

TRIBHUVAN UNIVERSITY

Faculty of Education

A Revised Syllabus On

Masters of Education

Third Semester (2079)

Developed by:

Faculty of Education, Dean Office, TU

Collected by:

Department of Education

Kathmandu Shiksha Campus

Chandragiri Municipality

M.Ed Revised Syllabus of

Third Semester-2079

Date : 2079 Falgun 2

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ह्युजेज, अर्थर (सन् १९८९), <i>टेस्टिड फर ल्याङ्गवेज टिचर</i> , न्युयोर्क : क्याम्ब्रिज युनिभर्सिटी प्रेस ।	127
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Core subject**Course Title: Basic Research Methodology in Education**

Course No: Ed 532

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total Teaching Hours: 48

1. Course Introduction

This is a basic educational and social research methodology course aimed at helping students broaden their knowledge and skills in doing and writing quantitative, qualitative, and mixed research. The course begins with introducing social and educational research based on philosophies, and then enables students to select appropriate research designs and tools to conduct the research. The students will acquire knowledge and skills required for conducting research in both quantitative and qualitative areas. Taking survey (and other quantitative research methods), ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. In addition, there will be an opportunity for the students to familiarize themselves with quality and ethical standards needed by researchers. Finally, the course will enable the students to prepare research proposal and write report following the guidelines of American Psychological Association (APA)'s publication manual.

2. General Objectives

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

- Demonstrate the understanding of philosophical grounds of positivistic and interpretive research.
- Generate the research problems from within the field of interest of the students themselves engaging in the discourse and debates of knowledge in the field.
- Develop skills of reviewing different forms of literature for justifying the research and setting a lens of explaining phenomena of inquiry.
- Conceptualize the strategies of engaging in the field of research and processing different forms of data.
- Select appropriate design for conducting the research.
- Develop basic skills for tools construction, data collection, and analysis.
- Describe the need for ethical and quality standards in research project.
- Prepare research proposal for conducting the research.
- Use citation and referencing using APA guidelines.
- Write research report based on the APA guidelines.

3. Course Details

Unit I: Understanding Social and Educational Research Based on Philosophies (8 hrs.)		
Specific Objectives	Contents	Content coverage
• Develop the basic concepts of research and characteristics • Describe the concept of quantitative (i.e., positivistic/post positivist) and qualitative (i.e., interpretive) research paradigms in relation to chosen research problem; and • Differentiate the philosophical assumptions of positivistic and interpretive research paradigms • Generate quantitative and qualitative research problems • Formulate hypotheses and research questions • Conceptualize and explain the purpose and procedure of review • Review different forms of literature • Select appropriate theoretical framework and translate it into conceptual diagrams.	1.1 Basic concepts of social and educational research 1.2 Needs/ use of educational and social research 1.3 Concept of research paradigms 1.3.1 Positivism and post positivism 1.3.2 Interpretivism 1.4 Differences on key tenets of quantitative and qualitative research 1.5 Problematizing the issue of inquiry 1.5.1 Selecting research problems for qualitative and quantitative research 1.5.2 Formulating research objectives/purpose, framing research questions and developing hypothesis (if required) 1.6 Reviewing literature: Importance and strategies 1.7 Theoretical and conceptual frameworks	1. Meaning and characteristics of research, and social and educational research 2. Paradigms and its components (ontology, epistemology, axiology, and methodology) 3. Meaning and characteristics of positivism and interpretivism (and their ontologies, epistemologies, axiologies, and methodologies) 4. Concepts, meaning, characteristics examples and differences of qualitative and quantitative research 5. Selecting research problem of their own discipline and formulating specific research objectives and research questions (concepts and examples) 6. Meaning and concepts of literature review, importance of literature review, strategies for doing literature review, reflecting the review 7. Meaning and examples of theoretical and conceptual framework

Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for Assignment
• Orientation to the students about the topics, their roles, and requirements • Sharing ideas on content areas • Discussion and reflection • Reviewing books and articles related to content areas • Presentation of ideas, discussion, and feedback	• Take part in discussion during discussion and presentation session • Search and collect learning materials for review • Review recommended books and articles individually • Select a research issue and develop research objectives and questions • Gets feedback from peers and teachers.	• Select a research issue/title, formulate research objectives, and research questions and write the importance or rationale for doing this study. • Select a research issue, collect 4-5 relevant literature, review the literature and write a short review.
Unit II: Comprehending Research Methodologies and Methods (14 hrs.)		
Specific Objectives	Contents	Content coverage
• Explain the key characteristics of major positivistic and non-positivistic research methodologies • Choose appropriate research methodology for the issue of inquiry chosen • Describe critically the relationship between research problem/agenda and methodology(s)	2.1 Quantitative research methodologies/methods 2.1.1 Survey and its types 2.1.2 Experimental designs 2.2 Qualitative methodologies/methods 2.2.1 Case study 2.2.2 Ethnography 2.2.3 Narrative inquiry 2.2.4 Phenomenology 2.2.5 Grounded Theory 2.3 Mixed method research: sequential, parallel, and embedded 2.4 Action research and its characteristics	1. Rationales for choosing a particular research design 2. Concept, meaning, characteristics of each design. 3. Steps for doing the research. 4. Examples of each design.
Teaching Learning Strategies		
Teacher's Inputs (14 hrs.)	Students' Effort (28 hrs.)	Tasks for Assignment
• Sharing theoretical ideas and reflection on various design of the research	• Participate in discussions and sharing ideas among the peers and facilitators • Presenting reflection of the ideas based on reading books and papers	• Choose an appropriate research design and make a plan about what issue you want to study

- Facilitate students for reflecting on the strategies for using appropriate research design - Provide a comparative overview of quantitative and qualitative designs separately	- Work in pair or group and reflect on various designs with their strengths and limitations - Choose appropriate design for doing a particular research.	using this design and how. Select a research issue or problem for action research and prepare a plan for doing the research.
Unit III: Strategies of Selecting Respondents/Participants and Collecting Data (8 hrs.)		
Specific Objectives	Contents	Content Coverage
- Conceptualize population and sampling procedure - Describe key techniques of selecting the research participants based on informed techniques - Developing different forms (questionnaires and guidelines) of tools and collecting data with the help of tools - Explain the ways of engaging meaningfully in the field with structured and open interviews and observations	3.1 Strategies of selecting respondents/participants 3.1.1 Determining sampling size in quantitative research 3.1.2 Sampling strategies for quantitative research 3.1.3 Sampling strategies for qualitative research 3.2 Tools and techniques of data collection 3.2.1 Quantitative data collection tools a. Questionnaire b. Structured interview c. Attitude scale d. Test 3.2.2 Qualitative data instruments a. Unstructured interviews b. Participant observation c. Focus group discussions d. Field notes	1. Concept of population, sampling 2. Sample size calculation using Yamane's formula. 3. Sampling for quantitative study - simple random, stratified random, systematic, cluster, etc. 4. Sampling for qualitative study: Purposive, quota, convenience, snowball, etc. 5. Tools – Introduction, types, characteristics, examples, strengths, limitations
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for Assignment
- Providing resources, concepts and examples - Facilitating students to identify appropriate	- Reflect on the concepts and examples provided by teachers - Read the resources provided about sampling and tools	Select an appropriate issue for a survey study and design a questionnaire for studying this issue from

sampling design and techniques • Assisting students to calculate sample size • Facilitating students for designing appropriate data collection tools	• Select appropriate sampling techniques that best fit to the issues/problems of the study • Design appropriate data collection tools for the issues/problems selected	a particular group of respondents. • Elaboration based on the following questions: Which specific research methodology(s) do you plan to apply for your research problem? Why? Describe your study site, population and sampling (in positivistic research)/selecting participants (in non-positivistic research).
Unit IV: Data Analysis and Quality Standards in Research (8 hrs.)		
Specific Objectives	Contents	Content Coverage
• Describe basic data production and analysis methods in research project; and • Discuss reflectively the experiences of learning of different approaches to data production and analysis	4.1 Quantitative data analysis 4.1.1 Data cleaning and coding 4.1.2 Statistical procedures of analyzing data (descriptive and inferential) 4.2 Working with textual/qualitative information 4.2.1 Coding, transcribing, generating themes, and interpreting meaning 4.2.2 Crafting narratives, vignettes, and stories 4.3 Quality standard in research 4.3.1 Internal validity, external validity reliability and objectivity in quantitative research 4.3.2 Credibility, transferability, dependability, and conformability in qualitative research 4.4 Ethical issues in research	1. Data cleaning, coding, entering, analysis using Excel or SPSS. 2. Data analysis using Central Tendency and Measure of Dispersion (No. need of calculation); introduction of EXCEL and SPSS software for analyzing the quantitative data. 3. Thematic techniques for qualitative data analysis [doing small interview, transcribing (transferring raw data into text), coding, comparing, grouping, theme generating, interpreting]. 4. Strategies for integrating verbatim quotes, paraphrasing narratives, displaying vignettes and stories or case. 5. Quality for quantitative analysis – internal and

		external validity, reliability and validity (concept and examples) 6. Quality for qualitative data analysis (credibility, transferability, dependability and confirmability and strategies form ensuring them such as triangulation, peer review, thick description, member check, prolonged engagement in the field etc.) 7. Ethical issues – informed consent, confidentiality, trust, reciprocity, no manipulation of data, academic honesty.
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Effort (16 hrs.)	Tasks for assignment
• Provide an overview of quantitative and qualitative data analysis techniques. • Provide examples of quantitative data analysis using EXCEL or SPSS software.	• Read the materials and resources provided by teachers and reflect on the quantitative and qualitative data analysis techniques • Doing practice of Excel or SPSS data analysis. • Reflect on quality standards on qualitative and quantitative data and results.	• Interview few participants on a particular group of respondents, audio record and transcribe the interview. By coding, comparing and grouping, make a few themes and interpret them. • Make a survey questionnaire on a particular issue.
Unit V: Preparing Research Proposal and Research Report (10 hrs.)		
Specific Objectives	Contents	Content Coverage

• State the need of proposal and requirements for research report • Explain essential components of research proposal • Develop a research proposal in chosen/given research problems. • Describe essential skills and steps in research report writing • Explain the components of research report/thesis • Use APA format in thesis writing	5.1 Need of preparing research proposal 5.2 Components of research proposal 5.3 Preparing research report based on the APA format 5.3.1 Components of research report 5.3.2 General formats and guidelines for preparing research report 5.3.3 Citations 5.3.4 Referencing	1. What is research proposal, why research proposal is important, what are the components of the research proposal, what is the difference between qualitative and quantitative research proposal 2. Research report: needs and formats 3. APA guidelines for preparing research report – general formatting, citation and referencing
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Effort (20 hrs.)	Tasks for Assignment
• Presentation of need and components of research • Demonstration of sample of proposal • APA presentation (mainly the formatting of the report, citation and referencing) • Presentation of example/sample of APA report and article	• Reading, reflection and understanding – research proposal, research report and their components • Group work on reviewing research proposal and research report • Practice on APA citation and referencing	• Choose a research issue and prepare a brief proposal to conduct research on the selected issue.

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	Mark	Remarks
Internal Assessment: The internal assessment will be formative as well as summative in nature which includes following activities.		

Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Presentation (either in pair or individual) of the given task 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 or V.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External Evaluation: The external 60% written test covers the following nature of test items and points.		
External written examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (10×2) = 20 (including one or question)

5. Recommended Books and References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Bryman, A. (2012). *Social research methods*: UK: Oxford University press.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London and New York: Routledge
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Gobson, W. J., & Brown, A. (2009). *Working with qualitative data*. New Delhi: Sage Publications Inc.
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*: Guilford Press.
- Taylor, P. C., & Wallace, J. (Eds.). (2007). *Contemporary qualitative research: Exemplars for science and mathematics educators*. Dordrecht: Springer.
- Taylor, P. C., Taylor, E., & Luitel, B. C. (2012). Multi-Paradigmatic transformative research as/for teacher education: An integral perspective. In K. Tobin, B. Fraser & C. McRobbie (Eds.), *Second international handbook of science education* (pp. 373-388). Dordrecht, The Netherlands: Springer.
- Taylor, P.C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.

Course Title: Measurement and Evaluation in Education

Course No.: Ed. 533

Nature of Course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: Third

Total teaching Hours: 48

1. Course Introduction

The course 'Measurement and Evaluation in Education' is a core area of study designed for the third semester of master's degree program of faculty of education. This includes the concept and nature of educational measurement and evaluation thereby focusing on reliability and validity of a test. The course emphasizes on construction process of achievement test, standardization process of psychological tests, and critical analysis of evaluation system adopted in school level.

2. General Objectives:

- Analyze the relation among test, measurement, evaluation, and assessment,
- Critically analyze evaluation system of Nepal including grading system,
- Introduce concept, need, and use of reliability of test,
- Compute reliability using different methods,
- Orient to validity and validity consideration with its uses,
- Determine validity of test applying different methods,
- Construct achievement test using different processes,
- Advance understanding about standardizing process of psychological tests.

3. Course Details

In order to achieve the expected outcomes of the course, the following specific objectives, contents, content elaboration are framing in the table below:

Unit I: Educational Measurement (8 hrs.)		
Specific objectives	Contents	Content coverage
• Develop concepts of measurement and evaluation • Elaborate use of evaluation • Show relationship among test measurement and evaluation • Introduce scales of measurement and elaborate its use	1.1 Test, measurement, evaluation, and assessment. 1.2 Purpose and use of educational evaluation 1.3 Difference among measurement, assessment, and evaluation 1.4 Measurement scales 1.5 Current trends in educational measurement	1. Concept of test, measurement, evaluation, and assessment 2. Purpose and use of evaluation (instructional, research, planning, decision making) 3. Key differences among the construct measurement, assessment, and evaluation 4. Measurement scales (nominal, ordinal, interval,

• Explain the current trends in educational measurement • Critically analyze role and function of National Examination Board and National Assessment of Student. • Analyze internal assessment of school education in Nepal • Introduce grading system and analyze its merits and demerits	1.6 Student evaluation in school education in Nepal	and ratio) with properties and uses 5. Current trends in educational measurement ('High stakes' testing, performance and portfolio assessment-concept and tools development, technological advances in testing-general introduction and use of ICT in evaluation) 6. Internal and external assessment in schools, National Examination Board-structure and function, and National Assessment of Student Achievement - NASA- introduction, practice and use. Grading system (conventional, letter grading, GPA, CGPA, process, merits and demerits)
Teaching Learning Strategies		
Teacher's Inputs (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment
Introduce overall course and requirements, provide resources for study, deliver classes using different methods, orient students about the review, allocate content for presentation (provide opportunity to choose favorable content). Supervise required task, evaluate the task and provide feed-back.	Be oriented about the course and requirements, collect, and study the resources, choose/select a task from the content area, accomplish required task, present the task and gets feed-back from peers and teachers.	Review a book /book chapter based on the any content area of the course.
Unit II: Reliability and Standard Error of Measurement (10hrs.)		
Specific objectives	Contents	Content coverage

• Introduce reliability and explain its in measurement • Introduce different methods of estimating reliability • Compute reliability coefficient using different methods • Explore relationship between reliability and validity • Elaborate the concept and use of standard error of measurement • Compute standard error of measurement	2.1 Reliability 2.2 Methods of estimating reliability with computation 2.2.1 Measuring stability 2.2.2 Measuring equivalency 2.2.3 Measuring internal consistency 2.2.4 Measuring Inter-rater consistency 2.3 Interpreting reliability coefficients 2.4 Factors influencing reliability measures 2.5 Standard error of measurement	1. Concept of reliability and use of reliability in testing. 2. Estimating reliability coefficient of the test and interpreting the result using test-retest, parallel forms, and internal consistency (split-half, Kuder-Richardson). Determining and interpreting consistency in scoring between scorer and within scorer. 3. General interpretation using Garret's criterion, aspects to be considered while interpreting the coefficients (purpose of test, types of test, nature of variables, nature of groups, length of test, difficulty level of test, scoring reliability of test, and other obstacles). 4. Influencing factors (test, examinee, administration and scoring related). 5. Concept and estimation of standard error of measurement using classical concept and statistical computation, relation with reliability, finding standard error using raw score, showing error using normal curve.
Teaching Learning Strategies		
Teacher's Inputs (10 hrs.)	Students' Efforts (20hrs.)	Tasks for assignment
• Introduce concept of reliability, it's and use in testing and measurement, share ideas on computing	• Actively participate in the class activities, study prescribed related texts, compute reliability and	• Construct and administer objective test in a group of

reliability coefficient using different methods. • Provide text for study and give ideas to estimate standard error of measurement and interpret standard error using normal curve. • Give guideline for required tasks. Allocate tasks, supervise students' activities, judge the task and provide feed-back.	standard error of measurement, • Be oriented to the required task. • Accomplish required task according to provided guidelines. Present the result of task in class. Get feed-back from colleagues and teacher.	students and compute and interpret reliability.
Unit III: Test Validation (10 hrs.)		
Specific Objectives	Contents	Content coverage
• Clarify the concept of validity and validity consideration • Elaborate the need of validity in measurement and evaluation • Explain the major considerations in validation • Compute and interpret validity coefficients. • Explain the factors influencing validity.	3.1 Validity 3.2 Major considerations in validation 3.2.1 Content consideration 3.2.2 Construct consideration 3.2.3 Test-criterion relationships 3.2.4 Consideration of consequences 3.3 Interpreting validity coefficients 3.4 Factors influencing validity 3.5 Relation between test reliability and validity	1. Concept of validity and validity consideration, need and use of validity in measurement and evaluation. 2. Concept and procedure of estimation of validity using content, construct, criterion, and consequences consideration. 3. Interpretation of validity (logical and statistical) 4. Key factors influencing validity (test related factors, administration related, student related, context related) 5. Relation between reliability and validity in terms of meaning, purpose, focus, method, statistical relation, variance relation.
Teaching Learning Strategies		
Teacher's Inputs' (8 hrs.)	Students' Efforts (16 hrs.)	Tasks for assignment

Sharing ideas on the contents, provide resources and opportunity of computing validity, provide guidelines for the tasks, supervise, evaluate, and provide feed-back.	Actively participate in class, be oriented and select the task, act the selected task, prepare report, present the task and get feed-back from colleagues and teacher.	Prepare a reflective report including all the processes of test validation.
Unit IV: Achievement Test Construction (10 hrs.)		
Specific Objectives	Contents	Content coverage
- Elaborate concept and use of achievement test. - Preparation of specification grid using blooms' and Kortholts' taxonomy. - Write different types of test items and prepare scoring rubrics and answer key. - Organize of test items. - Administer prepared test - Identify P value, D value and power of distractor of the items. - Prepare chart of P and D value and interpret the chart. - Prepare result sheet. - Analyze and interpret test result. - Elaborate formative and summative use of test result.	4.1 Achievement test 4.2 Answer writing art 4.3 Test specification 4.4 Item writing 4.5 Test administration 4.6 Scoring and item analysis 4.7 Result analysis 4.8 Use of test result	1. Concept and use of achievement test 2. Style of responding questions 3. Preparation of specification grid using modified Blooms' taxonomy. 4. Objective test (multiple choice items including higher levels questions with answer key). Subjective items (Short- for measuring knowledge to evaluation level; long- for measuring understanding, interpretive, critical, reflective, problem solving, analytical, and creative abilities with scoring rubrics). 5. Administration of the test (Test environment, management, invigilation, ethical aspects). 6. Scoring of test papers using scoring key and rubrics, making result sheet, doing item analysis (difficulty level, discrimination index, and distractor/foil analysis). 7. Analysis of result- using bar diagram, histogram, pie-chart, mean, median, mode,

		percentile rank, standard deviation. 8. Use of result: Diagnostic, formative and summative.
Teaching Learning Strategies		
Teachers Input (10 hrs.)	Students Efforts (20 hrs.)	Tasks for assignment
- This unit is focused on practical activities. Present the concept and use of achievement test. - Provide ideas and models of specification chart using blooms' and Kortholts' taxonomy. Provide ideas and examples for writing different types of test items and rubrics and answer key. Provide guideline for organizing test items, administering and scoring the test. - Instruct about item analysis, develop item analysis chart, prepare result sheet, analyze result and use of result. Allocate task, supervise the task, judge the task, and provide feedback.	- Take part in classroom discussion to develop conceptual clearance about the content. - Study the resources. Be oriented for required task. - Prepare a specification chart of any subject of major or core areas of secondary level using Blooms' or Kortholts' taxonomy. Write test items according to specification chart (at list short answer type 5, long answer type 5, multiple choice 10), organize and arrange the items, administrate the test visiting school, score the test, analyze the test items, identify P value, D value and power of distractor of the items, prepare chart of P and D value and interpret the chart. - Prepare result sheet, interpret result using graph and pie chart, interpret further the use of the test result.	Construct an achievement test collectively following the steps of test construction process.

	• Write a reflective report including accomplished tasks.	
Unit V Standardization of Test (10 hrs.)		
Specific Objectives	Contents	Content coverage
• Explain the concept, characteristics and uses of standardized test • Explain the process of test standardization • Introduce intelligence, personality, and aptitude • Construct test items for testing intelligence, personality, and aptitude • Critically analyze role and function of National Examination Board and National Assessment of Student. • Analyze the process of schools' performance evaluation.	5.1 Introduction of standardization of test 5.2 Process of standardization of test 5.3 Testing intelligence, personality, attitude, and aptitude 5.4 Measuring complex achievement (interpretive exercise) 5.5 Performance-based assessment of students. 5.6 Performance evaluation of schools	1. Concept, characteristics, and uses of standardized test. 2. Standardization process (Planning, preparing the preliminary format, administration of the test, item analysis, determine reliability and validity, preparing final form, determining norms (raw scores, age norms, grade norm, percentile norms and standard scores), preparing test manual. 3. Concept and use of intelligence, personality, attitude and aptitude test. Construction of test items for measuring intelligence, personality, attitude and aptitude. 4. Concept and developing tools for interpretive exercise. 5. Performance based assessment (Concept, types of performance assessment, construction of performance task). 6. Introduction of performance assessment of schools conducted by ERO and review of school performance evaluation form.

Teaching Learning Strategies		
Teacher's Inputs (20 hrs.)	Students' Efforts (40 hrs.)	Tasks for assignment
- Class presentation for clarifying the concept, characteristics, uses and process of test standardization. - Introduce intelligence, personality, and aptitude test. Provide guidelines and task for constructing test items for testing intelligence, personality, and aptitude. - Provide task for analyzing the role and function of National Examination Board and National Assessment of Student and the process of schools' performance evaluation. - Provide opportunity of presenting the accomplished task in class. Judge the task and provide feed-back.	- Search reading materials in websites, study the searched materials, discuss on the concept, characteristics, uses, and the process of test standardization. - Construct test items for measuring intelligence, personality, and aptitude (at list five items for each psychological construct). Analyze the test items used by National Examination Board and National Assessment of Students Achievement. - Analyze the performance assessment tools developed by ERO. - Review a book or book chapter or a journal article or write an article based on the accomplished tasks.	The students will review one published standardized test and write a summary report.

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 40% will focus on formative as well as summative nature which includes following activities with respective weightages.		
Attendance	5	70-80=3, 81-90=4, 91-100=5
Class participation	5	Student will participate in dramatic informal pair presentation to the assigned content related topic.

Assignment I (Individual task)	10	Any one task from the following: Task 1: The students will review a book, book chapter, research report, thesis, journal article, commissions' report, education rules and regulation, evaluation guidelines, CAS, flash reports and so on. The review work will be based on any content area of the whole course. They will prepare a review report in about 500 words. Task 2: The students will prepare a reflective report including all the processes of test validation based on the content area of unit III. Task 3: The students will review one published standardized test (e. g. IELTS, TOEFL, GRE, SAT, GMAT, test developed by NASA and other standardized tests) and write a summary report. This task will be based on the content area of unit V.
Assignment II (Group task)	10	Any one task from the following: Task 1: Students will collectively construct an achievement test (including all types of test items) specifying the detail activities and steps studied in Unit 4. Task 2: Construct and administer an objective test (including multiple-choice, true-false, fill in the blanks items) in a group of students and compute and interpret reliability.
Assignment III (Individual test)	10	Written examination: Objective and subjective items
External evaluation: The external 60% written test covers the following nature of test items.		
External Examination	60	Group A: Objective items (10×1) = 10 Group B: Short answer type items (6×5) = 30 (including two or questions) Group C: Essay type items (10×2) = 20 (including one or question)

5. Recommended Books and References

- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of Educational Measurement* (5th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd. (For unit II, III, IV)
- Education Review Office (latest report). *Report on National Assessment of Student Achievement*. Government of Nepal, Ministry of education. Bhaktapur, Education Review Office.(For unit I)
- Freeman, Frank S. (1965). *Psychological testing*. New Delhi: Oxford and IBH Publishing Company (For unit V)
- Gregory, Robert J. (2005). *Psychological testing: History, principles, and applications*. Delhi: Pearson Education Pte. Ltd. (For unit II, III, IV and V)
- Gronlund, Norman E. (1995). *How to write and use instructional objectives*. U.S. A.: Prentice Hall Inc. (For unit IV)
- Kaplan, Robert M. & Saccuzzo, Dennis, P. (2009). *Principles, applications, and issues*. India: Cengage Learning India Private Limited. (For unit II, III, and V)
- Kubiszyn, Tom, & Borich, Gary. (2004). *Educational testing and measurement: Classroom application and practice*. India: John Wiley & Sons, Inc. (For unit I, IV and V).
- Linn, Robert L. & Miller, M. David. (2008), *Measurement and Assessment in Teaching*. India: Pearson Education. (For unit I, II, III, IV)
- Sharma, R. A. (2004). *Essentials of Measurement in Education and Psychology*. Meerut: R Lall Book Depot. (For unit V)
- Singh, Arun Kumar. (1997). *Tests, measurements, and research methods in behavioural sciences*. India: Bharati Bhawan Publishers and Distributors. (For unit I, II, III, IV).

1 , Mathematics**Course title: Differential Geometry****Nature of the course: Theory****Course no.: Math Ed.537****Credit hours: 3****Level: M.Ed.****Teaching hours: 48****Semester: Third****1. Course Description**

This course is designed to provide wider knowledge and skills on differential geometry for Math Educators. It comprises a range of skills varies from curves in space to intrinsic and extrinsic properties on surface. This course deals with curves and surfaces in 3-space using the tools of calculus and linear algebra. Topics covered in this course includes local and global properties of curves and surfaces. The course is divided in five major units. It starts with curves in space and then introduce some special curves. Then the course introduces surface and its fundamental form. Finally, the course deals with intrinsic and extrinsic properties on surface.

2. General Objectives

The general objectives of this course are as follows:

- To utilize the concept of a space curve and its types in problem solving
- To apply basic results of surface to solve related problems
- To interpret the fundamental forms of surface
- To explore and prove local properties on surface
- To calculate and apply fundamental coefficients of surface in problem solving

3. Specific Objectives and Contents

Specific Objectives	Contents
● To understand curves in space, and to find its class ● To define, derive, and compute tangent line and its related theorems ● To compute order of contact between curve and surface and apply it in problem solving ● To explain osculating plane, derive its equation and apply it in problem solving and theorem proof ● To analyze fundamentals of space curve and derive its equations ● To define curvature and torsion and apply it in problem solving and theorem proof ● To state and prove fundamental theorem of space curve	Unit I: Curves in Space (10) 1.1 Space curve and its class 1.2 Tangent to the space curve 1.3 Order of contact 1.4 Osculating plane 1.5 Fundamentals on space curve 1.6 Curvature, torsion and screw curvature 1.7 Intrinsic equation

• To explain helix and prove its related theorems • To define osculating circle and analyze its properties • To analyze osculating sphere and prove its properties and related theorems • To compare Evolute and involute and compute its curvature and torsion • To state Bertrand curves and prove its properties	Unit II: Special Curves (9) 2.1 Cylindrical helix 2.2 Osculating circle and osculating sphere 2.3. Evolute and involutes 2.4 Bertrand curves and its properties
• To define surface and find its class • To analyze regular point, singular point • To explain parameter transformation and prove its geometric significance • To analyze tangent plane and normal line and use it in problem solving and theorem proof • To explain family of surface, and evaluate characteristic line, envelope, characteristic point and edge of regression, and to prove related theorems • To compare ruled surface and its kinds and use it in problem solving and theorem proof • To explore developable surface associated with space curves and prove related theorems	Unit III: Surface (10) 3.1 Surface and its Class 3.2 Regular and Singular Point 3.3 Transformation and its geometric significance 3.4 Tangent plane and normal line 3.5 Family of surface 3.6 The ruled surface 3.7 Developable surface
• To interpret first and second fundamental forms geometrically and apply them in proving theorems • To calculate first and second fundamental coefficients of surface • To prove Weingarten equations • To explain direction component and direction coefficient • To define family of curves and its differential equation • To explore orthogonal trajectories and its differential equation • To compare double family of curves and its orthogonality	Unit IV: Fundamental Forms (9) 4.1 Fundamental forms of surface 4.2 Fundamental coefficients of surface 4.3 Weingarten equations 4.4 Direction coefficients and related results 4.5 Family of curves 4.6 Orthogonal trajectories 4.7 Double family of curves
• To define intrinsic and non-intrinsic properties on surface • To explain normal curvature, principal curvature, normal section, principal section, principal direction and derive its differential equation • To prove Meusnier's theorem • To define developable surface and prove related theorems	Unit V: Properties on Surface (10) 5.1 Local non-intrinsic property of surface 5.2 Normal curvature and related theorems

• To understand line of curvatures and prove related theorems • To state and prove Rodrigue's formula, Monge's theorem, Euler's theorem, Joachimsthal's theorem • To compute conjugate direction and prove related theorems • To define asymptotic lines and prove related theorems • To explore fundamental equation and compute christoffel coefficients • To state and derive Gauss characteristic equation • To derive Mainardi-codazzi equation	5.3 Meusnier's theorem 5.4 Developable surface 5.5 Minimal surface 5.6 Line of curvature and its properties 5.7 Rodrigue's formula, Monge's theorem, Euler's theorem, 5.8 Joachimsthal's theorem 5.9 Conjugate direction and its properties 5.10 Asymptotic lines and related theorems 5.11 The fundamental equation of surface theorem 5.12 Gauss characteristic equation 5.13 Mainardi-codazzi equation
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Note: The figures in the parentheses indicate approximate teaching hours allocated for respective units.

