GRADUATE SCHOOL OF EDUCATION

MPhil Course
First Semester

2022

Dean's Office
Faculty of Education
Tribhuvan University
Kathmandu, Nepal

Contents

Introduction

Quality Assurance is the commitment of Graduate School of Education. Its mission is quality education. It ensures that the quality of the education and research training. It provides constantly opportunity to share, review and improvement to the research achievements. It has prescribed well developed criteria, appropriateness of the standard and design that known nationally and internationally. The school's dedicated quality assurance site sets out the structure, procedures, and results of its quality assurance policy and internal evaluation and procedures. It also seeks for the collaborative works for its dynamic progress and development in quality research.

This program is an advanced level program with special focus on research and knowledge. GSE provides six specializations in MPhil program: Education studies, English education, Nepali Education, Mathematics Education, Health Education, Social Studies Education and Inclusive Education. This program is eighteen months long and divided into three semesters. The first two semesters have 24 credit hour courses and third semester is of eight credit hours of dissertation writing. Two modes used to operate this program will be face-to-face and online (blended).

Objectives of Graduate School of Education

Tribhuvan university focused its objectives as, preserve and develop historical and cultural heritage of the nation and to accumulate, advance and disseminate knowledge; to encourage & promote research in Arts, Science, Medicine, Engineering, Agriculture, Management, Education, Law and other vocational fields for research-based quality education. So, quality research and production of qualified educator manpower in educational fields is the main objective of the Graduate School of Education. Thus, the guidelines and belief of making the educational programs conducted by Tribhuvan University more practical, useful and time-relevant, the Faculty of Education has been conducting MPhil, PhD and Post Doctors programme conferring in different subject streams.

Mission and Vision

To fulfil objectives of the Graduate School of Education under the Faculty of Education, T.U. offers MPhil, PhD & Post Doc programme in the field of higher education with a high level of professionalism, expertise and research skills in different subjects.

MPhil Leading PhD programs, Structure and Time Frame

- Two modes used to run this program will be face-to-face and online/blended.
- Duration of the both programs are one and half year (three semesters).
- In first two semesters, there are 24 credit hours courses.

- Those students who are from out of faculty of Education must take additional three credit hour courses related to education in 1st semester.
- Those students who secure below the 'B' grade in 24 credit hours courses they cannot compete in the PhD program. They should join in the third semester and complete the MPhil dissertation. If student will unable to submit the dissertation at end of third semester, they may submit within 3 years from the date of admission.
- Those students who secure grade 'B" and above may complete the MPhil dissertation in the time limit same as above.

Course Structure

First Semester	Credit Hour	Second Semester	Credit Hour	Third Semester	Credit Hours	Total Credit Hours
(Core Area) Philosophy and Theories of Education (Ed. 711)	3	Specialization Area (Leadership Education, English, Npali, Math, Social Studies, Inclusive Education) Specialization (Ed. 721)	3	Dissertation	8	
Advanced Qualitative Research (Ed. 712)	3	Specialization (Ed. 722)	3			
Advanced Quantitative Research (Ed. 713)	3	Specialization (Ed. 723)	3			
Academic Writing Course No.: Eng. Ed. 714 प्राज्ञिक लेखन (नेपा.शि. ७१४)	3	Specialization (Ed. 724)	3			
		Specialization	3			

		(Ed. 725)				
Fundamental of Education (Only for Non Education Background)	4	Independent Study (Ed. 728)	3			
	10 (16)		12		8	

Entry Requirements

The requirements for entry into this programme are as follows:

- A Master's Degree preferably in Education (M. Ed.) or any other discipline (recognized by T. U.)
- Two Years Work experience after the completion of Master's Degree.
- Proficient in spoken and writing English and Competent.

Evaluation System

The evaluation is based on the Grading System in which A indicates the outstanding performance of the candidate whereas F indicates Fail. The candidate must obtain at least Grade C to Pass. The Following chart illustrates the range of achievement of the highest and lowest.

A	Outstanding
A-	Distinction
B+	Good
B	Average
B-	Fair
C	Pass
INC	Incomplete
F	Fail
ABS	Absent

Philosophy and Theories of Education

Tribhuvan University

Faculty of Education

Course Title: Philosophy and Theories of Education

Course No.: Ed. 711 | Nature of Course: Theory and Practice

Level: MPhil in Education | Credit hours: 3

Semester: First | Teaching Hours: 48

Course Introduction

This course envisages helping teacher educators/researchers to acquaint the different dimensions of education. The researcher/learners explore philosophical, pedagogical, socio-cultural and political dimensions of education. The course tries to make teacher educators/researchers aware on indigenous and non-indigenous philosophies thereby building nexus with the discourses in education. The course provides space for learners to be aware on the conventional and alternative visions of education. It deals with the shift of educational discourses towards critical and transformative dimensions. Further, the course envisages the contemporary issues of sustainability and post-anthropocentric education to reimagining and make students reflect with their existing interaction with the natural environment. Further, it stresses on sociological dimensions of education. It focuses on dealing with the post-structural and post-modern thoughts of education. Taking the notion of power at the center stage, it delineates how education can be employed as a means for transforming lives of many, if not all, for promoting social change. Finally, the course encourages teacher educators/researchers to explore research issues and agendas from philosophical and sociological perspectives.

Course Objectives

The main aim of this course is to widen the horizon of the knowledge, skills, norms and values, ideas and competencies of teacher educators/researchers to critically assess and identify the Nepali educational processes, practices, dilemmas and issues related with certain theories, principles and philosophies of broad spectrum on educational landscape. The expected outcomes of the course are as follows:

- Make educators/researchers acquainted with the shifting philosophical ideas and practices of education and reflect the practices of education in Nepal;

- Enable teacher educators/researchers to develop a vision educational ideas and practices from de/colonial school of thoughts;
- Provide space for envisioning reformation and transformation of educational practices through critical reflective practices;
- Make teacher educators/researchers able to create nexus between the Eastern and Western educational ideas and practices;
- Envision the grounded research issues and explain the issues by Eastern and Western philosophical and theoretical perspectives.

