

Master of Social Studies Education (MSSEd)

(Six-Semester Integrated Programme)

First Semester Curriculum

Tribhuvan University

Faculty of Education

Office of The Dean

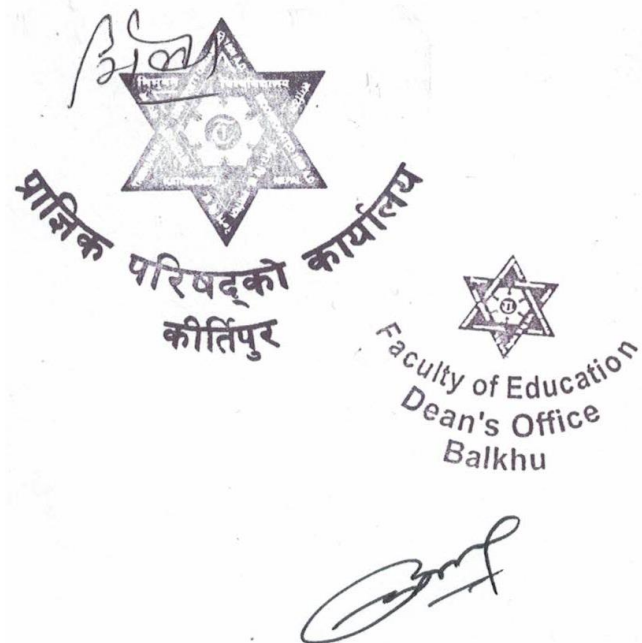


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Subject: Fundamentals of English Writing Skills

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 then 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> <hr/> <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> <hr/> <p>2.6 Summarizing and paraphrasing</p>

<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> <hr/> <p>3.1 Argument and discussion 3.2 Cause and effect 3.3 Cohesion 3.4 Comparison 3.5 Definition 3.6 Examples 3.7 Generalizations 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> <hr/> <p>4.1 Pre-writing 4.2 The structure of a paragraph 4.3 The development of paragraphs 4.4 Descriptive and process paragraphs 4.5 Opinion paragraphs 4.6 Comparison/contrast paragraphs 4.7 Problem/solution paragraphs 4.8 The structure of an essay 4.9 Outlining an essay 4.10 Introductions and conclusions 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 5.2 Proposal/thesis/report 5.3 Seminar/conference papers 5.4 Posters 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 to comprehend 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) <ul 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) <ul 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) <ul 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

<ul style="list-style-type: none"> • To integrate the moral development theory in in social studies • To impart the students with the language development theory of David Wood • To critically analyze the social studies knowledge and practices 	<p>3.6 Critical social studies knowledge and practices</p>
<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 	<p>Unit IV Political, Economic, and Legal Aspects of Social Studies (10)</p> <p>4.1 Governing and administering social studies curriculum in school and higher level</p> <p>4.2 Educational financing in social studies education</p> <p>4.3 Legal aspects of social studies education</p> <p>4.4 Values, skills and literacy in social studies</p> <p>4.5 Society and technology in social studies classroom</p>
<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. 	<p>Unit V Social Issues in the Contemporary Society (8)</p> <p>5.1 Issues of integrating social studies curriculum</p> <p>5.2 Teaching controversial issues in social studies</p> <p>5.3 Policy issues in teaching social studies curriculum</p> <p>5.4 Issues of social environment</p> <p>5.5 Teacher preparation and professional development</p> <p>5.6 Project report preparation and presentation</p>

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.

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 (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 III).

- 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.pdf> (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 ।

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 and comprehend geography and its scope,
- familiarize them with relief features, associated processes and different landforms,
- acquaint knowledge regarding earth materials, plate tectonics and resultant landforms,
- enable students to understand and analyze 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
- enable students to comprehend and analyze 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 • To list the branches of geography • To list the tools and techniques used in geographical study • To describe origin of the Earth 	<p>Unit I: Introduction (4)</p> <p>1.1 Meaning and definition geography 1.2 Scope of geography 1.3 Branches of geography 1.4 Tools and techniques in Geography</p> <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 2.2 Origin of Mountain, Hill and Tarai 2.3 Denudation, transportation and deposition 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 3.2 Rocks and Geologic time 3.3 Tectonic processes and landforms</p> <ul style="list-style-type: none"> 3.3.1 Plate tectonics 3.3.2 Lithospheric plates- movement, types and associated landforms 3.3.3 Plate tectonics and Earthquake 3.3.4 Plate tectonics and Volcanoes
<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 	<p>Unit IV: Climate and Climate Change (10)</p> <p>4.1 Earth-Sun geometry and the season 4.2 Global energy system 4.3 Global temperature pattern 4.4 Atmospheric pressure and wind</p>

