different approaches and methods can be applied to achieve the expected outcomes of the course. However, the major methods and techniques applicable to this course are question answer, interaction, group discussion, field observation, and paper/report writing and presentation.

Specific Instructional Techniques

Unit	Activities and instructional techniques
I	Define the concept of seminar paper, and list out its types with examples. Make sure to produce the number of required pages indicated in the syllabus of the seminar. That number refers to the length of the text and does not include tables, figures, indexes, or appendices. A seminar paper consists of the following elements (in order): page, table of contents, lists of tables, figures, and abbreviations (where necessary), main text, list of references, and appendices (where necessary).
II	Discuss the social issues by presenting short films/ YouTube videos in the class. Presentation on social issues and fallacies (mistaken beliefs) of social issues encountered in the local community.
III	Students' preparation and presentation of social issues. Involved in the preparation and piloting of data collection tools, and collecting necessary data/information from the areas assigned by the department. Editing, processing, and analyzing data using appropriate software (if necessary). Report preparation, presentation in the classroom, and submission of final examination.

5. Evaluation

Evaluation Criteria (Internal 40%, External 60%)

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



Internal Evaluation

Evaluation	Nature	Points	Criteria (Points)	Description
Internal (40%)	Theory	15	Attendance (5) Written Test (10)	The percentage of attendance in theory class and participation in the workshop will be rewarded as 70-80=3, 81-90=4, 91-100=5 points. The subject teacher will conduct an internal written test which consists 2 questions each of 5 points.
	Practical	25	Participation (5) Review (5) Seminar paper (15)	The supervisor will provide 25 points based on students' regularity on the proposal, review work, and effort in developing the seminar paper. The seminar paper will be evaluated based on the use of APA, review, and reflection of selected documents. The seminar paper will be evaluated based on the technical aspect (5), analytical aspect (5), and overall report (5).

External Evaluation

Evaluation	Nature	Written Examinati on Points	Criteria (Points)	Description
External (60%)	Theory	20		Faculty of Education, Dean's Office will conduct a written examination at the end of the semester. The test will consist of 5 multiple choice questions each of 1 point and 3 subjective questions with 1 or question, each of 5

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				points.
	Practical	40	External Evaluation and Viva	<p>A. Structure and component of the report (20 points)</p> <p>1. Technical aspects: Cover page, report uniformity, language error, page setting, margin, indentation, heading, etc. (5)</p> <ul style="list-style-type: none"> o Content coverage and organization (8) <p>3. Sufficient literature, citation, and linkage with reference (7)</p> <p>B. Presentation (20 points)</p> <p>1. Ability to communicate the objectives and method (10)</p> <p>2. Ability to communicate findings and conclusion/reflection (10)</p>

Note:

- 1) The number of students for the practical classes (seminar paper writing and instruction including student guidance, supervision, and other practical activities) will be 25 per group per teacher. The sections will not break up to 30 students, and the sections will be broken when the number crosses 31.
- 2) *Students should compulsorily submit the assigned work/task to the department before the final practical examination.*
- 3) *Students need to secure minimum pass marks in both internal and external evaluation/examinations for the completion of the course.*

Recommended Books

- Gupta, S. (2005). *Research methodology and statistical techniques*. New Delhi: Deep and Deep Publications Pvt. Ltd. **(Unit Unit IV and V)**
- Lauer, R. H. & Lauer, J. C. (2014). *Social problems and the quality of life*. (Thirteenth Edition) New York: McGraw Hill. **(Unit II and III).**

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- Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. Harlow, England: Pearson Education Limited. **(Unit IV, and V)**.
- Neuman, W. L. (2014). *Social research method: Quantitative and qualitative approaches*. (Seventh Edition). Harlow: Pearson Education Limited. **(Unit V)**.
- Newton, R. (2016). *Project management step by step: How to plan and manage a highly successful project*. (Second Edition). Harlow: Pearson **(Unit I, IV, and V)**.
- Sullivan, T. J. (2016). *Introduction to social problems*. (Tenth Edition). Boston: Pearson Education, Inc. **(Unit II and III)**.
- Vincent N. Parrillo, *Encyclopedia of Social Problems* (Two Volume Set), SAGE Publication **(Unit I, IV, and V)**.

References

- Internet search for scholarly articles on the concepts related to the content areas.
- Important and relevant policy papers/ documents/materials (e.g., visit websites of different agencies). All the materials may not be available on the websites. Therefore, visiting the libraries of the organizations is also necessary.
- Dissertations and other research reports related to the issues.
- Daily newspapers, monthly and weekly social issues related to authentic print as well as online magazines, newspapers/portals.
- Any other authentic resources and sources in addition to the above. Wikipedia and other similar sources are not acceptable.



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**Master of Social Studies Education (MSSED)
(Six-Semester New Integrated Program)**

Sixth Semester Curriculum



**Tribhuvan University
Faculty of Education
Office of The Dean**



Master of Social Studies Education (MSSEd)
An Integrated Sixth-semester Program
(2081 BS)

Sixth Semester Courses			
SN	Subject Code	Subject	Credit Hours
1	Ed. 561	Teaching Practice	5
2	Ed. 562	Guidance and Counseling	2
3	Ed. 563	Academic Writing	2
4	Sost. Ed. 564	Thesis Writing	5
Total Credits			14



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Ed. 561: Teaching Practice

Course No: Ed. 561

Semester: Sixth

Nature of course: Practical

Level: MSSED

Credit Hours: 5 (Four Weeks on campus and 10 weeks in School)

1. Course Description

This course is designed to provide hands-on experiences to the students in **the master's in social studies education (MSSED)** program of their teaching profession to enable them to be better teachers/professionals. It creates enabling conditions for the students to bring professionalism through rigorous practice. The students will gain professional experiences on their campus and in cooperating schools or campuses under the close supervision of faculty members of the concerned campus/college/Department. In this course, students undertake the following activities in sequential phases: i. orientation of practice teaching; ii. development of observation guidelines and observation of teaching of school/campus teachers; iii. experience sharing among the students; iv. on-campus micro-teaching; v. on-campus Peer Teaching; vi teaching at school/campus; and vii. preparation of the overall report.

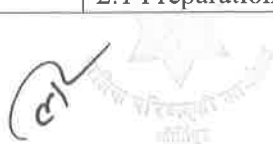
2. General Objectives

The general objectives of this course are as follows:

- To enable the students to get insight into the aims and phases of the teaching practice programme
- To provide adequate learning experiences to the students to make them competent in preparing effective lesson plans with appropriate teaching techniques and teaching aids according to the content to be taught
- To provide practical experiences for observation of teaching of teachers to capture their good practices
- To enable the students to construct, administer, analyse, and interpret appropriate tests according to the contents to assess the effectiveness of their teaching
- To provide the students an appropriate platform for sharing and learning different aspects of teaching practice with the school/campus subject teachers and their peers
- To make them familiar with the challenges and issues of the teaching practice program and ways to address them
- To develop skills in report preparation of teaching practice program

3. Specific objectives and Major activities

Specific Objectives	Major Activities
<ul style="list-style-type: none"> • Elaborate on the activities to be carried out in different phases of the teaching practice program • State the requirements to be fulfilled to complete the teaching practice 	<p>Phase I: Orientation of Practice Teaching (online or physical class mode) 2 days</p> <p>1.1 Introduction to the phases of the teaching practice program</p> <p>1.2 Requirements to be fulfilled</p>
<ul style="list-style-type: none"> • Prepare observation guidelines for collecting information during observation of teaching by 	<p>Phase II: Observation of Teaching of School/Campus Teachers 1 week</p> <p>2.1 Preparation of observation guidelines for observing</p>



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<p>school/campus teachers</p> <ul style="list-style-type: none"> • Collect pertinent information during observation of teaching • Analyze them to find out good practices that can be shared among peers 	<p>the teaching of social studies teachers</p> <p>2.2 Observation of teaching of effective teachers</p> <p>2.2 Analysis of information collected during observation of teaching</p> <p>2.3 Identification of good practices</p>
<ul style="list-style-type: none"> • Prepare observation report • Present the report to share the findings of the observation 	<p>Phase III: Experience Sharing (online or physical class mode) 4 days</p> <p>3.1 Brief report preparation of observation of teaching</p> <p>3.2 Presentation of reports for sharing experiences of school and campus observation</p>
<ul style="list-style-type: none"> • Prepare micro lesson plans with teaching aids • Prepare a PowerPoint presentation (PPT) of lesson plans to show it in the classroom 	<p>Phase IV: On-Campus Micro-teaching (online or physical class mode) 1 week</p> <p>4.1 Preparation of at least five lessons using different teaching methods</p> <p>4.2 Preparation of teaching aids and materials and PPT</p> <p>4.3 Preparation of PowerPoint presentation of lessons</p> <p>4.4 Micro-teaching practice in small groups (6-10 students) 10 minutes for each of the five lessons</p>
<ul style="list-style-type: none"> • Choose a teaching subject and prepare a good lesson plan for peer teaching practice • Demonstration skills required to prepare different teaching aids/materials as per the requirement of the lesson plan • Teach at least 10 lessons for peer students in the classroom using different methods and materials • Provide feedback to peer students 	<p>Phase V: On-Campus Peer Teaching (online or physical class mode) 2 Weeks</p> <p>5.1 Choosing teaching subject</p> <p>5.2 Preparation of at least 10 lesson plans and construction of aids/materials required for teaching each lesson.</p> <p>5.3 Teaching at least 10 lessons for students in a real classroom using different methods and materials 20 minutes for each of the 10 lessons</p> <p>5.4 Discussion on strong and weak aspects, and feed to student teachers by peers and teachers.</p>
<ul style="list-style-type: none"> • Teach students based on lesson plans using different methods and materials • Demonstrate skill in constructing different types of instructional materials • Develop and demonstrate skills and competency to teach given subject matters effectively • Manage classroom using different strategies for effecting instruction and facilitating learning. • Observe and record the teaching of their peers 	<p>Phase VI: Supervised Teaching Practice at schools or Campuses/Colleges 6 weeks</p> <p>6.1 School Instruction Planning</p> <p>6.1.1 Preparation of Work Plan/Operational calendar</p> <p>6.1.2 Preparation of Unit Plans</p> <p>6.1.3 Preparation of Lesson plans</p> <p>6.2 Teaching (30 lessons)</p> <p>6.2.1. Prepare and teach 30 lessons of the chosen subjects in a real classroom in a cooperating school/college using different methods and materials</p> <p>6.2.2. Construction of instructional materials required for teaching each lesson</p> <p>6.2.3. Managing classroom for effective instruction and learning</p> <p>6.2.4. Observation of teaching of students by campus</p>



