

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

Sixth Semester Curriculum



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



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

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



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Ed. 561: Teaching Practice

Course No: Ed. 561

Semester: Sixth

Nature of course: Practical

Level: MSSED

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

1. Course Description

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

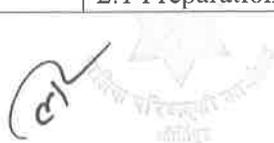
2. General Objectives

The general objectives of this course are as follows:

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

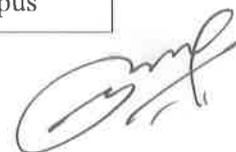
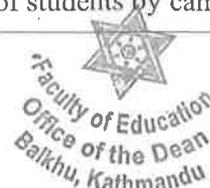
3. Specific objectives and Major activities

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



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



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



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

Phase I: Orientation of Teaching Practice (2 days)

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

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

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




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

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

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

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

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

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

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

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

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

Phase VII: Preparation of Overall Report (1 week)

- Students will prepare an overall report.

5. Evaluation of Teaching Practice

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



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

Internal and External Evaluation of Teaching Practice

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

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

Recommended Books and Reference Materials

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

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

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

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



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

Level: MSSED

Teaching: 32 hrs.

Credit Hours: 2

Semester: Sixth

Nature of Course: Theoretical

1. Course Description

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

2. General Objectives

The general objectives of the course are as follows:

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

3. Specific objectives and contents

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

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



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


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




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



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

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

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

References

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- Bernard, H.W & Fullmer, D. W. (1972). *Principles of guidance: A basic text*. Allied Publishers Pvt.
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- Gothard, B. Mignot, P., Offer, M., & Ruff, M. (Eds.). (2001). *Careers guidance in context*. Sage Publications Ltd.



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





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

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

1. Course Description

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

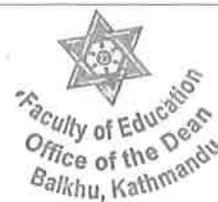
2. Course Objectives

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

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

3. Specific Objectives and Contents

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



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




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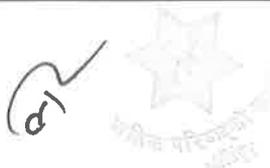
	<p>3.4.3 Use the ISBN to redeem the digital resources</p> <p>3.4.4 Respond to the question using the book</p> <p>3.4.5 Follow the prompts on the Content Cloud website to sign in or create a new account</p> <p>3.4.6 The redeemed content will now be on my content screen.</p> <p>3.4.7 Construction and use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

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

Specific Instructional Techniques

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



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

5. Evaluation

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

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

Internal Evaluation (40%)

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

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

External Evaluation

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



Recommended Books

Baily, S. (2006). Academic writing: A handbook for international students. Routledge. (For units I, II and III)

Clark, S. K. (2010). Writing Strategies for Social Studies. Shell Education (For units III)

Hamp-Lyons, L.& Heasley, B. (2007). Study writing: A course in writing skills for academic purposes. CUP. (For units I, II and III)

Leki, I. (2007). Academic writing: Exploring processes and strategies. CUP. (For units I, II and III)

References

Brown, K. (2008). Essay writing step by step. Viva Books.

Canagarajah, A. S. (2007). Geopolitics of academic writing. Orient Longman.

Fry, R. (2001). Your first resume for students and anyone preparing to enter today's tough job market. Pearson Education.

Lannon, J. M. (1992). The writing processes. New York: Harper Collins Publishers.

Seely, J. (1998). The Oxford guide to writing and speaking. OUP.

Seely, J. (2004). Writing reports. OUP.



Ed. 564: Thesis Writing Nature of course: Practical (Specialization)
 Course No: Ed. 564 Credit Hours: 5 (Course work Proposal 2, Thesis writing 3)
 Level: MSSED Semester: Sixth
 Teaching hours: 32 (For **Part A**) **Part B:** Thesis Writing and duration: 3 months

Duration: Part A: Course work (Essentials of thesis writing proposal development and duration: 3 months)

Part B: Thesis Writing and duration: 3 Months

1. Course Description: This is a *specialization course* for master's degree students that aim to provide them with both theoretical knowledge and hands-on experience for conducting original research. Accomplishing this work, each student will produce a thesis on some novel issues of their specialization, which will contribute to their fields of knowledge.

This course is divided into two parts: Part A. Course work (Essentials of thesis writing proposal development): Credit -2, Credit hours: 32, and duration: 3 months)

Part B. Thesis: 3 Credit (expected duration: 3 months)

Part A. Course work (with proposal development)

The first proposal writing part is an integral part of thesis writing course. It is also considered as a part of specialization course, which will be delivered by the subject teacher(s) assigned by the concerned department and/or campus. Generally, for each group or section of the students, one or more teachers who have sound knowledge and skills for doing research will be assigned to this work. This course focuses on writing and research skills required for successful completion of thesis writing course. During course work, teachers will facilitate students to develop proposal, prepare data collection tools and write thesis. The workload can be divided between the teachers accordingly, if two or more teachers are assigned for facilitating one group of students (generally one section).

2. General Objectives:

The primary objective of the coursework is to equip students with the essential knowledge and abilities to compose each part of the proposal. To achieve this, objective both learning and writing will occur concurrently. During the writing of each section, students will create their own illustrative examples and generate the necessary written components, which they will subsequently integrate into their proposal.