4. Instructional Techniques

The instructor will select the method or methods of instruction most suitable for a topic. It is quite acceptable to select more than one method and combine them into a single period of instruction whenever it is needed. The general and specific instructional techniques are described below.

4.1 General Instructional Techniques:

The following general method of instruction will be adopted according to the need and nature of the lesson:

- Lecture
- Demonstration
- Discussion
- Group work

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• Multimedia presentation • Project work
II	• Multimedia presentation • Project work

III	● Project work and presentation
IV	● Multimedia presentation ● Project work ● Group Discussion
V	● Multimedia presentation ● Project work ● Group Discussion

5. Evaluation

5.1 Internal Evaluation (40%)

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

● Attendance	5 marks
● Participation in learning activities	5 marks
● First assessment (assignment)	10 marks
● Second assessment (written test)	10 marks
● <u>Third assessment (written test)</u>	<u>10 marks</u>
Total	40 marks

5.2 External Examination (60%)

Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester. The number of questions and their types along with their marks allocated to each type will be as follows:

● Objective questions (multiple choice) (10 x 1)	10 marks
● Short answer questions 6 with 2 OR questions (6 x 5)	30 marks
● <u>Long answer questions 2 with 1 OR question (2 x10)</u>	<u>20 marks</u>
Total	60 marks

6. Recommended and References

6.1 Recommended Books

Gupta, P. P., Mallik, G. S & Pundir, S. K., (2011). *Differential geometry*. Meerut: Meerut Pragati Prakashan. (Units I -V)

Koirala S. P, & Dhakal B. P. (2068). *Differential geometry*. Sunlight Publication, Kirtipur, Nepal. (Units I -V)

6.2 Reference Books

Carmo, M. P. (1976) *Differential geometry of curves and surfaces*. Englewood Cliffs, NJ: Prentice-Hall (Units I & II)

Lal, B., (1969). *The three-dimensional differential geometry*. Delhi: Atma Ram and Sons. .
(Units I-II)

Lipschutz, M. M., (2005). *Theory and problems of differential geometry- Schaum's outline series*. Delhi: Tata McGraw-Hill Publishing Company Ltd. 6.

Wilmore, T. J., (2006). *An introduction to differential geometry*. Delhi: Oxford University Press..
(Units I -V)

Course Title: Teaching Undergraduate Mathematics**Subject Code: Math Ed. 535****Nature of the Course: Theoretical****Level: M.Ed.****Credit hours: 3****Semester: Third****Teaching hours: 48****1.Course Description**

This course is designed for Master's level in mathematics education. It is expected that this course shall sharpen students in content knowledge for teaching at secondary and undergraduate level and provide knowledge in pedagogies. This course is focused especially on abstract algebra, analysis and geometry which are considered as the foundations for learning advance mathematics. This course provides meaningful content learning and pedagogical skills and competencies necessary to run the courses in higher secondary and undergraduate level. It also intends to impart the students of mathematics that is particularly necessary to the teachers who are teaching at undergraduate level as well as at secondary level. This course is an enrichment course to the teachers to make them fit into dealing contents of school mathematics and undergraduate mathematics meaningfully. The contents for this enrichment course are simplified and made meaningful for the purpose of teaching. Besides the content enrichment, it provides undergraduate mathematics teaching instructional models to the students – an appropriate pedagogy for actionable learning. This course makes students able to design lessons for undergraduate courses using different instructional strategies.

2.General Objectives

The general objectives of this course are as follows:

- To enhance the prospective teachers to fit and link appropriate philosophy and learning theory in teaching mathematics at secondary and undergraduate level.
- To enrich the prospective teachers on the fundamental mathematical contents for teaching at schools and undergraduate level.
- To introduce different instructional strategies used in teaching undergraduate mathematics.
- To enhance competencies in using problem base learning/ project base learning like relevant teaching models suitable for schools and undergraduate level mathematics teaching.
- To boost the capacity of designing lessons for undergraduate courses using instructional theories and ICTs.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain the nature of mathematical knowledge, its existence and justification with respect to different philosophical positions • Explain how different philosophical positions influence/imply to the different nature of learning • Examine the prevailing mathematics classroom practices in the light of philosophical positions • Differentiate children learning and adult learning behaviours in mathematics learning	Unit I: Philosophy of Mathematics and its Implication to Learning Theories (6) 1.1 The nature of mathematical knowledge, its existence and justification 1.2 Influence/Implications of different philosophical positions on mathematics learning theories 1.3 Philosophy/ideology and classroom practices
• Demarcate the differences between concepts in other field of knowledge and mathematics • Expose the system of mathematical reasoning as mathematicians do for generating mathematics. • Explain the ways of writing proofs of a theorem and solving mathematical problem • Analyse the mathematical writing using language of logic, operators, signifiers, qualifiers etc. • Teach writing language of mathematics – use of qualifier, quantifier and connecting ideas. • Use different models of theorem proving for facilitating students in reading mathematics.	Unit II. Mathematical Reasoning and Proof (7) 2.1 Mathematical Concepts and its development 2.2 Mathematical reasoning and conceptualization 2.3 Ways of mathematical reasoning and conceptualization 2.4 Intuition and proof 2.5 Structure of proof and techniques in mathematics for the undergraduate level.
• Review by contrasting different instructional strategies. • Analyse the relevance of different instructional strategies for undergraduate mathematics teaching	Unit III. Instructional Strategies (8) 3.1 Different instructional strategies for undergraduate mathematics 3.1.1 Review of different instructional strategies 3.1.2 Problem Solving 3.1.3 Collaborative learning/cooperative learning 3.1.4 Discovery/Inquiry based learning 3.1.5 Project-Based learning

• Use problem base learning in teaching mathematics at secondary and undergraduate level. • Get experience on designing lessons based on PBL and use the designed lesson in classroom teaching as action research project and make reflection. • Reflect on instructional practices at colleges based on research studies. • Critically examine the relevance of different instructional strategies in undergraduate mathematics teaching. Use open courseware and ICTs in teaching undergraduate mathematics	3.2 .Problem-Based Learning (PBL) 3.2.1 Historical Development of Problem-Based Learning (PBL) and its practices. 3.2.2 Rationale of PBL introduction in undergraduate mathematics teaching 3.2.3 Designing and use of problem base learning(PBL) in undergraduate mathematics teaching 3.2.4 Models of PBL and some skeptics regarding PBL 3.2.5 Design the problems of undergraduate mathematics content based on PBL.
• Present the mathematics into the form of reducing abstraction in course of teaching algebra. • Utilize the fundamentals and basics of algebra for developing a theorem and solving a problem in teaching and guiding the students solving problem. • Reconstruct the fundamentals of algebra through extensive journey over the contents of algebra that are usually taught in at secondary schools and undergraduate level. • Examine the links between the different concepts of algebra. • Examine and analyse the missing links in teaching algebra in the designated level. • Present and fit the missing link between different mathematics in course of teaching some courses in the designated level. • Prepare some lessons of algebra for teaching using different methods of proof techniques.	Unit IV. Content Enrichment in Algebra(9) 4.1 Conceptual development of algebra: Transition from arithmetic to algebra 4.2 Number theory and theory of equation 4.2.1 Number Theory: • Divisibility, • Prime numbers, • Division Algorithm, • GCD, • Euclidean Algorithm, • Fundamental theorem of Arithmetic, • Different Base number system, • Modular arithmetic, • Diophantine analysis 4.2.2 Theory of Equation: • Polynomials, • Factor theorem, • Fundamental theorem of Algebra, • Quadratic formula, • Rational roots theorem and some consequences, • Solving higher order polynomials(cubic equation, Cardan's contribution, fourth degree and higher order equation) 4.3.Structure and proof in Modern Algebraand techniques of proof for the undergraduate level. 4.4 .Readings of selected contents of abstract and linear algebra to analyze the method of

	mathematical reasoning and proof and developing teaching/learning lessons – 4.4.1 Fundamental concepts in modern algebra • Groups: Group, Subgroup, Lagrange's theorem and its interpretation, homomorphism and isomorphism, fundamental theorem of homomorphism, Normal subgroups, Quotient group, Permutation group • Rings: Ring, subring, Ring homomorphism, ideals, various integral domains, polynomial ring, gauss lemma, Einstein's criterion for testing irreducibility and its applicability, rational root theorem, • Fields: Fields and its extension, algebraic and transcendental element, splitting field and algebraic field, fundamental theorem of algebra, • Vector space: vector spaces, basis and dimension, linear transformations, eigenvalues and eigenvectors. 4.5 Difficulties and issues in learning algebra
• Present the mathematics into the form of reducing abstraction in course of teaching analysis, number theory, topology etc. • Utilize the fundamentals and basics of analysis for developing a theorem and solving a problem in teaching and guiding the students solving problem. • Reconstruct the fundamentals of analysis through extensive journey over the contents of analysis that are usually taught in at secondary schools and undergraduate level. • Examine and analyse the missing links in teaching analysis in the designated level. • Present and fit the missing link between different mathematics in course of teaching some courses in the designated level.	Unit V: Content Enrichment in Analysis(9) 5.1 Fundamentals of Real and Complex Analysis. 5.1.1 Field axiom, 5.1.2 Order axiom 5.1.3 Completeness axiom) 5.2 Historical approach of real analysis: Transition from calculus to analysis 5.3 Analysis from real to complex 5.4 Building real number and complex number 5.5 Function and modeling 5.6 Readings of selected contents of real analysis to analyze the method of mathematical reasoning and proof 5.6.1 $\epsilon - \delta$ definition of limit and continuity and its interpretation, 5.6.2 Relation between the limit of the set, limit of function and limit of the sequence, 5.6.3 Fundamental theorem of calculus its meaning, 5.6.4 Relation between derivative and integration and its interpretation 5.6.5 Topological properties on real line • Interval,

• Prepare some lessons for teaching analysis using different methods of proof techniques	• Interior of a set, • Open and closed set, • limit, closure, boundaries 5.7. Structure of proof in Analysis and proving techniques for the undergraduate level.
• Use ideas that are very relevant to reducing abstraction in course of teaching geometry at secondary schools and undergraduate level. • Utilize the fundamentals and basics of different system of geometry for developing a theorem and solving a problem in teaching and guiding the students solving problem. • Reconstruct the fundamentals of geometry through extensive journey over the contents of geometry that are usually taught in at secondary schools and undergraduate level. • Examine and analyse the missing links in teaching geometry in the designated level. • Present and fit the missing link between different mathematics in course of teaching some courses in the designated level. • Prepare some lessons for teaching geometry using different methods of proof techniques	Unit VI: Content Enrichment in Geometry (9) 6.1 Historical and conceptual development of geometry 6.2. Different systems of geometry: 6.2.1 Euclidean Geometry • Foundations • Logical shortcomings 6.2.2 Non-Euclidean Geometry • Emergence • Axiomatic foundations 6.2.3 Analytic Geometry • Analytic representation of plane, • Solids and conic sections, • Measurement and volume 6.2.4 Projective geometry • Homogeneous coordinates, • Perspectivity • Projectivity • Duality • Cross ratio 6.2.5 Transformation geometry • Isometric • Non-isometric • Inversion 6.2.6 Topological geometry • Graph • Network of plane • Surface 6.3 Structure of proof in geometry and proving techniques 6.4 Four Pillars of Geometry

4. Instructional Techniques

The instructor will select the method or methods of instruction most suitable for a particular topic. It is quite acceptable to select more than one method and combine them into a single period of instruction whenever it is needed. The general and specific instructional techniques are described below.

4.1 General Instructional Techniques

Following general instructional techniques will be adopted according to the need and nature of the lesson:

- Lecture
- Discussion
- Demonstration
- Presentation sessions
- Observation of class
- Critical overview
- Preparing reports and presentation
- Project work
- Problem solving
- Individual work
- Group work

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• Philosophy/ideology and its implication in classroom practices (group discussions/term paper)
II	• Writing mathematical proofs – challenges for the young learners.(Essay/term paper) • Different methods of writing proofs and the language of mathematics for writing.(Essay)
III	• Assignment of writing essays on different instructional strategies (individual contribution) and sharing with the friends using moodle platform for comments and suggestion and finalization of the paper. • Online discussion with the students in different instructional strategies and PBL. • Designing lessons on PBL and use them in classroom teaching and prepare a report reflecting the practice.(group work)

IV, V and VI	• Readings and reflecting are the major activities with assignments for each content (different group will do work on different topics and inter groups sharing in seminar). • Learning difficulty of undergraduate students in modern algebra, analysis, geometry and possible pedagogical suggestion(Group project) • Writing of papers in different mathematical problem solving and the methods of solving • Sharing of the assignments to the community of learners (on line, seminar, and presentation). • Some open-book type tests given to the students to complete in a restricted timeframe as designed by the tutor/Professor. • Some open-book type tests given to the students to complete in a restricted timeframe as designed by the tutor. • Preparation of teaching, learning and training modules under the guidance of instructor or main professor ○ Note: Unit IV – VI are used for teaching preparation of the students. The students have to go through the text suggested for these units and prepare teaching, learning, and training modules in groups and use in peer teaching.
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5. Evaluation

5.1.Internal Evaluation (40%)

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

• Attendance	5 marks
• Participation in learning activities	5 marks
• First assignment/mid-term exam	10 marks
• Second assignment/assessment	10 marks
• Third assignment/assessment	10marks

Total **40 marks**

5.2.External Examination (60%)

Examination Division of the Dean office, Faculty of Education will conduct final examination at the end of the semester. The number of questions of different types and marks allocated to each type will be as follows:

• Objective questions (multiple choice)	(10 x1)	10 marks
• Short answer question 6 with 2 OR questions	(6 x 5)	30 marks
• Long answer questions 2 with 1 OR questions	(2 x 10)	20 marks

Total **60 marks**

6.Recommended Books and References

6.1 Recommended Books

- Alan, S.& Alice F. A. (2011). *The mathematics that every secondary school mathematics teacher needs to know*. Routledge (Units II, IV, V & VI)
- Axler, S.,&Ribet,K.A.(2008). *Undergraduate texts in mathematics: Readings in mathematics*. Springer. (Unit VI)
- Barbara J.D., Susan E.G., & Deborah, E. A. (eds)(2001). *The power of problem-based learning*. Springer Verlag.(Units I and III,)
- Elena N. (2008). *Amongst mathematicians: Teaching and learning mathematics at university level*. Springer (Unit I and II full reading)
- Erdman, J.M.(2011). *Companion to real analysis*. Portland State University.(Unit V)
- Ernest, P. (1991). *The philosophy of mathematics education*.RoutledgeFalmer. (Unit I)\
- Ernest, P. (2018). *Philosophy of mathematics education today*. Springer.(Unit I)
- Finam, M. B. (2001). *Fundamentals of linear algebra*. Arkansas Tech University(Unit IV)
- Gillies, R. M. & Ashman, A. F. (2003). *Cooperative learning*. London: RoutledgeFalmaer. (Unit III)
- Haggarty, R. (1993). *Fundamentals of mathematical analysis* (2nded.). England: Addison-Wesley Publishers Ltd.(Unit V)
- John S. W.(2010). *Four pillars of geometry*. Springer (Unit VI)
- Judson, T. W. &Beezer, R. A. (2015). *Abstract algebra: Theory and applications*. (Unit V)
- Sundstrom, T. (2014). *Mathematical reasoning: Writing and proof*. Pearson.(Unit II)
- Ulrich D.& Pamela, G. (2011). *Reading, writing and proving: A closer look at mathematics*. Springer (Units II, IVand V))

1.2 References

- (2010). *Complete mathematics, teach yourself*.
- Ernest, P. (1998). *Social constructivist philosophy of mathematics education*.Newyork: State University of New York.
- Sthal, S. (1999). *Real analysis: A historical approach*. Newyork:John Wiley & Sons, InC.
- The existence of Real Numbers, POME, 2018; Vol: 30*

Course Title: Studies in Mathematics Education**Course Number: Math Ed. 539****Level: M. Ed.****Semester: Third****Nature of the Course: Theoretical****Credit hours: 3****Teaching hours: 48****1. Course Description**

This course aims at giving exposure to students about some of the books written in mathematics education that are used all over the world extensively. It also aims to let students pick up global issue which is locally important, write an essay and give seminar related to components of mathematics education, like nature of mathematics, pedagogies for mathematics, teacher development, assessment strategies and research agenda.

2. General Objectives

The general objectives of this course are as follows:

- To make the students knowledgeable about the strength of books written on mathematics education and enable to appraise them.
- To provide students with in-depth exposures to different curriculum and their materials around the globe.
- To make the students philosophically aware regarding mathematics education
- To describe qualitative research approach in mathematics education
- To make the students able to prepare contextual mathematics curriculum and able to analyze critically the existing mathematics curriculum
- To make the students able in preparing and presenting analytical write-ups and participate actively in the seminar of mathematics education.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain different views on nature of mathematics and math education • Address different issues related to mathematical knowledge. • Illustrate the philosophical roots of mathematical concept construction and nature of mathematical knowledge. • Explain the dialogical and cultural nature of mathematics. • Compare and contrast among different world views of mathematics.	Unit I: Nature of Mathematics and Mathematics Education (10) 1.1 Views on the nature of mathematics 1.2 Views on the nature of math education 1.3 Philosophical roots of mathematical concept construction 1.5 Dialogical nature of mathematics 1.6 Cultural nature of mathematics 1.7 Different world views: Newtonian, Einsteinium, and Chaotic

• Explain the concept with its role and effects of fundamental human interest in curriculum formation. • Develop the concept of comprehensive/ contextualized/Inclusive mathematics curriculum. • Explain the parameter of analyzing the curriculum • Explain the different approaches to math curricula of Nepal. • Give critical appraisal of math curriculum of Grade IX to Bachelor level. • Describe the statues of material used in mathematics teaching.	Unit II: Curriculum Studies (9) 2.1 Fundamental human interest in curriculum formation (Technical, Practical and Emancipatory) 2.2. Ideas of constructing comprehensive (Inclusive) mathematics curriculum (local needs base ,students ability and interest, needs and orientation of country, diversity friendly and global practices) 2.3. Parameter for analyzing the curriculum: 2.3.1 Emerging knowledge and skill, philosophies, discourse, ideas 2.3.2 Situation analysis (market, state need, learners need , commity need) 2.3.3 Policy analysis 2.3.4 Educational forces(Internal practices /power, civil society 2.4. Studies of IX to Bachelor's math curricula of Nepal 2.5. Status of materials used in mathematics teaching
• Explain different research paradigms from positivism to Criticalism, and Connect the idea of research paradigm with various research areas in mathematics education. • Explain the major shift in mathematics education research focusing on issues of cultural diversity mathematics education. • Justify why social turn gained more attention in research work mathematics education research. • Make critical appraisal how individual experience, reflection can become a knowledge focusing on ethnography, auto-ethnography, phenomenology, case study, action research • State mathematics literacy as a research issue.	Unit III: Research in Mathematics Education (13) 3.1 Simple introduction of different research paradigms such as 3.1.1 Positivism 3.1.2 Post-positivism 3.1.3 Interpretivism 3.1.4 Criticalism 3.2 Issues of cultural diversity in mathematics education research 3.3 Strong social turn in mathematics education research 3.4 Ethnography, Auto-ethnography, phenomenology, Narrative Inquiry, Case study, Action research 3.5 Mathematics literacy as a research issue

• Present the review of the assigned books/ Chapters. • Give critical appraisal of the assigned books/ chapters.	Unit IV: Review and Appraisal of Selected Books (8) 4.1 Critical issues in mathematics education • Social Justice and Mathematics education: Issues, Dilemmas, Excellence and Equity (Chapter 23, pp. 319-336) 4.2 Issues in mathematics teaching • What values do you teach when you teach mathematics? (Chapter 7, pp. 93-104) 4.3 What is mathematics really? 4.4 18 unconventional essays on the nature of mathematics • Socratic dialogue on mathematics (pp. 1-16) 4.5 New mathematics education research 4. Mathematics Knowledge and political power (pp. 11-22) • Challenges for mathematics education research (pp. 33-50) • Mathematics learning as a social practice (pp. 147-152) • Materialization and organization: Towards a cultural anthropology of mathematics (pp. 23-32)
• Prepare and present analytical write-up related to the different aspects of mathematics education. • Conduct a seminar on the assigned issue of mathematics Education.	Unit V: Analytical Write-up and Organization Seminar (8) 5.1 Book Review/ Chapter Review 5.2 Long Essays 5.3 Seminar

Note: The figures in the parentheses indicate the approximate teaching hours allocated to the respective units.

4. Instructional Techniques

The instructor will select the method or methods of instruction most suitable for a particular topic. It is quite acceptable to select more than one method and combine them into a single period of instruction whenever it is needed. The general and specific instructional techniques are described below.

4.1. General Instructional Techniques

Following general instructional techniques will be adopted according to the need and nature of the lesson:

- Group work
- Demonstration
- PowerPoint presentation

- Project work
- Lecture

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
I	• Internet browsing followed by discus • Multimedia presentation
II	• Bringing curriculum of different countries and compare and contrast among their key ingredients. • Multimedia presentation • Project work
III	• Internet browsing for the sample of different researches on social and cultural aspects of mathematics • Discussion • Project work
IV	• Intensive and extensive reading of different seminal textbook written on the issues of mathematics education • Project work • Multimedia presentation • Group discussion
V	• Book Review (1000 words approx 4 pages): The following key features must be included: • General information (Author, date, title, publisher, place of publication) • Summary of key sections of the book • Summary of key issues presented in each sections/chapter of the book • Information about the Potential reader of the book • Long Essays (4000 words approx 16 pages): Students are expected to select an issue of global/local in nature in mathematics education and address it with sufficient facts figures and arguments in their own style. Conventional as well as unconventional way of writing is desired. • Seminar: (1500 words approx 6 pages): Brainstorming session is required in order to students' exposure to select a good and burning issue in mathematics education. For example: Should we prepare world citizen through our mathematics education course? • Presentation • Project work • Multimedia presentation

5 Evaluation

5.1 Internal Evaluation (40%)

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

- | | |
|--|---------|
| • Attendance | 5 marks |
| • Participation in learning activities | 5 marks |

• First assessment(assignment)	10 marks
• Second assessment(written test)	10 marks
• Third assessment(written test)	10marks
Total	40 marks

5.2 External Examination(60%)

Examination Division of the Dean's office will conduct final examination at the end of the semester. The number of questions and its type with marks allocated will be as follows:

• Objective questions (multiple choice)	(10 × 1)	10 marks
• Short answer question 6 with 2 OR questions	(6 × 5)	30 marks
• <u>Long answer questions 2 with 1 OR question</u>	<u>(2 × 10)</u>	<u>20 marks</u>
Total		60 marks

6. Recommended Books and References

6.1 Recommended Books

Doll, W. E. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.

(Unit II)

Ernest, P., Greer, B. & Shreeraman, B. (Ed). (2009). *Critical issues in mathematics education*.

Charlottte, NC: Information age publishing. (Unit V)

Gates, P. (2001). *Issues in mathematics teaching*. London and NY: Routledge and Falmer (Unit I,

IV)

Hersh, R. (Ed) (1997) *What is mathematics really?* NY: Oxford University Press. (Unit I, IV)

Hersh, R. (Ed.) (2006). *18 unconventional essays on the nature of mathematics*. NY: Springer.

(Unit I)

Maaz, J. & Schloeglmann, W. (Ed) (2006). *New mathematics education research and practice*.

Rotterdam, The Netherlands: Sense (Unit III)

6.2 References

Acharya B.R. (2017). *Studies in mathematics education*. Dikshant Publication: Kathmandu.

(Unit I to V)

Acharya , B. R. (2017). *Diversity in mathematics education*. Dikshant Publication: Kathmandu.

(Unit II & III).

- Bachman, D. (2007). *Advance calculus demystified: A self-teaching guide*. New York: Mcgrow Hill. (Unit II)
- Baumslag, B. (2000). *Fundamentals of teaching mathematics at University level*: Imperial College press. (Unit II)
- Handa, Y. (). *What does understanding mathematics mean for teachers? Relationship as a metaphor for knowing*. Routledge (Unit I)
- Nardi, E. & Iannone, P. (). : *How to prove it: A brief guide for teaching proof to year 1 mathematics graduates*. Norwich, UK: (Unit II).
- Pandit R. P. et al (2018). *Studies in mathematics education*. Kathmandu: Indira Pandit.
- PISA (2010). *Mathematics teaching and learning strategies in PISA*: OECD (Unit II).
- Robert, A. W. (1996). *Calculus: The dynamics of change*. Mathematical Association of America (Unit II).
- Shresha, M. B. (2014). *Philosophy of mathematics*. Kathmandu: Nepal Pragya Pratisthan. (Unit-I).
- Upadhyay, H. P. (2013). *A dialogue: mathematics as an umbrella concept unifying all disciplines*. Kathmandu: Council of mathematics Education. (Unit V).

Course title: Measure Theory and Topology**Nature of course:** Theoretical**Course number:** Math. Ed. 538**Level:** M. Ed.**Credit hours:** 3**Semester:** Third**Teaching hours:** 48**1. Course Description**

This course is designed to provide students with the sound knowledge of measure theory and topology. The topics on measure theory deal with the theory of measure and integration in a simple setting of Euclidean and abstract space. The theory first uses the familiar facts from calculus. Later on, a more general treatment based on abstract notions characterized by axioms with less geometric content is given. As a preliminary step, students study outer measure and Lebesgue measure of a set, measurable functions, Lebesgue integral, L^p classes and integration in Euclidean and abstract spaces. The topics in topology deal with the definition of metric spaces as topological spaces, generalized topological spaces and their properties.

2. General objectives

Upon completion of this course, students will be able to

- grasp the basic concept of the Euclidean space R^n
- realize the knowledge of outer measure, Lebesgue measure and measurable functions with their properties
- develop the understanding of Lebesgue integrals
- deal with the properties of L^p space
- comprehend the abstract treatments of Lebesgue measure and integration
- grasp the basic concept of metric space and topological space
- extend the metric space to more general concept of topological space
- deal with the properties of a distance function and explore the useful aspects of metrics
- deal with the properties of connectedness and compactness in topological spaces

3. Specific Objectives and Contents

Unit	Specific Objectives	Contents	Periods
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I	- To understand the points and sets in R^n, n - dimensional interval and its volume - To realize the meaning of outer measure - To understand the properties of outer measure: nonnegative extended real valued, monotonicity and countable subadditivity - To understand measurable sets and their properties - form a set called Cantor set: an uncountable set with zero outer measure - To define measurability of a set E in R^n and introduce the Lebesgue measure for a measurable set - To define σ - algebra, Borel σ - algebra and prove some related theorems - To prove the Caratheodory theorem	Unit I: Lebesgue measure and outer measure (7) 1.1 Points and sets in R^n 1.2 Outer measure of a set E in R^n 1.3 Cantor set 1.4 Lebesgue measurable sets and Lebesgue measure 1.5 σ - algebra and Borel σ - algebra 1.6 Caratheodory theorem
II	- To prove the properties of the measurable functions - To discuss Egorov's theorem - To prove the results related to convergence in measure	Unit II: Lebesgue Measurable Functions (6) 2.1 Lebesgue measurable function and its properties 2.2 Semi continuous function and its properties 2.3 Egorov's theorem 2.4 Convergence in measure and its properties
III	- To explain and prove the properties of Lebesgue integral including Monotone convergence theorem, Tchebyshev's inequality, Fatou's lemma, Lebesgue dominate convergence theorem for both non-negative and arbitrary measurable functions - To establish the relation between Riemann and Lebesgue integrals	Unit III: Lebesgue Integrals (8) 3.1 Integral of non-negative functions 3.2 Properties of the integral 3.3 Integral of arbitrary measurable functions 3.4 Relation between Riemann and Lebesgue integrals

IV	- To explain L^p spaces - To prove different inequalities in L^p space - To explain l^p classes - To prove the properties of l^p classes - To state the properties of additive set function and measure - To prove the results related to measure space.	Unit IV: L^p Classes and Abstract Integration (8) 4.1 L^p classes 4.2 Young's, Holder's and Minkowski's inequalities 4.3 l^p classes 4.4 Banach and metric space properties 4.5 L^2 space 4.6 Additive set function, measures and their properties 4.7 Measure space 4.8 Measurable function on measure space and its properties
V	- To define metric in terms of distance function - To define open and closed sets on a general metric space - To define topological space and its interior, closure and boundary - To define the basis and sub-basis and extension to topological space - To determine topologically equivalence spaces with the help of continuous functions - To discuss topological properties and construct subspaces	Unit V: Topological Spaces (8) 5.1 Definition and examples of metric spaces 5.2 Open sets and closed sets in metric spaces 5.3 Definition and some examples of topological spaces 5.4 Interior, closure and boundary 5.5 Basis and sub-basis 5.6 Continuity and topological equivalences 5.7 Topological properties and Subspaces
VI	- To determine the properties of connected and disconnectedness - To prove theorems on connectedness and draw their applications - To establish the properties of path connected spaces	Unit VI: Connectedness (6) 6.1 Connected and disconnected spaces 6.2 Theorems on connectedness 6.3 Connected subsets of the real line 6.4 Applications of connectedness 6.5 Path connected spaces

VII	- To define compactness and establish it as a topological property - To use continuity in the compact spaces - To derive the properties of compactness	Unit VII: Compactness (5) 7.1 Compact spaces and subspaces 7.2 Compactness and continuity 7.3 Properties related to compactness
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Note: The figures in the parentheses indicate approximate teaching hours to respective units.