<ul style="list-style-type: none"> Analyze the teaching of peers and find the difference between their observation and that of the campus supervisor Find good practices of teaching demonstrated by their peers and adopt and adapt according to their needs Prepare tests, and administer and analyze them 	<p>supervisor and concerned teacher</p> <p>6.2.5. Conference with the student-teacher for feedback</p> <p>6.3. Peer Observation (5 lessons)</p> <p>6.3.1. Observation of teaching by peers with campus supervisor</p> <p>6.3.2. Analysis of teaching by peers and campus supervisor and feedback to student teacher and peers</p> <p>6.3.3. Identification of good practices</p> <p>6.4 Tests</p> <p>6.4.1. Test construction of both subjective as well as objective test items based on the lessons taught</p> <p>6.4.2. Administration of tests</p> <p>6.4.3. Analysis and interpretation of test results</p>
<ul style="list-style-type: none"> Prepare an overall report of teaching practice including all the components as mentioned in phase 7 in the next column 	<p>Phase VII: Preparation of Overall Report 2 weeks</p> <p>7.1 Preparation of overall report of teaching practice in a given format</p> <p>Title page Acknowledgments Acronyms and Abbreviations Table of Contents Part I Introduction</p> <p>Part II: On-campus activities Background Micro-teaching activities Peer teaching activities Analysis of lesson plans and teaching materials used Reflection and lessons learned</p> <p>Part III: Activities in School/Campus/College Analysis of teaching activities carried out in school/campus Analysis of peer observation and students' assessment practice Reflection and Lessons learned</p> <p>Part VI: Test Construction, Administration and Analysis and Interpretation of Test Results (difficulty level and discrimination index)</p> <p>Part V: Action research and lesson learned. References Appendices</p>
<ul style="list-style-type: none"> Demonstrate skills for conducting and preparing action research report 	<p>Phase IX: Preparation Action Research Report</p> <p>Title page Acknowledgments</p>



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	Acronyms and Abbreviations Abstract Table of Contents Context and background of the study Statement of problem Objectives of the study Review of relevant literature Methods and procedures (Need assessment, planning, acting and reflecting) Data collection and analysis Results/Findings Conclusion and implication References
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4. Guidelines for Conducting Major Activities

Phase I: Orientation of Teaching Practice (2 days)

- Phases of teaching practice program (**online or physical mode**)
 - Conduct a workshop for those campus tutors/supervisors who will be involved in teaching practice and experts from the Faculty of Education and the chairperson of the practice teaching instruction committee of the respective campus will facilitate it
 - Conduct subject-wise orientation of the students by the subject-wise campus supervisors/tutors on different phases of teaching practice
- Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during the teaching practice period)
 - On-campus activities
 - Preparation of guidelines for observing the teaching
 - Micro-teaching practices with the support of campus mentor
 - Campus-level experience sharing
 - Activities to be carried out at cooperating schools/campuses
 - Preparation of at least 30 lesson plans using a variety of instructional techniques
 - Preparation of teaching aids
 - Teaching of at least 30 lessons
 - Observation of at least five lessons of peers' teaching and prepare its report;
 - Prepare subjective as well as objective tests
 - Administer the tests
 - Analyse and interpret the test results
 - Plan, carryout classroom action research activities
 - Prepare an action research report
 - Preparation of a full report of teaching practice including all the activities conducted in the school/campus during the teaching practice period.
 - Student-teachers should be regarded as unpaid full-time members of the staff of the school/campus are required to be free of all other commitments during the school/campus day, and are expected to make themselves available for a limited amount of extra-curricular responsibility when requested to do so.

Phase II: Observation of Teaching of School or Campus Teachers (1 week)

- Students will prepare individually or in groups the guidelines for observing the teaching of school or campus teachers with the support of the concerned subject campus supervisor/tutor



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- Single students or students will observe the teaching of school or campus teachers and will make a reflective report on each teaching
- Students make a list of skills or teaching competencies that can be learned from the observation of the teaching
- Prepare

Phase III: Experience Sharing (online or physical class mode) (4 days)

- Students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learned which will be useful for improving their teaching
- Students will present to share their experiences which they utilize to improve their teaching competencies

Phase IV: On-campus Micro-teaching (online or physical class mode) (1 week)

- Let the students include those skills or competencies identified in the teaching of school/campus teachers in their micro-teaching lessons
- Teach those lessons to develop teaching skills using the micro-teaching cycle

Phase V: On-campus Peer Teaching (online or physical class mode) (2 weeks)

- Each student will choose a teaching subject as per his/her specialization subject and prepare at least 10 good lessons and require instructional materials
- Each student will teach at least 10 lessons to peers using different methods/techniques and materials
- After teaching each lesson, the strengths and weaknesses will be discussed, and suggestions/feedback for improvement will be provided.

Phase VI: Teaching at Schools/Campuses (6 weeks)

- Prepare lessons using different instructional techniques with the support of the campus supervisor
- Construct different instructional materials including concrete materials required for teaching lesson plan
- Improve the lessons through continual repetitions with the suggestions of the campus supervisor and internal supervisor
- Teach at least 30 lessons of the chosen subject in real classrooms of cooperating schools/campuses
- Observe the lessons of the peers in the presence of the campus supervisor, analyze the results, and provide knowledge of results to both students
- Develop subjective (Long answer questions 10, short answer question 20) and objective tests (30 MCQ) considering revised bloom taxonomy.
- Administer the tests (subjective and MCQ test)
- Analyse and interpret the test results
- Online students should record videos (at least 10 at a 3-day interval) of real classroom teaching activities and submit the video record to the internal supervisor.

Phase VII: Preparation of Overall Report (1 week)

- Students will prepare an overall report.

5. Evaluation of Teaching Practice

The internal supervisor and external examiner must evaluate students' teaching practice performance independently. To pass the teaching practice course, each student must obtain a 50% internal and external evaluation score separately.



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Students admitted to the blended/online mode must be engaged in micro and peer teaching practice activities virtually under the guidance and supervision of the subject teacher/internal supervisor. However, they must teach 30 lessons in real classrooms (face to face) of cooperating schools/campuses chosen by them with the permission of the Department of Teaching Practice of Campus/ Department. Each student must record the videos (at least 10 videos recorded at intervals of every 3 days) of real classroom teaching activities and submit the video record to the internal supervisor. The final external examination will be conducted by the teacher/professor appointed by FoE Office of the Dean in association with the concerned Department/Campus in the real class. The student must attend the concerned Department and teach at least one lesson in a real classroom of schools/campuses assigned by the Department of Teaching Practice in the presence of the external examiner at the time of final evaluation.

Internal and External Evaluation of Teaching Practice

Description	Internal Evaluation		External Examination (40%)
	Internal Supervisor (50%)	Subject teacher of cooperating school of campus (10%)	
Report of observation of school/Campus Teachers' Teaching Activities	5		5
Lesson plans	5	5	10
Construction of instructional materials	5		10
Micro-teaching practice	5		-
Peer teaching practice	5		-
Teaching performance in school/campus	15	5	10
Peer observation, administration, analysis, and interpretation	5		5
Test construction, administration, analysis, and interpretation	10		5
Classroom Action Research Report	15		10
The overall report of teaching practice	15	5	10
Total	85	15	65

Note: The final score will be adjusted automatically according to Semester Examination Rules if there is a variation of 20% or more between internal and external evaluations.

Recommended Books and Reference Materials

- American Psychological Association. (2009). *Publication manual of American Psychological Association*. (6th ed.). Washington DC: APA.
- Baharain Teachers College. (2008). *Teaching practice: Student-teacher handbook*. Baharain: Baharain University
<http://www.btc.uob.edu.bh/UltimateEditorInclude/UserFiles/StuTeach%20TP1.pdf> (Retrieved 8/23/2015)
- Cohen, L., Menion, L., & Morrison, K.,(2010). *Teaching practice*. India: Routledge.
- School of Education. (2013). *Teaching practice handbook*. Cape Town: University of Cape Town



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Faculty of Education. (2014). *Teaching practice handbook*. Hongkong: The University of Hongkong.
<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)

Glenn, M., Sullivan, B., Roche, M. & McDonagh, C. (2023). *Action research for the classroom*.
Routledge

A guide to action research: Enhancing professional practice of teachers in Bhutan



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Sost. Ed. 562: Guidance and Counselling**Code: Sost. Ed. 562**

Level: MSSED

Teaching: 32 hrs.

Credit Hours: 2

Semester: Sixth

Nature of Course: Theoretical

1. Course Description

This course has been designed to equip students in the Master of Social Studies in Education, the sixth semester, with knowledge and practical skills in guidance and counseling. It aims to support students in better understanding themselves and making choices that enhance their educational and personal growth. In guidance, the course focuses on providing support to help students make informed decisions, solve problems, and achieve personal goals. In counseling, the course involves a more in-depth process to address personal issues, emotions, and educational concerns. The course covers career development and counseling, aiming to help students make informed career choices and manage their career paths effectively. Finally, the course includes multicultural counseling to address the unique needs of students from diverse cultural backgrounds. It emphasizes understanding and respecting cultural differences, ensuring that guidance and counseling services are culturally sensitive and appropriate.

2. General Objectives

The general objectives of the course are as follows:

- To enhance understanding of guidance and counseling in navigating personal and educational challenges, while fostering students' growth and helping them achieve their full potential;
- To encourage students in discovering their career interests and strengths, and to help them develop a clear, actionable plan for achieving their professional goals; and
- To offer counseling in a multicultural setting that honors and integrates diverse backgrounds, assisting students in navigating their unique challenges and opportunities.