3. Specific Objectives and Contents

Specific Objectives	Contents (Total 32 hours time duration allocated under time management schedule)
<ul style="list-style-type: none"> Develop the skills of writing a research proposal and be able to write introduction section of a research proposal. 	<p>Getting ideas for Writing a Research Proposal</p> <ul style="list-style-type: none"> Selecting research area and topic Search and relevant literature, find problem, Dissect and analyse research problem, Raise Research questions and



	<ul style="list-style-type: none"> • Formulate research objectives. <ol style="list-style-type: none"> 1. Write background/context of the study 2. Write statement of the research problem 3. Write and refine research objectives and research questions 4. Write significance of the study 5. Write Delimitation of the study
<ul style="list-style-type: none"> • Learn techniques of reviewing literature and taking notes. • Demonstrate skills for writing review of literature. • Develop conceptual framework. 	<p>Writing Review of Literature</p> <ul style="list-style-type: none"> • Review of conceptual, theoretical and empirical literature • Ways for writing review of literature • Exercise for writing review of literature in class • Exercise for developing and writing conceptual framework
<ul style="list-style-type: none"> • Develop skills for writing research method and procedures • Prepare data collection tools 	<p>Writing research methodology</p> <p>Choosing appropriate research methods and procedures</p> <p>Write about research approach and design</p> <p>Identifying study areas/sites and population/participants</p> <p>Exercise for writing about study population/research participants</p> <p>Exercise for write about sampling frame and sampling design for quantitative study</p> <p>Developing and writing criteria for selecting informants/research participants in qualitative study</p> <p>Choosing data collections methods and tools</p> <p>Exercise for preparing data collection tools based on research objectives and research questions</p> <p>Writing data collection and analysis procedures</p> <p>Writing ethical procedure</p>
<ul style="list-style-type: none"> • Develop the research proposal for master's thesis following given format/guidelines. • Present the proposal in a systematic way. • Apply the APA style of writing the proposal in an organized way. 	<p>Preparing complete proposal for thesis writing based on following format.</p> <ul style="list-style-type: none"> • Preliminary Part • Cover page with the title, details of the researcher, the level for which it is written, and the department/campus. • Table of Contents • Acronyms/Abbreviations <p>Chapter I: Introduction</p> <ol style="list-style-type: none"> 1. Background of the Study 2. Statement of the Problem 3. Objectives of the Study



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	<ol style="list-style-type: none"> 4. Research Question/s (if necessary) 5. Significance of the study 6. Delimitations of the Study 7. Definition of the Key Terms <p>Chapter II: Review of related literature and conceptual framework</p> <ol style="list-style-type: none"> 1. Review of Related Literature <ol style="list-style-type: none"> 1.1.Theoretical 1.2.Empirical 2. Conceptual Framework <p>Chapter III: Methods And Procedures</p> <ol style="list-style-type: none"> 3.1 Research design (qualitative, quantitative and mixed design) 3.2 Population and sample 3.3 Sampling strategy and procedures 3.3 Research tools 3.4 Sources of data (primary and secondary) 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations <p>Reference Refences (APA format)</p> <p>Appendices (Questionnaire, Interview questions or any other relevant tools etc.)</p>
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Time management and schedule:

The department will make a routine for this coursework in the following way:

- Each class will last for 2 hours, and there will be two classes in a week.
- In this way, the course and proposal development tasks will be completed in 32 contact hours in 12 weeks (3 months).

Organization of learning activities and teacher's facilitation:

The learning activities and tasks will be divided according to the following weekly activities:

Writing introduction section of the proposal

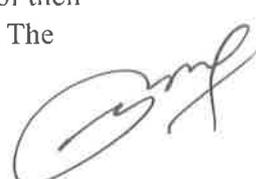
Week 2.1. General overview and structure of the master degree thesis

This week, students will become familiar with the structure and components of the master's thesis.

The teachers and students will collect sample theses from the department or library. The teacher will divide students into smaller groups (3-4 students in each group) and ask them to review the structure of the thesis. The teacher will ask students to review the table of contents carefully and make a list of components that should be included in the thesis.

When students are familiar with the basic structure of the thesis, the teacher will ask them to review the title of each thesis and ask them to come up with some areas or issues of their interest in the next class that they want to explore through their masteral research. The



teacher will encourage students to bring specific, local, and contextual issues rather than a topic or issue of greater scope. The teacher will encourage students to be “microscopic rather than telescopic”.

Week 2.2. Selecting a research area and research topic

In this session, each student will share their research topic or issues of interest individually. Then, the teacher will provide feedback on their examples, first generally, then specifically.

The general feedback could be as follows

Be as specific as possible, and bring unique and novel ideas:

Example

Less appropriate - Learning problems of students in mathematics classroom in Nepal

Appropriate - Learning problems of Chepang students in Grade 5 arithmetic

Less appropriate - Students’ knowledge, skills and attitude towards balanced diet

Appropriate - Cultural practices of food and nutrition among Tharu students

Week 3.1. Narrowing the topic with novel and unique issue(s)

Continuing the process of sharing, revising, and editing, the students will be able to bring novel and specific research issues. Sharing, discussion, and feedback will be the general pedagogical procedure in the class.

Week 3.2. Writing objective and research questions

Although the objectives and research questions can be framed in different ways, the basic idea to teach students is to make one general objective and break down this objective into two or three research questions. For this process, the teacher will first show examples in the following way:

Example

Objective:

- To explore the common cultural practices of food and nutrition among Tharu communities.

Research questions:

- What are the common foods and nutrients Tharu households consume in a typical week?
- What are the cultural and ethnic food types and habits in Tharu communities?
- In what ways do cultural practices of food and nutrition vary between older and younger generations in Tharu communities?



With such examples, the teachers will ask students to formulate their objectives and research questions and share them in the class. The teacher will provide feedback to each student and mentor the needy ones to finalize their objectives and research questions.

Week 4.1. Refining objective and research questions

Continuing from the previous week, students will share their examples and receive feedback from the teachers. This process will help students finalize their working title, objectives, and research questions, which are the core components of their proposal.

Week 4.2. Writing Introduction (Background and statement of the problem)

The teacher will show examples of writing the background and statement of the problem sections and encourage students to practice this kind of writing.

Background:

This part sets the scene for students' work. The teacher will ask students to write about the context and available knowledge in the field, then gradually narrow down the writing towards the issues under study.

Example

In the context of primary education in Nepal, understanding and catering to the diverse learning styles of students is of paramount importance (Smith & Sharma, 2022). Nepal's primary school system encompasses a wide range of linguistic and cultural backgrounds, presenting a unique challenge for educators (Dahal & Rai, 2019). To optimize the learning experience for these young learners, it is crucial to explore how different learning styles manifest within this diverse landscape (Koirala et al., 2020). By delving into the learning preferences and strategies employed by primary-grade students in Nepal, this research proposal seeks to contribute valuable insights to the field of education and inform the development of more effective and inclusive teaching practices tailored to the specific needs of these students.