4. Instructional Techniques:

4.1 General techniques:

- Lecture
- Discussion
- Question-Answer
- Presentation
- Project work

4.2 Specific Instructional Techniques:

Unit	Activities and Instructional Techniques
I	- Individual and group discussions on outer measure and Lebesgue measure of a set - Some problem sets to prove theorems related to outer measure - Assignments on Lebesgue measure and measurable sets
II	- Individual and group discussions on measurable functions - Group and individual assignments on problems related to measurable functions
III	- Individual and group discussions on Lebesgue integrals - Group and individual assignments on problems related to integrals and their applications
IV	- Individual and group discussions on L^p and l^p classes - Individual and group assignments on the related problems on these classes, Banach and Hilbert spaces - Individual and group discussions on the set function, measure and measurable sets of the abstract space - Assignments of the related problems

V	- Individual and group discussions on metrics, metric spaces, topologies, topological spaces and theorems on topological spaces - Individual and group assignments on various problems on the spaces
VI	- Individual and group discussions on connectedness and disconnectedness of a set - Group and individual assignments on related problems of connectedness and disconnectedness
VII	- Individual and group discussions on compactness and noncompactness of a set - Group and individual assignments on related problems of compactness and noncompactness

5. Evaluation

5.1 Internal evaluation 40%

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

• Attendance	5 marks
• Participation in learning activities	5 marks
• First assignment / written test	10 marks
• Second assignment / project work	10 marks
• Third assignment / assessment	10 marks

Total	40 marks
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5.2 External evaluation (Final Examination) 60%

Faculty of Education, Examination division will conduct final examination of weight 60 marks at the end of semester. The number of questions and marks allocated to each type will be as follows:

• Objective questions (Multiple Choice of Items)	(10 x 1)	10 marks
• Short answer questions 6 with 2 OR questions	(6 x 5)	30 marks
• Long answer questions 2 with 1 OR question	(2x 10)	20 marks

Total	60 marks
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6. Recommended Books and References

6.1 Recommended Books

- Croom, F. H. (1998). *Principle of topology*. Orlando, Florida (Units: V, VI and VII)
- Wheeden, R. I. & Zygmund, A. (1977). *Measure and integral*. New York (Units: I, II, III and IV)

6.2 Referances

- Cohn, D. L. (1993). *Measure theory*. Barkhauser. Boston.
- Jain, P. K. & Gupta, V. P. (1986). *Lebesgue measure and integration*. New Delhi.
- Munkres, J. R. (1998). *Topology*. New Delhi: Prentice Hall of India.
- Pandey, U.N.(2016). *Real Analysis*. Kathmandu: Bidyarthi Publishers and Distributions, Bhotahiti.

Course title: English Language Teaching (ELT) Pedagogy and Materials

Course No. : Eng. Ed.535

Nature of the course: Theoretical

Credit hours: 3

Level: M. Ed.

Teaching hours 48

Semester: Third

1. Course Description

This course aims at exposing students with the evolving theories, trends and practices of English language teaching (ELT). In this course, students will explore the context, methodology and techniques of teaching English language skills. Additionally, the students will also be engaged in critically assessing the materials and innovations in ELT. The course consists of five units. The first unit familiarizes the students with the broader and specific contexts of English language teaching while the second unit presents the overview of the ELT methodology. The third unit deals with the techniques and activities of teaching English language aspects and skills. The fourth unit is about the planning and assessment in ELT while the fifth unit provides the innovations and criticalities in language education and its pedagogy.

2. General Objectives

The general objectives of this course are as follows:

- To familiarize the students with the basics of English language teaching in the macro and micro contexts.
- To expose the students to the wide array of ELT methodology that includes the approaches, methods, techniques and strategies.
- To enable the students to teach the language aspects and skills effectively.
- To help the students plan the course and design classroom tests.
- To engage the students into the innovative practices of language teaching and get them aware on the critical perspectives in English language teaching.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain the contexts of language teaching • Present the overview of the history of language teaching • Trace out the recent trends in English language teaching • Discuss the framework for teaching and learning • Implement the principles of learner autonomy in class	Unit I: Basics of English Language Teaching Context (10) 1.1 Language Teaching (What, Why, and How) 1.2 History of language teaching 1.3 Paradigm Shifts in Language teaching 1.4 Teaching by principles 1.5 A framework for teaching and learning 1.5.1 Learners and learning, classroom and contexts 1.5.2 The communicative classroom 1.5.3 Learner autonomy and learner training

• Identify the spectrum of communicative classroom • Explore a wide range of strategies to develop learner autonomy	1.5.4 Learning Strategies vs. Communication Strategies 1.5.5 Types of learning strategies (Cognitive, Meta-cognitive, Socio-effective, and Communicative)
• Reflect upon the traditions and transitions in language teaching approaches • Present the overview of the recent approaches, methods/ activities of language teaching • Contextualize communicative and task-based language teaching • Use the various techniques of language teaching in class	Unit II: Methodology of English Language Teaching (14) 1.1 Tradition and transitions in language teaching approaches (A critique on the methodological shifts in ELT) 1.2 An Overview of the Recent Methods and Practices in ELT (introduction, principles/assumptions, syllables, classroom procedures, teachers and learners roles and implications) 1.2.1 Multiple intelligences 1.2.2 Neuro-linguistics programming 1.2.3 The lexical approach 1.2.4 Co-operative learning 1.2.5 Collaborative learning 1.2.6 Differentiated instruction 1.2.7 Content and language integrated learning (CLIL) 1.2.8 Communicative language teaching 1.2.9 Task-based language teaching (TBLT) 1.2.10 Total physical response 1.2.11 The post method pedagogy 1.2.12 Project-based language teaching 2.6 Techniques and Activities in ELT 2.6.1 Teacher centered techniques/activities (lecture, explanation, illustration, and demonstration) 2.6.2 Learner centered techniques/activities (individual, pair, and group work, role play, dramatization, story -telling, picture description and simulation) 2.6.2 Blended and virtual learning
• Categorize the aspects and skills of language from pedagogic perspectives • Teach vocabulary, grammar, language functions and literary contents.	Unit III: Teaching Language Aspects and Skills (8) 3.1 Teaching vocabulary 3.2 Teaching grammar 3.3 Teaching language functions 3.4 Teaching literature 3.3 Teaching listening skills 3.4 Teaching speaking skills

• Design activities for teaching receptive and productive skills	3.5 Teaching reading skills 3.6 Teaching writing skills
• Design syllabi following the steps • Plan courses and lessons • Manage classroom interaction in class • Maintain discipline while teaching English • Develop tests and administer them in class • Identify learner differences and address them accordingly	Unit IV: Materials and Classroom management (8) 4.1 The syllabus (introduction, steps, types and considerations) 4.2 Course plans and lesson plans 4.3 Materials (construction and use) 4.4 Teaching content (linguistic, cultural and literary) 4.5 Classroom interaction (patterns of classroom interaction, questioning, group work, individualization, pair work, the selection of appropriate activation techniques) 4.6 Classroom discipline (strategies and implications) 4.7 Learner differences (introduction and variables to bring differences among learners) 4.2 Classroom assessment (introduction, tools and forms, and functions)
• Integrate technologies in ELT • Describe second language education from multiple perspectives • Discuss identity issue in second language education • Critically review the teacher's standards in ELT	Unit V: Innovations and Criticalities in ELT (6) 5.1 Technology and ELT (use and roles of ICTs, i.e., multimedia, mobile phones, internet, interactive white board, online dictionaries and other resources, and power-point presentation in ELT) 5.2 Online resources for English language learning and teaching 5.3. Re-conceptualizations in second language education 5.4 Re-conceptualizing teacher standards: Authentic, critical and creative 5.5 Student and teacher engagement in ELT 5.6 Challenging identities in ELT

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Phonetic practice of phonological data sets

- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry
- Read, discuss, write and share (RDWS)

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
One	Mini-project (Review of the articles, participate in the discussion, relate their experience)
Two	Mini-project (articles and book chapters review followed by classroom presentation)
Three	Preparation of the materials to teach language aspects and skills
Four	Instructor-guided lesson plan preparation, peer teaching and seminar papers
Five	Project: The students critically review the pedagogical practices in Nepal

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- | | |
|--|----------|
| • Attendance | 5 marks |
| • Participation in learning activities | 5 mark |
| • First assignment/mid-term exam | 10 marks |
| • Second assignment/assessment | 10 marks |
| • Third assignment/assessment | 10 marks |

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

- | | |
|--|------------|
| 1. Objective questions (multiple choice questions) (10 x 1) | = 10 marks |
| 2. Short answer questions (6 questions with 2 OR questions) (6x 5) | = 30 marks |
| 3. Long answer questions (2 questions with 1 OR question) (2 x 10) | = 20 marks |

6. Recommended Books and References

6.1 Recommended Books and Materials

- Baker, T., & Clark, J. (2010). Cooperative learning – a double-edged sword: A cooperative learning model for use with diverse student groups. *Intercultural Education*, 21, 257–268. **(Unit II)**
- Boraie, D. (2013). Current Trends in Teaching and Learning EFC / ESL. *International Journal on Studies in English Language and Literature (IJSELL)*, 12. 44-54. **(Unit I)**
- Brown, H. D. (2001). Teaching by principles. London. Longman. **(Unit I)**
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language*
- Down, B. and Smyth, J (2012 eds.). Reconceptualizing teacher standards: Authentic, critical and creative. *Critical Voices in Teacher Education, Explorations*. (Accessed : 2009,Fab18). **(Unit IV)**
- Harmer, J. (2007). The practice of English language teaching. London. Pearson Education Limited. **(Unit I, II, III, IV)**
- Haven, CT: Yale University Press. **(Unit II)**
- Hedge, T. (2008). Teaching and learning in the language classroom. Oxford. Oxford University Press. **(Unit I, IV)**
- Johnson, A. P. (2008). *Teaching reading and writing : a guidebook for tutoring and remediating students*. New York: Rowman & Littlefield Publishers, Inc. (Unit III)
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*.
- Long, M. H. and Doughty, C. J. (2009). Handbook of English language teaching. Oxford. Wiley-Blackwell. **(Unit I)**
- New York, NY: Cambridge University Press. **(Unit II)**
- Nobel, A., Ingleton, C., Double, L. & Rogers, T. (2002), “Leap into ... Collaborative Learning”, Available: http://www.adelaide.edu.au/ltdu/leap/leapinto/collab_learning.pdf
- Norton, B. and Toohey, K. (Eds.) (2004). Critical pedagogies and language learning. Cambridge. Cambridge University Press. **(Unit V)**
- of Educational Purpose 22, DOI 10.1007/978-94-007-3974-1 5.

- Oliver, M. Coyle, D. Connolley, T. (2015). Student and teacher engagement in ELT. *Intercultural Education*, 21, 257–268 **(Unit V)**
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York, NY: Newbury House. **(Unit I)**
- Oxford: Oxford University Press. **(Unit II)**
- Panitz, T. (2000), “*Benefits of Collaborative Learning*”, Available: *pedagogy* (4th ed.). New York, NY: Pearson. **(Unit I)**
- Richards, J.C. & Rodgers, T.S. (2009). Approaches and methods in language teaching. Cambridge: CUP. **(Unit II)**
- Richards, J.C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.).
- Sarroub, L. K. and Quadros, S. (2015). Critical Pedagogy in Classroom Discourse. *Faculty Publications: Department of Teaching, Learning and Teacher Education*. 156, 33-52.
- Ur, P. (2013). A course in English language teaching. Cambridge. Cambridge University Press.**(Unit III, IV)**
- Waters, A. (2009). Managing innovation in English language education. *Language Teaching*, 42:4, 421–458. **(Unit V)**
- www.teachingenglish.org.uk **(Unit V)**
- www.learningenglish.org.uk **(Unit V)**
- www.americanenglish.state.gov **(Unit V)**

6.2. References

- Beckett, G. H. & Miller, P. C. (2006). Project-based second and foreign language education. Connecticut: Information Age Publishing.
- Brown, H. D. (1994). Principles of language learning and teaching. London: Prentice Hall.
- Chambers, A. & Bax, S. (2006). Making CALL work: Towards normalisation. *System*, 34, 465–479.
- Cook, V. (2008). Second language learning and language teaching. London: Arnold.

- Davies, P. &Pearse, E. (2008). Success in English teaching. Oxford: OUP.
- Ellis, R. (2003). Task-based language learning and teaching. Oxford: OUP.
- Kumaravadivelu, B. (2001). Toward a post-method pedagogy. TESOL Quarterly, 35/4, 537-560.
- Levy, M. (2007). Research and technological innovation in CALL. Innovation in Language Learning and Teaching, 1/1, 180-190.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teachers*. Edinburgh: Edinburgh University Press. (Unit V)
- Nunan, D. (1998). Language teaching methodology. New York: Prentice Hall.
- Nunan, D. (Eds.). (2003). Practical English language teaching. New York: McGraw Hill.
- Reagan, T. G. & Osborn, T. A. (2002). The Foreign Language Educator in Society: Toward a Critical Pedagogy. London. Lawrence Erlbaum Associates Publishers.
- Richards, J. C. &Renandya, W. A. (2003). Methodology in language teaching. Cambridge. CUP.
- Scrivener, J. (2005). Learning teaching. Oxford: Heinemann.
- Underwood, M. (1989). Teaching listening. London: Longman.
- Woodward, T. (2001). Planning lessons and courses. Cambridge: CUP.

Course title: Readings in Literary Genres

Course No.: Eng. Ed. 536

Level: M.Ed.

Semester: Third

Nature of the course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

Readings in Literary Genres is an advanced literature-based course which builds on Readings in English Part-I (Eng. Ed 528) of the second semester. This course follows the genre-based classification of literature and its analysis and interpretation from different critical perspectives. Units from first to sixth comprise long fictions, short fictions, poetry, prose and dramas, whereas the last unit entails major schools of literary criticisms. The course offers some carefully selected literary writings in English that enrich students with critical insights in varieties of the English language, its cultures, and that motivate them in creative writing.

2. General Objectives

The general objectives of the course are as follows:

- To orient the students to English literary world through the sampled literary masterpieces
- To develop the students' skills in reading and interpreting literary texts
- To develop their skills in responding to the texts through the lenses of literary criticisms and express their observations in writing.
- To help them produce their own creative writings in different genres.
- To help them apply critical and creative insights from literature in English language teaching.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Read and summarize the novels • Trace the western history of knowledge • Distinguish between fact and fiction in the literary work • Critically appreciate the novels in terms of their plots, themes, settings and characters. • Compare and contrast between techniques of different writers	Unit I: Readings in Long Fiction (12) 1. Sophie's World by Jostein Gaarder 2. The Sorrows of Young Werther by Johann Wolfgang von Goethe 3. To Kill a Mocking Bird by Harper Lee

• Apply the relevant literary criticism to analyze the novels • Present their reflection on the novels through writing • Write reviews for the novels • Select extracts from the novels and develop teaching learning activities for classroom purpose	
• Read and summarize the story • Analyze the stories in terms of plot, theme, setting and characters • Apply the relevant literary criticism to interpret the stories • Write short stories drawing on their own experiences • Select the stories or extracts and develop teaching learning activities for their students	Unit II: Readings in Short Fiction (8) 4. My First Goose by Isaac Babel 5. The Lottery in Babylon by Jorge Luis Borges 6. Martha by Khalil Gibran 7. The Lady in the Looking – Glass : A Reflection by Virginia Woolf 8. The Feathered Orge by Italo Calvino 9. Everything that Rises Must Converge by Flannery O’ Conner 10. The Enemy by V. S. Naipaul 11. Vanka by Anton Chekhov 12. The Garden Party by Katherine Mansfield 13. Lullaby by Leslie Marmon Silko 14. Myself in India by Ruth Praver Jhabvala 15. August , 2026 : There Will Come Soft Rains by Ray Bradbury 16. Lost Forest by Johannes v. Jenson
• Read and summarize the poem • Interpret the poems in terms of literary devices • Apply relevant literary criticism to appreciate the poems	Unit III: Readings in Poetry (6) 17. The Garden of Love by William Blake 18. Because I Could Not Stop for Death by Emily Dickinson 19. I Wandered Lonely as a Cloud by William Wordsworth 20. The Second Coming by W.B.

Select the poems and develop teaching learning activities for classroom purpose.	Yeats 21. Landscape with the Fall of Icarus by William Carlos Williams 22. An Introduction by Kamala Suraiyya 23. The Fisherman Mourned by His Wife by Patrick Fernando 24 Letter from Mama Dot by Fred D'Aguiar 25. To Autumn by John Keats 26 . Sonnet No. 5 by Laxmi Prasad Devkota
- Read and summarize the dramas - Analyze the drama from the perspective of performance - Distinguish between readability and playability of the drama - Analyze the dramas in terms of their key elements: dialogues, setting, characters, plots and themes. - Apply the relevant literary criticism to analyze the dramas - Produce their own drama drawing on their own experiences or based on the stories they have read	Unit IV: Readings in Drama (8) 27. The Rising of the Moon by Lady Gregory 28 The Cherry Orchard by Anton Chekhov 29. The Glass Menagerie by Tennessee Williams 30. The Homecoming by Harold Pinter
- Summarize the interviews - Compare and contrast between different writers in terms of their views on creative writing and writing style - Develop interview questions and interview the Nepalese writers	Unit V: Face-to-Face with Writers at Work (4) 31. Simone de Beauvoir 32. Boris Pasternak 33. Haruki Murakami 34. V.S. Naipoul

• Read and summarize the essays • Interpret the themes of the essays • Argue on the themes of the selected essays	Unit VI : Essays (4) 35. What I Believe by E. M. Froster 36 My Philosophy of Life by Prof. Haldane 37. Why I Write by George Orwell 38. Of Marriage and Single Life by Francis Bacon
• Summarize each literary criticism • Compare and contrast between the literary theories in terms of their views on language, creativity, society and culture, and reader-writer relation. • To apply the literary theories to critically appreciate the given literary texts.	Unit VII: Literary Criticisms and Applications (6) 39. New Criticism 40. Russian Formalism and the Bakhtin School 41.Reader-oriented theories 42.Structuralist theories 43.Marxist theories 44.Feminist theories 45.Psychoanalysis approach 46 Postmodernism 47 .Deconstructionism 48 Postcolonial theory 49 Cultural criticism 50 Queer theories 51 Eco-criticism

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

4. Instructional Techniques

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

4.1 General Instructional Techniques

- Lecture and discussion
- Book Discussion Club (Single-title discussion, multi-titles discussion)
- Book Reading Club
- Online Clubs in Social Networks (e.g. Facebook Club, Yahoo Club, Blogs)
- Read, discuss, write and share (ReDWS)
- Demonstration
- Explanation and illustration
- Instructor-guided self-study

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
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I	Project Work on Writers and Their Writings, Critical Appreciation, Book Review
II	Critical, Reflective and Creative Writing
III	Reflective Creative Writing
IV	Argumentation
V	Mini-survey and Document Analysis
VI	Argumentation
VII	Argumentation and analysis

5. Evaluation

5.2 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- Attendance 5 marks
- Participation in learning activities 5 mark
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include book review, article review, term paper on specific issue/topic, or unit test\quiz, project work, case study, survey/field study, individual/group report writing, literature review and a research article based on primary and/or secondary data.

5.2 External Evaluation (Final Examination) 60%

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

4. Objective questions (multiple choice questions) (10 x 1) = 10 marks
5. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
6. Long answer questions (2 questions with 1 OR question (2 x 10) = 20 marks

6. Recommended Books and References

Seldan, R. (1988). *The theory of criticism: A reader*. London: Longman

Tyson, L. (2011). *Using critical theory: How to read and write about literature*. Routledge.

Sophie's World by Jostein Gaarder

The Sorrows of Young Werther by Johann Wolfgang von Goethe

To Kill a Mocking Bird by Harper Lee

The Rising of the Moon by Lady Gregory

The Cherry Orchard by Anton Chekhov

The Glass Menagerie by Tennessee Williams

The Homecoming by Harold Pinter

Course title: Dimensions of Teacher Development

Course No: Eng. 539

Level: M. Ed.

Semester: Third

Nature of the course: Theoretical

Credit hours: 3

Teaching hours: 48

1. Course Description

Dimensions of Teacher Development is a course beyond methodology, and it covers the key concepts of English language teaching as a professional and various dynamics of teacher development. It addresses the fundamentals of teacher development such as beliefs, maxims, and identities. The course also discusses the second language teacher education and makes an attempt to empower the students to operationalize various teacher learning models and approaches. It also enables them to design and deliver training sessions. Thus, the course aims at producing professionally competent English language teachers and trainers.

2. General Objectives

The general objectives of this course are as follows:

- To make students familiar with the basic concepts of English teaching and teacher development;
- To acquaint them with the fundamentals of teacher development;
- To help the students link various learning theories with ELT teaching situations;
- To provide students with the concept and skill in using the various teacher learning models and teachers' roles;
- To enable the students design and deliver training sessions.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Present the basic concept of teaching profession, language teaching, and language teacher development • Discuss the characteristics and perspectives of teacher development • Explain the scope of teacher development • Analyze the teacher career cycle • Review the English teachers' development in Nepal	Unit I: Conceptualizing Teacher Development (8) 1.1. Teaching as a profession 1.2. English language teaching and Teacher education: training and teacher development 1.3. Characteristics and perspectives of teacher development 1.4. Understanding teacher development: experience, expertise, and competence 1.5. Developing new English teachers: managing the transition into the profession 1.6. Teacher career cycle 1.7. Teacher induction

	Practical work: English teacher development in Nepal
• Describe factors of teacher professional development • Explain teachers' beliefs, maxims, and identities • Present the types of teacher maxims and their implications in language teacher education • Overview of the concept and sources of teacher belief • Describe the soft skills as a professional development • Analyze the teacher identity formation process	Unit II: Factors of Teacher Professional Development (6) 2.1 Factors affecting teacher professional development 2.2 Motivating factors of teacher professional development 2.3 Teachers' beliefs: Sources of beliefs and beliefs about the English language, learning, teaching, programs and curriculum, and language teaching as a profession 2.4 Teachers' maxims, their types, and implication to ELT 2.5 Soft skills in the teacher education programme 2.6 Reconstructing teacher identities after their initial teacher education
• Describe the scope, and trends of second language teacher education • Define second language teacher professionalism, their standards • Describe teacher preparation and non-native English-speaking educators and trainer develop • Describe the use of technology in teacher development • Describe and use second language classroom research	Unit III: Second Language Teacher Education (10) 3.1 Scope of second language teacher education 3.2 Trends in second language teacher education 3.3 Critical language teacher education 3.4 Second language teacher professionalism 3.5 Standards and second language teacher education 3.6 Teacher preparation and non-native English-speaking educators 3.7 Professional development for language teacher education 3.8 Technology and second language teacher education 3.9 Second language classroom research
• Analyze the various models, approaches, and roles of teachers • Prepare portfolios collecting various practical works on journal writing, project work, action research, critical incidents analysis, feedback giving and receiving, etc.	Unit IV: Teacher Development Models, Approaches, and Teacher's Roles (12) 4.1 Teacher development models: Craft model, Applied Science model, Reflective model 4.2 Teacher development strategies: Workshops, seminars, journal writing, teacher support group, cases and critical incidents analysis, action research,

• Explain teachers' roles while applying teacher development models and approaches.	mentoring, classroom observation, supervision, portfolio collection, etc. 4.3 Teachers' roles: Passive Technicians, transformative intellectuals and reflective practitioners
• Design a framework for training • Work in groups for training • Explain the practical process of training session • Discuss and use the ways of feedback, assessment, and evaluation in teacher training • Provide feedback in training • Design and conduct trainings	Unit V: Trainer Development (12) 5.1 A framework for training 5.2 Working with groups in training 5.3 Working with participants' experience 5.4 New and shared experiences in training 5.5 The awareness-raising process and its consequences 5.6 Talk in training courses 5.7 Creating meaning: New learning 5.8 Planning for action 5.9 Feedback, assessment, and evaluation in training 5.10 Inside a training course Practical work: Designing and conducting the training sessions for teaching language skills, language systems and enhancing professionalism

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

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 the particular units.

4.1 General Instructional Techniques

- Lecture
- Discussion
- Explanation and illustration
- Self-study and small-scale research
- Group and pair works
- Discovery and inquiry
- Read, discuss, write and share

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
Unit One	Individual reflection and narrative writing
Unit Two	Pair and group discussion on teacher development issues, beliefs, etc.

Unit Three	Pair work and small group discussion on the review and analysis of the models and theories
Unit Four	Portfolio collection and individual assignment
Unit Five	Individual assignment on training session design

5. Evaluation

5.3 Internal Evaluation 40%

Internal evaluation will be conducted by the instructor based on the following activities:

- Attendance 5 marks
- Participation in learning activities 5 mark
- First assignment/mid-term exam 10 marks
- Second assignment/assessment 10 marks
- Third assignment/assessment 10 marks

Note: The course teacher can develop multiple activities for assignments, depending on the nature of the course/topic and students' interests. Such activities may include a book review, article review, term paper on a specific issue/topic, unit test/quiz, project work, case study, survey/field study, individual/group report writing, literature review, and research articles. **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.

7. Objective questions (multiple choice questions) (10 x 1) = 10 marks
8. Short answer questions (6 questions with 2 OR questions) (6x 5) = 30 marks
9. Long answer questions (2 questions with 1 OR question) (2 x 10) = 20 marks

6. Recommended Books and References

6.1. Recommended Books and Materials

Burns, A. & Richards, J.C. (Eds.) (2009). *The Cambridge guide to second language teacher education*. Cambridge University Press. (Unit 3)

Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Falmer press. Gunpowder Square, London. (pp. 48-69) (Unit 1)

Goodwyn, A. (1997). *Developing English teacher: The role of mentorship in a reflective profession*. McGraw-Hill Education (UK). (pp. 91-114) (Unit 1)

- Goodwyn, A., Manuel, J., Roberts, R., Scherff, L., Sawyer, W., Durrant, C., & Zancanella, D. (Eds.). (2022). *International Perspectives on English Teacher Development: From Initial Teacher Education to Highly Accomplished Professional*. Taylor & Francis. (pp. 294-306) (Unit 1)
- Head, K & Taylor, P. (1997). *Readings in teacher development*. Macmillan Education. (Unit 1, 2, 4)
- Hiver, P., Kim, T.Y., & Kim, Y. (2018). Language teacher motivation. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 18–33). Bristol, England: Multilingual Matters. (Unit 2)
- Huberman, M.A. (1993). *The lives of teachers*. New York: Teachers College Press. Huberman (1993, pp. 3-12) (Unit 1)
- Kaya, M.H. & Dikilitas, K. (2019). Constructing, reconstructing and developing teacher identity in supportive contexts. *Asian EFL Journal*, 1 (21), 56-81. (Unit 2)
- Pachauri, D. & Yadav, A. (2014). Importance of soft skills in teacher education programme, *International journal of education research and technology*, Vol. 5, [1], retrieved from <http://soeagra.com/ijert/ijertmarch2014/5.pdf> (Unit 2)
- Richards, J. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge: CUP. (Unit 1, 4)
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.. (pp. 388-392) (Unit 1)
- Richards, J.C. & Lockhart, C. (2005). *Reflective teaching in a second language classroom*. Cambridge: CUP. (Unit 2)
- Richards, J.C. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30 (2), 281-296. (Unit 2)
- Steyn, G. M. (2005). Exploring factors that influence the effective implementation of professional development programmes on invitational education. *Journal of Invitational Theory and Practice* (11), 7-34. (Unit 2)

- Tickle, L. (2001). Professional qualities and teacher induction. *Journal of In-Service Education*, 27(1), 51-64. (Unit 1)
- Wallace, M.J. (2001). *Training foreign language teachers: A reflective approach*. Cambridge University Press. UK. (Unit 4)
- Walsh, S. & Mann, S. (Eds.). (2019). *The Routledge handbook of English language teacher education*. New York: Routledge. (pp. 536-552) (Unit 2)
- Wright, T. & Bolitho, r. (2007). *Trainer development*. London: www.lulu.com. (Unit 5)

6.2. Reference Books and Materials

- Bayar, A. (2013). *Factors affecting teachers' participation in professional development activities in Turkey*. A PhD dissertation. Faculty of the Graduate School, University of Missouri.
- Browsers, R. et al. (ed) (1987). *Language teacher education: An integrated programme for ELT teacher training*. Modern English Publication in association with British Council.
- Darling-Hammond, Hyler, M.E. & Gardener, M. (2017). *Effective teacher professional development*. Palo Alto, CA. Learning Policy Institute.
- Day, C (2005). *A passion for teaching*. London/New York: Routledge Falmer.
- Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Alexandria: ASCD.
- Dikilitas, K., Smith, R. & Trotman, W. (2015). *Teacher-researchers in action*. IATEF, No 2-3
- Flores, M.A. & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, (22), 219-232. (Unit 2)
- Ha, P.V. (2004). Classroom observation as a tool for professional growth. *Teacher's Edition*. 26-30.
- Hamza, M. (2012). *Developing training material guide*: Swedish Civil Contingencies Agency (MSB).
- Hudson, P. (2013). Mentoring as professional development: 'Growth for both' mentor and mentee. *Professional Development in Education*. Retrieved from <https://metprogram.com/wp-content/uploads/2015/09/>
- Hülya, İ. P. E. K., & Kanatlar, M. (2018). Factors affecting EFL teacher motivation. *Eğitimde Nitel Araştırmalar Dergisi*, 6(2), 25-41.