3. Specific objectives and contents

Unit 1: Guidance and Counseling in Educational Context		12
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> • Make ideas on the basic concept of guidance in education; 	1.1. Basic concept of guidance 1.2. Guidance services in school programs	1.1. Basic concept of guidance 1.2. Guidance services

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<ul style="list-style-type: none"> • Become familiar with different guidance programs that could be utilized in a school setting; • Conceptualize counseling, and assess different theoretical perspectives; and • Discuss techniques of counseling and their processes to provide support; 	<p>1.3. Basic concept of counseling</p> <p>1.4. Counselling from different perspectives</p> <p>1.5. Techniques of counseling</p>	<p>1.2.1 Information (Educational, occupational, personal, social)</p> <p>1.2.2. Placement</p> <p>1.2.3. Counseling</p> <p>1.2.4. Follow-up and research services.</p> <p>1.3. Concept of counseling</p> <p>1.4. Counselling from different perspectives</p> <p>1.4.1. Constructivist view</p> <p>1.4.2. Humanistic view.</p> <p>1.4.3. Post-modernist view</p> <p>1.5. Techniques of counseling</p> <p>1.5.1. Individual counseling (Process of individual counseling: Relationship establishment; Problem identification and exploration; Planning for problem-solving; and Solution, application, and termination)</p> <p>5.1.2. Group counseling (Process of group counseling: Identifying group member objectives; Organizational decision; forming the group; Getting started; Building the relationship; Termination of group membership; and Evaluating outcomes)</p>
Teacher's input 12	Student's Work 24	Activities



<p>The teacher provides the students with reading materials and poses questions about concepts, programs, and approaches in guidance and counseling. The teacher conducts a mock guidance and counseling process both individually and in groups.</p>	<p>The students read the provided materials, engaging deeply with the content to develop their own insights and ideas. In addition to formulating their thoughts, students write comprehensive answers to the posed questions, which helps them articulate their understanding and apply the knowledge gained.</p>	<p>The students and the teacher discuss the key points students prepared, refining these insights into shared knowledge. Then, students participate in a mock counseling session, taking on roles as guidance workers, counselors, and clients, both individually and in groups. This hands-on experience allows them to see how individual and group counseling works, enhancing their skills in empathy, communication, and problem-solving while bridging theory and practice.</p>
<p>Unit 2: Career Development and Counseling in Education Setting</p>		<p>12</p>
<p>Specific objectives</p>	<p>Contents</p>	<p>Content coverage</p>
<ul style="list-style-type: none"> ● Conceptualize career development, choice, and counseling; ● Evaluate the importance and needs for career counseling in education; ● Get acquainted with different career theories to grasp the basic notion of career counseling; ● Adapt career counseling competencies to the educational setting; and ● Apply career exploration skills in education life 	<p>2.1. Concept of career development and counseling 2.2. Importance and needs for career counseling in education 2.3. Career theories 2.4. Career counseling competencies 2.5. Career exploration skills</p>	<p>2.1. Basic concept of career development and counseling 2.1.1. concept of a career and career development 2.1.2. career choice and development 2.2. Importance and needs for career counseling in education 2.3. Career theories 2.3.1. Frank Parson: Choosing a vocation 2.3.2. John Holland: Theory of vocational choice: 2.3.3. Donald Super: Life-span Life-space theory 2.3.4. Linda Gottfredson: Theory of circumscription and compromise 2.3.5. Constructivist theory</p>


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		<p>2.4. Career counseling competencies</p> <p>2.4.1. Knowledge of career theory</p> <p>2.4.2. Career counselling skills</p> <p>2.4.3. Legal and ethical issues</p> <p>2.4.4. Ability to effectively serve a diverse population</p> <p>2.4.5. General knowledge of assessment</p> <p>2.4.6. Education and career planning and placement</p> <p>2.4.7. Career program planning, implementation and evaluation</p> <p>2.5. Career exploration skills</p> <p>2.5.1. Career exploration</p> <p>2.5.2. Social interaction and communication,</p> <p>2.5.3. Higher-order thinking</p> <p>2.5.4. Different kinds of literacy (Digital and Financial literacy)</p> <p>2.5.5. Self-regulation</p> <p>2.5.6. Employability</p>
Teacher's Input 12	Student's Work 24	Activities
<p>The teacher employs a flipped classroom approach by providing students with PDF versions of relevant articles, along with a set of structured questions designed to guide their reading and understanding. This method encourages students to engage with the material before class, fostering a deeper level of preparation. The teacher instructs the students to read</p>	<p>The students read their articles in groups, either by distributing sections among themselves or reading collaboratively. They prepare answers to the structured questions provided. This collaborative process allows them to share insights and clarify their thoughts, creating a dynamic and interactive classroom environment.</p>	<p>The teacher and students conduct a class discussion on the prepared answers they developed following the flipped session. Each group shares their answers, and both teacher and student comments are included. After all presentations, the teacher leads a post-class discussion to theorize the concepts. Finally, if possible, students engage in counseling to explore career paths, employing</p>




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the articles in their groups and come prepared for a lively discussion.		all the competencies and skills discussed.
Unit 3: Multicultural Counseling in Changing School Setting 8		
Specific objectives	Contents	Content coverage
<ul style="list-style-type: none"> ● Draw the concept of multiculturalism; ● Get acquainted with multicultural counseling in a school setting; ● Assess the importance and needs for multicultural counseling in education; ● Address multicultural needs in the school counseling program ● Discuss basic counseling skills and competencies for school teachers and adapt them to the school setting. 	<p>3.1. Concept of multiculturalism</p> <p>3.2. Understanding ethnic groups and multicultural counseling</p> <p>3.3. Importance and needs for multicultural counseling in education</p> <p>3.4. The culturally skilled counselors</p> <p>3.5. Multicultural competencies to school teachers.</p> <p>3.5. Process and techniques of multicultural counseling</p> <p>3.6. Current practices of school counseling</p>	<p>3.1. Concept and meaning of multiculturalism</p> <p>3.2. Concept of ethnic and cultural diversity</p> <p>3.3. Importance and needs for multicultural counseling in schools</p> <p>3.4. The culturally skilled counselor</p> <p>3.5. Acquiring competency in multicultural counseling</p> <ul style="list-style-type: none"> ● Practical directives and guidelines in addressing diversities in school. <p>3.6. Review, and critiques of current school counseling practices.</p>
Teacher's input 8	Student's work 16	Activities
The teacher forms different groups inclusively and provides learning materials to each group. The teacher encourages students to consider the needs of their peers in relation to diverse backgrounds in counseling. Based on their group discussions, the teacher asks them to prepare the competencies essential for addressing the needs of diverse students in multicultural settings.	The students engage with the learning materials, exploring and generating ideas that are essential for conducting effective counseling tailored to their peers' needs. They collaborate to synthesize their insights and draw meaningful conclusions. Afterward, they create a poster to visually represent their findings, incorporating key concepts and strategies. They actively engage in discussion and collaboration and reinforce their understanding effectively one another.	The teacher and students engage in a discussion about the essential competencies and skills needed to address the diverse needs of students in counseling. This dialogue is informed by the ideas generated from the posters that each student presents, showcasing the competencies and skills required for effectively counseling students from various backgrounds. The teacher asks the students to simulate the roles of counselor and counselee to demonstrate how multicultural counseling works.



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

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

Criteria	Marks	Remarks
Internal Assessment: The internal assessment will be formative as well as summative in nature which includes the following activities.		
Attendance	3	
Class participation	4	Presentation (Either in pairs or individually) based on the Unit I task in an original and natural style.
Assignment I (Individual task)	6	Anyone ask from Units I or II
Assignment II (Group task)	6	Any one task from III
Assignment III (Individual test)	6	Written examination: Objective and subjective Items.
Total	25	
External Evaluation: The external evaluation of 60% of written tests covers the following nature of test items and marks.		
External Examination	40	Group A: Objective items (10× 1) = 10 Group B: Short answer type items (6× 5) = 30 (including two or questions)

References

- Banks, J. A., Cherry A., & Banks, M. (2016). *Multicultural education: Issues and Perspectives (9th Ed.)*. Willey.
- Bernard, H.W & Fullmer, D. W. (1972). *Principles of guidance: A basic text*. Allied Publishers Pvt.
- Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. Prentice Hall.
- Gothard, B. Mignot, P., Offer, M., & Ruff, M. (Eds.). (2001). *Careers guidance in context*. Sage Publications Ltd.



- Hansen, T. J. (2010). Consequence of the postmodernist vision: Diversity as the guiding value for the counseling progression. *Journal of Counseling & Development, 88*, 101-107.
- Hughes, P. M. (1971). *Guidance and counseling in schools*. Pergamon Press.
- Jones, A. J. (1970). *Principles of guidance*. Tata McGraw-Hill Publishing
- Luk-Fong, P. Y. (2013). The fundamentals, definition, philosophy, goals, and current trends of school guidance in Hong Kong. In Lee-man, Yuk (Ed.), *School Guidance and Counseling: Trends and Practice*, 1-21. Hong Kong University.
- McLaughlin, C., Clark, P., & Chisholm, M. (2012). *Counseling and guidance in schools: Developing policy and practice*. Routledge.
- Myrick, R. D. (2011). *Developmental guidance and counseling: A practical approach* (5th ed).
Minneapolis, MN: Educational Media Corporation (pp. 1-22).
- Noperlis, A. D., Mohd, M., Bin, S., & Sidik, M. (2024). Implementation of multicultural education through guidance and counseling services in forming student character. *Educational Guidance and Counseling Development Journal, 7* (1), pp. 1-15.
- Roberts-Martin, R. L. (2014). The historical context and early founders of career and theory. In Eliason, G., Eliason, T., Samide, J., & Patrick, J. (Eds.). *Career Development Across the Lifespan: Counseling for Community, Schools, Higher Education, and Beyond*, 22-51. Information Age Publishing, INC, IAP.



Ed. 563: Academic Writing
Nature of Course: Theory
Level: MSSSED
Semester: Sixth

Course No: Ed. 563
Teaching Hours: 32
Credit Hours: 2

1. Course Description

This course aims at equipping the students with academic writing skills. The course is divided into three main sections: academic writing, its elements, and writing strategies for social studies. This course, Academic Writing, is designed for the sixth semester of the Master of Social Studies Education (MSSSED) program at the Faculty of Education. The academic writing section focuses on enhancing students' writing styles by teaching necessary strategies. This course delves into the intricacies of academic writing, focusing on the essential tasks and elements that contribute to its success. The course emphasizes using published sources in academic writing, introduces students to various academic texts, and encourages them to produce similar works. In the last section, this course covers social studies vocabulary and academic writing strategies using diagrams and maps in social studies.