Week 5.1. Writing the statement of problems

In this section, starting with what knowledge is available in the field, the teacher will ask students to write what is 'lacking' in the field of knowledge. The main focus is to specify what is little known, and what is questionable.

Students can phrase the problem sentences in the following ways:

Questions have been raised about the

Scholars have long debated the....

Previous studies of X have not fully dealt with

Previous published studies are limited to ...

Up to now, far too little attention has been paid to ...

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There is little published knowledge on ...

What is less clear is the nature of

Much uncertainty still exists about

Example

There are multiple issues and knowledge gap in the field of students' learning style in primary school. Primarily, questions have been raised about the effectiveness of current teaching methods in addressing the diverse learning styles of primary school students (Smith & Jones, 2021). Scholars have long debated the optimal approaches to accommodate these varying styles within the classroom (Brown & Patel, 2019). Previous studies of learning styles among primary school students have not fully addressed the influence of cultural and linguistic factors on their learning preferences (Gupta et al., 2020). Previous published studies primarily focus on a limited range of learning style factors and lack a comprehensive examination of their impact on academic performance (Lee & Kim, 2018). Up to now, far too little attention has been paid to understanding the specific learning preferences of primary school students in our regional context (Khan & Rahman, 2022). There is limited published knowledge on how socioeconomic factors intersect with learning styles among primary school children (Wang & Zhang, 2020). What is less clear is the types of learning styles students use while preparing for exams. This knowledge is rare and minimal in the context of Nepal's school education.

Week 5.2. Writing significance of the study, delimitations and operational definition

Significance of the study

The students can write the significance in two to three paragraphs:

- First paragraph - What knowledge are they contributing to the field?
- Second paragraph - Who are the potential users of their work and how do they apply this knowledge?
- Third paragraph - In what ways does their research contribute to policy? or what changes their knowledge bring to the field?

Example

First paragraph - This study aims to make a significant contribution to the field of education by enhancing our understanding of the learning styles of primary school children in Nepal. Existing research in this area has been limited in scope and often overlooks the cultural and linguistic factors that influence the learning preferences of these young learners. This research seeks to fill this gap by providing a comprehensive analysis of the diverse learning styles among Nepalese primary school children. By shedding light on these nuanced aspects of learning, I will contribute to the existing body of knowledge, enabling educators and researchers to develop more effective teaching strategies and support systems tailored to the needs of these students.



Second paragraph - The potential beneficiaries of this work extend to a range of stakeholders, including educators, curriculum developers, policymakers, and parents. Educators can apply the knowledge gained from our study to adapt their teaching methods and classroom environments to better accommodate the diverse learning styles of primary school children in Nepal. Curriculum developers can use our findings to create more inclusive and culturally sensitive educational materials. Policymakers can benefit from our research by using it to inform education policies that foster inclusive and equitable learning environments. Parents can also utilize our insights to better support their children's learning at home, aligning with their unique learning styles.

Third paragraph - This research has the potential to bring about significant changes in the field of education, particularly in the context of Nepal. By providing a evidence-based understanding of learning styles among primary school children, we can inform the development of evidence-based educational policies and practices that prioritize inclusivity and diversity. This knowledge can lead to the creation of more culturally relevant and effective teaching approaches, ultimately enhancing the quality of education for primary school children in Nepal. Furthermore, this research may contribute to the broader discourse on education and diversity, influencing educational policies and practices not only in Nepal but also in other regions facing similar challenges in accommodating diverse learning styles among young learners.

Delimitations

In this sub-section, the teacher asks students to write down the boundaries or scope of their work. This helps clarify what their research will and will not cover.

Example

In this study, I will focus exclusively on high school students in urban areas of Biratnagar City. I acknowledge that there are students in rural areas with potentially different experiences, and they are not within the scope of this research. Additionally, I am limiting my investigation to the learning style and its relationship with academic performance of students and will not cover the 'effective' aspects of learning styles that focus on the strategies to learn emotionally.

Operational definitions of key terms

This is not a dictionary definition, but the way students operationalize the terminology. For example, if a student select to carry out this study- Variation in learning styles and learning achievement among primary school children. In this example, three keywords—learning styles, learning achievement and primary children—are to be defined in the ways that the researcher uses them in his/her thesis. For example:

Example

Learning style: Students' preferred techniques for preparing their exams

Learning achievement - score obtained in the achievement test



Primary school children - students studying in grades 4 and 5.

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Writing Literature Review

Week 6.1. Writing conceptual and theoretical literature review

In this section, students will review the conceptual literature related to their topic and problems. For this, they have to identify and retrieve relevant books, journal articles, and policies in the related field. Then they will read and make notes on the ideas and categorize them into some themes. For example, if they are studying 'learning style of primary children in Nepal' their theoretical literature can be categorized into three sections: meaning and concepts of learning styles; types of learning styles, and theories of learning style. Students should write the section in paragraphs. They have to note the following examples while writing the review:

कमसल	राम्रो
<p>भट्टराई) २०७९ (ले आफ्नो अध्ययन 'पुरस्कारले विद्यार्थीको शैक्षिक उपलब्धिमा पारेको प्रभाव' शीर्षकमा गरेको अध्ययनमा शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन् भन्ने जानकारी अगाडि ल्याएको छ। यसरी यस अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।</p>	<p>शिक्षकहरूले जति विद्यार्थीहरूलाई उत्साह र हौसला प्रदान गर्नुहुन्छ विद्यार्थीहरू त्यति नै सिकाइका लागि उत्प्रेरित र क्रियाशील हुन्छन्। भट्टराई) २०७९ (ले गरेको अध्ययनले विद्यार्थीहरूलाई प्रदान गरिने सकारात्मक उद्दिपकले सिकाइ सहभागिता र त्यसको प्रभावकारिता मात्र होइन सिकाइ उपलब्धिमा समेत परिमाणात्मक र गुणात्मक परिवर्तन ल्याउन सक्दछ भन्ने तथ्यलाई उजागर गरेको छ।</p>
<p>Asmelash (2019) mentioned that Heavy social media use can be linked to depression and other mental disorders in teens. (No position, only citation)</p> <p>Heavy social media use can be linked to depression and other mental disorders in teens (Asmelash, 2019). (Little better, but still no position)</p>	<p>Social media has invited several undesirable consequences. For example, social media is linked to with mental disorders such as depression and anxiety (Asmelash, 2019) (Strong position with a topic sentence)</p>