- Ipek, H. & Kanatlar, M. (2018). Factors affecting EFL teacher motivation. *Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research in Education*, 6(2), 25 - 41 .
DOI:10.14689/issn.2148 - 2624.1.6c2s2m
- Khan, I.A. & Khan, A. N. (2014). Factors affecting teacher development activities: A theoretical perspective. *Asian Journal of Multidisciplinary Studies*, 2(2), 84-90.
- Koki, S. (n.d.). *The Role of Teacher Mentoring in Educational Reform*. Pacific Resources for Education and Learning, pp. 1-6.
- Kumaravadivelu, B. (2003). *Beyond method: Macrostrategies for language teaching*. NewHaven, Co. Yale University Press. (pp. 7-17)
- Murphy, J.C., Warner, C. (Prepared by). *Train-the-trainer manual: Mentoring adult learners*. Chicago State University, Chicago.
- Ngang, T.K. et al. (2015). Soft skills in integration in teaching professional training: Novice teachers' perspectives. Retrieved from <https://core.ac.uk/download/pdf/82686046.pdf>
- Osamwonyi, E.F. (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward. *Journal of education and practice*. Vol. 7, No. 26, pp. 83-87.
- Peace Corps (n.d.). *Teacher training: A reference manual*. Peace Corps of United States: Information Collection & Exchange [prepared for the Peace Corps by the Centre for International Education University of Massachusetts] (pp. 22-29)
- PILAC, (n.d.). *Project on the improvement of local administration in Cambodia: Manual on training evaluation*.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Tickle, L. (2000). *Teacher induction: The way ahead*. UK: Open University Press.
- Tsui, A.B.M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: CUP.
- Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO
- Wang, J.; Lin, E.; Spalding, E.; Odell, S.J. & Klecka, C.L. (2011). Understanding teacher education in an era of globalization. *Journal of teacher education* 62(2) pp. 115-120.

- Wedell, M. (ed) (2007). *Teacher education planning handbook*. British Council, 17 Kasturba Marg, New Delhi.
- William, M. & Burden, R.L. (1997). *Psychology for language teachers*. Cambridge CUP.
- Zhang, H., Dai, Y. & Wang, Y. (2020). Motivation and second/foreign language proficiency: The mediating role of foreign language enjoyment. *Sustainability*, 12, doi:10.3390/su12041302
- Yazen, B. & Landahl, K. (2020). *Language Teacher Identity in TESOL*. New York: Routledge.

Course Title: Managing Diversities in Education

Course No: Ed. PM 537

Nature of course: Theoretical

Level: M.Ed.

Credit Hours: 3

Semester: Third

Teaching hours: 48

1. Course Description

This course is designed to provide the students with perspectives on diversities to be managed in education. It particularly acquaints the students with the performance, practices, and factors of diversity management, emphasizing multicultural perspectives. Diversity technology, sources of diversity, and managing diversity of people that result from different backgrounds that they come from are the focus of the course.

2. General Objectives

The objectives of this course are as follows:

- To acquaint the students with fundamental concepts and dimensions of diversity management from different perspectives.
- To develop ability to accommodate diversity in education for its management.
- To explore the challenges in relation to the organization of education.
- To accommodate the students with different models of diversity management.
- To familiarize the concept of using technology and managing diversity.

3. Specific objects and contents

Specific Objectives	Contents
• Draw the concept, need, and importance of studying diversity in education. • Describe the dimensions of diversity in education. • Explore planning of different dimensions of diversity	Unit I: Concept and Dimensions of Diversity in Education (8) 1.1 Concept of Diversity 1.2 Need and importance of studying diversity in education 1.3 Dimensions of diversity in education 1.3.1 Gender 1.3.2 Ethnicity and caste 1.3.3 Language 1.3.4 Economy 1.3.5 Culture and religion 1.3.6 Special needs 1.3.7 Intelligence and ability 1.4 Planning for different dimensions of diversity
• Explore the need for multicultural curriculum in education • State the need to accommodate bilingual and multilingual approach to education • Enumerate the concept of inclusive education • Identify ways of changing school culture	Unit II: Accommodating Diversity in Education (11) 2.1 Need of multicultural curriculum 2.2 Bilingual and multilingual approaches to education 2.3 Inclusive education 2.4 Changing school culture 2.5 Action for social justice 2.6 Local and school-based curriculum

• State ways to ensure action for social justice • Highlight ways to accommodate local and school-based curriculum	
• State structural diversity with its mechanism for managing in education • Critique community-based schooling from the perspective of diversity • State the need to foster public-private partnerships for people in education. • Illustrate multi-culture as diversity in education • Identify contemporary challenges of ethnic diversity in educational organizations. • Present the holistic model of total quality diversity in education.	Unit III: Diversity and Challenges in the Organization of Education (12) 3.1 Structural diversity and mechanism for managing it in education 3.2 Community-based schooling 3.3 Public-private partnership for people (4P) 3.4 Multi-culture as diversity 3.5 Contemporary challenges of ethnic diversity 3.6 A holistic model of total quality diversity
• Explain the assimilationist, differentialist and multiculturalist models of diversity management • List out ways of planning for diversity in education • State the diversity challenges for national policy-maker and planners	Unit IV: Models of Diversity Management and Planning (11) 4.1 Models for incorporating diversity 4.1.1 Assimilationist model 4.1.2 Differentialist model 4.1.3 Multiculturalist model 4.2 Planning for diversity in education 4.3 Diversity: Challenges for national policy maker and planners
• State the use of technology in diversity management • Suggest ways for increasing access, performance, opportunity and knowledge through technology in managing diversity. • Familiarize the language, indigenous knowledge and culturally sustaining pedagogies	Unit V: Technology and Diversity Management (6) 5.1 Use of technology in diversity management 5.1. 1 Access 5.1. 2 Performance 5.1. 3 Opportunity 5.1. 4 Knowledge 5.1. 5 Status 5.2 Pedagogies in diverse school 5.2.1 Language and indigenous knowledge. 5.2.2 Culturally sustaining pedagogies

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Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

4. Instructional Techniques: General as well specific instructional techniques have been suggested to deliver the contents in the classroom and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Project work

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Unit	Specific Instructional Technique
Unit I: Concept and Dimensions of Diversity in Education	• Lecture • Classroom discussion Pair group or individual assignment: Dimensions of Diversity in Education. Students will be divided into pairs. Those who want to undertake the assignment independently will be allowed to do so. Each pair or individual will investigate and prepare and present briefs in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.
Unit-II: Accommodating Diversity in Education	• Lecture • Classroom discussion Group students will prepare a brief paper on the accommodating diversity in education. Group of students will investigate, prepare and present their paper in the class followed by class room discussion and feedback input from the teacher and peers. Students will search the resource materials from library and internet. Teacher need to provide feedback before the paper presentation in the class.
Unit-III: Diversity and Challenges in Organization of Education	• Lecture • Group work • Classroom discussion

	Form pairs of students to prepare a comparative picture on structural diversity and mechanism for managing education from diversity perspective. Let them present the paper in the class and discuss to find out ways of managing diversity in education in Nepal. Work out groups of students to study diversity in community based school setting, public private partnership for the people, multi- cultural society, ethnic composition and holistic model of total quality. Let them prepare brief reports and present them in the class followed by discussion.
Unit-IV: Models of Diversity Management and Planning	- Lecture - Discussion Pair group or individual assignment: Each pair or individual student will prepare a brief paper on the models of diversity management and Planning. Each student will investigate, prepare and present her/his paper in the class followed by discussion and feedback input from the teacher and peers. The teacher can use this as one of the forms of internal assessment in order to grade students' performance. Students will search the resource materials in addition to what the teacher provides so that they can read them before preparing the paper for presentation in the class.
Unit-V: Technology and Diversity Management	- Lecture - Discussion - Library study Assign students in groups to draw the concept and use of technological access, performance, opportunity, knowledge and status for diversity in education. Let them prepare brief reports with the ways of managing diversity through technology and present them in the class. Let the class discuss after presentation of the report with appropriate feedback.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be based on the following criteria:

1. Attendance	5 marks
2. Participation in learning	5 marks
3. First assignment/assessment	10 marks
4. Second assignment/assessment (Mid-term test)	10 marks
5. Third assessment	10 marks

Total	40 marks
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5.2 External Evaluation (Final Examination) - 60%

External evaluation will be conducted by Examination Division, Office of the Dean; Faculty of Education will conduct final examination at the end of semester with a focus on the following types of questions:

Objective type questions (Multiple choice 10x1)	10 marks
Short answer questions (6 questions with 2 choice x 5 marks)	30 marks
Long answer questions (2 questions with 1 choice x 10 marks)	20 marks

Total	60 marks
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6. Recommended and References Books**6.1 Recommended Books**

- Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon (Unit I to V)
- Caleb, R. (2006). *What do we mean by diversity management?* New Haven: Southern Connecticut State University. (Unit I, III and IV)
- Corson, D. (1998). *Changing education for diversity*. Buckingham: Open University Press (Unit I to V)
- Inglis, C. (2008). *Planning for cultural diversity*. Paris: UNESCO/IIEP (Unit I to V)
- Pieter, J. V. (2004). *Comprehensive diversity management plan*. Washington DC: US nuclear regulatory commission. (Unit I, II and IV)
- Pieter, J. V. (2011). *Diversity Management in Higher Education: A South African Perspective in Comparison to a homogeneous and monomorphous society*. Germany: Centre for Higher Education Development. University Press (Unit I to V)
- Watson, C.W. (2002) *Multiculturalism*. New Delhi: Viva Books (Unit IV)

6.2 References Book

- Oparah, D.C. (2006). *Make a world of difference: 50 asset-building activities to help teens explore diversity*. A Search Institute Publication.

Retrieved from: <file:///C:/Users/lenovo/Desktop/Make-A-World-of-Difference-50-Asset-Building-Activities.pdf>

Course Title: School Management

Nature of Course: Theoretical

Course No: Ed. PM 538

Credit Hours: 3

Level: M.Ed.

Teaching Hours: 48

Semester: Third

1. Course Description

This course is designed to provide the students with the recent approaches to managing public/community schools. This course specifically deals with theoretical and practical perspectives of school-based management and enriches the student's understanding of improving school effectiveness. The course also deals with school emergency management plans. Through experiential exercises, the students gain insight into practical know-how of school-based management.

2. General Objectives

The general objectives of this course are as follows:

- To enable the students to understand the theoretical premises and sources that shaped and reshaped school-based management (SBM).
- To provide the students with a better understanding of experiences of selected countries with SBM and draw implications for improving SBM in Nepal.
- To enable students to develop insight into improving school effectiveness, and
- To familiarize the students with the school emergency management plan.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Clarify the meaning and definition of school-based management and self-managing schools • State the objectives and characteristics of SBM • Elucidate the knowledge framework for the internal school process for SBM. • Elaborate on a conceptual framework for analyzing school-based management • Elaborate on the different models of SBM • Clarify Discourse on decentralization and devolution	Unit 1: School-Based Management (SBM): Theoretical Perspective (13) 1.1 Concept of SBM and self-managing schools 1.2 Objectives of SBM 1.3 Characteristics of SBM 1.4 New vision of SBM: A knowledge framework for the internal school process 1.5 A Conceptual framework for analyzing School-Based Management 1.6 Models of SBM 1.6.1 Administrative-control SBM 1.6.2 Professional-control SBM 1.6.3 Community-control SBM 1.6.4 Balanced-control SBM 1.7 Discourse on decentralization and devolution 1.8 SBM as micro-level management 1.9 Applications of SBM in developing countries

• Clarify SBM as micro-level management • Explain the experiences of application of SBM in developing countries	
• Shed light on challenges of SBM in the present context • Explain the influences of tri-polarization in education on SBM	Unit II: Challenges of SBM in New Era (6) 2.1 New educational paradigm 2.2 Tri-polarization in education (Globalization, Localization and Individualization) 2.2.1 New paradigm of learning 2.2.2 New paradigm of schooling
• Shed light on the significant experience of Canada, Hong Kong (China), The United Kingdom, The United States of America and Australia • State the Australian SBM practice with special reference to its implementation in Victoria state • Explore and present how SBM is being practiced in Nepal	Unit III: Experiences of Selected Countries with SBM (12) 3.1 Concise experiences of Canada, Hong Kong (China), The United Kingdom, The United States of America and Australia 3.1.1 Australian SBM as 'Schools of the Future' 3.1.2 Dimensions of 'Schools of the Future' 3.1.3 The School Charter 3.2 SBM in the context of Nepal: Community Managed schools
• Clarify the concept of 'school effectiveness' • Differentiate between school effectiveness and school efficiency • Explain four theoretical views on organizational effectiveness and draw implications for community schools of Nepal • Describe enhancing conditions of schooling for improving school effectiveness • Explain the concept with its types of 'School self-evaluation'	Unit IV: Improving School Effectiveness (12) 4.1 Concept of school effectiveness 4.2 Distinction between school effectiveness and school efficiency 4.3 Theoretical views on organizational effectiveness 4.3.1 Economic rationality 4.3.2 The organic system model 4.3.3 The human relations approach 4.3.4 The bureaucracy 4.4 Effectiveness-enhancing conditions of schooling 4.5 Concept of school self-evaluation 4.6 Types of school self-evaluation 4.7 Choice of criteria to assess organizational effectiveness

- Clarify the concept school emergency management plan - Elaborate the types of emergency management plan	Unit V: School Emergency Management Plan (5) 5.1 Concept of school emergency management plan (fire, lightning, flood, earthquake, storm, etc.) 5.2 Types of the emergency management plan 5.2.1 Evacuations 5.2.2 Relocation 5.2.3 Isolation 5.2.4 Expansion 5.3 Emergency management planning and preparation
Prepare the framework for emergency management planning.	

Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.

4. Instructional Techniques

General as well as specific instructional techniques are used while teaching this course. The general instructional techniques are applicable to all units, where as specific instructional techniques are applicable to the particular units.

4.1 General Instructional Techniques

- Multi-media projector
- Lecture
- Discussion
- Question- answer
- Brain storming exercises
- Participatory interactive classroom activities

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I : School-Based Management (SBM): Theoretical Perspective	- Form pairs of students to study comparatively about the educational output of community managed schools and non community managed schools - Let them prepare brief reports and present them in the class and discuss.
Unit II : Challenges of SBM in New Era	Study the challenges of SBM in Nepalese community school and have discussion in the classroom with participatory and interactive way to draw the conclusion
Unit III : Experiences of Selected Countries with SBM	Form pairs of students to prepare a comparative view of SBM in different countries and to find out successful cases

	• Let them present the paper in the class and discuss to find out implications for Nepal • Form pairs of students to study the management of community/ public schools to analyze them from the SBM perspective. • Let them prepare brief reports and present them in the class and discuss.
Unit IV: Improving school effectiveness	• Form pairs of students to develop self-evaluation tools and administer them in public schools • Let them prepare brief reports and present them in the class • Let the class discuss after presentation of the report
Unit V: School Emergency Management Plan	• Form pairs of students to study the status of school emergency management plan in school • Write a report to suggest the stakeholder to promote school emergency management plan.

5. Evaluation

5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Class attendance	05 marks
2. Participation in learning activities	05 marks
3. First assignment/assessment (Paper writing and presentation)	10 marks
4. Second assignment/assessment (Mid-term class test)	10 marks
5. Third assessment (Class test)	10 marks

Total

40 Marks

5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's Office, Faculty of Education will conduct final examination at the end of the semester. The number of items in each category of question and distribution of points to be included in the final examination paper are as follows:

1. Objective type questions (10 Multiple Choice questions 10 x 1 mark)	10 marks
2. Short answer questions (6 questions with 2 Choice 6 x 5 marks)	30 marks
3. Long answer questions (2 questions 1 Choice 2 x 10 marks)	20 marks

Total

60 Marks

6. Recommended Books and References

6.1 Recommended Books

- Abu-Duhou, I. (1999). *School-based management*. Paris: International Institute for Educational Planning. (Unit III)
- Barrera-Osorio, F., Fasih, T., Patrinos, H. A. & Santibanez, L. (2009). *Decentralized decision-making in schools: The Theory and Evidence on School-Based Management*. Washington DC: The World Bank. (Unit II)
- Caldwell, B.J. (2010). *School-based management*. Paris: International Institute for Educational Planning. (Unit II)
- Patricia, G. (1994) *School based management: theory and practice*. Virginia: National Association of Secondary School Principals. (Unit I & V)
- Nova Scotia Department of Education. (2008). *School emergency management plan - planning guide*. Halifax, N.S.: Nova Scotia Department of Education (Unit V)
- Scheerens, J. (2000). *Improving school effectiveness*. Paris: International Institute for Educational Planning. (Unit IV)
- Townsend, T. (1997) *Restructuring and quality: Issues for tomorrow's schools*. New York: Routledge. (Unit I and III)
- The World Bank. (2007). *What is school-based management*. Washington D.C.: Author. (Unit I)
- Volansky, A & Friedman I. A. (2003). *School-based management an international perspective*. Israel: Ministry of Education, Devora Ha-Niviah (Unit I& V)

6.2 References

- By Lori Jo Oswald, L. J. (1995). School-based management. ERIC Digest 99 July 1995.
Retrieved from
<https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3320/digest099.pdf?sequence=1>
- Wohlstetter, P. and Briggs, K. L. (1994). The principal's role in school-based management. School Leadership. Retrieved from
<https://www.usc.edu/dept/education/cegov/focus/leadership/publications/journals/The%20Principal's%20Role%20In%20School-Based%20Management.pdf>

Edited 2079/8/26

Course title: Financing of Education

Corse No.: Ed. PM 536

Nature of the course: Theory Level:

M.Ed.

Credit hours: 3

Semester:

Third

Teaching hours: 48

1. Course Description

This course on Financing of Education aims at orienting about conceptual basis and modes of education financing with particular reference to school education to higher education students. It intends to provide knowledge about the way education in general and school education in particular are financed and regulated. The course also orients students about different practices of ensuring financial accountability in education sector. Thus this course encourages students to have a broader conceptual clarity about financing of education.

2. General Objectives

The general objectives of this course are as follows:

- To enable conceptualize the basic philosophies of education financing.
- To understand multiple sources of education financing.
- To conceptualize and explain different trends and modalities of school education
- To make students knowledgeable about the techniques of financial resource management in education
- To familiarize students with education financing practices in Nepal.

3. Specific objectives and contents

Specific Objectives	Contents
• Describe the basic principles of financing education. • Explain the objectives for financing education • Explore the approaches to education finance • Elaborate the funding in Education • Explain the Investment Decision and Risk, return, and opportunity cost of schooling • Draw conditional cash transfer in education.	Unit I: Economics of Education Finance (12) 1.1 Principle of education finance 1.1.1 Definition 1.1.2 Scope 1.2 Objectives of financing education 1.3 Approaches to the financing of education 1.3.1 The residual, the direct return approach 1.3.2 The manpower need approach 1.3.3 Demand and supply side approach 1.4 Funding in Education 1.4.1 Project base funding 1.4.2 Formula funding 1.4.3 Need base funding 1.5 Investment Decision 1.6 Risk, return, and the opportunity cost of schooling 1.7 Conditional cash transfer

Describe subsidization in education.	1.8 Subsidization in Education
- Identify and explain the indicators of education financing. - Describe the sources of school finance. - Explain the free, cost-sharing cost recovery and reduction of unit cost in school financing	Unit II: Indicators and Sources of Financing of Education (8) 2.1 Indicators of financing of education 2.1.1 Educational expenditure and GDP/GNP/GNH 2.1.2 Educational expenditure and national budget 2.2 Sources of school finance 2.3 Concept of free, cost-sharing cost recovery and reduction of unit cost in school financing.
- Explain the general trends and modalities of education financing - Explain trends and modalities of school education financing in the context of Nepal. - Outline the critical issues on financing modalities of the government.	Unit III: Trends and Modalities of Financing of School Education (12) 3.1 Trends (National and International) 3.2 Modalities of government expenditure on education 3.2.1 Block grants/lump-sum grants 3.2.2 Per capita funding 3.2.3 Matching fund 3.2.4 Ear marked Scheme 3.2.5 Performance-based scheme 3.3 Critical issues on financing modalities
- Describe resource generation & Its management - Explain the resource planning and targeting - Elaborate the school base allocation of resources. - State the expenditure in education (Equity and efficiency base) - Explain critical issues related to managing educational resources	Unit IV: Financial Resource Management and Economic Analysis (8) 4.1 Resource generation & Its management 4.2 Resource planning and targeting 4.3 School base allocation of resources. 4.4 Expenditure in education (Equity and efficiency base) 4.5 Some critical issues related to managing educational resources
- State the history of financing of education in Nepal. - Explain the financing of education in Nepal - Draw the financial and social audit in School.	Unit V: Education Financing Practices in Nepal. (8) 5.1 History of financing of Education in Nepal. 5.2 Financing of education in Nepal 5.2.1 Investment 5.2.2 Analysis of school budget (adequacy, equity and efficiency)

Explore the issues and challenges of financing of education.	5.3 financial and social audit in School. 5.4 Issues and challenges of financing of education. 5.4.1 Free education 5.4.2 Targeting 5.4.3 School quality 5.4.4 Capacity 5.4.5 Sustainability 5.4.6 Monitoring
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Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

4. Instructional Techniques: General as well specific instructional techniques have been suggested to deliver the contents in the classroom and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Project work

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I: Economics of Education Finance	Students will be divided in groups and certain sub-topic will be assigned to team. Each group will prepare a brief field-based report and present it in the class using multimedia projector. The presentation will be supported by teacher's comments.
Unit II: Indicators and Sources of Financing of Education	Review the indicators and source of financing of Education and prepare reports and present the reports in class.
Unit III: Trends and Modalities of Financing of School Education	Students will study and analyze the trends and modalities of financing of school education. They will prepare group report and present in the classroom for discussion.
Unit IV: Financial Resource Management and Economic Analysis financing of School Education	Students in the groups will visit community school and observe the existing facilities and identifying their needs for separate topic. They will identify the gaps that exist between the facilities and the needs. They will prepare a brief report for presentation. The presentation will be followed by discussion and supplemented by teacher's comments.

Unit V: Education Financing Practices in Nepal.	The sub-topic of the unit is divided in different groups. Students will prepare the presentation notes on the given topics. The notes will be presented in the class followed by discussion and feedback.
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5 Evaluation

5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance	05 Marks
2. Participation in learning	05 Marks
3. First assignment/assessment	10 Marks
4. Second assignment/assessment	10 Marks
5. Third assessment	10 Marks

Total	40 Marks
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5.2 External Evaluation (Final Examination) 60%

Examination section, Dean's Office, Faculty of Educational will conduct final examination at the end of the semester. The number of items in each category of question and distribution of points to be included in the final examination paper are as follows:

1. Objective type questions (10 Multiple choice questions x 1)	10 Marks
2. Short answer questions (5 questions with 2 choice x 6)	30 Marks
3. Long answer questions (2 questions with 1 choice x 10)	20 Marks

Total	60 Marks
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6. Recommended Books and References

6.1 Recommended Books

Alain, de J. & Elisabeth S. (2004). *Conditional cash transfer programs: Are they really magic bullets?*

Baker, B. D., Green, P. E. & Richards, C. E. (2007). *Financing Education Systems*. Prentice Hall
 Benson, C.S. (1995). Educational financing. In Martin Carnoy (Ed.). *International encyclopedia of economics of education*. New York: Elsevier Science Ltd.

Chaudhry, S. & Uboweja, A. (2014). *Partnerships in school education. Learning and insights for India*. India: Central Square Foundation.

Gaspar, F. & Claudia, V. (2010). *Conditional cash transfers: A global perspective*. MDG Insights Issue 01.

6.2 References

- Grigoli, F. (2014). *A hybrid approach to estimating the efficiency of public spending on education in emerging and developing economies*. IMF Working Paper. <http://www.imf.org/external/pubs/ft/wp/2014/wp1419.pdf>
- Hartog, J. & Diaz-Serrano, L. (2014). *Why Do We Ignore the Risk in Schooling Decisions?* Institute for the Study of Labor, Bonn.
- Hasan, A. (2010). *Gender-targeted conditional cash transfers. Enrolment, spillover effects and instructional quality*. Washington D.C.: The World Bank.
- Human Development Unit, South Asia Region (2014). *Public expenditure tracking and quantitative service delivery surveys in Nepal's education sector*. Washington DC: World Bank.
- Janssen, M.C.W., E. M., & Kamphorst, E. M. (2004). *The Economics of demand-side financing*. The Netherlands: SEOR-ECRI.
- Janssen, M.C.W., E. M., & Kamphorst, E. M. (2004). *The Economics of demand-side financing*. The Netherlands: SEOR-ECRI.
- Jesper, S. & Henrik, F. L. (2005). *Conceptual basis for performance based grant systems and selected international experiences*. National Stakeholder Workshop in Nepal, Kathmandu 31 May 2005.
- Koirala, M.P. & Koirala, A. (2014). Dilemmas and perspectives of financing Nepal's school education. *Academic Voices*, Vol. 4, No. 1, p.29-36.
- Lamsal, H. (2014). *Financing in primary education in Nepal from equity perspectives and its role in social change*.
- LaRocque, Norman (2008). *Public-private partnerships in basic education: An international review*. London: CfBT Education Trust.
- OECD (2002). *Financing of education, Investment and returns .Analysis of the world education indicators* editor UNESCO .
- Robertson, S.L. and Verger, A. (2012) *Governing Education Through Public Private Partnerships*, published by the Centre for Globalization, Education and Societies, University of Bristol, Bristol BS8 1JA, UK at: <http://susanleerobertson.com/publications/>
- Santwona Memorial Academy, Educational Research Centre (2009). *A study on the financial management of department of education, District Education Office, school; and tracking of school grants (especially, sip and rahat grants)*. Sanothimi: Department of Education School of Education (Unpublished doctoral dissertation). Kathmandu University, Dhulikhel.
- The institute of internal auditors (2012). *Supplemental Guidance: The role of auditing in public sector governance*. www.globaliaa.org/standards-guidance
- UNESCO (2008). *Equity and inclusion in education. Tools to support education sector planning and evaluation*. www.unesco.org/bpi/pdf/iatt_equity_inclusion_tools_042008_en.pdf

Course Title: Social Justice Education**Nature of course: Theory + Practical****Course No: Ed PM 539****Level: M Ed.****Semester: Third****Credit Hours: 3****Teaching Hours: 48****Theoretical part****1. Course Description**

This course is designed to assist potential educators in understanding, appreciating, and practicing the essence of social justice in real-life situations. It also intends to generate a multiplier effect of social justice education extending from the master's level classroom to the realities of the households. It will assist students in familiarizing themselves with the issues of social justice by exploring their own assumptions and beliefs.

The students are supposed to identify not only the local social justice issues but also relate and explore them at the national and international context. In this sense, the course intends to help the students situate themselves in the lived reality and connect with the macro environment around them with a critical perspective.