2. Course Objectives

The general objectives of the course are to enable students to:

- Acquaint the students with the fundamentals of academic writing and develop writing skills.
- Familiarize the students with the various elements and ingredients of academic writing.
- Develop writing strategies for social studies.

3. Specific Objectives and Contents

Unit I Academic Writing (12 hours)	
Specific objectives	Contents in detail
<ul style="list-style-type: none"> • Explain the fundamental considerations of approaching the academic writing. • Distinguish between academic and personal writing. • List the elements of academic writing • Defining the term, vocabulary, and academic clarity • Generalize the facts in different contexts • Discussion the results and their relevance in writing 	1.1 Academic writing- Concepts and purpose 1.2 Distinction between academic and personal writing 1.3 Elements of academic writing 1.3.1 Argument 1.3.2 Cause and effect 1.3.3 Cohesion 1.3.4 Comparison 1.3.5 Discussion 1.3.6 Examples 1.3.7 References and quotations 1.3.8 Style



	1.4 Definition, vocabulary, and academic clarity 1.5 Results, discussion and academic relevance
Unit II Academic Writing Process (10 hours)	
<ul style="list-style-type: none"> • Develop and implement three personalized strategies to increase their intrinsic motivation for writing. • Brainstorm ideas to academic writing. • Develop the drafts and work on the improvement of the draft. • Acquaint to the use of published sources for academic writing • Develop ideas for different writing models-CVs, report, articles, book review etc. 	2.1 Motivation to writing- self-awareness, goal-setting, and practical strategies 2.2 Getting ideas and starting to write 2.1.1 Writing first draft- focusing main ideas, shaping ideas and beginning and ending draft 2.1.2 Reworking the draft and getting feedback 2.2 Use of published sources for academic writing 2.2.1 Written summarizes 2.2.2 Writing paraphrase 2.2.3 Using quotations 2.2.4 Citation 2.3 Writing models 2.3.1 Writing CV 2.3.2 Report and designing survey 2.3.3 Taking ideas from sources 2.3.4 Writing journal articles 2.3.5 Writing news articles 2.3.6 Writing a research report 2.3.7 Writing a book review
Unit III Writing Strategies for Social Studies (10 hours)	
<ul style="list-style-type: none"> • Develop social studies vocabulary for writing. • Generalize the social studies concepts and facts for writing academic reality • Construct and use the diagrams and maps for framing academic writing. • Use digital resources for searching, screening, and creating new accounts in academic writing. • Be aware of the danger of plagiarism in the process of academic writing. • Acquaint ideas for referencing, citation, and appendices. 	3.1 Social studies vocabulary and writing 3.2 Generalizations, concepts, and facts in academic writing 3.3 Use of diagrams and maps 3.3.1 Frame 3.3.2 Venn diagram 3.3.3 Triangular Venn diagram 3.3.4 Cause-and-effect map 3.3.5 Semantic Word Map 3.3.6 Concept map 3.3.7 Problem-solution map 3.3.8 Time order map 3.4 Digital resources 3.4.1 Accessing the digital resources 3.4.2 Go to www.tcmpub.com/digital



	<p>3.4.3 Use the ISBN to redeem the digital resources</p> <p>3.4.4 Respond to the question using the book</p> <p>3.4.5 Follow the prompts on the Content Cloud website to sign in or create a new account</p> <p>3.4.6 The redeemed content will now be on my content screen.</p> <p>3.4.7 Construction and use of Google form</p> <p>3.5 Plagiarism in the process of academic writing.</p> <p>3.6 Referencing and citation</p>
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4. Instructional Techniques

Different approaches and methods can be applied to achieve the expected outcomes of the course. However, the major methods and techniques applicable to this course are question-answer, interaction, group discussion, field observation, and review of various literature for academic writing and presentation.

Specific Instructional Techniques

Unit	Activities and instructional techniques
I	<p>The teacher provides students with reading materials and discusses academic writing concepts, programs, and approaches, defining them and listing their types with examples. Academic writing comprises various elements such as argument, cause and effect, cohesion, comparison, discussion, examples, references, quotations, and style.</p> <p>Students engage with provided materials, developing their own insights and ideas through reading, writing comprehensive answers, and applying knowledge gained through deep reading and understanding.</p> <p>Students and teachers discuss prepared key points, refine insights, and ensure required academic writing page length, excluding tables, figures, indexes, or appendices.</p>
II	<p>The teacher uses a flipped classroom strategy, providing students with PDF versions of relevant articles and structured questions to enhance their comprehension and reading. The teacher encourages students to engage with material before class, preparing them for lively discussions by instructing them to read articles in groups.</p> <p>Students read articles in groups, either independently or collaboratively, preparing answers to structured questions, fostering a dynamic and interactive classroom environment.</p> <p>The teacher and students engage in a class discussion on prepared answers from the flipped session, both sharing and incorporating comments. Students should engage in academic writing, develop drafts, improve them, use published sources, and</p>



	develop ideas for various writing models like CVs, reports, articles, and book reviews.
III	<p>The teacher fosters inclusive learning by forming diverse groups and providing materials while encouraging students to consider their peers' diverse backgrounds in writing strategies for social studies. The teacher requests group discussions to develop competencies for diverse students in writing strategies for social studies based on their needs.</p> <p>Students use learning materials to explore and generate ideas for effective social studies writing strategies, collaborating to synthesize insights and draw meaningful conclusions. The group created a poster to visually represent their findings, incorporating key concepts and strategies, and actively engaged in discussion and collaboration to enhance their understanding.</p> <p>The teacher and students discuss essential competencies for social studies writing strategy based on student posters showcasing the use of maps, diagrams, and digital resources in the classroom and writing in the final exam.</p>

5. Evaluation

Evaluation Criteria (Internal 40%, External 60%) of 65 Marks

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

Internal Evaluation (40%)

Criteria and Points of Internal Assignment (25 Marks)				
Attendance	Classroom Presentation	Assignment I	Assignment II	Assignment III
3 Marks	4 Marks	6 Marks	6 Marks	6 Marks

Note: The percentage of attendance in theory class will be rewarded as 70-80=3, 81-90=4, 91-100=5 points. The subject teacher will conduct an internal written test which consists of 2 questions for each of 5 points.

External Evaluation

Evaluation	Nature	Written Examination Points	Description
External (60%)	Theory	40	Faculty of Education, Dean's Office will conduct a written examination at the end of the semester. The test will consist of 10 multiple choice questions each of 1 point and 6 subjective questions with 2 or questions, each of 5 points.

Recommended Books

- Baily, S. (2006). Academic writing: A handbook for international students. Routledge. (For units I, II and III)
- Clark, S. K. (2010). Writing Strategies for Social Studies. Shell Education (For units III)
- Hamp-Lyons, L.& Heasley, B. (2007). Study writing: A course in writing skills for academic purposes. CUP. (For units I, II and III)
- Leki, I. (2007). Academic writing: Exploring processes and strategies. CUP. (For units I, II and III)

References

- Brown, K. (2008). Essay writing step by step. Viva Books.
- Canagarajah, A. S. (2007). Geopolitics of academic writing. Orient Longman.
- Fry, R. (2001). Your first resume for students and anyone preparing to enter today's tough job market. Pearson Education.
- Lannon, J. M. (1992). The writing processes. New York: Harper Collins Publishers.
- Seely, J. (1998). The Oxford guide to writing and speaking. OUP.
- Seely, J. (2004). Writing reports. OUP.



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Ed. 564: Thesis Writing Nature of course: Practical (Specialization)
 Course No: Ed. 564 Credit Hours: 5 (Course work Proposal 2, Thesis writing 3)
 Level: MSSED Semester: Sixth
 Teaching hours: 32 (For **Part A**) **Part B:** Thesis Writing and duration: 3 months

Duration: Part A: Course work (Essentials of thesis writing proposal development and duration: 3 months)

Part B: Thesis Writing and duration: 3 Months

1. Course Description: This is a *specialization course* for master's degree students that aim to provide them with both theoretical knowledge and hands-on experience for conducting original research. Accomplishing this work, each student will produce a thesis on some novel issues of their specialization, which will contribute to their fields of knowledge.

This course is divided into two parts: Part A. Course work (Essentials of thesis writing proposal development): Credit -2, Credit hours: 32, and duration: 3 months)

Part B. Thesis: 3 Credit (expected duration: 3 months)

Part A. Course work (with proposal development)

The first proposal writing part is an integral part of thesis writing course. It is also considered as a part of specialization course, which will be delivered by the subject teacher(s) assigned by the concerned department and/or campus. Generally, for each group or section of the students, one or more teachers who have sound knowledge and skills for doing research will be assigned to this work. This course focuses on writing and research skills required for successful completion of thesis writing course. During course work, teachers will facilitate students to develop proposal, prepare data collection tools and write thesis. The workload can be divided between the teachers accordingly, if two or more teachers are assigned for facilitating one group of students (generally one section).

2. General Objectives:

The primary objective of the coursework is to equip students with the essential knowledge and abilities to compose each part of the proposal. To achieve this, objective both learning and writing will occur concurrently. During the writing of each section, students will create their own illustrative examples and generate the necessary written components, which they will subsequently integrate into their proposal.