Example of literature review paragraph

Example

Learning styles: Theoretical underpinning

Students prefer different learning styles and understanding the learning styles of primary children is important for effective educational practices. Honey and Mumford (1982) proposed a widely recognized model categorizing learning styles into four types: Activist, Reflector, Theorist, and Pragmatist, each characterizing distinct preferences for how students engage with and process information. Furthermore, Gardner's theory of multiple intelligences



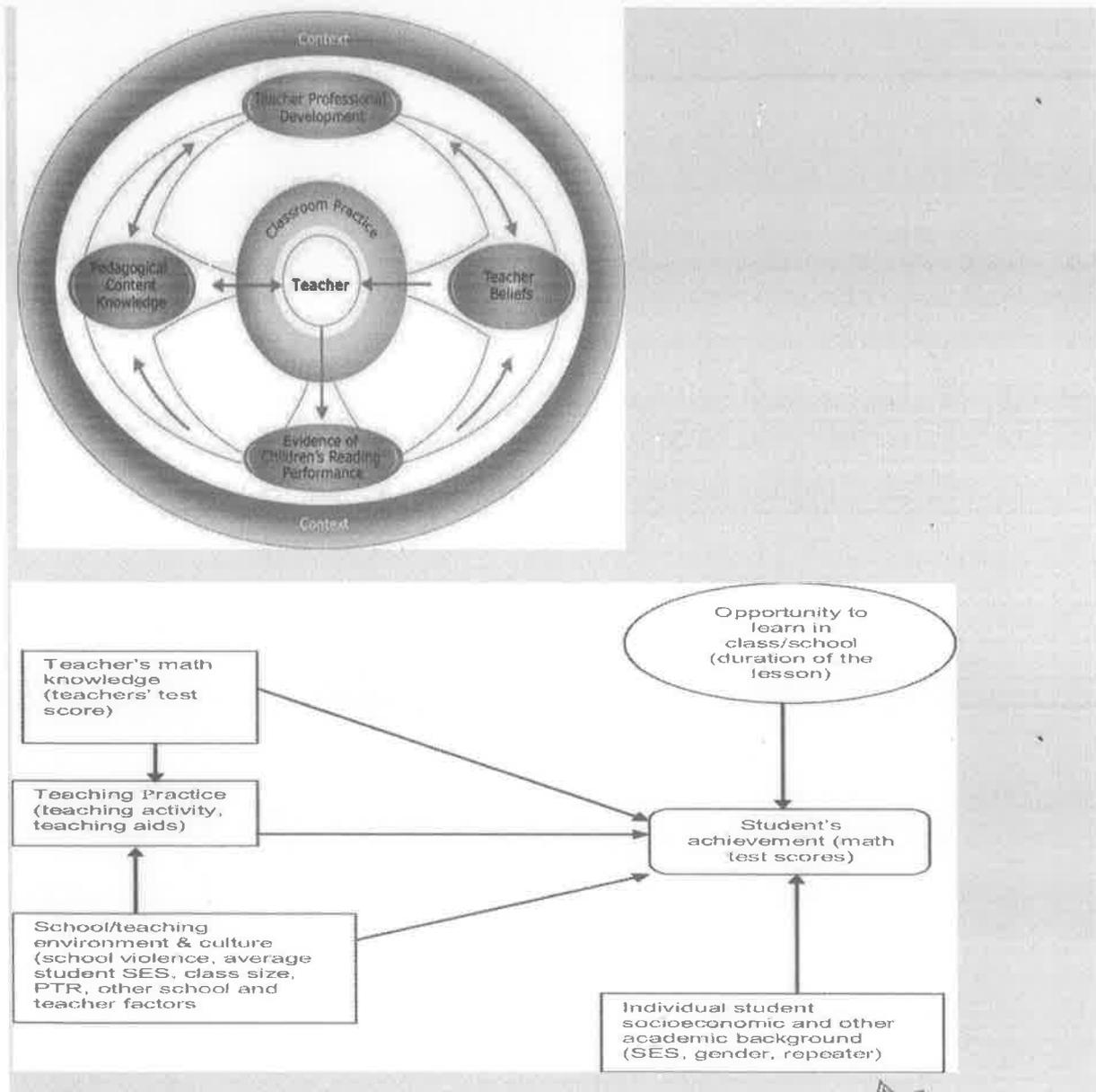
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Week 7.1. Preparing a conceptual framework

The conceptual framework is generally a diagrammatic representation of the study, which visualizes key concepts and variables and their potential relationships. The following points should be taken into consideration while designing the conceptual framework:

- Identify key concepts and variables; define relationships among them.
- Use clear, concise labeling.
- Ensure alignment with research goals.
- Maintain consistency and precision.
- Seek feedback for clarity and accuracy.

Example: Conceptual framework for the study of continuous professional learning of teachers