2. General Objectives

The general objectives of the course are as follows:

- To enable students to identify the theoretical concept of social justice.
- To acquaint students with the issues of liberty and citizenship related to social justice.
- To prepare students to explore and address distributive justice as a social justice demand.
- To provide students with the knowledge and use of theoretical foundations of social justice education.
- To explore and suggest ways to address the issues and challenges of social justice education in Nepal

3. Course Outlines

Specific Objectives	Contents
• Describe the concept of justice and social justice • Explain evolution of social justice • State the circumstances of justice delivery • Identify the subject of justice • Explain moral theory and role of justice • State institutional and formal justice • Explain tendency of equality • Define veil of ignorance and classical utilization of justice	Unit I: Theoretical Concept of Social Justice (8) 1.1 Concept of justice and social justice 1.2 Evolution of social justice 1.3 Circumstances of justice 1.4 Subject of justice 1.5 Role of justice 1.6 Institutional and formal justice 1.7 Tendency of equality 1.8 Veil of ignorance
• Explain the concept of liberty and citizenship	Unit II: Liberty and Citizenship (4) 2.1 Concept of liberty and citizenship 2.2 Political justice and the constitution

• Define equal liberty and equity/consumption • Describe the meaning of political justice and the constitution • State justice as fairness from the Kantian interpretation • Draw the principles of morality	2.3 Kantian interpretation of Justice as Fairness 2.4 Morality of principles
• Describe the concept of justice in political economy • Explain the concept of institutions for distributive justice • Define the principles and approaches of natural duty, voiced and social justice • State the role of institutions and persons • Explain closed, open and plurality of impartiality reasons.	Unit III: Distributive Justice as a Demand (8) 3.1 Concept of justice in political economy 3.2 Institutions for distributive justice 3.3 Principles of natural duty 3.4 Approaches to Justice 3.5 Voiced and social justice 3.6 Institutions and persons 3.7 Closed and open impartiality 3.8 Plurality of impartial reasons
• Identify pedagogical framework for social justice education • Explain education as a conservative force to change for social justice • Define education a transformative and reformatory force for social justice • Define curricular role for social justice • State pedagogical role for social justice in classroom practice and inclusive participation of students • State the co-curricular and extra-curricular role of social justice	Unit IV: Practices in Social Justice Education (8) 4.1 Pedagogical framework and role for social justice education 4.2 Education as a force to change for social justice 4.2.1 Conservative 4.2.2 Transformative 4.2.3 Reformatory 4.3 Curricular role for social justice: 4.4 Pedagogical role for social justice 4.5 Co-curricular and Extra -curricular role for social justice
• Define and differentiate equality, equity and inclusion of social justice education in Nepal • Critique the causes of domestic violence and analyze right based social movements of women, children, elderly people, Dalits, deprived people, religious and language minorities group, special needs people and indigenous people.	Unit V: Issues and Challenges of Social Justice Education in Nepal (4) 5.1 Equality 5.2 Equity 5.3 Inclusion 5.4 Challenges to address: Domestic violence -Human rights- based movements: Women, gender, Children, Elderly people, Dalit, Deprived people, Religious and Language minority groups, Special needs people and Indigenous people.

Note: The number within parenthesis indicates the approximate teaching hours allocated to respective unit.

4. Instructional Techniques: General as well specific instructional techniques has been suggested to deliver the contents in the classroom and to carry out experiential exercises. Here is a brief account of these techniques:

4.1 General Instructional Techniques

- Lecture
- Discussion
- Question-answer
- Project work
- Demonstration
- Individual study
- Teacher guided study group/ peer work
- Assigning the class work
- Seminar
- Classroom exercise
- Guided individual study
- Tutorial support on the difficult content
- Independent study
- Project work

4.2 Specific Instructional Techniques

To promote experiential learning in this course, following specific instructional techniques are recommended for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

Units	Specific instructional techniques
Unit I: Theoretical Concept of Social Justice	Divide the class into groups of four or five students. Let them do a simulation exercise to review the Theory of Justice Revised edition Chapter I, II and III written by John Rawls and discuss in class.
Unit II: Liberty and Citizenship	Divide the class into groups of four or five students. Let them do a simulation exercise to review the Theory of Justice Revised edition Chapter V, and VIII written by John Rawls and discuss in class
Unit III: Distributive Justice as a Demand	Divide the class into groups of four or five students. Let them do a simulation exercise to review the book The Idea of Justice PART I and II written by Amartya Sen and discuss in class.

Unit IV: Theoretical foundations of social justice education	Experiential Exercises Form pairs of students to prepare a comparative view on theoretical foundations of social justice education. Let them present the paper in the class and discuss and compare the different types of justice. Form pairs of students to study the different types of social justice and let them prepare brief reports and present them in the class and discuss.
Unit V: Issues and challenges of social justice education in Nepal	Experiential Exercises Form pairs of students to draw issues and challenges of social justice education in Nepal. Let them prepare brief reports to come up with ways to address the challenges resulting from social justice movements and human rights of different groups. Let the class discuss after presentation of the report.

5. Evaluation Scheme

5.1 Internal Evaluation

(25 marks)

The concerned teacher will carry out the internal evaluation of the students based on the following criteria.

1. Attendance	3. 00 Marks
2. Participation in learning	3. 00 Marks
3. First assignment/assessment	6.00 Marks
4. Second assignment/assessment	6.00 Marks
5. Third assessment	7.00 Marks

Total	25 Marks
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5.2. External Evaluation (Final Examination)

5.2.1 Examination section, Dean's Office, Faculty of Educational will conduct final examination at the end of the semester. The number of items in each category of question and distribution of points to be included in the final examination paper are as follows:

1. Objective type questions (5 Multiple choice questions x 1)	5 Marks
2. Short answer questions (5 questions with 2 choice x 5)	25 Marks
3. Long answer questions (1 questions with 1 choice x 10)	10 Marks

Total

40 Marks

B. Practical Activities

1. Course Descriptions

This course provides the knowledge to study the issues related to unit V in local context and explore the social justice/ injustice. The overall aim of this practical activities is to enable students think and observe the society critically from the lens of social justice and develop report. In these practical activities students need to guide for selecting issues based on unit 5, search related literature, write study methods, ways for result presentation, discussions and writing conclusion.

2. Allocated time for practical activities guideline.

Contents	Approximate Activity hour
Introduction	3

Review of related literature	3
Methodology	4
Analysis and interpretation	4
Conclusions	2
Total	16

3. Practical Evaluation 35 Marks (15 marks internal evaluation and 20 Marks External evaluations)

For the practical part, each student is required to identify and choose one of the contemporary social issues or any area from the Unit V and conduct case study and prepare a report.

Allocated marks for the case study components.

Contents and approximate workshop hours.	Internal Marks	External Marks
Introduction	3	4
Review of related literature	2	3
Methodology	4	5
Analysis and interpretation	4	5
Conclusions and recommendation	2	3
Total	15	20

Recommended Books and Reference Materials

- Adams, M. (1997). *Pedagogical Frameworks for Social Justice Education*. In Teaching for Diversity and Social Justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.
- Bell, L. A. (1997). *Theoretical Foundations for Social Justice Education*. In Teaching for Diversity and Social Justice. (Edit. Adams, Maurianne, Bell, Lee Anne and Griffin, Pat) New York: Routledge.
- Dumont, L. (1980). *Homo Hierarchicus: The Caste System and its Implications*. Chicago: The University Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press
- ILO Conventions: No.29 –*Forced Labor Convention* (1930), No. 87- *Freedom of Association and Protection of the Rights to Organize* (1948), No.98- *Right to Organize and Collective Bargaining Convention* (1949), No.100- *Equal Remuneration Convention* (1951), No.105- *Abolition of Forced Labor Convention* (1957), No.111- *Discrimination Employment and Occupation Convention* (1958), No.138 –*Minimum Age Convention* (1973) and No.182- *Worst Forms of Child Labor Convention* (1999).
- Jill, A. & Ernie, S. (2002). *Indigenous Knowledge, Indigenous Learning, Indigenous Research*. In What is Indigenous Knowledge: Voices from the Academy (edited by Ladislaus M. Semali and Joe L. Kincheloe). New York: Falmer Press.
- John, R. (1999). *A Theory of Justice* (Revised Edition) .Cambridge: The Belknap Press of Harvard University Press.
- Mahajan, G. (1998) (edit). *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.
- Sen., A. (2009). *The Idea of Justice*. Cambridge: The Belknap Press of Harvard University Press.
- United Nations (2006). *Social justice in an open world: The role of United Nations*. New York: United Nations.

Course Title: Instructional Technology in Health Education

Course No. : H.Ed. 535

Nature of Course: Theoretical

Level: M.Ed.

Credit hour: 3

Semester: Third

Teaching hours: 48

1. Course Description

This course is designed to equip the students with essential knowledge and skills pertaining to the innovative teaching strategies, communication in teaching and use of technology in health education. It enables the students in designing, selecting and using appropriate teaching materials and media in health education.

2. General Objectives:

The general objectives of this course are as follows:

- To equip the students with general knowledge of innovative instructional strategies in health education.
- To widen the horizon of knowledge and understanding of students with a view to making them able to select appropriate approaches and materials/media for classroom teaching.
- To enable the students to apply the innovative teaching strategies as per the situation of school and community.
- To enable the student to use information communication technology, multimedia and locally available materials for innovative and effective teaching
- To analyse critically the curriculum of health education.

3 Specific Objectives and Contents

Specific Objectives	Contents
• Explain concepts of teaching and instructional technology in relation to health education • Describe formal, descriptive and normative theories of teaching • Discuss and apply different types of instructional designs in health education.	Unit 1 : Instructional Designs in Health Education (10) 1.1 Concept of teaching and instructional technology 1.2 Theories of teaching (formal, descriptive and normative) 1.3 Types of instructional design 1.3.1 Objective based 1.3.2 Skill based 1.3.3 Competency based 1.3.4 Learning-style based 1.3.5 Model based (ADDIE, Dick and Carey Models) 1.3.6 Constructivist-Instructional Design model

• Describe concept of innovation and innovative teaching strategies in health education • Delineate the need of innovative strategies and participatory approaches • Apply Different types of innovative strategies in teaching health education	Unit 2: Innovative teaching strategies in Health Education(18) 2.1 Concept and need of innovation and innovative teaching strategies in health education and related field 2.2 Innovative and participatory strategies 2.2.1 Workshop and Project method 2.2.2 Micro-teaching and peer teaching-learning 2.2.3 Games, simulation and imagination 2.2.4 Collaborative Learning 2.2.5 Critical Pedagogy 2.2.6 Problem-Based Learning (PBL) 2.2.7 Case study 2.2.8 Dialogical method 2.2.9 Inquiry-based learning 2.2.10 Active Teaching learning 2.2.11 Concept of Digital pedagogy
• Explain different model of communication such as Shannon-weaver model, Hargie and colleague's model, McGuire's communication-persuasion model, Northhouse and Northhouse's model of health communication in health instruction • Explain model, strategies and tools of behavior change communication (BCC) • Appraise factors influencing and barriers to communication in classroom and mass media • Use different communication channels and methods in health education. • Plan a communication process in health education.	Unit 3: Communication in Health Education (10) 3.1 Models of health communication: Shannon-Weaver model, Hargie and Colleague's Model, McGuire's communication-persuasion ,model, Northhouse & Northhouse's model of health communication 3.2 Model, strategies and tools of Behaviour change communication (BCC) 3.3 Factors influencing communication 3.4 Barriers in classroom communication 3.5 Methods of communication: Intrapersonal, interpersonal, group, public and mass communication 3.6 Communication planning process in health education teaching
• Describe importance of information and communication technology in health education • Mention goals of multi-media delivery in classroom teaching	Unit 4: Use of Technology and Review of Health Education Curriculum (10) 4.1 Importance of Information and Communication technology in health education

• Apply multimedia in teaching health education in real setting • Able to use electronic communication devices and strategies in teaching health education • Discuss potential use of web-based instruction/online learning • Design and construct different instructional materials commonly used in health education • Critically analyse existing curriculum of basic, secondary and bachelor level.	4.2 Goals of multi-media delivery and use of multimedia video, CDROM, slides/power point presentation in classroom 4.3 Use of electronic communication devices and (cell phone, tablet pc) strategies (email, internet, social media) 4.4 Potential use of internet for web-based instruction in health education 4.5 Design and construction different instructional materials in health education. 4.6 Innovative use of teaching board, low cost and locally available materials for effective health instruction 4.7 Analysis of the existing health education curriculum of Basic, Secondary and Bachelor level
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4. Instructional Techniques

The instructional techniques will be applied on the basis of the nature of lesson topics under each unit. In general, following instructional techniques are applicable in most of the contents and units;

4.1 General Techniques

- Lecture
- Discussion
- Brain storming
- Interaction
- Presentation
- Cooperative learning
- Active teaching learning(Peer Approach)

4.2 Specific Instructional Techniques

Units	Activities and Instructional Techniques
1	The students will be asked to review theory of instruction and instructional designs and selected students will make a short presentation in classroom.
2	A panel discussion will be organized to clarify the theories and to determine innovative and participatory approaches of health education. Students will be divided into different groups to practice different teaching strategies and approaches in teaching health education. The teacher will explain and demonstrate the newly introduced teaching strategies.

3	The teacher will describe the theories of communication in teaching health education. The students will be asked to practice communication models in teaching health education in class. The teacher will use active teaching learning approaches to engage to students on different contents. The students will be asked to review of communication models and their use in health education class and make presentation in classroom.
4	The students will be asked to identify different ICT materials which can be applied in teaching population education. Project work on innovative of multi-media, teaching board and locally available materials in classroom teaching. The teacher will ask students to identify the criteria for reviewing curriculum of health education. Students will be asked to collect curriculum of health education of different levels. They will also be asked to review the curriculum in terms of objectives, contents and their relevancy.

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teachers based on following aspects:

SN	Particular	Points
1	Attendance	5
2	Participation in learning activities	5
3	First assessment: Article review/ book review/ open book test/ unit test etc	10
4	Second assessment: Midterm test	10
5	Third assessment: Project work/case study/field/study/survey/seminar/workshop	10
Total		40

5.2 External Examination (Final Examination) 60%

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

SN	Types of question	Marks
1	Objective type question(multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30
3	Long answer questions (2 questions x 10 marks with 1 OR question)	20
Total		60

6 Recommended Books and References

6.1 Recommended Books

Aggrawal, J.C. (1999). *Principles, methods & techniques of teaching*. New Delhi: Vikas Publishing House Pvt. Ltd. (Unit I).

- Bradshaw, M.J., and Lowenstein, A.J. (2011). *Innovative teaching strategies in nursing and related health professions*. Boston: Jones and Bartlett Publishers. (For Unit II and IV)
- Clurvey, D. (2003). *Inquiry-based learning*. New York: Routledge. (For Unit II)
- Corcorn, N. (2007). *Communicating health: strategies for health promotion*. London, New Delhi: Sage Publication (For Unit III)
- Gagne, R. (2010). *Instructional technology foundations: (Digital printing)*. Madison Avenue, New York: Routledge (For Unit I and IV)
- Lee, M., and Winzenried, A. (2009). *The use of instructional technology in classroom. Lessons to be learnt*. Victoria, Australia: ACER Press. (For Unit IV)
- Mangal, S. K. & Mangal, U. (2009). *Essential of educational technology*. New Delhi: PHI Learning Limited. (Unit I and IV)

6.2 References

- Corcorn, N. (2013). *Communicating health: strategies for health promotion*. London, New Delhi: Sage Publication
- Dahama, O.P. & Bhatnagar, O.P (1997). *Education and communication for development*. New Delhi: Oxford and IBH Publishing Co. Pvt Ltd
- Dale, E. Audio-Visual Methods in Teaching (3rd Edition), Holt, Rinehart, and Winston (1969).
- Gillbert, G.G., Sawyer, R.G., and McNeill, E.B. (2009). *Health Education: Creating strategies for school and community*. Boston: Jones and Bartlett Publisher
- Hubley, John (1993). *Communicating health: An action guide to health education and health promotion*. Malaysia: Macmillan Education Limited.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Private Limited.
- Mudwari, N. (2068 B.S.). (Nepali) *Modern approaches in health education*. Kathmandu: Jupiter Publisher and Distributors
- Petty, G Active Learning Works: the evidence, www.geoffpetty.com/downloads/WORD/ActiveLearningWorks.doc
- Ramachandran, L. & Dharmalingham, T. (2004). *Health education: A new approach*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Sampath, K., Panneerselvam, A. & Santhanan, A. (2000). *Introduction to educational technology (4th edit.)* New Delhi: Sterling Publishers Pvt. Ltd.
- Vedanaynyagam, E.G (1989). *Teaching technology for college teachers*. New Delhi: Sterling publishers Pvt. Ltd.
- Vanja, M. (2010) *Educational technology*. Hyderabad: Neelkamal Publication Pvt Ltd.
- <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

Course Title: Seminar in Issues of Health and Health Education

Course No.: M.Ed. 537

Nature of Course:

Theory/ Practical

Level: M.Ed.

Credit hour: 3 (2th+ 1Pr)

Semester: Third

Teaching hours: 64(Th: 32, Pr:32)

1. Course Description

This course has been designed to equip the students with in-depth knowledge on issues and challenges of health and health education. It has been developed with a view to enhance their knowledge and skills for identifying issues pertinent to health education, writing seminar papers on health issues and challenges and present in a seminar. It also provides them an opportunity to organize a seminar effectively.

2. General Objectives

The general objectives of the course are as follows:

- To make the students familiar with identification of resource materials in health related issues and challenges.
- To acquaint the students with global health issues and challenges such as health in all policies, social determinants of health, politics of health, health of senior citizens, human sexuality and reproductive health and health education in emergencies.
- To enhance the students knowledge and expertise in reviewing literature and peer review.
- To enable the students in writing seminar papers and present in a seminar.
- To develop among students hands on skills in conducting a seminar.
- To enable the students supply peer review comments on research papers and develop presentation skills.
- To enable the students in editing the seminar paper based on the feedback given

3. Specific Objectives and Contents

Specific Objectives	Contents
• Discuss the concept and need of seminar. • Describe the types of Seminar • Explain the phases and process of seminar organization. • Develop a seminar proposal in brief. • Prepare a seminar report in brief.	Unit 1: Seminar in Health Education and Promotion (10) 1.1 Concept and need of seminar 1.2 Types of Seminar- Theoretical and empirical 1.3 Phases and process of seminar organization 1.4 Developing a seminar proposal 1.5 Presentation skills for seminar 1.6 Writing seminar report

- Analyze the situation and issues of workplace health policy and its implementation - Highlight the globalization and national policy space for Health in all policies (HiAP) - Analyze health policy based on security situation in terms of human, food, girl child and child labor. - Delineate the National Health Policy - Analyze adolescents health and development strategy of Nepal - Explore the senior citizen policy and act in Nepal - Discuss on the need and importance of health education during disasters and health emergencies - Analyze the issues of Sustainable Development Goals (SDGs)	Unit 2: Review of Health Policies (10) 2.1 Workplace health policy and its implementation 2.2 Globalization and national policy space for Health in All Policies (HiAP) 2.3 Health Security (health and human security, food security, girl child security, child labor) 2.4 National Health Policy 2.5 Adolescents health and development policy and strategy of Nepal 2.6 Senior citizen policy and act in Nepal 2.7 Health education for health services during emergencies (Disasters, epidemic such as Covid-19, Ebola, Swine Flu, armed conflict, Mental health) 2.8 Sustainable Development Goals(SDGs)
- Describe the social origin and social determinants of health and illness. - Explain the relationship between education, income, occupation and health status. - Analyze the caste/ethnic and gender variation in health status in Nepal. - Discuss life styles and Non communicable disease. - Explore issues and reducing activities of social exclusion, inequity and social injustice in health care - Discuss the politics and state responsibilities of health and health care in Nepal - Explore issues related to the impact of globalization, privatization and liberalization on health and health care - Discuss the situation of food security and its impact on malnutrition in Nepal	Unit 3: Social Determinants and Politics of Health (12) 3.1 Social origin and social determinants of health and illness 3.2 Relationship between education and income, occupation and health status 3.3 Gender, racial and ethnic/caste disparities in health 3.4 Lifestyles and non-communicable diseases 3.5 Social exclusion, equity and social justice in health 3.6 Politics of health and health care 3.7 State responsibility of health and health care services and it crises 3.8 Impact of globalization, liberalization and privatization on health and health care 3.9 Food security and malnutrition in Nepal.

• Selection of the title /area of the topic • Collect the data from reviewing different sources. • Tabulation and analysis of the data • Preparation of seminar paper based on specified format. • Present the paper	Unit 4: Preparation of seminar paper and presentation on issues of health and health education. 4.1. Selection of issues of the seminar paper based on its criteria 4.2. Area of study can be taken from the following- Maternal and child health, adolescence health, adult health, population growth and Family planning, environmental health and sanitation, nutrition, personal hygiene, school health, disease and illness, health care and treatment, health teaching, health problems, health policies consumer health , occupational health etc.
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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 Techniques

- Discussion
- Brain storming
- Case study
- Focus group discussion
- Interview
- Cooperative Learning
- Independent study
- Presentation

4.2 Specific Instructional Techniques

Unit	Activities and instructional techniques
1	Each student will be asked to read relevant books and articles related to the concept and need of seminar, types of seminar, phases and process of seminar. Some students will present their notes in class and after presentation there will be interaction among students. Teacher will give the model of seminar proposal, and writing a seminar report and take discussion in the class. Likewise teacher will talk about the seminar

	presentation skills and also give the model presentation and conduct discussion in the class.
2	Class will be divided into several groups comprising 4-6 members in each groups and each group will study books, articles and documents related to issues of working health policy and implementation, globalization and national policy space for Health in All Policies (HiAP), health Security (health and human security, food security, girl child security, child labor) and national health policy, adolescents health and development policy and strategy of Nepal, senior citizen policy and act in Nepal, health education for health services during emergencies (Disasters, epidemic such as Covid-19, Ebola, Swine Flu, armed conflict, Mental health), Sustainable Development Goals (SDGs) and prepare notes for presentation on assigned topic. Each group will present their notes in class. After presentation there will be discussion among the students.
3	Class will be divided into several groups and assigned one issue for one group related to social origin and social determinants of health and illness, relationship between education and income, occupation and health status, gender, racial and ethnic/caste disparities in health, lifestyles and non-communicable diseases, social exclusion, equity and social justice in health, politics of health and health care, state responsibility of health and health care services and its crises, impact of globalization, liberalization and privatization on health and health care of food security and malnutrition in Nepal and prepare their notes for presentation on assigned topic. Each group will present their notes in class. After presentation there will be discussion among the students.

4.3 Preparation of seminar paper and Specific Instructional Techniques (Practical 40%, 32hr)

4	Class will be divided into several groups comprising 5-6 students in each groups. Each group will prepare detailed proposal of seminar issues with different themes. After having prepared the proposal, each group will consult the related materials and will collect the required data. After data collection, they will be analyzed and interpreted in group and prepare summary of findings for presentation. The detailed work plan of seminar is as given below.
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1 st month	• Discussion and clarification of different issues on health education • Discussion about sources of learning materials • Visiting libraries and websites to identify related materials • Reviewing journals, reports and other references books and collect information
2 nd month	• Discussion of concept of seminar and its procedure • Clarification about method of writing seminar papers • Writing papers
3 rd month	• Printing papers and distribution to the peers for collecting comments • Division of group and distribution of assignments • Organizing seminar-each group or individual presents papers in different themes or sub themes.(internal) • Collecting feedbacks, editing papers and submission • Viva –voice (external)

5. Evaluation

6.1 Internal Evaluation 40%(25) of 65 theory portion

Internal evaluation will be conducted by subject teachers based on following aspects:

SN	Particular	Points
1	Attendance	2
2	Participation in learning activities	3
3	First assessment /midterm examination	10
4	Second assessment/term paper	10
Total		25

5.2 External Examination (Final Examination) 60% (40) of 65 theory portion

Examination section, Office of the Dean, Faculty of Education will appoint the external examiner at the end of semester. Both internal and external examiners will give the marks as follows

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

- 1) Objective type question (Multiple choice 10 x 1points) -10
- 2) Short answer questions (6 questions x 5 points with 2 or questions) - 30

Total	40 points
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6.2 Internal Evaluation 40% (15) of Practical portion(From Internal)

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

• Attendance	2 marks
• Visiting libraries and websites to identify related materials Reviewing journals, reports and other references books	3 marks
• Reporting Writing	5 marks
• Presentation of draft report	5 marks
Total	15 marks

5.3 Practical examination (From External)

20

S.N	Types of question	Points
1	Quality of Seminar paper	10
2	Seminar Presentation	5
3	Viva Voce	5
Total		20

6. Recommended Books and References

6.1. Recommended Books

- Adhikari, J., & Sedon, D. (2003). *Conflict and food security in Nepal*. Kathmandu: Report submitted to rural construction Nepal (For Unit II)
- Anand, S., Peter, F., & Sen, A. (Eds.). (2004). *Public health, ethics, and equity*. New Delhi: Oxford University Press. (For unit II)
- Charles, C/ (2014) What's the World Health Organization For? *Final Report from the Centre on Global Health Security Working Group on Health Governance*. Chatham House, London (Unit I)
- Devkota, B. (2010), Violent conflict and complex emergencies: Expanding the horizon of Health Education & Promotion in Nepal, *Journal of Health Promotion*, Vol 3 (Unit V).
- GoN, MoHP (1994). *National health policy*. Kathmandu. (Unit I).
- Hansen, G., Venturilli, P., & Fleckenstein, A. E. (2008). *Drugs and society*. London: Jones and Bartlett Publisher. (For unit VI)
- Jones, L. J. (1994). *The social context of health and health work*. New York: Palgrave. (For units III and VIII)

- Lancet*, *Complex Emergencies*, [Volume 364, No. 9447](#), p1741–1742, 13 November 2004, Lancet Special series May 2015 (upcoming) (Unit V)
- Marmot, M. & Wilkinson, R.G. (1999). *Social determinants of health*. Oxford: Oxford University Press. Park, K. (For unit III)
- PMAC (2015). Security Interests in Global and Public Health, [file:///C:/Users/Bhisen/Downloads/PMAC2015_CF_PS1.1_Session%20\(1\).pdf](file:///C:/Users/Bhisen/Downloads/PMAC2015_CF_PS1.1_Session%20(1).pdf) (Unit I, Unit V)
- Onta, S. (2004). State responsibility: public health perspective (In Nepali). In M. Deshan and P. Onta (Eds), *Nepalko Sandarbham Samajshastriya chintan*. Kathmandu, Social Science Baha.
- Pradhan, A. and Strachan (2003). *Adolescent and youth reproductive health in Nepal*: status, issues, policies and program. Kathmandu: Family Health Division, Ministry of Health (Unit IV)
- WHO (2008). *Closing the gap in a generation: Health equity through action on the social determinants of health*. Final Report of WHO Commission on Social Determinants of Health. Geneva: World Health Organization. (For Unit II)

6.2 References

- UN : Synthesis report of the Secretary-General on the post-2015 sustainable development agenda
http://www.who.int/occupational_health/publications/healthy_workplaces_model.pdf (Unit I)

Course Title: Applied Health Education Research**Course No.: H.Ed. 538**

Level: M.Ed.

Semester: Third

Nature of course: Theory

Credit hour: 3

Teaching hours: 48

1. Course Description: This course has two prongs; applied research methods and statistics. Upon completing the course students will understand the basics of health education research methods and statistics. They will develop an understanding of various research methods and statistical tools that are applied in health education research. Students will be able to apply their knowledge and skills in developing research tools both in quantitative and qualitative researches, and collect and analyze qualitative and quantitative data. They will also be able to generate research questions, formulate, and test hypothesis based on the data they generate or given to them and prepare research proposal, report and articles in proper formats.

2. General Objectives

General objectives of this course are as follows:

- To familiarize the students with the basic concepts and steps of health education research.
- To familiarize the students with research designs, types of data, sources and organization of data, tools and methods of qualitative and quantitative research.
- To enable the students to develop research tools, collect data, analyze data and write reports.
- To enable the students to describe sampling designs and determine appropriate sample size using proper power calculations.
- To help the students to identify methodology-specific techniques for sampling; data generation, collection, and preparation; data analysis; interpretation and representation.
- To familiarize the students with SPSS in analyzing quantitative data and introduce NVivo and ATLAS.ti for qualitative data.
- To orient the students with ethics of health education research and biases.
- To provide the students with knowledge and skills required for developing proposal on topic of choice and write a research article.
- To make the students able to apply basic statistics in analyzing data.
- To provide knowledge and skills required for writing thesis, research report and research articles using proper format.