3. Specific Objectives and Contents

Specific Objectives	Contents (Total 32 hours time duration allocated under time management schedule)
<ul style="list-style-type: none"> Develop the skills of writing a research proposal and be able to write introduction section of a research proposal. 	<p>Getting ideas for Writing a Research Proposal</p> <ul style="list-style-type: none"> Selecting research area and topic Search and relevant literature, find problem, Dissect and analyse research problem, Raise Research questions and



	<ul style="list-style-type: none"> • Formulate research objectives. <ol style="list-style-type: none"> 1. Write background/context of the study 2. Write statement of the research problem 3. Write and refine research objectives and research questions 4. Write significance of the study 5. Write Delimitation of the study
<ul style="list-style-type: none"> • Learn techniques of reviewing literature and taking notes. • Demonstrate skills for writing review of literature. • Develop conceptual framework. 	<p>Writing Review of Literature</p> <ul style="list-style-type: none"> • Review of conceptual, theoretical and empirical literature • Ways for writing review of literature • Exercise for writing review of literature in class • Exercise for developing and writing conceptual framework
<ul style="list-style-type: none"> • Develop skills for writing research method and procedures • Prepare data collection tools 	<p>Writing research methodology</p> <p>Choosing appropriate research methods and procedures</p> <p>Write about research approach and design</p> <p>Identifying study areas/sites and population/participants</p> <p>Exercise for writing about study population/research participants</p> <p>Exercise for write about sampling frame and sampling design for quantitative study</p> <p>Developing and writing criteria for selecting informants/research participants in qualitative study</p> <p>Choosing data collections methods and tools</p> <p>Exercise for preparing data collection tools based on research objectives and research questions</p> <p>Writing data collection and analysis procedures</p> <p>Writing ethical procedure</p>
<ul style="list-style-type: none"> • Develop the research proposal for master's thesis following given format/guidelines. • Present the proposal in a systematic way. • Apply the APA style of writing the proposal in an organized way. 	<p>Preparing complete proposal for thesis writing based on following format.</p> <ul style="list-style-type: none"> • Preliminary Part • Cover page with the title, details of the researcher, the level for which it is written, and the department/campus. • Table of Contents • Acronyms/Abbreviations <p>Chapter I: Introduction</p> <ol style="list-style-type: none"> 1. Background of the Study 2. Statement of the Problem 3. Objectives of the Study





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	<ol style="list-style-type: none"> 4. Research Question/s (if necessary) 5. Significance of the study 6. Delimitations of the Study 7. Definition of the Key Terms <p>Chapter II: Review of related literature and conceptual framework</p> <ol style="list-style-type: none"> 1. Review of Related Literature <ol style="list-style-type: none"> 1.1.Theoretical 1.2.Empirical 2. Conceptual Framework <p>Chapter III: Methods And Procedures</p> <ol style="list-style-type: none"> 3.1 Research design (qualitative, quantitative and mixed design) 3.2 Population and sample 3.3 Sampling strategy and procedures 3.3 Research tools 3.4 Sources of data (primary and secondary) 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations <p>Reference Refences (APA format)</p> <p>Appendices (Questionnaire, Interview questions or any other relevant tools etc.)</p>
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Time management and schedule:

The department will make a routine for this coursework in the following way:

- Each class will last for 2 hours, and there will be two classes in a week.
- In this way, the course and proposal development tasks will be completed in 32 contact hours in 12 weeks (3 months).

Organization of learning activities and teacher's facilitation:

The learning activities and tasks will be divided according to the following weekly activities:

Writing introduction section of the proposal

Week 2.1. General overview and structure of the master degree thesis

This week, students will become familiar with the structure and components of the master's thesis.

The teachers and students will collect sample theses from the department or library. The teacher will divide students into smaller groups (3-4 students in each group) and ask them to review the structure of the thesis. The teacher will ask students to review the table of contents carefully and make a list of components that should be included in the thesis.

When students are familiar with the basic structure of the thesis, the teacher will ask them to review the title of each thesis and ask them to come up with some areas or issues of their interest in the next class that they want to explore through their masteral research. The






teacher will encourage students to bring specific, local, and contextual issues rather than a topic or issue of greater scope. The teacher will encourage students to be “microscopic rather than telescopic”.

Week 2.2. Selecting a research area and research topic

In this session, each student will share their research topic or issues of interest individually. Then, the teacher will provide feedback on their examples, first generally, then specifically.

The general feedback could be as follows

Be as specific as possible, and bring unique and novel ideas:

Example

Less appropriate - Learning problems of students in mathematics classroom in Nepal

Appropriate - Learning problems of Chepang students in Grade 5 arithmetic

Less appropriate - Students’ knowledge, skills and attitude towards balanced diet

Appropriate - Cultural practices of food and nutrition among Tharu students

Week 3.1. Narrowing the topic with novel and unique issue(s)

Continuing the process of sharing, revising, and editing, the students will be able to bring novel and specific research issues. Sharing, discussion, and feedback will be the general pedagogical procedure in the class.

Week 3.2. Writing objective and research questions

Although the objectives and research questions can be framed in different ways, the basic idea to teach students is to make one general objective and break down this objective into two or three research questions. For this process, the teacher will first show examples in the following way:

Example

Objective:

- To explore the common cultural practices of food and nutrition among Tharu communities.

Research questions:

- What are the common foods and nutrients Tharu households consume in a typical week?
- What are the cultural and ethnic food types and habits in Tharu communities?
- In what ways do cultural practices of food and nutrition vary between older and younger generations in Tharu communities?



With such examples, the teachers will ask students to formulate their objectives and research questions and share them in the class. The teacher will provide feedback to each student and mentor the needy ones to finalize their objectives and research questions.

Week 4.1. Refining objective and research questions

Continuing from the previous week, students will share their examples and receive feedback from the teachers. This process will help students finalize their working title, objectives, and research questions, which are the core components of their proposal.

Week 4.2. Writing Introduction (Background and statement of the problem)

The teacher will show examples of writing the background and statement of the problem sections and encourage students to practice this kind of writing.

Background:

This part sets the scene for students' work. The teacher will ask students to write about the context and available knowledge in the field, then gradually narrow down the writing towards the issues under study.

Example

In the context of primary education in Nepal, understanding and catering to the diverse learning styles of students is of paramount importance (Smith & Sharma, 2022). Nepal's primary school system encompasses a wide range of linguistic and cultural backgrounds, presenting a unique challenge for educators (Dahal & Rai, 2019). To optimize the learning experience for these young learners, it is crucial to explore how different learning styles manifest within this diverse landscape (Koirala et al., 2020). By delving into the learning preferences and strategies employed by primary-grade students in Nepal, this research proposal seeks to contribute valuable insights to the field of education and inform the development of more effective and inclusive teaching practices tailored to the specific needs of these students.

Week 5.1. Writing the statement of problems

In this section, starting with what knowledge is available in the field, the teacher will ask students to write what is 'lacking' in the field of knowledge. The main focus is to specify what is little known, and what is questionable.

Students can phrase the problem sentences in the following ways:

Questions have been raised about the

Scholars have long debated the....

Previous studies of X have not fully dealt with

Previous published studies are limited to ...

Up to now, far too little attention has been paid to ...

There is little published knowledge on ...

What is less clear is the nature of

Much uncertainty still exists about

Example

There are multiple issues and knowledge gap in the field of students' learning style in primary school. Primarily, questions have been raised about the effectiveness of current teaching methods in addressing the diverse learning styles of primary school students (Smith & Jones, 2021). Scholars have long debated the optimal approaches to accommodate these varying styles within the classroom (Brown & Patel, 2019). Previous studies of learning styles among primary school students have not fully addressed the influence of cultural and linguistic factors on their learning preferences (Gupta et al., 2020). Previous published studies primarily focus on a limited range of learning style factors and lack a comprehensive examination of their impact on academic performance (Lee & Kim, 2018). Up to now, far too little attention has been paid to understanding the specific learning preferences of primary school students in our regional context (Khan & Rahman, 2022). There is limited published knowledge on how socioeconomic factors intersect with learning styles among primary school children (Wang & Zhang, 2020). What is less clear is the types of learning styles students use while preparing for exams. This knowledge is rare and minimal in the context of Nepal's school education.

Week 5.2. Writing significance of the study, delimitations and operational definition

Significance of the study

The students can write the significance in two to three paragraphs:

- First paragraph - What knowledge are they contributing to the field?
- Second paragraph - Who are the potential users of their work and how do they apply this knowledge?
- Third paragraph - In what ways does their research contribute to policy? or what changes their knowledge bring to the field?

Example

First paragraph - This study aims to make a significant contribution to the field of education by enhancing our understanding of the learning styles of primary school children in Nepal. Existing research in this area has been limited in scope and often overlooks the cultural and linguistic factors that influence the learning preferences of these young learners. This research seeks to fill this gap by providing a comprehensive analysis of the diverse learning styles among Nepalese primary school children. By shedding light on these nuanced aspects of learning, I will contribute to the existing body of knowledge, enabling educators and researchers to develop more effective teaching strategies and support systems tailored to the needs of these students.



Second paragraph - The potential beneficiaries of this work extend to a range of stakeholders, including educators, curriculum developers, policymakers, and parents. Educators can apply the knowledge gained from our study to adapt their teaching methods and classroom environments to better accommodate the diverse learning styles of primary school children in Nepal. Curriculum developers can use our findings to create more inclusive and culturally sensitive educational materials. Policymakers can benefit from our research by using it to inform education policies that foster inclusive and equitable learning environments. Parents can also utilize our insights to better support their children's learning at home, aligning with their unique learning styles.

Third paragraph - This research has the potential to bring about significant changes in the field of education, particularly in the context of Nepal. By providing a evidence-based understanding of learning styles among primary school children, we can inform the development of evidence-based educational policies and practices that prioritize inclusivity and diversity. This knowledge can lead to the creation of more culturally relevant and effective teaching approaches, ultimately enhancing the quality of education for primary school children in Nepal. Furthermore, this research may contribute to the broader discourse on education and diversity, influencing educational policies and practices not only in Nepal but also in other regions facing similar challenges in accommodating diverse learning styles among young learners.

Delimitations

In this sub-section, the teacher asks students to write down the boundaries or scope of their work. This helps clarify what their research will and will not cover.

Example

In this study, I will focus exclusively on high school students in urban areas of Biratnagar City. I acknowledge that there are students in rural areas with potentially different experiences, and they are not within the scope of this research. Additionally, I am limiting my investigation to the learning style and its relationship with academic performance of students and will not cover the 'effective' aspects of learning styles that focus on the strategies to learn emotionally.

Operational definitions of key terms

This is not a dictionary definition, but the way students operationalize the terminology. For example, if a student select to carry out this study- Variation in learning styles and learning achievement among primary school children. In this example, three keywords—learning styles, learning achievement and primary children—are to be defined in the ways that the researcher uses them in his/her thesis. For example:

Example

Learning style: Students' preferred techniques for preparing their exams

Learning achievement - score obtained in the achievement test



Primary school children - students studying in grades 4 and 5.