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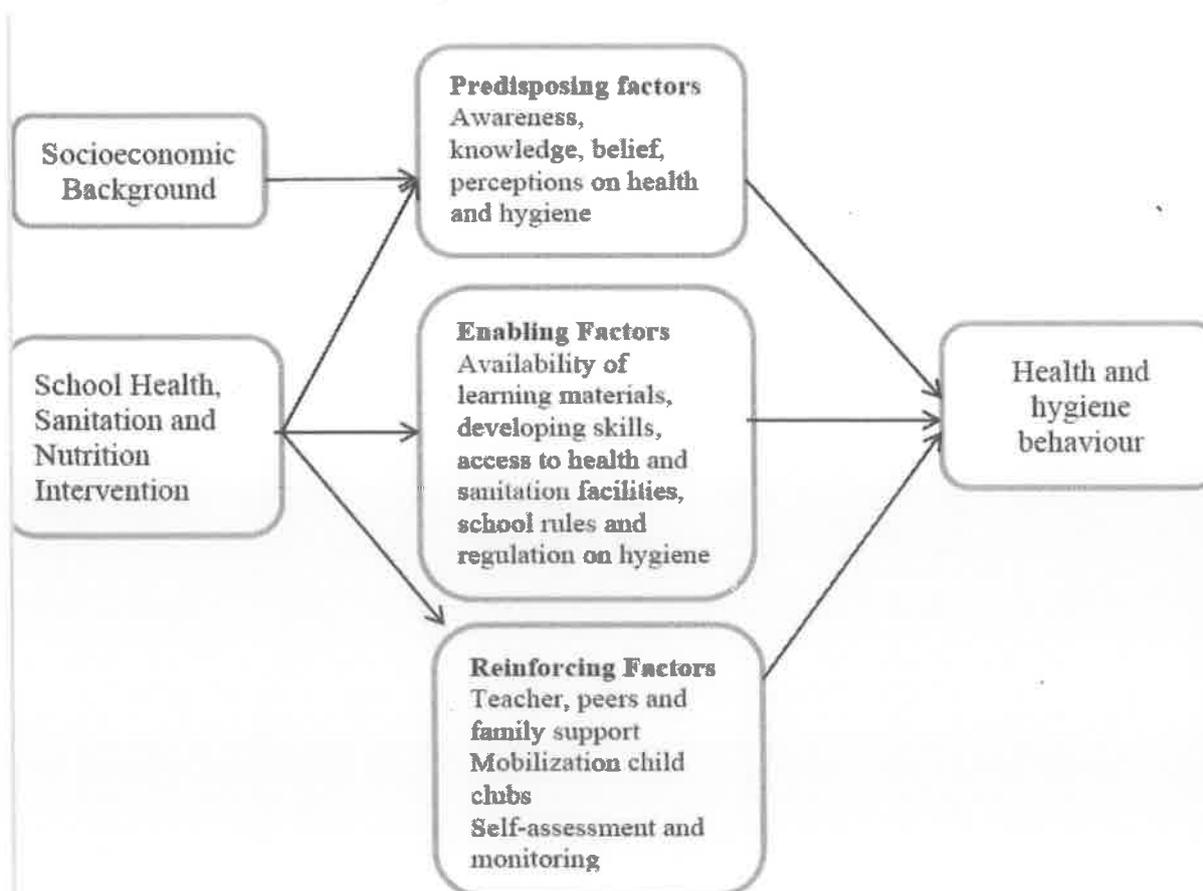
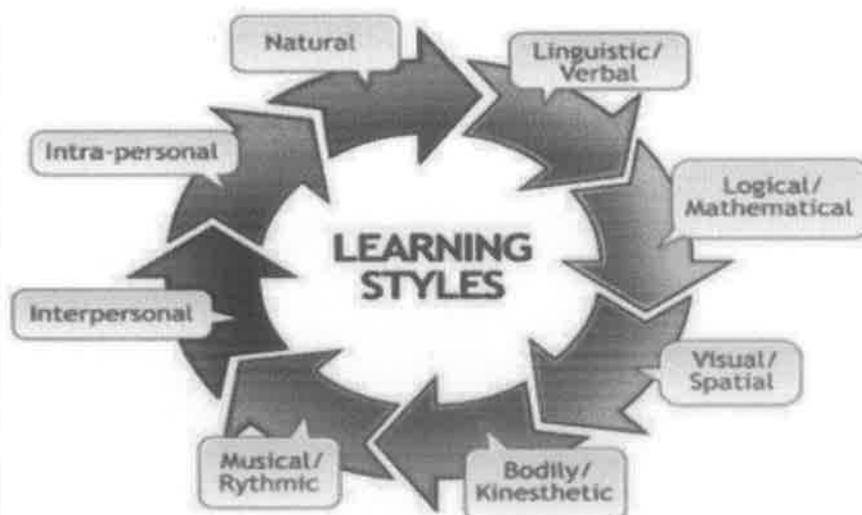


Fig.: Conceptual framework indicating how various factors and conditions influence health hygiene behaviour



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Writing methodology

Week 7.2. Writing research design, population and sampling

In this section, students should indicate which research design they will use (qualitative, quantitative, or mixed). They will read the research methodology book carefully. There are several designs under qualitative, quantitative, and mixed methods and students will appropriate design for their study. Students will identify the target participants from whom they expect to collect the data. This is their population. They will read various sampling strategies from the research methodology book and choose the appropriate one for their research. If they are doing a quantitative survey research, they need to calculate the sample size using some formula. With this information, they will write the paragraph.

Example

Research Design: For the study on the learning styles of primary school children in Nepal, a parallel mixed-methods research design will be employed. This design will enable me to gather both quantitative and qualitative data to gain a comprehensive understanding of the topic. The study will consist of two main phases: a quantitative survey to assess the prevalence of different learning styles and a qualitative phase involving interviews and observations to provide deeper insights into the factors influencing these learning styles.

Population: The target population for this research will be primary school children in Nepal in Chandragiri municipality. Considering the fact that students are studying in both public and private schools in this municipality, samples will be drawn from both schools to ensure representation. The age range will encompass primary school children, typically aged between 6 and 12 years old. Since primary education in Nepal is provided in various languages and follows different curricula, this diversity will be considered when selecting the sample to ensure a broad representation of students.

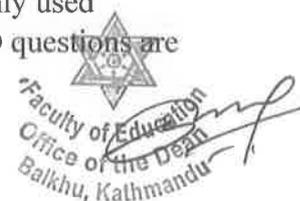
Sampling: To ensure the research's validity and generalizability, a stratified random sampling technique will be employed. First, a list of public and private schools will be prepared, and then, from each stratum, a random sample of ten public and ten primary schools will be selected. Using Yate's formula, a total of 400 sample sizes are decided. Using a lottery method, 200 samples will be drawn from the list of children studying in 10 public schools and another 200 from 10 private schools.

For the qualitative interview, one student of age 12 studying in grade 5 will be purposefully selected from each school for the interview, totaling 20 students. In so doing, five girls and five boys will be selected from each school type.