3. Specific Objectives and Contents

Specific Objectives	Contents
	Unit 1: Health Education Research Process (8)

• Explain key steps of health education research process with examples • Search literatures using manual and electronic databases • Review published articles and prepare review report • Identify, analyze and write research problem • Prepare research questions and hypothesis • Identify and operationalize variables in the process of developing research proposal • Describe the types of research designs and select a design in research process • Explain different types of sampling designs and calculate sample size scientifically.	1.1 Key steps in research process 1.2 Literature search (systematic database search) 1.3 Review of published articles and prepare review report 1.4 Identifying, analyzing and writing research problem 1.5 Formulating research questions and hypothesis 1.6 Identification and operationalization of variables 1.7 Types of health education research designs 1.8 Sample size calculation and sampling in quantitative and qualitative research
• Select appropriate methods and develop tools for quantitative and qualitative researches • Identify Validity Reliability and trustworthiness of research tools and methods • Identify and use various methods of validation and finalization of research tools • Simulate and mock drill the tool administration process in the classroom and the community.	Unit 2: Research Methods and Tools in Health Education (14) 2.1 Methods and tools of quantitative research – Structured interview, self-administered questionnaire, closed observation (Check list, Rating scales) and attitude study (Likert's scale) 2.2 Methods and tools of qualitative research: In-depth interview, key informant interview, Focus Group Discussion (FGD), open observation, and case study 2.3 Validity Reliability and trustworthiness of research tools and methods 2.4 Validation and finalization of research tools in quantitative and qualitative research (Trail testing, Pre-testing and Pilot testing) 2.5 Simulations/Mock sessions on using various tools for sample data collection

• Identify methods and procedures for quantitative data analysis. • Explain measurement scales and apply them in quantitative data analysis • Apply data management skills such as data checking, coding, recoding, data entry and tabulation in quantitative data analysis • Develop data analysis framework in SPSS including defining variables and coding data • Enter and analyze data using SPSS • Apply basic statistical tests in analyzing data • Identify methods and procedure of qualitative data analysis • Use qualitative data analysis software with proper procedures • Apply mix methods (qualitative and quantitative) in health education research • Identify various types of triangulation and use that in research • Apply techniques of minimizing errors and avoiding biases in health education research process	Unit 3: Analysis of Quantitative and Qualitative Data in Health Education Research (16) 3.1 Methods and procedures for quantitative data analysis 3.1.1 Types of measurement scales and their application in quantitative data analysis 3.1.2 Data management skills: Data checking, editing, coding, recoding, data entry and tabulation 3.1.3 Data analysis framework- Dummy tables 3.1.4 Application of quantitative data analysis using SPSS software 3.1.5 Testing hypothesis- t-test, chi-square test, Z-test, correlation and multiple regression using SPSS 3.2 Methods and procedures for qualitative data analysis 3.2.1 Thematic method 3.2.2 Procedures: Recording and transcribing, translating, identifying themes/sub-themes, coding data, categorizing and organizing data by codes/themes, writing memo, reducing and displaying data 3.2.3 Introduction to qualitative data analysis using NVivo and ATLAS.ti software 3.3 Application of mixed methods in health education research- Concept and types 3.4 Triangulation in research: Concept and types 3.5 Biases and errors in research process including data analysis and interpretation in health education
• Develop a research proposal on health education and promotion related topic • Explain and apply basic steps of scientific report, thesis and article writing • Develop format and template of research report, thesis and article in the process of writing • Apply writing tips while writing abstract, results and discussion of findings, conclusion and implications • Write citation with sources and references using APA styles • Describe concept and important of ethics in research	Unit 4: Writing Research Proposal and Report and Ethics in Health Education Research (10) 4.1 Development of a research proposal 4.2 Basics of research report and scientific writing 4.2.1 Basic steps of scientific report, thesis and article writing 4.2.2 Developing format/template of research report, thesis and article 4.2.3 Process of writing abstracts, results and discussion of findings, conclusion and implications 4.2.4 Techniques of citation and referencing using Latest APA style/format 4.2.5 Concept and importance of ethics in health Education research 4.2.6 Informed consent and confidentiality 4.2.7 Incentives for participation and involving

• Explain process of taking informed consent • Adopt measures for avoiding plagiarism in health education research writings	vulnerable participants 4.2.8 Ethics in health education research with Ethical Guidelines for health education research in Nepal 4.2.9 Plagiarism in health education research
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4. Methods/Instructional Techniques

The instructional techniques for this course comprise both general and specific methods

4.1 General Instructional Techniques

- Lecture
- Group discussion and presentation
- Guest speech
- Reviews of research paper
- Library visit
- Peer learning and group work
- Home assignment

4.2 Specific Instructional Techniques

Unit	Activity and instructional techniques
1.	The teacher will pose the class short questions on basic process of health education research and discuss on them one after another. S/He will remind students of the research designs and present them with question-answer approach. The teacher will demonstrate literature search methods using key word search methods and Boolean operators. The students will practice formulating research questions and hypothesis in the class. They will also discuss on methods of testing the hypothesis.
2.	The students will prepare research tools and make a mock drill session in the classroom among peers. They will be later sent to the local community for practical experience. They will inform the class about the field experience after they accomplish sample data collection through the use of the tool.
3.	A guest lecture will be organized to introduce and demonstrate basics of SPSS such as defining variables, data input, output saving and analysis for quantitative data. Similarly, NVivo and ATLAS.ti as the software programs for analysis of qualitative data will also be introduced. Students will be encouraged to bring laptops and practice the dummy data for the data entry and analysis.
4.	Students are asked to either prepare a research proposal or write a scientific research article.

5. Evaluation

5.1 Internal Evaluation - 40%

The course teacher based on following activities will conduct internal evaluation:

- | | |
|---|----------|
| 1) Attendance | 5 points |
| 2) Participation in learning activities | 5 points |

3) First assignments (Review of research reports/articles)	10 points
4) Second assignment (Preparation of tool and its simulation)	10 points
5) Third assignment (Preparation of proposal or research article)	10 points
Total:	40 points

5.2 External Examination (Final Examination) 60%

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

SN	Types of question	Marks
1	Objective type question(multiple choice 10 x 1 mark)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30
3	Long answer questions (2 questions x 10 marks with 1 OR question))	20
Total		60

6. Recommended Books and References

6.1 Recommended Books

- Abramson, J.H., & Abramson, Z.H. (2008) *Research methods in community medicine: Survey, epidemiologic research, programme evaluation and clinical trial*. West Sussex, England: John Wiley and Sons.
- Argyrous, G. (2000). *Statistics for social and health research*. London: Sage publication (For Unit I and III)
- Carver, R.H., & Nash, J.G. (2012). *Doing data analysis using SPSS version 18*. Boston, MA: Cengage Learnig (For Unit III)
- Marek, P. *The basics of scientific writing in APA styles*. Kennesaw State University.
- Murchison, J.M. (2010). *Ethnography essentials*. San Francisco: John Wiley and Sons.
- Nepal Health Research Council(2011), *National Ethical Guidelines For Health Research in Nepal And Standard Operating Procedures* , Kathmandu, (Unit 4)
- Peat, J. 2002. *Health science research: Handbook of quantitative research*. NSW, Australia: Allen & Unwi. (For Unit I and III)
- PP Simkhada, , E van Teijlingen & V Hundley(2013). Writing an academic paper for publication, *Health Renaissance* 11(1): 1-5 (Unit IV)
- Ulin, P.R., Robinson,E.T. & Tolley, E.E. (2005). *Qualitative methods in public health. A field guide for applied research*. San Francisco: Jossey-Bass. (For I, II and III)
- Salzar, L.F, Crosby. R.A. & Diclemente, R.J. (2015). *Research methods in health promotion*. San Francisco CA: Jossey-Bass (Unit I,II, III & IV)
- Stewart, A. (2002). *Basic statistics and epidemiology. A practical guide*. Abingdon, UK: Radcliffe Medical Press. (For unit I and III)
- WHO (1994). *Teaching Health Statistics Twenty Lessons and Seminar Outlines*, New Delhi: CBS Publishers and Distributors (Unit II and III)

6.2 References

- Andrew, S., and Halcomb, E.J. (2009). *Mixed method research in nursing and the health sciences*. West Sussex, England: Blackwell Publishing.
- Budhathoki, C.B., and Wagle, B.P. (2069 BS). *Community organization and health* (in Nepali). Kathmandu: Pinnacle Publication.
- Budhathoki, C.B. (2012). *Unheard voices of people on health. Case studies from rural areas of Nepal. A source book of case study research*. Kathmandu, Pinnacle Publication
- CDC, *Principle of epidemiology in public health practice*. Available from www.cdc.gov/training/products/ss1000 (Unit 1)
- Denzin, N. K. & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd Ed.). Sage Publications Inc
- Devkota, B. (2068 BS). *Health research methodology*. Kathmandu, Educational Resource and Development Center Nepal
- Green, J., and Thorogood, Nicki (2004). *Qualitative methods for health research*. London: Sage Publication
- Mahajan, BK.(1991). *Methods in Biostatistics-for Medical Students and Research Workers*. New Delhi, India, Jaypee Brothers Medical Publishers (P) Ltd.
- Silverman D.(2001). *Interpreting Qualitative data: methods for analysis talk, text and interaction*, 2nd edition, London, Sage
- Sylvia, W.S. (2004). *Biostatistics and epidemiology. A primer for health and biomedical professional*. New York: Springer.
- Takashakkori, A, & Teddlie ,C.(2002). *Handbook of mixed methods in the social and behavioural research*. Thousand Oaks, CA, Sage Publication.
- WHO.(1992). *Health research methodology: A Guide for Training in Research Methods*
- World Health Organization. (2000). *Operational Guidelines for Ethics Committees That Review Biomedical Research*, Geneva(Unit IV)

Course Title: Health Education Planning and Management**Course No. : H.Ed. 539**

Nature of course: Theoretical

Level: M.Ed.

Credit hour: 3

Semester: Third

Teaching hours: 48

1. Course Description

This course is designed to provide students with the concepts, procedures, theories and experiences of program planning and its management. It emphasizes on enabling the students to plan and manage health education instruction and programs in a systematic way.

2. General Objectives

The general objectives of this course are as follows:

- To make the students familiar with the concept of planning and its models used in health education.
- To provide the students with the knowledge of management functions and theories applicable in health education.
- To acquaint the students with the concept of organizational behavior and leadership approaches needed for a manager.
- To acquaint the students with the process of planning and managing health education instruction and programs.
- To familiarize students with the knowledge of motivation perspectives and classroom management strategies for effective instructional planning.
- To provide the students with the knowledge and skills of strengthening school health programs and management of school health service and healthy school environment.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Describe the need of planning in health education and promotion programs. • Identify the steps of planning in health education and promotion programs. • Conceptualize the types of health needs and the stages of assessing them. • Describe and apply various models of planning health education and promotion programs.	Unit 1: Planning in Health Education and Promotion (12) 1.1 Concept and need of planning in health education and promotion 1.2 Steps of planning in health education and promotion 1.3 Assessing health needs 1.3.1 Concept and types of health needs 1.3.2 Stages of assessing health needs 1.4 Model of planning health education and promotion program 1.4.1 McCarthy's model of rational planning 1.4.2 PRECEDE-PROCEED model 1.4.3 Dignan and Carr's model 1.4.4 Theory of change/Logical framework of planning

	1.4.5 SWOT analysis
- Describe the concept and principles of management used in health education and promotion. - Discuss the functions of management. - Identify managerial roles and skills needed for a health education and promotion manager in educational institution. - Mention the qualities of an effective manager. - Describe the theories of management used in managing health education and promotion programs. - Describe the concept and need of organization behavior for managers in health education and promotion. - Explain the concept and theories of leadership.	Unit 2: Management in Health Education and Promotion (10) 2.1 Concept and principles of management 2.2 Functions of management 2.3 Managerial roles and skills of a health education and promotion manager in educational institution 2.4 Qualities of an effective manager 2.5 Theories of management 2.5.1 Classical theories 2.5.2 Neo-classical theories 2.5.3 Modern management theories (system theory, total quality management and team management) 2.6 Concept and need of organizational behavior for managers 2.7 Concept and theories of leadership approaches
- Introduce instructional planning in health education. - Identify and use the teacher centered lesson planning, direct instruction and instructional strategies. - Identify and use the student centered principles and instructional strategies. - Describe the concept and need of motivation and motivation perspectives. - Use extrinsic and intrinsic motivation techniques. - Describe the concept and need of classroom management. - Identify and use the principles and styles of classroom arrangement during health instruction. - Analyze the strategies of creating positive environment for learning	Unit 3: Planning and Management of Health Education Instruction (14) 3.1 Introduction to instructional planning in health education 3.2 Teacher centered planning and instruction 3.2.1 Teacher centered lesson planning 3.2.2 Direct instruction 3.2.3 Teacher centered instructional strategies 3.3 learner centered planning and instruction 3.3.1 Learner centered principles 3.3.2 Learner centered instructional strategies 3.4 Planning for student motivation for effective learning 3.4.1 Concept and need of motivation 3.4.2 Motivation perspectives (behavioral, humanistic, cognitive and social) 3.4.3 Using extrinsic and intrinsic motivation 3.5 Health Education classroom management

and dealing with problem behaviors and aggression.	3.5.1 Concept and need of classroom management 3.5.2 Principles and styles of classroom management 3.5.3 Strategies of creating positive environment for learning 3.5.4 Strategies for dealing with problem behaviors aggression and inclusive teaching.
- Describe the process of strategic planning in school health program. - Identify the challenges to achieving the vision of school health program in Nepal. - Analyze various strategies for strengthening school health programs. - Identify the indicators for planning and managing school health program. - Apply the ways to manage school health service in Nepal. - Apply the ways to manage healthy school environment in Nepal. - Review various case studies on cost effective interventions in school health programs.	Unit 4: Planning and Management of School Health Program (12) 4.1 Concept and process of planning in school health program 4.2 Challenges to achieving the vision of school health program in Nepal 4.3 Strategies for strengthening school health programs 4.3.1 Vision building and strategic planning 4.3.2 Advocacy 4.3.3 Networking and collaboration 4.3.4 Resource mobilization and allocation 4.3.5 Capacity building 4.3.6 Operations research 4.4 Indicators for planning and managing school health program 4.5 Management of school health service (through Nurse, health teacher, outsourcing and collaboration with local health facility) 4.6 Management of healthy school environment (through infrastructural planning, school community mobilization, School health committee, child clubs and generating operations maintenance fund) 4.7 Case studies on cost-effective interventions in school health program

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 and sub-units, while the second group consists of proposed specific instructional techniques applicable to the specific units and topics.

4.1 General Instructional Techniques

- Lecture
- Group work
- Presentation
- Question-answer
- Discussion
- Case study and field work
- Peer learning

4.2 Specific Instructional Techniques

Unit	Activities and Instructional Techniques
1	Students in groups will self-study the planning models and each group will present it in the class. The presentation will be followed by the discussion to find out the application of these models.
2	Students will visit a nearby school; meet the principal and other fellow teachers and interview with them about the managerial practice of the principal. Student will prepare a case study report including the qualities of the principal as a manager, his/her knowledge on organizational behavior and leadership approaches.
3	Students will be asked to prepare lesson plan following teacher centered or student centered approach. They will demonstrate a lesson of 20 minutes including classroom management skills. It will be discussed in the classroom and given feedback by the peers and teacher.
4	Students will be divided into groups and assigned to visit a nearby school to identify the status of school health program. They will apply a short program on school health service or healthy school environment. They will write a report at the end.

5. Evaluation

5.1 Internal Evaluation - 40%

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

6) Attendance	5
7) Class participation	5
8) First assignment (Group presentation)	10
9) Second assignment (Case study)	10
10) Third assignment (Observation on SHP and report writing)	10
Total	40

5.2 External Examination (Final Examination) 60%

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

SN	Types of question	Marks
1	Objective type question(multiple choice 10 x 1)	10
2	Short answer questions (6 questions x 5 marks with 2 OR questions)	30

3	Long answer questions (2 questions x 10 marks with 1 OR question))	20
Total		60

6. Recommended Books and References

6.1 Recommended Books

- Glanz, K., Rimer, B.K., & Lewis, F.M. (2002). *Health behavior and health education: Theories, research and practice* (3rd ed.). San Francisco: John Wiley & Sons, Inc.
- Government of Nepal (2006). National school health and nutrition strategy, Nepal, Ministry of Health Population and Ministry of Education and Sport, Kathmandu.
- Government of Nepal (2014). Joint action plan 2071/72- 2076/77 school health and nutrition, Ministry of Health and Population and Ministry of Education, Kathmandu
- McKenzie, J. F., & Smeltzer, J. L. (2001). *Planning, implementing, and evaluating health promotion program: A miner* (3rd ed.). London: Allyn and Bacon.
- Park, K. (2007). *Park's textbook of social medicine* (19th ed.). Jabalpur: M/s Banarsidas Bhanot.
- Pradhan, H. B. (2003). *A textbook of health education; Philosophy & principles*. Kathmandu: Educational Publishing House.
- Robbins, S.P. (2003). *Organizational behavior* (10th ed.). Delhi: Pearson Education (Singapore) Pte. Ltd.
- Rubinson, L., & Alles, W. F. (1984). *Health education foundation for the future*. Mosby USA: Times Mirror.
- Santrock, J.W. (2006). *Educational psychology: Classroom update: preparing for praxis and practice* (2nd ed.). New Delhi: Tata McGraw-Hill. Pp. 374-485.
- Thomas, R.K. (2002). *Health service planning* (2nd ed.). New York: Kluwer Academic Publishers
- Zuckerman, A.M. (2006). *Healthcare strategic planning* (2nd ed.). New Delhi: Prentice-Hall of India Pvt.

6.2 References

- Green A. (1999). *An introduction to health planning in developing countries* (2nd ed.). New York: Oxford University Press
- Baidhya, P. C. et al. (2068 BS). *Foundation and principle of health education*. Kathmandu: Pinnacle Publication.
- Budhathoki, C.B., & Wagle, B.P. (2068). *School health programme management*. Kathmandu: Pinnacle Publication.
- Fleming, I., & Steen, L. (2004). *Supervision and clinical psychology* (2nd ed.). East Sussex: Brunner-Routledge
- GoN (2006). *National school health and nutrition strategy, Nepal*. Kathmandu Author.

- Jones, R.A.P (2007). *Nursing leadership and management: Theory, process and practices*. Philadelphia: F.A. Davis Company.
- Meeks, L. et al. (2003). *Comprehensive school health education: totally awesome strategies for teaching health*. New York: Mc. Graw–Hill.
- Neupane, D., & Khanal, V. (2010). *A textbook of health service management in Nepal*. Kathmandu: Vidyarthi Pustak Bhandar.
- SCHP (2062 BS). *School health program implementing guidelines (In Nepali)*. School and Community Health Project (SCHP), Teku, Kathmandu.
- Sallis, E. (2005). *Total management in education* (3rd ed.). London: Kogan Page Ltd.
- Tomkins, J. R. (2005). *Organization theory and public management*. Belmont, CA: Thomson Learning Inc.
- UNESCO (2007). *Reforming school supervision for quality improvement: Module 7- Alternative model in reforming school supervision*. Paris: IIEP/UNESCO available from www.unesco.org/iiep

Nepali Subjects

पाठ्यांश शीर्षक : भाषिक विधा शिक्षण

क्र.आ. : ३

पाठ्यांश संख्या : नेपा.शि. ५३९

पाठ्यांश प्रकृति : सैद्धान्तिक

तह : एम.एड.

प्रतिहप्ता पाठघन्टी : ३

सेमेस्टर : तेस्रो

जम्मा पाठघन्टी : ४८

१. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित 'नेपाली शिक्षा' विषय लिई स्नातकोत्तर (एम.एड.) तहमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार गरिएको हो। यस पाठ्यांशमा नेपाली भाषा शिक्षणका सन्दर्भमा भाषिक सिप विकासका दृष्टिले विधा शिक्षण तथा आस्वादनका दृष्टिले साहित्यिक विधा शिक्षण प्रविधिसम्बन्धी विविध पक्षहरूको सैद्धान्तिक र प्रायोगिक सुझाव विकास गर्ने खालका भाषिक विधा र साहित्यिक विधा शिक्षणसाग सम्बन्धित सामग्रीहरू राखिएको छ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित उद्देश्यहरू हासिल गर्न सक्षम हुनेछन् :

- भाषिक सिप विकासका दृष्टिले भाषिक विधा शिक्षणका सामान्य र विशिष्ट प्रयोजन तथा प्रक्रियाहरू बताउन
- भाषिक सिप विकासका दृष्टिले विविध भाषिक विधा शिक्षणका विशिष्ट प्रयोजन र प्रक्रियाहरूको वर्णन गर्न
- भाषा शिक्षण र साहित्यिक विधा शिक्षणमा रहेका भिन्नताहरूको तुलनासहित आस्वादनका दृष्टिले साहित्यिक विधा शिक्षणको आवश्यकता, महत्त्व र प्रयोजन बताउन
- आस्वादनीय दृष्टिले विविध साहित्यिक विधा शिक्षणका प्रयोजन र प्रक्रियाहरूको विवेचना गर्न।

३. विशिष्ट उद्देश्य र पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• भाषिक सिप शिक्षणमा विधा शिक्षणको सम्बन्ध देखाउन • भाषिक सिप विकासका दृष्टिले विधा शिक्षणका सामान्य प्रयोजनहरू बताउन	एकाइ एक : भाषा शिक्षण र विधा शिक्षण (१०) १.१ भाषिक सिप शिक्षण र विधा शिक्षणको सम्बन्ध

• भाषिक सिप विकासका दृष्टिले विधा शिक्षणका विशिष्ट प्रयोजनहरू औल्याउन • भाषिक सिप विकासका दृष्टिले विधा शिक्षणका सामान्य प्रक्रियाहरू निर्धारण गर्न • भाषिक सिप विकासका दृष्टिले विधा शिक्षणका विशिष्ट प्रक्रियाहरू इङ्गित गर्न ।	१.२ भाषिक सिप विकासका दृष्टिले विधा शिक्षणका सामान्य प्रयोजन १.३ भाषिक सिप विकासका दृष्टिले विधा शिक्षणका विशिष्ट प्रयोजन १.४ भाषिक सिप विकासका दृष्टिले विधा शिक्षणका सामान्य प्रक्रिया १.५ भाषिक सिप विकासका दृष्टिले विधा शिक्षणका विशिष्ट प्रक्रिया
• भाषिक सिप विकासका दृष्टिले कथा शिक्षणका प्रयोजन र प्रक्रियाहरू औल्याउन • भाषिक सिप विकासका दृष्टिले कविता शिक्षणका प्रयोजन र प्रक्रियाहरू निर्धारण गर्न • भाषिक सिप विकासका दृष्टिले निबन्ध शिक्षणका प्रयोजन र प्रक्रियाहरू आकलन गर्न • भाषिक सिप विकासका दृष्टिले रूपक विधाका विभिन्न उपविधा शिक्षणका प्रयोजन र प्रक्रियाहरू प्रस्तुत गर्न • भाषिक सिप विकासका दृष्टिले जीवनी शिक्षणका प्रयोजन र प्रक्रियाहरू स्पष्ट पार्न • भाषिक सिप विकासका दृष्टिले चिठी/निवेदन शिक्षणका प्रयोजन र प्रक्रियाहरू उल्लेख गर्न • भाषिक सिप विकासका दृष्टिले दैनिकी शिक्षणका प्रयोजन र प्रक्रियाहरूको सूची तयार गर्न • भाषिक सिप विकासका दृष्टिले विविध भाषातत्त्व शिक्षणका प्रयोजन र प्रक्रियाहरू निर्योत गर्न ।	एकाइ दुई : भाषिक सिप विकासका दृष्टिले विविध साहित्यिक र साहित्येतर विधा शिक्षणका विशिष्ट प्रयोजन र प्रक्रिया (५) २.१ कथा शिक्षण : प्रयोजन र प्रक्रिया २.२ कविता शिक्षण : प्रयोजन र प्रक्रिया २.३ निबन्ध शिक्षण : प्रयोजन र प्रक्रिया २.४ रूपक शिक्षण २.४.१ संवाद शिक्षण : प्रयोजन र प्रक्रिया २.४.२ वादविवाद शिक्षण : प्रयोजन र प्रक्रिया २.४.३ मनोवाद शिक्षण : प्रयोजन र प्रक्रिया २.४.४ एकाङ्की शिक्षण : प्रयोजन र प्रक्रिया २.४.५ वक्तृता शिक्षण : प्रयोजन र प्रक्रिया २.५ जीवनी शिक्षण : प्रयोजन र प्रक्रिया २.६ चिठी/निवेदन शिक्षण : प्रयोजन र प्रक्रिया २.७ दैनिकी शिक्षण : प्रयोजन र प्रक्रिया २.८ भाषातत्त्व शिक्षण

	२.८.१ वर्णविन्यास र लेख्य चिो शिक्षण : प्रयोजन र प्रक्रिया २.८.२ व्याकरण शिक्षण : प्रयोजन र प्रक्रिया २.८.३ शब्दभण्डार शिक्षण : प्रयोजन र प्रक्रिया
खण्ड 'ख' साहित्यिक आस्वादनका रूपमा विधाशिक्षण	
- भाषा शिक्षणका सन्दर्भमा साहित्यिक विधा शिक्षणको परिचय दिन - भाषिक सिप शिक्षण र साहित्यिक विधा शिक्षणमा भिन्नता देखाउन - भाषिक सिप शिक्षणमा साहित्यिक विधा शिक्षणको आवश्यकता र महत्त्व औल्याउन - आस्वादनका दृष्टिले साहित्यिक विधा शिक्षणका प्रयोजन स्पष्ट पार्न ।	एकाइ तिन : भाषाशिक्षण र साहित्यिक विधा शिक्षण (१०) ३.१ साहित्य शिक्षणका रूपमा विधा शिक्षणको परिचय ३.२ भाषिक सिप शिक्षण र साहित्यिक विधा शिक्षणमा भिन्नता ३.३ भाषिक सिप शिक्षणमा साहित्यिक विधा शिक्षणको आवश्यकता र महत्त्व ३.४ साहित्यिक आस्वादनका दृष्टिले विधा शिक्षणको प्रयोजन
- साहित्यिक विधाका रूपमा कविताकाव्यको परिचय, शिक्षण आवश्यकता र प्रयोजन, शिक्षण विधि, शिक्षण क्रम तथा सहकार्यकलाप स्पष्ट पार्न - नाटक/एकाङ्की विधाको परिचय सहित शिक्षण आवश्यकता, प्रयोजन, शिक्षण विधि र शिक्षण क्रमको वर्णन गर्न	एकाइ चार : आस्वादनीय दृष्टिले विविध साहित्यिक विधा शिक्षणका प्रयोजन र प्रक्रिया (१३) ४.१ कविताकाव्य विधा शिक्षण ४.१.१ कविताकाव्यको परिचय ४.१.२ भाषा पाठ्यक्रममा कविताकाव्यको स्थान ४.१.३ कविता काव्य शिक्षणको आवश्यकता र प्रयोजन ४.१.४ कविताकाव्य शिक्षणका विभिन्न विधि र प्रक्रिया ४.१.५ कविताकाव्य शिक्षणको क्रम

	४.१.६ कविताकाव्यप्रति रुचि उत्पन्न गर्ने सहकार्यकलापहरू ४.२ नाटक/एकाङ्की विधा शिक्षण ४.२.१ नाटक/एकाङ्कीको परिचय ४.२.२ नाटक/एकाङ्की शिक्षणको आवश्यकता र प्रयोजन ४.२.३ नाटक/एकाङ्की शिक्षणका विधि र प्रक्रिया ४.२.४ नाटक/एकाङ्की शिक्षणको क्रम
• निबन्ध विधाको परिचय, शिक्षण आवश्यकता, प्रयोजन, शिक्षण विधि र शिक्षण क्रमको बयान गर्न • कथा/उपन्यास विधाको शिक्षण आवश्यकता र प्रयोजन, शिक्षण विधि एवम् शिक्षण क्रमको रूपरेखा बताउन • साहित्य शास्त्र विधाको परिचय, शिक्षण आवश्यकता र प्रयोजन तथा शिक्षण विधिहरूको वस्तुगत व्याख्या गर्न ।	एकाइ पाच : निबन्ध, कथा/उपन्यास र साहित्य शास्त्र विधा शिक्षण : प्रयोजन र प्रक्रिया (१०) ५.१ निबन्ध विधा शिक्षण ५.१.१ निबन्धको परिचय ५.१.२ निबन्ध शिक्षणको आवश्यकता र प्रयोजन ५.१.३ निबन्ध शिक्षणका विधि र प्रक्रिया ५.१.४ निबन्ध शिक्षणको क्रम ५.२ कथा र उपन्यास विधा शिक्षण ५.२.१ कथा र उपन्यासको परिचय ५.२.२ कथा र उपन्यास शिक्षणको प्रयोजन ५.२.३ कथा र उपन्यास शिक्षणका विधि र प्रक्रिया ५.२.४ कथा र उपन्यास शिक्षणको क्रम ५.३ साहित्यशास्त्र विधा शिक्षण ५.३.१ साहित्यशास्त्रको परिचय

	५.३.२ साहित्यशास्त्र शिक्षणको आवश्यकता र प्रयोजन ५.३.३ साहित्यशास्त्र शिक्षणका विधि र प्रक्रिया
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४. शिक्षण विधि : प्रत्येक एकाइमा आवश्यकताअनुसार साधारण र विशिष्ट शिक्षण प्रविधि उपयोगमा ल्याइनेछ ।

४.१ साधारण शिक्षण प्रविधि : एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिम र आरेखका आधारमा व्याख्यान, प्रश्नोत्तर, छलफल र शिक्षक प्रस्तुतीकरण विधि आगालिनेछ ।