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Writing Literature Review

Week 6.1. Writing conceptual and theoretical literature review

In this section, students will review the conceptual literature related to their topic and problems. For this, they have to identify and retrieve relevant books, journal articles, and policies in the related field. Then they will read and make notes on the ideas and categorize them into some themes. For example, if they are studying 'learning style of primary children in Nepal' their theoretical literature can be categorized into three sections: meaning and concepts of learning styles; types of learning styles, and theories of learning style. Students should write the section in paragraphs. They have to note the following examples while writing the review:

कमसल	राम्रो
<p>भट्टराई) २०७९ (ले आफ्नो अध्ययन 'पुरस्कारले विद्यार्थीको शैक्षिक उपलब्धिमा पारेको प्रभाव' शीर्षकमा गरेको अध्ययनमा शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् भन्ने जानकारी अगाडि ल्याएको छ। यसरी यस अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।</p>	<p>शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन्। भट्टराई) २०७९ (ले गरेको अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।</p>
<p>Asmelash (2019) mentioned that Heavy social media use can be linked to depression and other mental disorders in teens. (No position, only citation)</p> <p>Heavy social media use can be linked to depression and other mental disorders in teens (Asmelash, 2019). (Little better, but still no position)</p>	<p>Social media has invited several undesirable consequences. For example, social media is linked to with mental disorders such as depression and anxiety (Asmelash, 2019) (Strong position with a topic sentence)</p>

Example of literature review paragraph

Example

Learning styles: Theoretical underpinning

Students prefer different learning styles and understanding the learning styles of primary children is important for effective educational practices. Honey and Mumford (1982) proposed a widely recognized model categorizing learning styles into four types: Activist, Reflector, Theorist, and Pragmatist, each characterizing distinct preferences for how students engage with and process information. Furthermore, Gardner's theory of multiple intelligences



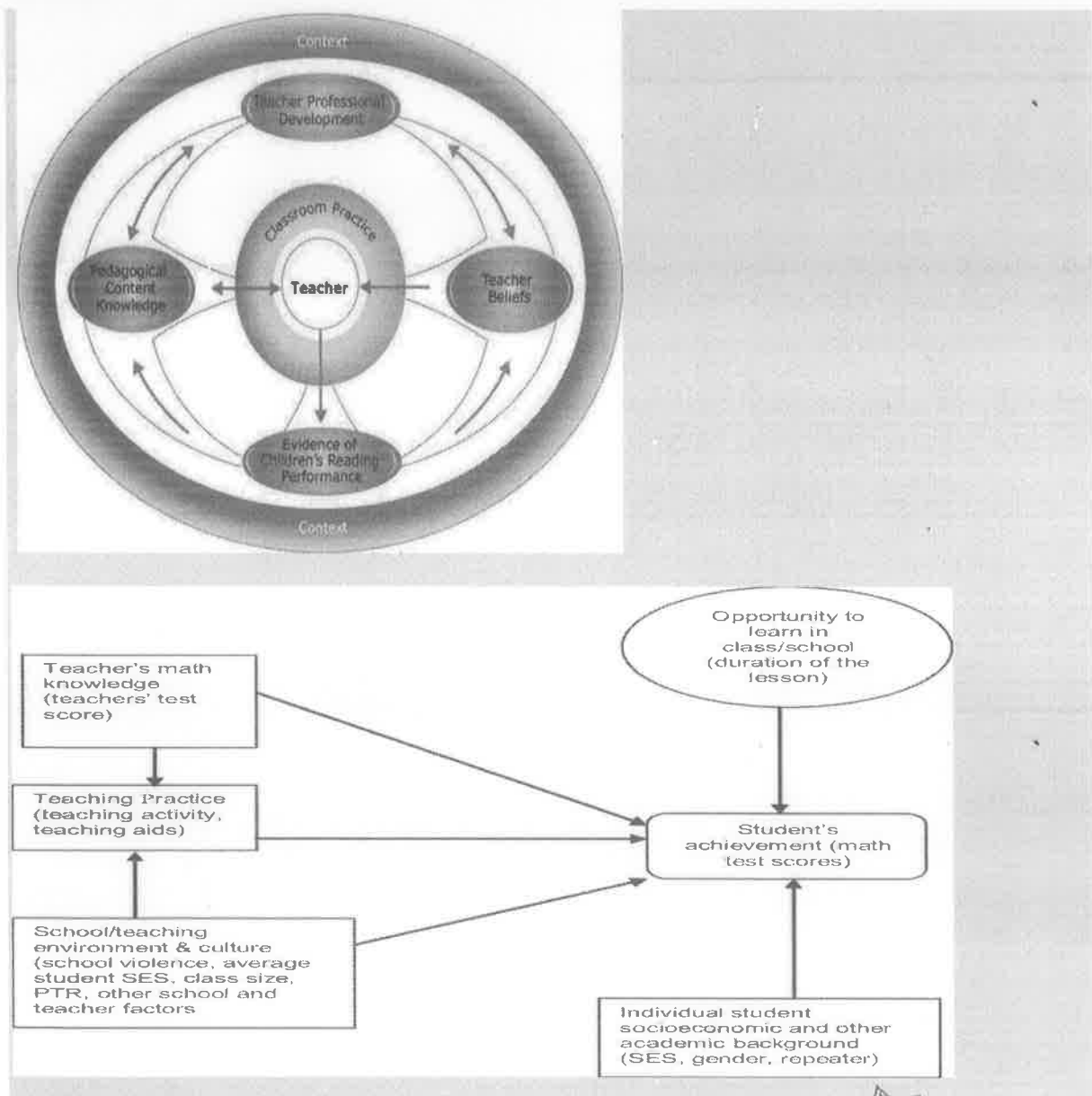
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Week 7.1. Preparing a conceptual framework

The conceptual framework is generally a diagrammatic representation of the study, which visualizes key concepts and variables and their potential relationships. The following points should be taken into consideration while designing the conceptual framework:

- Identify key concepts and variables; define relationships among them.
- Use clear, concise labeling.
- Ensure alignment with research goals.
- Maintain consistency and precision.
- Seek feedback for clarity and accuracy.

Example: Conceptual framework for the study of continuous professional learning of teachers



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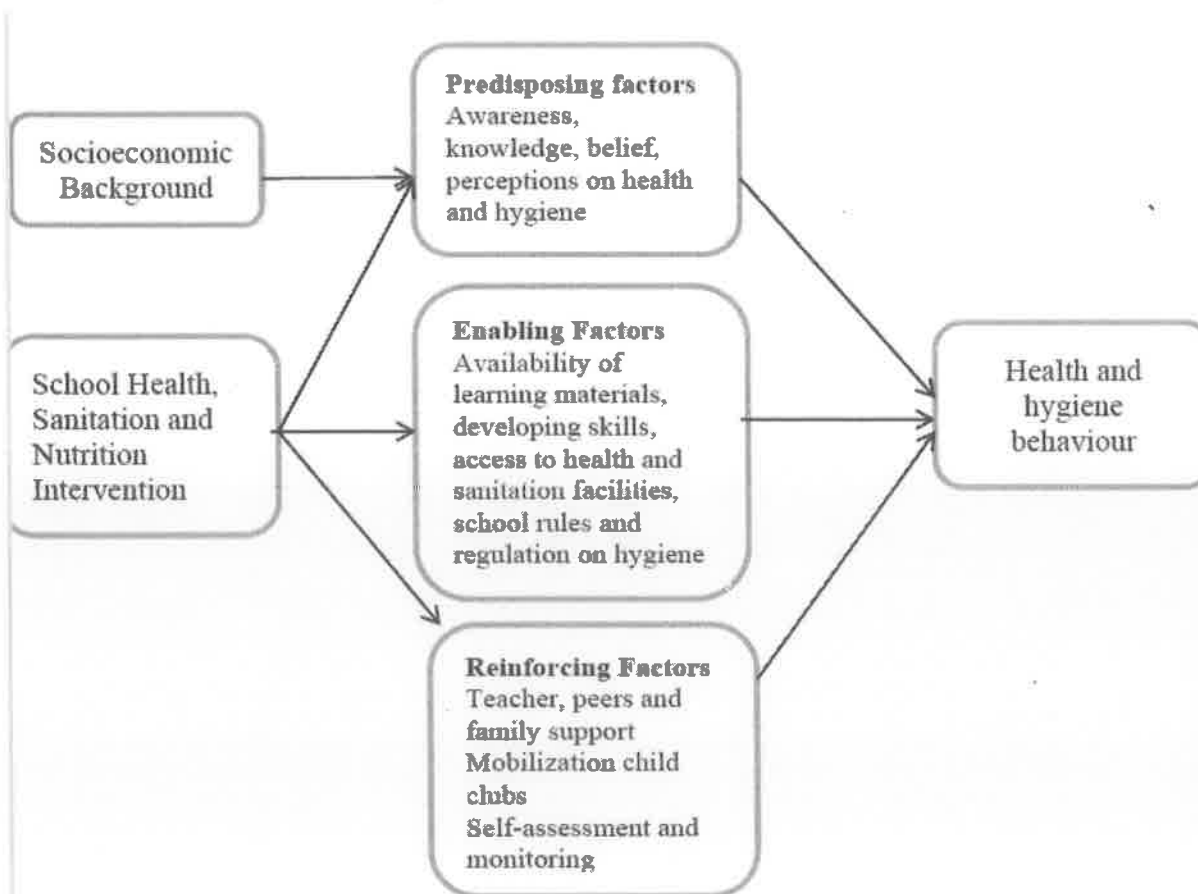
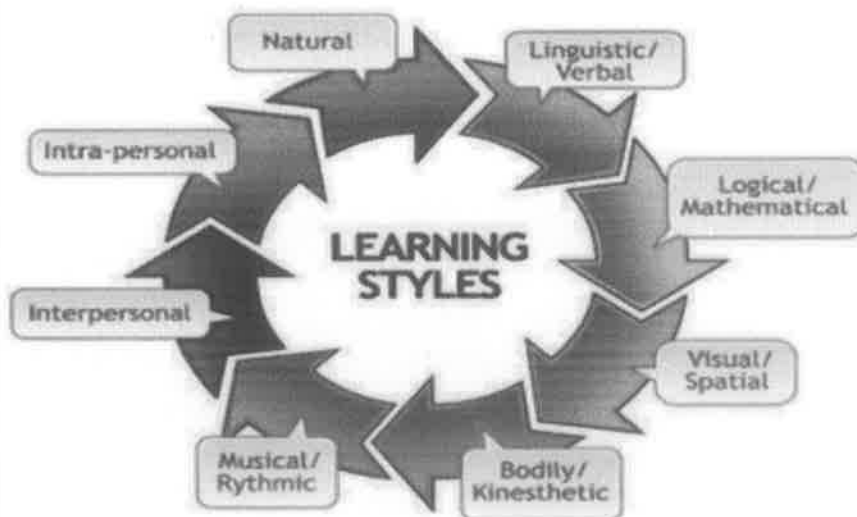


Fig.: Conceptual framework indicating how various factors and conditions influence health hygiene behaviour



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Writing methodology

Week 7.2. Writing research design, population and sampling

In this section, students should indicate which research design they will use (qualitative, quantitative, or mixed). They will read the research methodology book carefully. There are several designs under qualitative, quantitative, and mixed methods and students will appropriate design for their study. Students will identify the target participants from whom they expect to collect the data. This is their population. They will read various sampling strategies from the research methodology book and choose the appropriate one for their research. If they are doing a quantitative survey research, they need to calculate the sample size using some formula. With this information, they will write the paragraph.