Criteria for selecting research participants in qualitative study: Random sampling method is not suitable in selecting sample or research participants. Researcher should develop criteria for selecting a few persons from a large group or population to minimize biasness.

Week 8.1 Preparing data collection tools

In this session, students will prepare their data collection tools. The commonly used quantitative research tool is questionnaire and test, while interview and FGD questions are



prepared before starting the fieldwork. The teacher shows examples of survey questionnaire and interview questions (in paper or online such as Google form, and asks students to prepare the similar tools they intend to use in their research.

Example

Learning style questionnaire (for Quantitative study)

Instructions: Please answer the following questions to help identify your preferred learning style.

1. What do you enjoy doing in your free time?
 - a. Reading books or comics
 - b. Playing sports or games outside
 - c. Drawing or creating art
 - d. Watching educational videos or documentaries

2. When you have to learn something new, which method helps you the most?
 - a. Listening to someone explain it
 - b. Trying it out yourself with hands-on activities
 - c. Reading about it in a book
 - d. Watching a video about it

3. Which of the following activities do you find interesting? (You can select more than one)
 - a. Solving puzzles or brainteasers
 - b. Working with a group of friends on a project
 - c. Listening to stories or audiobooks
 - d. Organizing and categorizing things

4. What types of materials do you like using when learning? (You can select more than one)
 - a. Books
 - b. Computers or tablets
 - c. Art supplies like markers, crayons, or paper
 - d. Outdoor materials like a ball or nature items

5. On a scale of 1 to 5, how comfortable are you with using a computer or tablet for learning, where 1 is not comfortable at all, and 5 is very comfortable?
1 2 3 4 5

6. How much do you enjoy learning new things at school?
1 (I don't enjoy it) 2 3 4 5 (I love learning new things)

7. How well do you work when you're in a group with other students?
1 (I don't work well in groups) 2 3 4 5 (I work great in groups)

8. Rate your interest in reading books for fun.
1 (Not interested) 2 3 4 5 (Very interested)

9. How much do you like doing hands-on activities, like experiments or art projects?
1 (I don't like them) 2 3 4 5 (I love them)

10. Rate your interest in listening to stories or podcasts.



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1 (Not interested) 2 3 4 5 (Very interested)

Interview questions (for Qualitative research)

1. What's your favourite way to learn something new? Do you like reading about it, doing hands-on activities, listening to someone explain it, or watching videos?
2. When you're working on a school project or homework, do you prefer to work alone or with friends? Why?
3. Can you tell me about a time when you learned something really well? How did you do it?
4. Do you like to draw, write, or make things when you're learning? Can you give me an example of something you've created for school?
5. What subjects or topics do you find the most interesting at school? Why do you think you like those subjects?
6. Do you like it when your teacher explains things in class, or do you prefer to figure things out on your own?
7. How do you feel about reading books? Do you enjoy reading for fun?
8. When you have a big test or assignment, how do you usually study or prepare for it?
9. Are there any subjects or activities at school that you find challenging? What do you think makes them challenging for you?
10. Are there any specific tools or technologies (like computers, tablets, or educational apps) that you find helpful for your learning?
11. When you have to remember something important, what strategies do you use to remember it?
12. Do you enjoy group projects at school? Why or why not?

Week 8.2 Writing about data collection tools and strategies

In this sub-section, students should detail which instruments and strategies they are going to use for collecting data from the field. It is essential for the students to draft the tool(s) in this phase, which they should mandatorily put in the appendix. If they are doing a quantitative study, they will provide a brief description of questionnaire or test that they will be using and refer this to the Appendix. If they are doing a qualitative study, they will provide a brief description of unstructured interview, focus group discussion, and participant observation notes that they propose to use which they should also refer to the Appendix. In a mixed method study, they should make and describe both.

Example

I will utilize a survey questionnaire and a test to assess the learning styles of students in grades 4 and 5 (see Appendix A). I will distribute the questionnaire to collect information about their preferred learning modalities and study habits. Additionally, I will administer a test designed to gauge their comprehension and retention abilities using various learning approaches. This combination of tools will help me comprehensively evaluate the learning styles of these students and gain valuable insights into their educational needs.



Week 9.1 Writing data analysis strategies

If students are doing a quantitative study, they should be able to explain which software (Excel or SPSS) they will use and how they will edit, code, and enter the data from the filled-out questionnaires into software. In addition, they should explain what statistical analysis do they use and how. If they are doing a qualitative study, they need to explain how they will transcribe, code, compare, group and derive themes from the interview and FGD data. If they are doing a mixed-methods research, they should be able to explain how they analyze the quantitative and qualitative data and how they mix them and make meaningful conclusions.

Example

Quantitative:

In my research proposal for studying the learning styles of primary school children in Nepal, I will employ quantitative data analysis techniques using SPSS software. Once I collect data through questionnaires, I will edit and code the responses for clarity and consistency before entering them into SPSS. To analyze the data, I will initially utilize descriptive statistics like mean, standard deviation, and frequency distribution to summarize the prevalence of various learning styles. Subsequently, inferential statistical tests t-tests will be employed to determine significant differences in learning styles among demographic groups like gender, grade level, and linguistic background. By following this approach, I aim to generate objective insights into the learning styles of Nepalese primary school children, providing a solid foundation for meaningful conclusions in my mixed-methods research.

Qualitative:

In my research proposal for exploring the learning styles of primary school children in Nepal, I will employ qualitative data analysis techniques, focusing on thematic analysis of interviews and focus group discussions with the children. Firstly, I will meticulously transcribe the audio-recorded interviews and discussions to ensure accuracy and facilitate analysis. Then, I will use a systematic coding process to identify recurring patterns, ideas, and concepts within the transcripts. These codes will be grouped and compared to derive overarching themes that encapsulate the children's perspectives on learning styles. By following this structured approach, I aim to extract meaningful insights from the qualitative data, shedding light on the nuanced aspects of learning styles among primary school children in Nepal and contributing to a holistic understanding of the subject.