४.२ विशिष्ट शिक्षण प्रविधि : प्रत्येक एकाइमा एकाइको प्रकृतिअनुरूप गृहकार्य, समूहकार्य, आवधिक कार्य, गोष्ठीपत्र तयार गरी प्रस्तुतीकरण गर्ने विधि उपयोग गरिनेछ ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०० अङ्कभर छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउनेछन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।

दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउनेछन् :

परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।

तेस्रो आन्तरिक परीक्षाका लागि आन्तरिक सुधार परीक्षाका रूपमा ६० पूर्णाङ्कको परीक्षा लिई त्यसलाई १० अङ्कमा रूपान्तर गरिनेछ ।

उपर्युक्त पहिलो, दोस्रो, तेस्रो आन्तरिक परीक्षा मध्ये दुईवटा लिखित परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्ने छ ।

२. बाहे मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६० अङ्कभर छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सत्रान्तमा परीक्षा लिइने छ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह ...क : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह ...ख : छोटो उत्तर आउने प्रश्न	६ (कुनै दुईवटा प्रश्नमा अथवा)	६	५	३०
समूह ...ग : लामो उत्तर आउने प्रश्न	२ (कुनै एउटा प्रश्नमा अथवा)	२	१०	२०

उपस्थिति र कक्षा सहभागिता

(क) सेमेस्टर प्रणालीमा ८० प्रतिशत उपस्थिति अनिवार्य हुनेछ । १० प्रतिशतसम्म उपस्थिति हुने विद्यार्थीलाई ४ अङ्क र ९० भन्दा माथि उपस्थित हुने विद्यार्थीलाई ५ अङ्क प्रदान गरिनेछ ।

(ख) कक्षा सहभागिताको ५ अङ्क मध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षाकार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्नेछन् ।

६. सिफारिस गरिएका सन्दर्भ सामग्रीहरू

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- ८ अधिकारी, हेमाङ्गराज र केदारप्रसाद शर्मा (२०५६), *प्रारम्भिक नेपाली शिक्षण*, काठमाडौं : विद्यार्थी पुस्तक भण्डार
- ८ ढकाल, शान्तिप्रसाद (२०६२), *नेपाली भाषाशिक्षण : परिचय र प्रयोग*, काठमाडौं : मनकामना बुक्स एन्ड स्टेसनरी ।
- ८ ढुङ्गेल, भोजराज र दुर्गाप्रसाद दाहाल (२०६७), *नेपाली भाषाशिक्षण*, काठमाडौं : एम.के. पब्लिसर्स एन्ड डिस्ट्रिब्युटर्स ।
- ८ नुनन, डेभिड (सन् १९९८), *ल्याङ्ग्वेज टिचिङ मेथोडोलोजी*, न्युयोर्क : प्रेन्टिस हल ।
- ८ पाण्डेय, राम शकल (सन् १९७६), *हिन्दी शिक्षण*, आगरा : विनोद पुस्तक भण्डार ।
- ८ भट्टराई, रामप्रसाद (२०७९) , *सान्दर्भिक नेपाली भाषाशिक्षण* , कीर्तिपुर : इन्टेलेक्च्युअल बुक प्यालेस
- ८ राष्ट्रिय भाषा नीति सुझाव आयोग (२०५०), *राष्ट्रिय भाषा नीति सुझाव आयोगको प्रतिवेदन*, काठमाडौं : प्रज्ञा भवन ।
- ८ रिचर्ड्स, जे. एन्ड टी. रोजर्स (सन् १९८५), *एप्रोचेज एन्ड मेथड्स इन ल्याङ्ग्वेज टिचिङ*, क्याम्ब्रिज : क्याम्ब्रिज युनिभर्सिटी प्रेस ।
- ८ रिचर्ड्स, जे. एन्ड टी. रोजर्स (सन् १९९०), *दि ल्याङ्ग्वेज टिचिङ म्याट्रिक्स*, क्याम्ब्रिज : क्याम्ब्रिज युनिभर्सिटी प्रेस ।
- ८ रबर्ट, ल्याडो (सन् १९६४), *ल्याङ्ग्वेज टिचिङ : अ साइन्टिफिक एप्रोच*, न्युयोर्क : म्याग्रहिल ।
- ८ लाजर, गिलियन (सन् १९९३), *लिटरेचर एन्ड ल्याङ्ग्वेज टिचिङ*, क्याम्ब्रिज : क्याम्ब्रिज युनिभर्सिटी प्रेस ।
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- ८ शर्मा, केदारप्रसाद र माधव प्रसाद पौडेल (२०६७), *नेपाली भाषा र साहित्य शिक्षण*, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

मिति : २०७९ । १० । १९

पाठ्यांश शीर्षक : नेपाली भाषाशिक्षण

क्रे.आ. : ३

पाठ्यांश संख्या : नेपा.शि. ५३५

पाठ्यांश प्रकृति : सैद्धान्तिक

तह : एम.एड.

प्रतिहप्ता पाठघन्टी : ३

सेमेस्टर : तेस्रो

जम्मा पाठघन्टी : ४८

१. पाठ्यांश परिचय

यो पाठ्यांश शिक्षाशास्त्र सङ्कायान्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा स्नातकोत्तर (एम.एड.) विशिष्टीकरण गर्न चाहने विद्यार्थीहरूको लागि तयार गरिएको हो । यस पाठ्यांशमा भाषा शिक्षणका सिद्धान्त र नेपाली शिक्षणका विविध स्वरूप, भाषिक सिप, शिक्षण प्रविधि, शब्दार्थ, शब्दभण्डार, वाक्य रचना तथा व्याकरण शिक्षण, कक्षा व्यवस्था र निराकरणात्मक शिक्षण, शिक्षण सामग्री र विविध शिक्षण प्रविधिहरू र अध्यापन योजनाआदि पाठ्यसामग्रीहरू रहेका छन् ।

२. साधारण उद्देश्य

यस पाठ्यांशको अध्ययनपछि विद्यार्थीहरू निम्नलिखित साधारण उद्देश्यहरू हासिल गर्न सक्षम हुनेछन् :

- भाषा शिक्षणका सिद्धान्त, नेपाली शिक्षणका विविध स्वरूप, परम्परा र वर्तमान स्थितिको आकलन गर्न
- नेपाली भाषाका श्रवण कला, वक्तृत्व कला, पठन कला, लेखन कला, उच्चारण, वर्णविन्यास र सहकार्यकलाप शिक्षणका प्रविधिहरूको प्रासङ्गिक वर्णन गर्न
- नेपाली भाषाका शब्दार्थ, शब्दभण्डार, वाक्यरचना र व्याकरण शिक्षणका विधि, प्रविधिहरू प्रयोग गर्न
- नेपाली शिक्षणका सन्दर्भमा कक्षाव्यवस्था र निराकरणात्मक शिक्षणका उपायहरू सुझाउन
- नेपाली भाषा शिक्षणका सन्दर्भमा शिक्षण सामग्री र विविध शिक्षण प्रविधिहरूको उपयोग सन्दर्भ पहिल्याउन
- नेपाली भाषा शिक्षणमा अध्यापन योजनाका प्रयोजन, प्रकार र ढाँचा पहिल्याई तिनको निर्माण र प्रयोग अभ्यास गर्न ।

३. विशिष्ट उद्देश्य र पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
- भाषा शिक्षणको परिचय दिन - भाषा शिक्षणका आधारभूत सिद्धान्तहरूको व्याख्या गर्न	एकाइ एक : भाषा शिक्षणका सिद्धान्त र नेपाली शिक्षणका विविध स्वरूप (१०) १.१ भाषा शिक्षणको परिचय १.२ भाषा शिक्षणका आधारभूत सिद्धान्त

■ शास्त्रीय भाषा, स्थानीय वा राष्ट्रभाषा र विदेशी भाषाका सापेक्षतामा नेपाली शिक्षणको भूमिका स्पष्ट पार्न ■ पहिलो, दोस्रो र विदेशी भाषाका रूपमा नेपाली शिक्षणको आवश्यकता र स्वरूप वा रूपरेखा बताउन ■ ऐतिहासिक दृष्टिले नेपाली शिक्षण गतिविधिको सर्वेक्षण गरी वर्तमान स्थितिको आकलन गर्न ।	१.३ शास्त्रीय भाषा, स्थानीय भाषा ,राष्ट्रभाषा र विदेशी भाषाका सापेक्षतामा नेपाली शिक्षण १.४ पहिलो, दोस्रो र विदेशी भाषाका रूपमा नेपाली शिक्षणको आवश्यकता र स्वरूप १.५ नेपाली शिक्षण परम्परा र वर्तमान स्थिति ■ वि.सं. २०२८ अगि र पछिका विविध गतिविधि एवम् प्रयासहरू ■ नेपाली शिक्षणको वर्तमान अवस्था
■ शिक्षण प्रयोजन, श्रवण प्रकार र शिक्षण कार्यकलापहरूको रूपरेखा सहित श्रवण कला शिक्षणको परिचय दिन ■ परिचय र प्रयोजन सहित वक्तृत्व कला शिक्षणका कार्यकलापहरूको रूपरेखा बताउन ■ पठन कलाका सन्दर्भमा यसका प्रकार, वाचन कला, मौन पठन कला र द्रुत पठन कला शिक्षणका आवश्यक तत्त्व एवम् प्रक्रियागत पक्षहरू उजागर गर्न ■ उच्चारण शिक्षणको परिचय दिई यसका शिक्षण तरिका र शिक्षण क्रम उल्लेख गर्न ■ लेखन कला शिक्षणका प्रकार, प्रयोजन, सामान्य कार्यकलाप तथा सम्बद्ध सिप विकासका प्रारम्भिक र उत्तरवर्ती कार्यकलापहरूको वर्णन गर्न ■ परिचय, प्रयोजन, प्रमुख त्रुटिक्षेत्र र कार्यकलाप सहित वर्णविन्यास शिक्षणको परिचय दिन ■ नेपाली भाषिक सिप प्रवर्धनमा सहयोग पुऱ्याउने प्रमुख सहकार्यकलापहरूको प्रक्रियागत परिचय दिन ।	एकाइ दुई : भाषिक सिप शिक्षण प्रविधि (८) २.१ श्रवण कला शिक्षण : परिचय, प्रयोजन, प्रकार र शिक्षण कार्यकलाप २.२ वक्तृत्व कला शिक्षण : परिचय, प्रयोजन र शिक्षण कार्यकलाप २.३ पठन कला शिक्षण : परिचय, सस्वर पठन र मौन पठन २.३.१ वाचन कला शिक्षण ■ वाचन कलाका आवश्यक तत्त्व ■ वाचनका सीमा, दोष र कमजोरीहरू ■ वाचनका कमजोरी सुधारका उपायहरू २.३.२ मौन पठन कला शिक्षण ■ परिचय ■ पाठकमा हुनुपर्ने गुण ■ फाइदा ■ शिक्षण कार्यकलाप २.३.३ पठनबोध शिक्षण ■ प्रयोजन ■ मौन पठनको उपयोग ■ सामग्री छनोट ■ शिक्षण कार्यकलाप ■ शिक्षणक्रम

	▪ बोधप्रश्नका विशेषता २.३.४ द्रुतपठन कला शिक्षण : परिचय, सामग्री छनोट र कार्यकलाप २.४ उच्चारण शिक्षण : परिचय र तरिका २.५ लेखन कला शिक्षण ▪ परिचय र प्रकार ▪ शिक्षण प्रयोजन ▪ प्रकार : यान्त्रिक, निर्देशित तथा स्वतन्त्र वा सिर्जनात्मक ▪ लेखन कला विकासका प्रारम्भिक कार्यकलाप ▪ लेखन कला विकासका उत्तरवर्ती कार्यकलाप २.६ वर्णविन्यास शिक्षण : परिचय, प्रयोजन, प्रमुख त्रुटिक्षेत्र र कार्यकलाप २.७ नेपाली शिक्षणका सहकार्यकलाप ▪ हिज्जे प्रतियोगिता ▪ वाद विवाद प्रतियोगिता ▪ अभिनयात्मक कार्यकलाप ▪ साहित्यिक प्रतियोगिता ▪ विद्यालय पत्रिका प्रकाशन ▪ साहित्यिक गोष्ठी तथा समारोह
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■ शब्दार्थ र शब्दभण्डार शिक्षणका प्रयोजन, शब्दार्थ शिक्षण विधि र शब्दभण्डार विकासका उपायहरू सुझाउन ■ उखान टुक्का शिक्षणका महत्त्व र प्रयोजन तथा प्रमुख कार्यकलापहरूको चिनारी गराउन ■ वाक्यरचना शिक्षणका प्रयोजन र प्रमुख कार्यकलापहरूको रूपरेखा बताउन ■ तहगत दृष्टिले व्याकरण शिक्षणको औचित्य निर्धारण गरी नेपाली व्याकरण शिक्षणका समस्या र समाधान तथा व्याकरण शिक्षणका प्रचलित विधिहरूको उपयोगिता औल्याउन	एकाइ तिन : शब्दार्थ, शब्दभण्डार, वाक्यरचना तथा व्याकरण शिक्षण (८) ३.१ शब्दार्थ तथा शब्दभण्डार शिक्षण ■ शब्दार्थ तथा शब्दभण्डार प्रयोजन ■ शब्दार्थ शिक्षणका विधिहरू ■ शब्दभण्डार विकासका उपायहरू ३.२ उखानटुक्का शिक्षण ■ महत्त्व र प्रयोजन ■ प्रमुख कार्यकलापहरू ३.३ वाक्यरचना शिक्षण वाक्यरचना शिक्षणको परिचय र प्रयोजन ■ वाक्यरचना शिक्षणका प्रमुख कार्यकलापहरू ३.४ व्याकरण शिक्षण ३.४.१ व्याकरण शिक्षणको औचित्य ३.४.२ नेपाली व्याकरण शिक्षणका समस्या र समाधानका उपाय ३.४.३ व्याकरण शिक्षणका प्रचलित विधि र तिनका उपयोगिता ■ निगमन विधि ■ आगमन विधि ■ भाषा संसर्ग वा प्रत्यक्ष भाषा विधि ■ भाषा पाठ्यपुस्तक विधि ■ कार्यमूलक विधि
■ नेपाली शिक्षणका सन्दर्भमा कक्षा व्यवस्थाको महत्त्व, कक्षा कोठाको सजावट, लघु वा सम र बृहत् वा विषम कक्षामा नेपाली शिक्षणका समस्या र सुविधा तथा तिनको कक्षा व्यवस्था, भाषिक पछौटे समूहको	एकाइ चार : कक्षाव्यवस्था र निराकरणात्मक शिक्षण (६) ४.१ नेपाली शिक्षण र कक्षा व्यवस्था ४.१.१ भाषा शिक्षणमा कक्षाव्यवस्थाको महत्त्व ४.१.२ भाषा कक्षाकोठाको सजावट

पहिचान र सम्बद्ध भाषा शिक्षण कार्यकलापहरूको रूपरेखा बताउन ■ निराकरणात्मक शिक्षणको परिचय सहित यसका शिक्षण प्रयोजन, त्रुटिपहिचान प्रक्रिया, शिक्षण प्रक्रिया र शिक्षणक्रम निर्धारण गर्न ।	४.१.३ लघु वा सम कक्षाको परिचय ४.१.४ लघु वा सम कक्षाका विशेषता ४.१.५ लघु वा सम कक्षामा नेपाली शिक्षण गर्दा आइपर्ने समस्याहरू ४.२ बृहत् वा विषम कक्षा ४.२.१ बृहत् वा विषम कक्षाको परिचय ४.२.२ बृहत् वा विषम कक्षाका विशेषता ४.२.३ बृहत् वा विषम कक्षामा नेपाली शिक्षण गर्दा आइपर्ने समस्याहरू ४.२.४ बृहत् वा विषम कक्षा वर्गीकरणका आधारहरू ४.३. भाषिक पछौटे समूहको पहिचान र भाषा शिक्षण कार्यकलाप ४.४ निराकरणात्मक शिक्षण ■ निराकरणात्मक शिक्षणको परिचय ■ निराकरणात्मक शिक्षणको प्रयोजन ■ निराकरणात्मक शिक्षणका उपायहरू
■ नेपाली भाषा शिक्षणका सन्दर्भमा प्रयोग गर्न सकिने विविध शिक्षण सामग्रीहरूको प्रकारगत परिचय दिन ■ नेपाली शिक्षणमा उपयोग गर्न सकिने विविध भाषिक खेल, भाषा प्रयोग शाला, कार्यक्रमबद्ध सिकाइ र कम्प्युटर जस्ता नवीन शिक्षण प्रविधिहरूको उपयोग सन्दर्भ, सम्भाव्यता र उपयोगिताको लेखाजोखा गर्न ।	एकाइ पाच : शिक्षण सामग्री र विविध शिक्षण प्रविधिहरू (१०) ५.१ नेपाली शिक्षणमा प्रयोग गर्न सकिने शिक्षण सामग्रीका सामान्य प्रकार ■ मौखिक सामग्री ■ दृश्य सामग्री ■ श्रव्य सामग्री ■ श्रव्यदृश्य सामग्री ■ स्पर्श सामग्री ५.२ नेपाली शिक्षणमा उपयोग गर्न सकिने नवीन शिक्षण प्रविधिको परिचय

	५.२.१ कम्प्युटर प्रविधिको परिचय र प्रयोग ५.२.२ मोबाइलको सकारात्मक उपयोग ५.२.३ टिम्स , जुम र गुगल मिटको प्रयोग ५.२.४ विविध भाषिक खेल ▪ ड्रिल ▪ शब्दजाल ▪ कोठे पद ▪ अन्ताक्षरी ▪ चिट्ठा ५.२.५ भाषा प्रयोगशाला ▪ भाषा प्रयोगशालाको परिचय ▪ भाषा प्रयोगशालाका प्रकार ▪ भाषा प्रयोगशालाको उपयोगिता ५.२.६ कार्यक्रमबद्ध सिकाइ ▪ परिचय र प्रकार ▪ कार्यक्रम निर्माणका तरिका ▪ पाठ्यपुस्तक ▪ उपयोगिता र सीमा ५.२.७ कम्प्युटर (सुसाङ्ख्य) प्रविधि : परिचय र उपयोगिता
▪ अध्यापन योजनाको परिचय र प्रयोजन बताउन ▪ अध्यापन योजनाका प्रकार र ढाँचा उल्लेख गर्न ▪ विभिन्न शिक्षणीय प्रयोजनले कार्य योजना, एकाइ योजना, दैनिक पाठ योजना, लघु पाठ	एकाइ छ : अध्यापन योजना (६) ६.१ अध्यापन योजनाको परिचय र प्रयोजन ६.२ अध्यापन योजनाका प्रकार र ढाँचा ▪ कार्ययोजना ▪ एकाइ योजना ▪ दैनिक अध्यापन योजना र लघु दैनिक अध्यापन योजना ६.३ विभिन्न प्रयोजनले कार्य योजना, एकाइ योजना, दैनिक पाठ योजना, लघु पाठयोजना

योजना, दैनिक अध्यापन योजना र लघु दैनिक अध्यापन योजना निर्माण गर्न ■ लघु दैनिक अध्यापन योजना निर्माण गरी लघु अध्यापन अभ्यासमा सरिक हुन ।	र दैनिक अध्यापन योजना निर्माण अभ्यास र प्रयोग
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४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रयोग हुने शिक्षण प्रविधिलाई दुई भागमा वर्गीकरण गरिएको छ । अधिकांश पाठ्यवस्तुहरू अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधि साधारण शिक्षण प्रविधिमा राखिएका छन् भने कुनै निश्चित एकाइअन्तर्गतका पाठ्यवस्तु अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधिलाई विशिष्ट शिक्षण प्रविधिअन्तर्गत राखिएको छ ।

४.१ साधारण शिक्षण प्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधिको उपयोग गरिने छ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिनेछ ।

४.२ विशिष्ट शिक्षण प्रविधि

- एकाइ एकमा सैद्धान्तिक सामग्रीको विश्लेषणका लागि व्याख्यान र छलफल विधिको उपयोग गरिनेछ ।
- एकाइ दुईमा व्याख्यान, छलफल र प्रस्तुतीकरण विधिको उपयोग गरिनेछ ।
- एकाइ तिनमा व्याख्यान, छलफल र प्रस्तुतीकरण विधि अवलम्बन गरिनेछ ।
- एकाइ चारमा व्यक्तिगत र सामूहिक रूपमा कार्यपत्र लेखन र कक्षा प्रस्तुति गर्न लगाइनेछ ।
- एकाइ पाचमा व्याख्यानका अतिरिक्त सामूहिक कार्यपत्र लेखन र प्रस्तुति गर्न लगाइनेछ ।
- एकाइ छमा कार्ययोजना, एकाइ योजना र पाठयोजना निर्माण गर्न लगाई कक्षामा प्रस्तुत गर्न लगाइनेछ ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०० अङ्कभर छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।

दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन् :

परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।

तेस्रो आन्तरिक परीक्षाका लागि आन्तरिक सुधार परीक्षाका रूपमा ६० पूर्णाङ्कको परीक्षा लिई त्यसलाई १० अङ्कमा रूपान्तर गरिनेछ ।

उपर्युक्त पहिलो, दोस्रो, तेस्रो आन्तरिक परीक्षा मध्ये दुईवटा लिखित परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्नेछ ।

२. बाह्य मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६० अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सत्रान्तमा परीक्षा लिइनेछ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह ...क : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह ...ख : छोटो उत्तर आउने प्रश्न	६ (कुनै दुईवटा प्रश्नमा अथवा)	६	५	३०
समूह ...ग : लामो उत्तर आउने प्रश्न	२	२	१०	२०

	(कुनै एउटा प्रश्नमा अथवा)			
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उपस्थिति र कक्षा सहभागिता

- (क) सेमेस्टर प्रणालीमा ८० प्रतिशत उपस्थिति अनिवार्य हुनेछ । ९० प्रतिशतसम्म उपस्थिति हुने विद्यार्थीलाई ४ अङ्क र ९० भन्दा माथि उपस्थित हुने विद्यार्थीलाई ५ अङ्क प्रदान गरिनेछ ।
- (ख) कक्षा सहभागिताको ५ अङ्क मध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्नेछन् ।

६. सिफारिस गरिएका पाठ्यपुस्तक तथा सन्दर्भ सामग्रीहरू

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मिति : २०७९ । १० । १९

पाठ्यांश शीर्षक : भाषिक अनुसन्धान विधि

क्रे.आ. : ३

पाठ्यांश सङ्ख्या : नेपा.शि. ५३७

प्रतिहप्ता पाठघन्टी : ३

पाठ्यांश प्रकृति : सैद्धान्तिक

जम्मा पाठघन्टी : ४८

तह : एम. एड.

सेमेस्टर : तेस्रो

१. पाठ्यांश परिचय

यो पाठ्यांश शिक्षाशास्त्र स्नातकोत्तर (एम. एड) कार्यक्रमअन्तर्गत सेमेस्टर प्रणालीमा आधारित नेपाली शिक्षा विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूका लागि तयार पारिएको हो। यस पाठ्यांशमा भाषिक अनुसन्धान सम्बद्ध सैद्धान्तिक र व्यावहारिक पक्षको अध्ययन गराउने अपेक्षा राखिएको छ।

२. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्य निम्नानुसार रहेका छन् :

- भाषिक अनुसन्धानको परिचय दिन ,
- भाषिक अनुसन्धानसाग सम्बद्ध विविध पक्षसाग परिचित तुल्याउन,
- भाषिक अनुसन्धानका बहुपक्षीय विषयक्षेत्रहरू पहिल्याउन सक्ने सिपको विकास गराउन ,
- भाषिक अनुसन्धानका सामान्य तथा विशिष्ट विधिहरूको परिचय दिई अनुसन्धानमा तिनको प्रयोग क्षमताको विकास गर्न सक्षम बनाउन ,
- तथ्य सङ्कलनका लागि नमुना छनोट, उपकरण निर्माण र तिनको मानकीकरण गर्ने सिप अभिवृद्धि गर्न
- अनुसन्धानका लागि सामान्यतः साङ्ख्यिकीको प्रयोगको ज्ञान र क्षमता अभिवृद्धि गराउन ,
- भाषिक अनुसन्धानको प्रयोजनका लागि अनुसन्धान प्रस्ताव तथा प्रतिवेदनलेखन कार्यमा सक्षम तुल्याउन

३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• भाषिक अनुसन्धानको परिचय दिन • भाषिक अनुसन्धानको स्वरूप र प्रकृति प्रस्ट्याउन • भाषिक अनुसन्धानको परिभाषा बताउन • भाषिक अनुसन्धानका प्रयोजन र उद्देश्य बताउन • भाषिक अनुसन्धानका प्रकारहरू बताउन,	एकाइ एक : भाषिक अनुसन्धानको परिचय (५) १.१ भाषिक अनुसन्धानको परिचय १.२ भाषिक अनुसन्धानको परिभाषा १.३ भाषिक अनुसन्धानका विशेषताहरू १.४ भाषिक अनुसन्धानका प्रकारहरू

• भाषिक अनुसन्धानको विशेषताहरू उल्लेख गर्न	
• नेपाली भाषा अनुसन्धानको परिचय दिन • नेपाली भाषा सम्बन्धी अनुसन्धानको स्थिति पहिल्याउन र मूल्याङ्कन गर्न • नेपाली भाषा शिक्षणसाग सम्बद्ध अनुसन्धानको स्थिति पहिचान गर्न • नेपाली भाषा शिक्षण सम्बन्धी अनुसन्धानको स्थिति पहिल्याउन र मूल्याङ्कन गर्न • अनुसन्धेय समस्या पहिचानका लागि नेपाली भाषा, राष्ट्रिय भाषा तथा भाषा शिक्षणसाग सम्बन्ध क्षेत्रको पहिचान गर्न, • नेपाली भाषा पाठ्यक्रम सम्बन्धी अनुसन्धानको स्थिति पहिल्याउन • नेपाली भाषापाठ्यपुस्तक सम्बन्धी अनुसन्धानसम्बन्धी स्थिति पहिल्याउन • नेपाली भाषापाठ्यपुस्तक सम्बन्धी विविध पक्षको अनुसन्धान गर्न	एकाइ दुई : नेपाली भाषा र भाषाशिक्षणसम्बन्धी अनुसन्धानको स्थिति (५) २.१ नेपालमा भाषासम्बन्धी अनुसन्धान र त्यसको स्थिति २.१.१ नेपाली भाषा अनुसन्धानको परिचय २.१.२ नेपाली भाषासम्बन्धी अनुसन्धानको स्थिति २.२ नेपाली भाषाशिक्षणसम्बन्धी अनुसन्धान र त्यसको स्थिति २.२.१ नेपाली भाषाशिक्षणसम्बन्धी अनुसन्धानको परिचय २.२.२ नेपाली भाषाशिक्षण सम्बन्धी अनुसन्धानको स्थिति र मूल्याङ्कन २.३ अनुसन्धेय समस्या पहिचानका लागि नेपाली भाषा, राष्ट्र भाषा तथा भाषाशिक्षणसाग सम्बद्ध क्षेत्रहरूको पहिचान २.३.१ नेपाली भाषा र नेपालका भाषाहरूको अध्ययन (परिचय, स्वरूप र व्यतिरेकी विश्लेषण) २.३.२ नेपाली भाषा र स्थानीय भेदहरूको अध्ययन २.३.३ नेपालका विभिन्न भाषाभाषीहरूमा पाइने त्रुटिहरूको पहिचान २.४ नेपाली भाषा पाठ्यक्रम सम्बन्धी अनुसन्धान र त्यसको स्थिति २.५ नेपाली भाषा पाठ्यपुस्तकसम्बन्धी अनुसन्धान र त्यसको स्थिति २.६ शब्दभण्डारको अध्ययन २.७ व्याकरण तथा साहित्य शिक्षणको अध्ययन २.८ भाषिक क्षमता २.९ भाषिक उपलब्धि तथा मूल्याङ्कन २.१० शिक्षण विधि र क्रियाकलाप

	२.११ मातृभाषाका पाठ्यपुस्तक तथा पाठ्यसामग्रीको अध्ययन २.१२ समस्या पहिचानका लागि सहयोगी सामग्री
• वर्णनात्मक विधिको परिचय दिई त्यसमा आधारित अनुसन्धान कार्य गर्न • सर्वेक्षण विधि र क्षेत्रीय अध्ययन विधिको परिचय, तिनका प्रकार, गुण / विशेषता र चरण बताई अनुसन्धान कार्य गर्न • भाषा प्रयोगशाला, तुलनात्मक र क्रियात्मक अनुसन्धानको परिचय, विशेषता र चरण पहिचान गरी अनुसन्धानमा उपयोग गर्न ।	एकाइ तिन : भाषिक अनुसन्धानका सामान्य विधिहरू (६) ३.१ वर्णनात्मक विधि ३.१.१ परिचय ३.१.२ विशेषता ३.१.३ चरणहरू ३.२ सर्वेक्षण विधि ३.२.१ परिचय ३.२.२ प्रकार ३.२.३ विशेषता ३.२.४ चरणहरू ३.३ क्षेत्रीय अध्ययन विधि ३.३.१ परिचय ३.३.२ प्रकार ३.३.३ विशेषता ३.३.४ चरणहरू ३.४ प्रयोगात्मक विधि ३.४.१ परिचय ३.४.२ विशेषता ३.४.३ चरणहरू ३.५ भाषा प्रयोगशाला विधि ३.५.१ परिचय ३.५.२ चरणहरू ३.५.३ विशेषता ३.६ तुलनात्मक विधि ३.६.१ परिचय ३.६.२ चरणहरू ३.६.३ विशेषता