Example

Research Design: For the study on the learning styles of primary school children in Nepal, a parallel mixed-methods research design will be employed. This design will enable me to gather both quantitative and qualitative data to gain a comprehensive understanding of the topic. The study will consist of two main phases: a quantitative survey to assess the prevalence of different learning styles and a qualitative phase involving interviews and observations to provide deeper insights into the factors influencing these learning styles.

Population: The target population for this research will be primary school children in Nepal in Chandragiri municipality. Considering the fact that students are studying in both public and private schools in this municipality, samples will be drawn from both schools to ensure representation. The age range will encompass primary school children, typically aged between 6 and 12 years old. Since primary education in Nepal is provided in various languages and follows different curricula, this diversity will be considered when selecting the sample to ensure a broad representation of students.

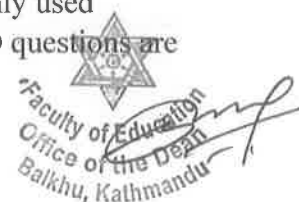
Sampling: To ensure the research's validity and generalizability, a stratified random sampling technique will be employed. First, a list of public and private schools will be prepared, and then, from each stratum, a random sample of ten public and ten primary schools will be selected. Using Yate's formula, a total of 400 sample sizes are decided. Using a lottery method, 200 samples will be drawn from the list of children studying in 10 public schools and another 200 from 10 private schools.

For the qualitative interview, one student of age 12 studying in grade 5 will be purposefully selected from each school for the interview, totaling 20 students. In so doing, five girls and five boys will be selected from each school type.

Criteria for selecting research participants in qualitative study: Random sampling method is not suitable in selecting sample or research participants. Researcher should develop criteria for selecting a few persons from a large group or population to minimize biasness.

Week 8.1 Preparing data collection tools

In this session, students will prepare their data collection tools. The commonly used quantitative research tool is questionnaire and test, while interview and FGD questions are



prepared before starting the fieldwork. The teacher shows examples of survey questionnaire and interview questions (in paper or online such as Google form, and asks students to prepare the similar tools they intend to use in their research.

Example

Learning style questionnaire (for Quantitative study)

Instructions: Please answer the following questions to help identify your preferred learning style.

1. What do you enjoy doing in your free time?
 - a. Reading books or comics
 - b. Playing sports or games outside
 - c. Drawing or creating art
 - d. Watching educational videos or documentaries

2. When you have to learn something new, which method helps you the most?
 - a. Listening to someone explain it
 - b. Trying it out yourself with hands-on activities
 - c. Reading about it in a book
 - d. Watching a video about it

3. Which of the following activities do you find interesting? (You can select more than one)
 - a. Solving puzzles or brainteasers
 - b. Working with a group of friends on a project
 - c. Listening to stories or audiobooks
 - d. Organizing and categorizing things

4. What types of materials do you like using when learning? (You can select more than one)
 - a. Books
 - b. Computers or tablets
 - c. Art supplies like markers, crayons, or paper
 - d. Outdoor materials like a ball or nature items

5. On a scale of 1 to 5, how comfortable are you with using a computer or tablet for learning, where 1 is not comfortable at all, and 5 is very comfortable?
1 2 3 4 5

6. How much do you enjoy learning new things at school?
1 (I don't enjoy it) 2 3 4 5 (I love learning new things)

7. How well do you work when you're in a group with other students?
1 (I don't work well in groups) 2 3 4 5 (I work great in groups)

8. Rate your interest in reading books for fun.
1 (Not interested) 2 3 4 5 (Very interested)

9. How much do you like doing hands-on activities, like experiments or art projects?
1 (I don't like them) 2 3 4 5 (I love them)

10. Rate your interest in listening to stories or podcasts.



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1 (Not interested) 2 3 4 5 (Very interested)

Interview questions (for Qualitative research)

1. What's your favourite way to learn something new? Do you like reading about it, doing hands-on activities, listening to someone explain it, or watching videos?
2. When you're working on a school project or homework, do you prefer to work alone or with friends? Why?
3. Can you tell me about a time when you learned something really well? How did you do it?
4. Do you like to draw, write, or make things when you're learning? Can you give me an example of something you've created for school?
5. What subjects or topics do you find the most interesting at school? Why do you think you like those subjects?
6. Do you like it when your teacher explains things in class, or do you prefer to figure things out on your own?
7. How do you feel about reading books? Do you enjoy reading for fun?
8. When you have a big test or assignment, how do you usually study or prepare for it?
9. Are there any subjects or activities at school that you find challenging? What do you think makes them challenging for you?
10. Are there any specific tools or technologies (like computers, tablets, or educational apps) that you find helpful for your learning?
11. When you have to remember something important, what strategies do you use to remember it?
12. Do you enjoy group projects at school? Why or why not?

Week 8.2 Writing about data collection tools and strategies

In this sub-section, students should detail which instruments and strategies they are going to use for collecting data from the field. It is essential for the students to draft the tool(s) in this phase, which they should mandatorily put in the appendix. If they are doing a quantitative study, they will provide a brief description of questionnaire or test that they will be using and refer this to the Appendix. If they are doing a qualitative study, they will provide a brief description of unstructured interview, focus group discussion, and participant observation notes that they propose to use which they should also refer to the Appendix. In a mixed method study, they should make and describe both.

Example

I will utilize a survey questionnaire and a test to assess the learning styles of students in grades 4 and 5 (see Appendix A). I will distribute the questionnaire to collect information about their preferred learning modalities and study habits. Additionally, I will administer a test designed to gauge their comprehension and retention abilities using various learning approaches. This combination of tools will help me comprehensively evaluate the learning styles of these students and gain valuable insights into their educational needs.



Week 9.1 Writing data analysis strategies

If students are doing a quantitative study, they should be able to explain which software (Excel or SPSS) they will use and how they will edit, code, and enter the data from the filled-out questionnaires into software. In addition, they should explain what statistical analysis do they use and how. If they are doing a qualitative study, they need to explain how they will transcribe, code, compare, group and derive themes from the interview and FGD data. If they are doing a mixed-methods research, they should be able to explain how they analyze the quantitative and qualitative data and how they mix them and make meaningful conclusions.

Example

Quantitative:

In my research proposal for studying the learning styles of primary school children in Nepal, I will employ quantitative data analysis techniques using SPSS software. Once I collect data through questionnaires, I will edit and code the responses for clarity and consistency before entering them into SPSS. To analyze the data, I will initially utilize descriptive statistics like mean, standard deviation, and frequency distribution to summarize the prevalence of various learning styles. Subsequently, inferential statistical tests t-tests will be employed to determine significant differences in learning styles among demographic groups like gender, grade level, and linguistic background. By following this approach, I aim to generate objective insights into the learning styles of Nepalese primary school children, providing a solid foundation for meaningful conclusions in my mixed-methods research.

Qualitative:

In my research proposal for exploring the learning styles of primary school children in Nepal, I will employ qualitative data analysis techniques, focusing on thematic analysis of interviews and focus group discussions with the children. Firstly, I will meticulously transcribe the audio-recorded interviews and discussions to ensure accuracy and facilitate analysis. Then, I will use a systematic coding process to identify recurring patterns, ideas, and concepts within the transcripts. These codes will be grouped and compared to derive overarching themes that encapsulate the children's perspectives on learning styles. By following this structured approach, I aim to extract meaningful insights from the qualitative data, shedding light on the nuanced aspects of learning styles among primary school children in Nepal and contributing to a holistic understanding of the subject.

Mixed:

I will use a mixed-method data analysis technique to examine the learning styles of primary school children in Nepal using a mixed-methods approach. In so doing, I will integrate both quantitative and qualitative data analysis techniques. For the quantitative aspect, I will employ SPSS software to edit, code, and analyze the data collected from the questionnaires. This will involve summarizing the prevalence of different learning styles using descriptive statistics and conducting inferential statistical test, t-tests to identify significant differences among demographic groups. Simultaneously, in the qualitative phase, I will transcribe, code, compare, and group the data obtained from interviews and focus group discussions with the



children. Thematic analysis will be applied to derive overarching themes from the qualitative data. Finally, I will employ a triangulation approach to combine the quantitative and qualitative findings, allowing for a comprehensive understanding of learning styles among primary school children in Nepal and enabling meaningful conclusions to emerge from the mixed-methods analysis.

Week 9.2. Writing ethical considerations

In this section, they will envision what ethical issues may arise while working with the participants and how they will address these issues. Generally, they should consider the following fundamental ethical issues: informed consent, confidentiality, no-harm, trust, no data manipulation and reciprocity.

Example:

In conducting this research on the learning styles of primary school students, I will be very much careful for maintaining the major ethical issues. First, I will prioritize obtaining informed consent from both the participating students and their parents or guardians, ensuring that they fully understand the research objectives, procedures, and potential risks involved. Confidentiality will be rigorously maintained, with all collected data anonymized and stored securely. Moreover, I am committed to the principle of "do no harm," and every effort will be made to minimize any potential discomfort or stress for the participants. Building trust and rapport with the students and their communities will be paramount, emphasizing open communication and mutual respect. Data manipulation will be strictly avoided, and my analysis will adhere to rigorous ethical standards. Lastly, I will ensure reciprocity by sharing our research findings with the participants and their schools, fostering a sense of collaboration and benefit for all involved parties. I hope that these ethical strategies safeguard the rights and well-being of the primary school students and their communities throughout the study.