<ul style="list-style-type: none"> • To describe atmospheric pressure, winds and circulation system • To explain atmospheric moisture and precipitation • To describe air masses and weather systems • To describe types of climates • To analyze the impact of climate change • To analyze the impact of climatic hazards and disasters 	<p>4.5 Atmospheric moisture and precipitation 4.6 Air masses and cyclonic weather systems 4.7 Types of climates 4.8 Climate change and impacts 4.9 Climatic hazards and disasters</p>
<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 	<p>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</p>
<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 	<p>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 </p>

	<ul style="list-style-type: none"> 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 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 	Unit VII: Economic Geography (8) 7.1 Key themes of economic geography 7.2 Agriculture, industry and trade 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)

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 settlement and urbanization.
VII	Presentation and discussion on globalization, multinational cooperation, transformation of employment with examples.

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: MacDonald and Evans. (Unit VI)
- Mackinnon, D. & Cumbers, A. (2007). *An introduction of economic geography: Globalization, 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: Routedledge.
- 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 Shrestah 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.

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 to comprehend concepts and nature of economics.
- To provide the students with practical skills on the derivation of law of demand and supply curves.
- To facilitate the students to 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 expose students to 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 develop the capacity of students for analyzing skills on the fiscal policy, its instruments.
- To provide learning opportunities for 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

<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

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>

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.

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

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

<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 uncoded, 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 introduce and provide the knowledge of world history and civilizations. It intends to help students 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
- To acquaint the Mesopotamian civilization.
- To familiarize the Ancient Egyptian civilization.
- To introduce the Indus Valley civilization.
- To familiarize students with Maya civilization in Mexico and Minoans civilization in Crete
- To make the students able to explain the Chinese civilization
- To explain the ancient Greek civilization.
- To provide learning opportunities to discuss and delineate the Roman civilization.
- To enable the students to examine the significance of the renaissance.
- Familiarize students with 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. 	<p>Unit: II Mesopotamian and Ancient Egyptian Civilization (13)</p>

<ul style="list-style-type: none"> • To explain language and literature (writing) of ancient Mesopotamia. • 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 Mesopotamian Civilization</p> <p>2.1.1 Geographical extent</p> <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 	<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>

<ul style="list-style-type: none"> • To analyze the Fall of Maya Civilization • To state the Origin of the Minoans • To explain the Culture of the Minoans • 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 	<ul style="list-style-type: none"> 4.1.2 Maya Pyramids 4.1.3 Maya Administration 4.1.4 Maya Calendar 4.1.5 Fall of Maya Civilization <p>4.2 Minoans Civilization</p> <ul style="list-style-type: none"> 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>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> <ul style="list-style-type: none"> 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
<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. <ul style="list-style-type: none"> • To state the administrative system of ancient Rome. • To identify the elements of the success of Rome. 	<p>Unit VI: Ancient Greek and Roman Civilization (10)</p> <p>6.1 Ancient Greek Civilization</p> <ul style="list-style-type: none"> 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>6.2 Roman Civilization</p> <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • To analyze the contribution of Roman civilization to the present world. 	
<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. 	Unit VII: Renaissance (4) 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
Practical Work Full Marks: 35 Teaching Periods: 30 Historiography	
<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. 	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

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.

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> <p>The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation</p>
V	<p>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.</p> <p>The main teaching learning strategies are individual work, group discussion, seminar paper presentation and term paper presentation.</p>
VI	<p>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</p> <p>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.</p> <p>The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation.</p>
VII	<p>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.</p> <p>The main teaching learning strategies are group discussion, seminar paper presentation and term paper presentation</p>

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.

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
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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

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: Heath 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>