Mixed:

I will use a mixed-method data analysis technique to examine the learning styles of primary school children in Nepal using a mixed-methods approach. In so doing, I will integrate both quantitative and qualitative data analysis techniques. For the quantitative aspect, I will employ SPSS software to edit, code, and analyze the data collected from the questionnaires. This will involve summarizing the prevalence of different learning styles using descriptive statistics and conducting inferential statistical test, t-tests to identify significant differences among demographic groups. Simultaneously, in the qualitative phase, I will transcribe, code, compare, and group the data obtained from interviews and focus group discussions with the



children. Thematic analysis will be applied to derive overarching themes from the qualitative data. Finally, I will employ a triangulation approach to combine the quantitative and qualitative findings, allowing for a comprehensive understanding of learning styles among primary school children in Nepal and enabling meaningful conclusions to emerge from the mixed-methods analysis.

Week 9.2. Writing ethical considerations

In this section, they will envision what ethical issues may arise while working with the participants and how they will address these issues. Generally, they should consider the following fundamental ethical issues: informed consent, confidentiality, no-harm, trust, no data manipulation and reciprocity.

Example:

In conducting this research on the learning styles of primary school students, I will be very much careful for maintaining the major ethical issues. First, I will prioritize obtaining informed consent from both the participating students and their parents or guardians, ensuring that they fully understand the research objectives, procedures, and potential risks involved. Confidentiality will be rigorously maintained, with all collected data anonymized and stored securely. Moreover, I am committed to the principle of "do no harm," and every effort will be made to minimize any potential discomfort or stress for the participants. Building trust and rapport with the students and their communities will be paramount, emphasizing open communication and mutual respect. Data manipulation will be strictly avoided, and my analysis will adhere to rigorous ethical standards. Lastly, I will ensure reciprocity by sharing our research findings with the participants and their schools, fostering a sense of collaboration and benefit for all involved parties. I hope that these ethical strategies safeguard the rights and well-being of the primary school students and their communities throughout the study.

Week 10.1 & 10.2. Compiling and editing all chapters of the proposal

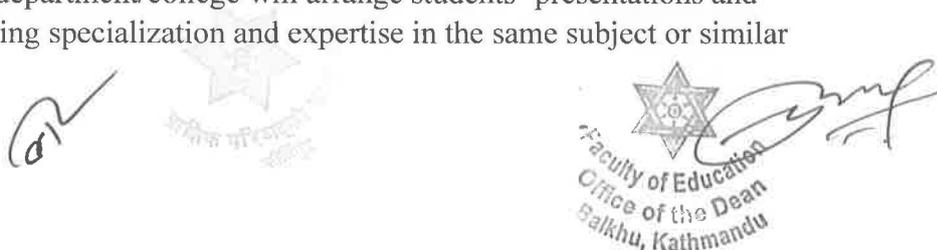
In the tenth week, students join together all chapters and subchapters of the proposal. They will make the proposal logical, connected and coherent. They will also proofread and finalize every section and sub-section of their proposal. They will continually share their work with the teacher and seek feedback for finalizing their contents.

Week 11.1 & 11.2. Chapter formatting, citation and referencing using APA 7th edition

Finally, students will format the proposal following the guidelines of APA 7th edition. In this process, the teachers will provide them theoretical knowledge of APA guidelines, mainly the structure, headings, citations and referencing. With teachers' feedback, students make appropriate formatting, citation and referencing using APA 7th edition. Then, they will type and make copies of proposal ready for submission and evaluation.

Week 12. Proposal presentation, defense, and evaluation of Part A (2 credit hours)

In these final two weeks, the department/college will arrange students' presentations and viva. An expert evaluator having specialization and expertise in the same subject or similar



Handwritten signature and official stamp of the Faculty of Education, Office of the Dean, Balkhu, Kathmandu.

subject will be hired from within campus or nearby campus to evaluate the proposal. A senior faculty can be hired in case the department cannot hire relevant expert from the nearby campus. The regular teacher/ supervisor will evaluate students' proposals as an internal expert. Both of these examiners (internal expert and expert evaluator) will evaluate the proposal based on the following criteria (Table 1):

Table 1. Proposal evaluation criteria (Internal Assessment)

Assessment criteria	Internal evaluation (Full marks 40)	Expert evaluation (Full mark 25)	Total 65
Defense on viva questions	7	3	10
Originality, novelty and contributory to the field	4	3	7
Appropriateness of introduction section, Researchable problems, objectives and questions	7	3	10
Appropriateness of literature review: thematic & relevant, Appropriateness of conceptual framework	4	3	7
Appropriateness of methodology	5	4	9
Data collection tools (in Appendix)	4	3	7
Writing: academic style, clarity, coherent & error-free	5	3	8
Formatting, citation and referencing according to APA	4	3	7
Total	40	25	65

Each student required to submit a proposal for writing thesis with the recommendation of his/her teacher/supervisor to the department for internal assessment of thesis writing course. Internal evaluation should be done before filling up fourth semester examination form. The department/campus must send evaluation marks of each student of Part A, two credit hours (65 marks) with examination form. One printed copy of final proposal of each student, bearing the signatures of both internal and external evaluators as well as the official seals of the campus and department, must be retained for official documentation purposes. The Dean's Office reserves the right to periodically audit these proposal records. Additionally, it is imperative to maintain detailed meeting minutes of the final examination, including the students' names, proposal titles, viva dates, and awarded scores. As part of this process, the





department is responsible for submitting individual student scores to the Dean's Office prior to the final examination.

Part B. Thesis: 3 credits (expected duration: 3 months)

1. Course Description:

The research and writing the thesis is expected to complete in the remaining three months of the semester. The Dean's Office expects students to submit the thesis for final viva after completing (Passing) all theories and Practical papers of the final exam.

Following the presentation and evaluation of their proposals, each student will be assigned a supervisor by the department or campus. Then, students will engage in the following tasks in close consultation with their supervisors in order to finalize their research activities and write their theses.

2. General Objectives

The general objectives of this part B are to enable students to:

- Prepare data collection tools or strategies and finalize them by incorporating the thesis supervisor's suggestions.
- Conduct fieldwork, collect data from the field, and analyze them using the strategies mentioned in their proposal.
- Collaborate closely with the supervisor to write the findings, discussion, and conclusion sections.
- 0 Revisit and refine the introduction, literature review, and methodology sections of their proposal, making edits and adding information as needed to align them with the final thesis.
- Compile all thesis components, ensuring they are interconnected, logical, and coherent.
- Share their progress with the supervisor, seeking feedback and suggestions for thesis improvement through the process of writing.
- Once the supervisor is satisfied with the thesis's quality and outcomes, they will recommend it for evaluation through a viva examination.