Week 10.1 & 10.2. Compiling and editing all chapters of the proposal

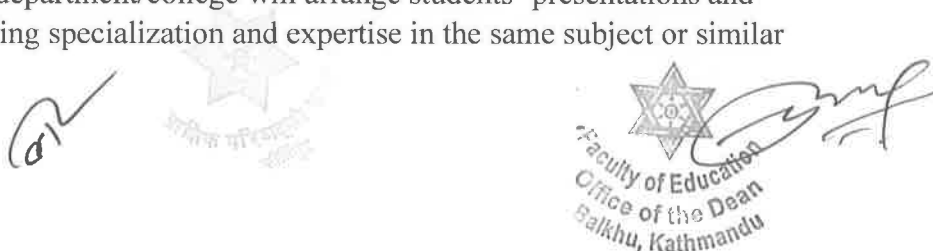
In the tenth week, students join together all chapters and subchapters of the proposal. They will make the proposal logical, connected and coherent. They will also proofread and finalize every section and sub-section of their proposal. They will continually share their work with the teacher and seek feedback for finalizing their contents.

Week 11.1 & 11.2. Chapter formatting, citation and referencing using APA 7th edition

Finally, students will format the proposal following the guidelines of APA 7th edition. In this process, the teachers will provide them theoretical knowledge of APA guidelines, mainly the structure, headings, citations and referencing. With teachers' feedback, students make appropriate formatting, citation and referencing using APA 7th edition. Then, they will type and make copies of proposal ready for submission and evaluation.

Week 12. Proposal presentation, defense, and evaluation of Part A (2 credit hours)

In these final two weeks, the department/college will arrange students' presentations and viva. An expert evaluator having specialization and expertise in the same subject or similar



subject will be hired from within campus or nearby campus to evaluate the proposal. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. The regular teacher/ supervisor will evaluate students' proposals as an internal expert. Both of these examiners (internal expert and expert evaluator) will evaluate the proposal based on the following criteria (Table 1):

Table 1. Proposal evaluation criteria (Internal Assessment)

Assessment criteria	Internal evaluation (Full marks 40)	Expert evaluation (Full mark 25)	Total 65
Defense on viva questions	7	3	10
Originality, novelty and contributory to the field	4	3	7
Appropriateness of introduction section, Researchable problems, objectives and questions	7	3	10
Appropriateness of literature review: thematic & relevant, Appropriateness of conceptual framework	4	3	7
Appropriateness of methodology	5	4	9
Data collection tools (in Appendix)	4	3	7
Writing: academic style, clarity, coherent & error-free	5	3	8
Formatting, citation and referencing according to APA	4	3	7
Total	40	25	65

Each student required to submit a proposal for writing thesis with the recommendation of his/her teacher/supervisor to the department for internal assessment of thesis writing course. Internal evaluation should be done before filling up fourth semester examination form. The department/campus must send evaluation marks of each student of Part A, two credit hours (65 marks) with examination form. One printed copy of final proposal of each student, bearing the signatures of both internal and external evaluators as well as the official seals of the campus and department, must be retained for official documentation purposes. The Dean's Office reserves the right to periodically audit these proposal records. Additionally, it is imperative to maintain detailed meeting minutes of the final examination, including the students' names, proposal titles, viva dates, and awarded scores. As part of this process, the

department is responsible for submitting individual student scores to the Dean's Office prior to the final examination.

Part B. Thesis: 3 credits (expected duration: 3 months)

1. Course Description:

The research and writing the thesis is expected to complete in the remaining three months of the semester. The Dean's Office expects students to submit the thesis for final viva after completing (Passing) all theories and Practical papers of the final exam.

Following the presentation and evaluation of their proposals, each student will be assigned a supervisor by the department or campus. Then, students will engage in the following tasks in close consultation with their supervisors in order to finalize their research activities and write their theses.

2. General Objectives

The general objectives of this part B are to enable students to:

- Prepare data collection tools or strategies and finalize them by incorporating the thesis supervisor's suggestions.
- Conduct fieldwork, collect data from the field, and analyze them using the strategies mentioned in their proposal.
- Collaborate closely with the supervisor to write the findings, discussion, and conclusion sections.
- 0 Revisit and refine the introduction, literature review, and methodology sections of their proposal, making edits and adding information as needed to align them with the final thesis.
- Compile all thesis components, ensuring they are interconnected, logical, and coherent.
- Share their progress with the supervisor, seeking feedback and suggestions for thesis improvement through the process of writing.
- Once the supervisor is satisfied with the thesis's quality and outcomes, they will recommend it for evaluation through a viva examination.



3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the ingredients of a thesis in a research way • Write the thesis by following the given format • Follow the APA style of research report writing while writing the thesis • Present the thesis in an organized way to face the viva voce in a confident way. 	<p>Preliminary Part</p> <p>Cover page with the thesis title, details of the researcher, the level (MSSEd.) for which it is written, and department/campus.</p> <p>Recommendation letter (Letter from the head of the department/campus)</p> <p>Approval letter (Letter head of the department/campus)</p> <p>Acknowledgement (Few words of gratitude to the contributors of the thesis)</p> <p>Abstract (An abstract of the thesis with not more than one and half pages or in 350 to 400 words, including topic, major objectives, method and procedure, main findings, knowledge contribution and key implications of the study).</p> <p>Table of contents</p> <p>Acronyms/abbreviations</p> <p>List of tables (If necessary)</p> <p>List of figures (If necessary)</p> <p>List of charts and graphs (If necessary)</p> <p>CHAPTER ONE: INTRODUCTION</p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)</p> <p>1.5 Significant of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p> <p>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</p> <p>2.1 Review of related literature</p> <p>2.2 Theoretical/Conceptual framework</p> <p>2.3 Implications of the review for the research</p> <p>CHAPTER THREE: METHODS AND PROCEDURES</p> <p>3.1 Research design (qualitative, or quantitative or mixed method)</p> <p>3.2 Population and sample/research participants</p> <p>3.3 Sampling strategy and procedures</p>


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	3.3 Research tools 3.4 Sources of data 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations CHAPTER FOUR: RESULT AND DISCUSSION (ANALYSIS AND INTERPRETATION OF RESULTS) CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
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Presentation and evaluation of the final thesis

When students finish their theses, a group made up of the department chair, the thesis supervisor, and another expert member from another Department or Campus will assess the thesis. A senior faculty can be hired in case the department cannot hire relevant experts from the nearby campus. They will use the criteria in Table 2 to evaluate 40 marks of Part B. After that, a hard copy of the thesis signed by the member of the thesis evaluation committee with internal marks will be sent to the Dean's Office for a final evaluation.

Table 2. Internal thesis evaluation criteria (Three-member thesis evaluation committee: Department Head, Supervisor, and Expert will evaluate thesis based on the following criteria)

Assessment criteria	Evaluation by Department Thesis Evaluation Committee (Full marks 40)
Appropriateness of introduction section, researchable problems, objectives//questions, significance and delimitation of the study	5
Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	4
Appropriateness of methodology and tools	5
Appropriateness of presentation of results/findings	4
Appropriateness of interpretation of results/findings in line with objectives/research questions	3
Appropriateness of conclusion and recommendations	4
Academic Writing: clarity, coherent, argument, style, grammar and error-free in writing	5
Formatting, citation and referencing according to APA	4
Oral presentation and defending style in viva	6
Total	40

(1)



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Office of the Dean
Balkhu, Kathmandu

Final Evaluation of Thesis

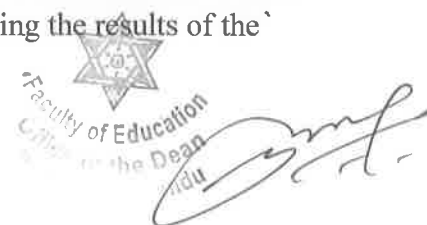
The hardbound thesis submitted to the Department/Campus will be sent to the Examination Division, Office of the Dean, Faculty of Education for final evaluation. The Office of the Dean, in consultation of the relevant Subject Committee, will appoint two professors/teachers to evaluate the thesis using the criteria in Table 3, accounting for the remaining 60 marks of Part B. The marks given by the two evaluators will be averaged and combined with the marks given by the campus/department as an internal evaluation of the Thesis writing. Out of 165 marks in the thesis writing course, 115 marks) will be evaluated by the department/campus, and only 60 marks will be externally evaluated by the office of the Dean, Kathmandu.

Table 3: External evaluation criteria

SN	Assessment criteria	Full marks 60
1	Appropriateness of title	3
2	Appropriateness of abstract	5
3	Appropriateness of introduction section: background, researchable problems, objectives//questions, significance and delimitation of the study	10
4	Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	7
5	Appropriateness of research method design	5
6	Appropriateness of sampling/selection of research participants including data collection and analysis	5
7	Appropriateness of presentation of results/findings using tables, graphs, figures, statistics, verbatims, cases and narratives	5
8	Appropriateness of analysis of interpretation of results/findings in line with objectives/research questions	5
9	Appropriateness of conclusion and recommendations	5
10	Clarity, coherent, argument, style, grammar and error-free in writing	5
11	Formatting, citation and referencing according to APA	5
	Total	60

Submission of Final Thesis

Students are allowed to submit their Master Thesis by the end of the fourth semester or after examination of the fourth-semester final examination before publishing the results of the fourth-semester exam papers.

Grand total and grading

The Dean's Office will aggregate the marks obtained in proposal (Part A) and thesis writing (Part B) and provide an appropriate grade to individual student based on the university criteria. The following forms will be used for the final grading purpose:

S.N.	Exam Roll No.	Name of the students	Marks in proposal (P) 65	Marks in thesis (T) 100	Total marks P+T 165	Grade

Key references:

Bailey, S. (2003). *Academic writing: A practical guide for students*. London: Routledge Falmer.

Bui, Y.N. (2020). *How to write a master's thesis* (3rd ed.) Sage.

Creswell, J.W., & Gutterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.





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