	३.७ क्रियात्मक अनुसन्धान विधि ३.७.१ परिचय ३.७.२ विशेषता ३.७.३ चरणहरू
• अन्तः प्रेक्षात्मक विधिको परिचय दिई स्वरूप बताउन • जातिभाषिक अध्ययन विधिको परिचय दिई त्यसको उपयोग गर्न	एकाइ चार : भाषिक अनुसन्धानका विशेष विधिहरू (५) ४.१ अन्तः प्रेक्षात्मक विधिको परिचय ४.१.१ साहचर्य ४.१.२ दैनिकी अध्ययन ४.१.३ पश्चावलोकन ४.२ जातिभाषिक अध्ययन विधि ४.२.१ जातिभाषिक अध्ययन विधिको परिचय ४.२.२ जातिभाषिक अध्ययन विधिका विशेषताहरू ४.२.३ जातिभाषिक अध्ययनका प्रयुक्त अध्ययन विधिहरू • वर्णनात्मक • ऐतिहासिक • तुलनात्मक ४.२.४ विद्यालयका कक्षामा जातिभाषिक अवस्था
• अनुसन्धानमा तथ्याङ्कको महत्त्व बताउन • तथ्याङ्क सङ्कलनमा स्रोतहरूको पहिचान गर्न • जनसङ्ख्या र नमुना छनोटको परिचय दिई तिनको आवश्यकता बताउन • नमुना छनोटको प्रकार बताउन • परिमाणात्मक तथा गुणात्मक अनुसन्धानका सन्दर्भमा नमुना • तथ्याङ्क सङ्कलनका लागि प्रश्नावली, अन्तर्वार्ता, मतावली, रुजुसूचीको परिचय दिई तिनको ढाँचा तयार गर्न	एकाइ पाँच : तथ्याङ्क सङ्कलन र उपकरण (५) ५.१ अनुसन्धान तथ्य र तथ्याङ्क ५.२ तथ्याङ्क सङ्कलनका स्रोतहरू ५.२.१ प्राथमिक स्रोत ५.२.२ द्वितीय स्रोत ५.३ जनसङ्ख्या तथा नमुना छनोट ५.३.१ जनसङ्ख्या ५.३.२ नमुना छनोट ५.३.३ नमुना छनोटको आवश्यकता

• तथ्याङ्क सङ्कलनका उपकरण/साधनहरूको परिचय दिन, • तथ्याङ्क सङ्कलनमा आवश्यक उपकरणको मानकीकरण गर्न ।	५.३.४ गुणात्मक अनुसन्धानमा नमुना छनोट ५.३.५ परिमाणात्मक अनुसन्धानमा नमुना छनोट ५.३.६ नमुना छनोटको प्रकार ● सम्भावना नमुना छनोट र यसका प्रकारहरू ● असम्भावना नमुना छनोट र यसका प्रकारहरू ५.४ तथ्याङ्क सङ्कलनका उपकरण/साधन ५.४.१ अन्तर्वार्ता ५.४.२ प्रश्नावली ५.४.३ मतावली ५.४.४ रुजुसूची ५.४.५ अवलोकन ५.४.६ घटनावृत्त अभिलेख ५.४.७ रेटिङ स्केल ५.४.८ उपकरणको मानकीकरण
• भाषिक अनुसन्धानमा साङ्ख्यिकीको परिचय दिन • तथ्य/तथ्याङ्कको प्रस्तुतीकरणमा तालिकीकरणको परिचय दिई प्रयोग गर्न • तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरणमा आरेख, आलेखको प्रयोग गर्न • चलको परिचय दिई त्यसका प्रकार बताउन • तथ्य/तथ्याङ्कको विश्लेषणका लागि आवश्यकताअनुसार प्रतिशत, औसत, मध्यमान मानक विचलन र टी-टेस्टको उपयोग गरी तथ्याङ्क विश्लेषण गर्न	एकाइ छ : भाषिक अनुसन्धानमा साङ्ख्यिकीको प्रयोग (८) ६.१ साङ्ख्यिकीको परिचय ६.२ साङ्ख्यिकीका कार्यहरू ८ ६.३ भाषिक अनुसन्धानमा साङ्ख्यिकीको महत्त्व ८ ६.४ तथ्य/तथ्याङ्कको प्रस्तुतीकरण ६.४.१ तालिकीकरण ६.४.२ तथ्याङ्कको रेखाचित्रात्मक प्रस्तुतीकरण ● आरेख र आलेख ६.५ चल ६.६ प्रतिशत गणना

	६.७ औसत निर्धारण ६.८ मध्यमान ६.९ मानक विचलन ६.१० टी-परीक्षण
• अनुसन्धान/शोध प्रस्तावको परिचय दिन • अनुसन्धान प्रस्तावको आवश्यकता बताउन • अनुसन्धान/शोध प्रस्तावका ढाँचा तथा अङ्गहरूको परिचय दिन • नमुना अनुसन्धान प्रस्ताव तयार पार्न • कुनै समस्यामा शोधप्रस्ताव तयार गरी प्रस्तुत गर्न,	एकाइ सात : शोधप्रस्तावको ढाँचा (५) ७.१ अनुसन्धान प्रस्ताव / शोधप्रस्ताव ७.१.१ शैक्षिक अनुसन्धान कार्यको मौलिक उद्देश्य ७.१.२ शोधको क्षेत्र र समस्या पहिचान ७.२ शोधप्रस्तावका अङ्गहरू पृष्ठभूमि/परिचय, समस्या, उद्देश्य, प्राक्कल्पना, पूर्वकार्यको समीक्षा, अनुसन्धान अन्तराल, अध्ययनको औचित्य, अनुसन्धान विधि, अध्ययनको परिसीमा, अध्ययनको रूपरेखा, सन्दर्भकृति सूची ७.३ शोधप्रस्ताव लेखन र प्रस्तुति
• अनुसन्धान प्रतिवेदनका अङ्गहरूको परिचय दिई स्वरूप बताउन • अनुसन्धानको आदि, मध्य र अन्त्यभागमा अन्तर्निहित कुराहरू पहिचान गरी अनुसन्धान प्रतिवेदन तयार पार्न	एकाइ आठ : शोधप्रतिवेदनका अङ्गहरू (५) ८.१ अनुसन्धान / शोध प्रतिवेदन लेखनका चरणहरू ८.२ अनुसन्धान / शोध प्रतिवेदनका अङ्गहरू ८.२.१ आदिभाग / पूर्वभाग • मुखपृष्ठ • प्रतिबद्धता • शोधनिर्देशकको सिफारिस • स्वीकृतिपत्र • कृतज्ञताज्ञापन • शोधसार • विषयसूची • तालिका, चित्र, नक्सासूची • चिह्न सूची • सङ्क्षिप्त रूपको सूची

	● पारिभाषिक तथा प्राविधिक पदावली द.२.२ मध्यभाग / मूलभाग ● अध्याय र शीर्षकको ढाँचा ● अनुच्छेद विभाजन र विन्यास ● उद्धरणका प्रकार र प्रयोग ● सन्दर्भाङ्कन / सन्दर्भ सङ्केत - लेखक पृष्ठ पद्धतिमा सन्दर्भ सङ्केत - लेखक मिति पद्धतिमा सन्दर्भ सङ्केत ● पादटिप्पणीका प्रकार र प्रयोग ● सन्दर्भसूची - सन्दर्भसूचीमा समावेश गर्नुपर्ने कुराहरू - सन्दर्भसूचीको अनुक्रममा ध्यान दिनुपर्ने कुराहरू - पादटिप्पणी र सन्दर्भसूचीमा फरक - सन्दर्भसूची तयार पार्ने मुख्य पद्धतिहरू द.२.३ अन्त्य भाग / उत्तर भाग ● परिशिष्ट ● अनुक्रमणिका ● पारिभाषिक तथा अन्य शब्दावली ● व्यक्तिवृत्त
● अनुसन्धानमा प्रयुक्त भाषा प्रयोगसम्बन्धी ज्ञान र दक्षता प्राप्त गर्न ● प्रतिवेदन टङ्कनमा ध्यान दिनुपर्ने नियमहरूको पालना गर्दै टङ्कित प्रतिवेदन तयार पार्न ● उपयुक्त तथा निर्धारित प्रावधानका आधारमा आवरण पृष्ठ र गाताबन्दी निर्माण गर्न ।	एकाइ नौ : अनुसन्धानमा प्रयुक्त भाषा र प्रतिवेदन टङ्कन (४) ९.१ अनुसन्धानमा प्रयुक्त भाषा ९.१.१ वाक्यविन्यास ९.१.२ आदरार्थी प्रयोग ९.१.३ वर्णविन्यास ९.१.४ सङ्क्षिप्त रूप ९.१.५ परिमार्जन र संशोधन

	९.२ प्रतिवेदन टङ्कन र तयारी ९.२.१ शब्दविभाजन ९.२.२ अन्तरालन ९.२.३ पृष्ठाङ्कन ९.२.४ टङ्कित प्रतिवेदन संशोधन ९.२.६ गाताबन्दी
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४. शिक्षण प्रविधि

यस पाठ्यांशको अध्ययन अध्यापनका क्रममा प्रयोग हुने शिक्षण प्रविधिलाई दुई भागमा वर्गीकरण गरिएको छ । अधिकांश पाठ्यवस्तुहरू अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधि साधारण शिक्षण प्रविधिमा राखिएका छन् भने कुनै निश्चित एकाइअन्तर्गतका पाठ्यवस्तु अध्यापन गर्न प्रयोग गरिने शिक्षण प्रविधिलाई विशिष्ट शिक्षण प्रविधि अन्तर्गत राखिएको छ ।

४.१ साधारण शिक्षणप्रविधि

प्रत्येक एकाइमा आवश्यकताअनुसार व्याख्यान, प्रश्नोत्तर, छलफल तथा प्रस्तुतीकरण विधिको उपयोग गरिने छ । एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिका र आरेखहरूको उपयोग गरिने छ ।

४.२ विशिष्ट शिक्षणप्रविधि

- एकाइ एकमा सैद्धान्तिक सामग्रीको विश्लेषणका लागि व्याख्यान र छलफल विधिको उपयोग गरिनेछ ।
- एकाइ दुईमा व्याख्यान, छलफल र प्रस्तुतीकरण विधिको उपयोग गरिनेछ ।
- एकाइ तिन ,चार ,पाच र छमा व्याख्यान, छलफल र प्रस्तुतीकरण विधि अवलम्बन गरिने छ साथै आवश्यकताअनुसार आरेख तथा तालिकाको उपयोग गरिनेछ ।
- एकाइ सातमा व्यक्तिगत र सामूहिक रूपमा शोधप्रस्ताव लेखन र प्रस्तुति गर्न लगाइनेछ ।
- एकाइ आठ र नौमा नमुना शोधप्रतिवेदन तयार गर्न लगाई प्रस्तुत गर्न लगाइनेछ ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०^० अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्नेछ :
(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

- पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:
- अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञान/प्रतिभा परीक्षण आदि ।
- दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउनेछन् :
- परियोजना कार्य, अवस्था/घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।
- तेस्रो आन्तरिक परीक्षाका लागि आन्तरिक सुधार परीक्षाका रूपमा ६० पूर्णाङ्कको परीक्षा लिई त्यसलाई १० अङ्कमा रूपान्तर गरिनेछ ।
- उपर्युक्त पहिलो, दोस्रो, तेस्रो आन्तरिक परीक्षा मध्ये दुईवटा लिखित परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्नेछ ।

२ बाहे मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६०^० अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सत्रान्तमा परीक्षा लिइने छ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह ...क ^० : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह ...ख ^० : छोटो उत्तर आउने प्रश्न	६ (कुनै दुईवटा प्रश्नमा अथवा)	६	५	३०

समूह ...गु : लामो उत्तर आउने प्रश्न	२ (कुनै एउटा प्रश्नमा अथवा)	२	१०	२०
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उपस्थिति र कक्षा सहभागिता

- (क) सेमेस्टर प्रणालीमा ८० प्रतिशत उपस्थिति अनिवार्य हुनेछ । १० प्रतिशतसम्म उपस्थिति हुने विद्यार्थीलाई ४ अङ्क र १० भन्दा माथि उपस्थित हुने विद्यार्थीलाई ५ अङ्क प्रदान गरिनेछ ।
- (ख) कक्षा सहभागिताको ५ अङ्क मध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्नेछन् ।

सिफारिस गरिएका पाठ्यपुस्तक तथा सन्दर्भ सामग्री

पौडेल, राजेन्द्र प्रसाद, सिएन पण्डित (२०६८), आधुनिक अनुसन्धान पद्धति, काठमाडौं : हिमशिखर प्रकाशन ।

- पौडेल, राजेन्द्रप्रसाद (२०६८), नेपाली शिक्षा : समसामयिक सन्दर्भ, काठमाडौं : हिमशिखर प्रकाशन ।
- बन्धु, चूडामणि (२०६५), अनुसन्धान तथा प्रतिवेदन लेखन, काठमाडौं : रत्नपुस्तक भण्डार ।
- भट्टराई, रामप्रसाद (२०७६), भाषिक अनुसन्धान विधि : परिचय र प्रयोग, काठमाडौं : शुभकामना प्रकाशन
- भण्डारी, पारसमणि र रामनाथ ओझा (२०६८), भाषिक अनुसन्धान विधि, काठमाडौं : पिनाकल पब्लिकेसन ।

मिति : २०७९ । १० । १९

पाठ्यांश शीर्षक : भाषाविज्ञानका प्रमुख सिद्धान्त

क्रे.आ. : ३

पाठ्यांश सङ्ख्या : नेपा.शि. ५३८

प्रतिहप्ता पाठघन्टी : ३

पाठ्यांश प्रकृति : सैद्धान्तिक

जम्मा पाठघन्टी : ४८

तह : एम. एड.

सेमेस्टर : तेस्रो

१. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्कायअन्तर्गत सेमेस्टर प्रणालीमा आधारित स्नातकोत्तर (एम. एड.) तहमा अध्ययन गर्ने विद्यार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशबाट पूर्व र पश्चिमका प्रमुख भाषिक चिन्तन र त्यसका उपलब्धि, संरचनात्मक भाषाविज्ञान, रूपार्थपरक व्याकरण, व्यवस्थापक व्याकरण, रूपान्तरण व्याकरण र कारक व्याकरणको पृष्ठभूमि, आधारभूत मान्यता, भाषिक विश्लेषणका प्रक्रिया र पद्धति एवम् तिनका उपलब्धिसाग विद्यार्थीहरूलाई परिचित गराउने अपेक्षा गरिएको छ ।

२. साधारण उद्देश्य

यस पाठ्यांशका साधारण उद्देश्य निम्नलिखित छन् :

- भाषिक चिन्तनको पूर्वीय तथा पाश्चात्य परम्पराको जानकारी प्रदान गर्ने,
- संरचनावादी व्याकरणका विभिन्न मोड, मूलभूत अवधारणा र भाषिक विश्लेषणसाग अवगत गराउने
- रूपार्थपरक व्याकरणको पृष्ठभूमि, आधारभूत मान्यता र भाषिक विश्लेषणसाग परिचित गराउने,
- व्यवस्थापक व्याकरणको पृष्ठभूमि, मूलभूत धारणा एवम् भाषिक विश्लेषण प्रक्रियाबारे जानकारी दिने
- रूपान्तरण व्याकरणको पृष्ठभूमि, चरणविभाजन, आधारभूत मान्यता, भाषिक विश्लेषणका प्रकार र प्रक्रिया एवम् तिनका उपलब्धिको चर्चा गर्ने र
- कारक व्याकरणको पृष्ठभूमि, आधारभूत अवधारणा, भाषिक विश्लेषण प्रक्रिया र उपलब्धि प्रस्तुत गर्ने ।

३. विशिष्ट उद्देश्य तथा पाठ्यविषय

विशिष्ट उद्देश्य	पाठ्यविषय
• भाषिक चिन्तनको पूर्वीय परम्पराको चर्चा गर्ने • पूर्वीय परम्परामा वैदिक र लौकिक भाषिक चिन्तनको रूपरेखा प्रस्तुत गर्ने • पाणिनि युग एवम् त्यसका पूर्ववर्ती र उत्तरवर्ती परम्पराको बयान गर्ने	एकाइ एक : भाषिक चिन्तनको पूर्वीय र पाश्चात्य परम्परा (८) १.१ भाषिक चिन्तनको पूर्वीय परम्परा १.१.१ भाषिक चिन्तनको पूर्वीय परम्परा • पाणिनि पूर्वयुग

• भाषिक चिन्तनको पाश्चात्य परम्पराको वर्णन गर्न • पाश्चात्य परम्परामा ग्रीसेली, रोमली एवम् परम्परागत अङ्ग्रेजी व्याकरणको भाषिक चिन्तन प्रस्तुत गर्न • ऐतिहासिक र तुलनात्मक भाषिक अध्ययनको उपलब्धि वर्णन गर्न • परम्परागत भाषिक चिन्तनका उपलब्धि र सीमा निर्धारण गर्न	● पाणिनि युग ● पाणिनि उत्तर युग १.१.२ पाणिनीय व्याकरणमा पद र पदार्थ १.२ भाषिक चिन्तनको पाश्चात्य परम्परा १.२.१ भाषिक चिन्तनको ग्रीसेली परम्परा १.२.२ भाषिक चिन्तनको रोमली परम्परा १.२.३ अङ्ग्रेजीको परम्परागत भाषिक चिन्तन १.३ परम्परागत पूर्वीय र पाश्चात्य भाषिक चिन्तनका उपलब्धि र सीमा
• संरचनात्मक भाषाविज्ञानको परिचय दिन • संरचनात्मक भाषाविज्ञानको विकास , प्रमुख मोड र तिनका उपलब्धिहरूको चर्चा गर्न • युरोपेली संरचनावादका निर्दिष्ट सम्प्रदाय र तिनका उपलब्धिको वर्णन गर्न • अमेरिकाली संरचनावादको परिचय दिई विकासक्रम बताउन • संरचनावादका आधारभूत मान्यताको वर्णन गर्न • वर्ण, रूप र वाक्य विश्लेषणका संरचनावादी पद्धति उल्लेख गर्न • संरचनावाद र भाषाशिक्षणको सम्बन्ध औल्याउन • संरचनावादका उपलब्धि र सीमा निर्धारण गर्न	एकाइ दुई : संरचनात्मक भाषाविज्ञान (८) २.१ संरचनात्मक भाषाविज्ञानको परिचय २.२ संरचनात्मक भाषाविज्ञानको विकास र मोड २.३ युरोपेली संरचनावादको परिचय २.३.१ जेनेभा सम्प्रदाय र यसका उपलब्धि २.३.२ प्राग सम्प्रदाय र यसका उपलब्धि २.३.३ कोपेनहेगन सम्प्रदाय र यसका उपलब्धि २.४ अमेरिकाली संरचनावादको परिचय र विकास २.५ संरचनावादका आधारभूत मान्यता २.६ भाषिक विश्लेषणको संरचनावादी पद्धति २.६.१ वर्ण २.६.२ रूप २.६.३ वाक्य २.७ संरचनावाद र भाषाशिक्षण २.८ संरचनावादका उपलब्धि र सीमा
• रूपार्थपरक व्याकरणको परिचय दिन • रूपार्थपरक व्याकरणका आधारभूत मान्यता बताउन • रूपार्थमको परिचय र परिभाषा उल्लेख गर्न • रूपार्थमलाई व्याकरणिक सोपानक्रममा चिनाउन	एकाइ तिन : रूपार्थपरक व्याकरण (८) ३.१ रूपार्थपरक व्याकरणको परिचय ३.२ रूपार्थपरक व्याकरणका आधारभूत मान्यता ३.३ रूपार्थमको परिचय र परिभाषा ३.४ व्याकरणिक सोपानक्रम र रूपार्थम ३.५ रूपार्थपरक पद्धतिमा भाषिक विश्लेषण ३.६ रूपार्थपरक व्याकरण र भाषाशिक्षण

• रूपार्थपरक पद्धतिमा आधारित भई भाषिक विश्लेषण गर्न • रूपार्थपरक व्याकरण र भाषाशिक्षणको सम्बन्ध स्पष्ट पार्न • रूपार्थपरक व्याकरणका उपलब्धि र सीमा निर्धारण गर्न	३.७ रूपार्थपरक व्याकरणका उपलब्धि र सीमा
• व्यवस्थापरक व्याकरणको परिचय दिन • व्यवस्थापरक व्याकरणका प्रमुख मान्यताहरूको वर्णन गर्न • व्यवस्थापरक व्याकरण र अर्थको सम्बन्ध औल्याउन • व्यवस्थापरक पद्धतिमा भाषिक विश्लेषण गर्न • व्यवस्थापरक व्याकरण र भाषाशिक्षणको सम्बन्ध प्रस्ट पार्न • व्यवस्थापरक व्याकरणका उपलब्धि र सीमा निर्धारण गर्न	एकाइ चार : व्यवस्थापरक व्याकरण (८) ४.१ व्यवस्थापरक व्याकरणको परिचय ४.२ व्यवस्थापरक व्याकरणका प्रमुख मान्यता ४.२.१ भाषाका प्राथमिक कार्यमूलक तह ४.२.२ भाषाका माप तथा कोटिहरू ४.२.३ भाषाका मानहरू ४.२.३ भाषाका कार्यमूलक घटकहरू ४.३ व्यवस्थापरक व्याकरण र अर्थ ४.४ व्यवस्थापरक पद्धतिमा भाषिक विश्लेषण ४.५ व्यवस्थापरक व्याकरण र भाषाशिक्षण ४.६ व्यवस्थापरक व्याकरणका उपलब्धि र सीमा
• रूपान्तरण व्याकरणको पृष्ठभूमि र परिचय दिन • रूपान्तरण व्याकरणको विकासक्रमको चर्चा गर्न • रूपान्तरण व्याकरणका आधारभूत मान्यताको वर्णन गर्न • रूपान्तरणका प्रकार र प्रक्रियालाई चिनाउन • रूपान्तरण व्याकरण र भाषाशिक्षणको सम्बन्ध औल्याउन • रूपान्तरण व्याकरणका शक्ति र सीमा निर्धारण गर्न	एकाइ पाच : रूपान्तरण व्याकरण (८) ५.१ रूपान्तरण व्याकरणको पृष्ठभूमि र परिचय ५.२ रूपान्तरण व्याकरणको विकासक्रम ५.२.१ क्लासिकल सिद्धान्त ५.२.२ मानक सिद्धान्त ५.२.३ उत्तरवर्ती सिद्धान्त ५.३ रूपान्तरण व्याकरणका आधारभूत मान्यता ५.४ रूपान्तरणका प्रकार र प्रक्रिया ५.५ रूपान्तरण व्याकरण र भाषाशिक्षण ५.६ रूपान्तरण व्याकरणका उपलब्धि र सीमा
• कारक व्याकरणको परिचय दिन • कारक व्याकरणका प्रमुख मान्यता औल्याउन • कारकको निर्धारण गर्न • पाणिनि र फिल्मोरका कारकीय दृष्टिकोणको तुलना गर्न	एकाइ छ : कारक व्याकरण (८) ६.१ कारक व्याकरणको परिचय ६.२ कारक व्याकरणका प्रमुख मान्यता ६.३ कारकको निर्धारण ६.४ पाणिनि र फिल्मोरका कारकीय दृष्टिकोणको

• चम्स्की र फिल्मोरका कारकीय मान्यता उल्लेख गर्न • कारक व्याकरणको भाषिक विश्लेषण पद्धति औल्याउन • कारक व्याकरणका उपलब्धि र सीमा ठम्याउन	तुलना ६.५ चम्स्की र फिल्मोरका कारकीय मान्यता ६.६ कारक व्याकरणको भाषिक विश्लेषण पद्धति ६.७ कारक व्याकरण र भाषाशिक्षण ६.८ कारक व्याकरणका उपलब्धि र सीमा
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४. शिक्षण विधि : प्रत्येक एकाइमा आवश्यकताअनुसार साधारण र विशिष्ट शिक्षण प्रविधि उपयोगमा ल्याइनेछ ।

४.१ साधारण शिक्षण प्रविधि : एकाइको प्रकृतिअनुरूप पाठ्यपुस्तक, सहायक पुस्तक, सन्दर्भ पुस्तक, पाठपत्र, तालिम र आरेखका आधारमा व्याख्यान, प्रश्नोत्तर, छलफल र शिक्षक प्रस्तुतीकरण विधि आगालिनेछ ।

४.२ विशिष्ट शिक्षण प्रविधि : प्रत्येक एकाइमा एकाइको प्रकृतिअनुरूप गृहकार्य, समूहकार्य, आवधिक कार्य, गोष्ठीपत्र तयार गरी प्रस्तुतीकरण गर्ने विधि उपयोग गरिनेछ ।

५. मूल्याङ्कन प्रक्रिया

यस पाठ्यांशको मूल्याङ्कन प्रक्रिया दुई प्रकृतिको हुनेछ :

(१) आन्तरिक मूल्याङ्कन

(२) बाह्य मूल्याङ्कन

(१) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि ४०० अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि निर्दिष्ट प्रायोगिक कार्यअन्तर्गत रही विषय शिक्षकले निम्न आधारहरू अवलम्बन गर्नुपर्ने छ :

(क) उपस्थिति - ५ अङ्क

(ख) शिक्षण सिकाइमा सहभागिता - ५ अङ्क

(ग) पहिलो आन्तरिक परीक्षा - १० अङ्क

(घ) दोस्रो आन्तरिक परीक्षा - १० अङ्क

(ङ) तेस्रो आन्तरिक परीक्षा - १० अङ्क

पहिलो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन्:

अध्ययनपत्र लेखन, पुस्तक समीक्षा, लेख पुनरावलोकन, कुनै विषय शीर्षक केन्द्रित अध्ययन पत्र तयारी, आन्तरिक परीक्षा, एकाइ परीक्षा, ज्ञानप्रतिभा परीक्षण आदि ।

दोस्रो आन्तरिक परीक्षाका लागि विषय शिक्षकले निम्नलिखित कार्यहरू गर्न लगाउने छन् :

परियोजना कार्य, अवस्था तथा घटना अध्ययन, गोष्ठी, क्षेत्रकार्य, व्यक्तिगत वा समूहगत प्रतिवेदन लेखन, द्वितीय स्रोत सामग्रीमा आधारित अध्ययनपत्र लेखन, पूर्वाध्ययन, पुनरावलोकन र अभिलेखीकरण आदि ।

तेस्रो आन्तरिक परीक्षाका लागि आन्तरिक सुधार परीक्षाका रूपमा ६० पूर्णाङ्कको परीक्षा लिई त्यसलाई १० अङ्कमा रूपान्तर गरिनेछ ।

उपर्युक्त पहिलो, दोस्रो, तेस्रो आन्तरिक परीक्षा मध्ये दुईवटा लिखित परीक्षामा विद्यार्थीहरू अनिवार्य रूपमा समावेश हुनुपर्नेछ ।

२. बाह्य मूल्याङ्कन

बाह्य मूल्याङ्कनका लागि ६०० अङ्कभार छुट्याइएको छ । उक्त मूल्याङ्कनका लागि त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालयद्वारा सत्रान्तमा परीक्षा लिइनेछ । सो परीक्षामा सोधिने प्रश्नको प्रकृति, ढाँचा र त्यसको अङ्कभार निम्नानुसार हुनेछ :

प्रश्नको प्रकृति	सोधिने प्रश्न सङ्ख्या	उत्तर दिनुपर्ने प्रश्न सङ्ख्या	प्रतिप्रश्न छुट्याइएको अङ्क	पूर्णाङ्क
समूह ...क : बहुवैकल्पिक प्रश्न	१०	१०	१	१०
समूह ...ख : छोटो उत्तर आउने प्रश्न	६ (कुनै दुईवटा प्रश्नमा अथवा)	६	५	३०
समूह ...ग : लामो उत्तर आउने प्रश्न	२ (कुनै एउटा प्रश्नमा अथवा)	२	१०	२०

-) सेमेस्टर प्रणालीमा ८० प्रतिशत उपस्थिति अनिवार्य हुनेछ । १० प्रतिशतसम्म उपस्थिति हुने विद्यार्थीलाई ४ अङ्क र ९० भन्दा माथि उपस्थित हुने विद्यार्थीलाई ५ अङ्क प्रदान गरिनेछ ।
- (ख) कक्षा सहभागिताको ५ अङ्क मध्ये सम्बन्धित विषय शिक्षकले विद्यार्थीको कक्षा कार्यकलापको मूल्याङ्कन गरी अङ्क प्रदान गर्नेछन् ।

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मिति : २०७९ । १० । १९