3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • State the ingredients of a thesis in a research way • Write the thesis by following the given format • Follow the APA style of research report writing while writing the thesis • Present the thesis in an organized way to face the viva voce in a confident way. 	<p>Preliminary Part</p> <p>Cover page with the thesis title, details of the researcher, the level (MSSEd.) for which it is written, and department/campus.</p> <p>Recommendation letter (Letter from the head of the department/campus)</p> <p>Approval letter (Letter head of the department/campus)</p> <p>Acknowledgement (Few words of gratitude to the contributors of the thesis)</p> <p>Abstract (An abstract of the thesis with not more than one and half pages or in 350 to 400 words, including topic, major objectives, method and procedure, main findings, knowledge contribution and key implications of the study).</p> <p>Table of contents</p> <p>Acronyms/abbreviations</p> <p>List of tables (If necessary)</p> <p>List of figures (If necessary)</p> <p>List of charts and graphs (If necessary)</p> <p>CHAPTER ONE: INTRODUCTION</p> <p>1.1 Background of the study</p> <p>1.2 Statement of the problem</p> <p>1.3 Objectives of the study</p> <p>1.4 Research question/s (if necessary)</p> <p>1.5 Significant of the study</p> <p>1.6 Delimitations of the study</p> <p>1.7 Definition of the key terms</p> <p>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK</p> <p>2.1 Review of related literature</p> <p>2.2 Theoretical/Conceptual framework</p> <p>2.3 Implications of the review for the research</p> <p>CHAPTER THREE: METHODS AND PROCEDURES</p> <p>3.1 Research design (qualitative, or quantitative or mixed method)</p> <p>3.2 Population and sample/research participants</p> <p>3.3 Sampling strategy and procedures</p>



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	3.3 Research tools 3.4 Sources of data 3.5 Data collection procedures 3.6 Data analysis procedures 3.7 Ethical considerations CHAPTER FOUR: RESULT AND DISCUSSION (ANALYSIS AND INTERPRETATION OF RESULTS) CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
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Presentation and evaluation of the final thesis

When students finish their theses, a group made up of the department chair, the thesis supervisor, and another expert member from another Department or Campus will assess the thesis. A senior faculty can be hired in case the department cannot hire relevant experts from the nearby campus. They will use the criteria in Table 2 to evaluate 40 marks of Part B. After that, a hard copy of the thesis signed by the member of the thesis evaluation committee with internal marks will be sent to the Dean's Office for a final evaluation.

Table 2. Internal thesis evaluation criteria (Three-member thesis evaluation committee: Department Head, Supervisor, and Expert will evaluate thesis based on the following criteria)

Assessment criteria	Evaluation by Department Thesis Evaluation Committee (Full marks 40)
Appropriateness of introduction section, researchable problems, objectives//questions, significance and delimitation of the study	5
Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	4
Appropriateness of methodology and tools	5
Appropriateness of presentation of results/findings	4
Appropriateness of interpretation of results/findings in line with objectives/research questions	3
Appropriateness of conclusion and recommendations	4
Academic Writing: clarity, coherent, argument, style, grammar and error-free in writing	5
Formatting, citation and referencing according to APA	4
Oral presentation and defending style in viva	6
Total	40

(1)



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Final Evaluation of Thesis

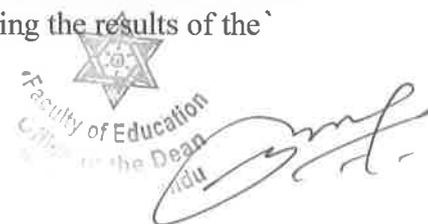
The hardbound thesis submitted to the Department/Campus will be sent to the Examination Division, Office of the Dean, Faculty of Education for final evaluation. The Office of the Dean, in consultation of the relevant Subject Committee, will appoint two professors/teachers to evaluate the thesis using the criteria in Table 3, accounting for the remaining 60 marks of Part B. The marks given by the two evaluators will be averaged and combined with the marks given by the campus/department as an internal evaluation of the Thesis writing. Out of 165 marks in the thesis writing course, 115 marks) will be evaluated by the department/campus, and only 60 marks will be externally evaluated by the office of the Dean, Kathmandu.

Table 3: External evaluation criteria

SN	Assessment criteria	Full marks 60
1	Appropriateness of title	3
2	Appropriateness of abstract	5
3	Appropriateness of introduction section: background, researchable problems, objectives//questions, significance and delimitation of the study	10
4	Appropriateness of literature review: thematic & relevant; appropriateness of conceptual framework	7
5	Appropriateness of research method design	5
6	Appropriateness of sampling/selection of research participants including data collection and analysis	5
7	Appropriateness of presentation of results/findings using tables, graphs, figures, statistics, verbatims, cases and narratives	5
8	Appropriateness of analysis of interpretation of results/findings in line with objectives/research questions	5
9	Appropriateness of conclusion and recommendations	5
10	Clarity, coherent, argument, style, grammar and error-free in writing	5
11	Formatting, citation and referencing according to APA	5
	Total	60

Submission of Final Thesis

Students are allowed to submit their Master Thesis by the end of the fourth semester or after examination of the fourth-semester final examination before publishing the results of the fourth-semester exam papers.

Grand total and grading

The Dean's Office will aggregate the marks obtained in proposal (Part A) and thesis writing (Part B) and provide an appropriate grade to individual student based on the university criteria. The following forms will be used for the final grading purpose:

S.N.	Exam Roll No.	Name of the students	Marks in proposal (P) 65	Marks in thesis (T) 100	Total marks P+T 165	Grade

Key references:

Bailey, S. (2003). *Academic writing: A practical guide for students*. London: Routledge Falmer.

Bui, Y.N. (2020). *How to write a master's thesis* (3rd ed.) Sage.

Creswell, J.W., & Gutterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.





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