Module I: Conventional Occidental Educational Perspectives (6 Hrs. = 2 Weeks)

This module develops a vision of teacher educators/researchers on how the authoritarian educational ideas and practices emerged from the Western world. It deals with the emergence and expansion of modern education guided by Western modern worldviews. The module offers a space for them to reflect on how are the educational practices in Nepali context dominated by burgeons' visions. The module provides learners with opportunities to unpack their assumptions of knowledge, process of knowing, and other constituents in conceiving the views of education in light of their experiences.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. conceptualize major conventional philosophies of education with respect to curricular practices;
2. explain the genesis and expansion of Western modern worldviews in Nepal and elsewhere in the world through mass education or schooling;
3. demonstrate an ability to critically reflect on their own educational practices based on their experiences;
4. conceive the research agenda in modern education systems.

Content: Tension of conventional Western philosophies of education such as idealism vs realism; Renaissance episteme to development of Western modern worldviews; Modernity and Modernism and its spread in the world through mass education; and Impact in Nepali educational practices.

Learning Engagement

Week I: The teacher educators/researchers will be familiar with the course, assignments and other semester plan of action (class presentation). They will be oriented towards their academic

roles and responsibilities, in broader sense, their learning engagement throughout the semester. They will prepare class presentation schedule on the provided themes.

Week II: The teacher educators/researchers will be provided the reading materials/published papers or book chapters on systematic philosophies of education (idealism and realism) and allow them to discuss among the group members after jotting down the key ideas. Each group make presentation on philosophical ideas and practices of education. The session is followed by the discussion. The facilitators will share the ideas of genesis of Western modern worldviews leading to scientific modernism and expansion of the ideas in Nepal and elsewhere in the world. The teacher educators will reflect on the practices of education in Nepal based on their experiences.

Assignment I: Write a reflective note on a specific educational issue that you have experienced in schools or university. (minimum 1500 words)

Key Reading Materials

Sosyal, Y.N., &Strang, D. (1989). Construction of the first mass education systems in nineteenth century Europe. *Sociology of Education, 62*, 277-288.

Kneller, G.F. (1971). *Introduction to the philosophy of education* (2nd.ed.). New York: Macmillan Publishing Company. Pp. 47 -56.

Ornstein, A. C. & Levine, D. U. (2008). *Foundations of Education* (10th ed.). USA: Houghton Mifflin Company. Pp.187 -185.

Ozmon, A. H. & Craver, S. M. (2003). *Philosophical foundations of education* (7th ed.). New Jersey: Merrill Prentice Hall. Pp337 -269.

Module II: Alternative Education Approaches/Perspectives (6 Hrs. = 2 Weeks)

This module provides space for teacher educators/researchers to conceive the shift of authoritarian educational practices towards more democratic notions and activities by examining the differences between conventional and progressive/constructivist educational perspectives. This module makes available a space for discussing a range of pedagogical possibilities arising from progressivist and constructivist perspectives. Such approaches put primacy on student-driven learning approaches and practices.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. explain the different forms of enabling pedagogical approaches arising from constructivism and progressivism;
2. develop and apply their own pedagogical model that promotes creativity and imagination among the learners;

3. use these philosophical ideas to explain the research issues.

Content: Key concepts of progressivism and democratic education (collaborative, problem-based, activity-based, inquiry-driven, and experiential learning); The ideas of individual and social constructivism (constructing meaning, shared and cultural ways of learning); Role of progressive and constructivist ideas in contextualizing teaching learning activities.

Learning Engagement

Week III: The teacher educators/researchersmake presentations on the ideas and practices of progressive pedagogies and discuss in the classroom. They reflect on their practices of educating students in the schools. The facilitator shares the additional ideas of democracy and education.

Week IV: The teacher educators/researchers will be provided the reading materials/published papers or book chapters on which they make presentations in the class. The presentations are followed by the questions, comments, feedback and discussion among them. The facilitators facilitate the discussion and make presentations. The teacher educators will reflect on the practices of education in Nepal based on their experiences.

Assignment II: Write a conceptual note on the theme that you have made presentation in the class. (minimum 1500 words)

Key Reading Materials

Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom* (2nd ed.). New York and London: Routledge.

Dewey, J. (2001). *Democracy and education.* The Pennsylvania State University.

Module III: Critical Pedagogy and Transformative Learning (6 Hrs.= 2 Weeks)

Critical theory perspectives are a response to the failure of one-size-fits-all approach to curriculum development, pedagogical processes, and assessment. The starting point for a critical theory perspective is to put prominence on education as an activity situated in a particular socio-cultural context, thereby exploring ways in which educational system can harbor a host of exclusionary practices. This module offers a space for teacher educators to discuss the issues related to empowerment through educational systems and processes. The module draws from critical education to problematize the perpetual normalcy (i.e. the view that everything is going alright), thereby offering spaces for creating visions for inclusive and empowering educational system and processes.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. justify the need to develop an agenda for empowerment (via inclusive, authentic, meaningful learning activities) in education in learners' place;
2. develop an ideal pedagogy that promote meaningful, authentic and inclusive learning;
3. apply the critical and transformative perspectives to analyze the educational research phenomena.

Content: Basic concept of critical thinking, key assumptions of critical theory, Core concepts of transformative learning; Jack Mezirow's theoretical perspective of transformative learning; and Freirerian orientation (banking education and critical reflective practice) of critical pedagogy.

Learning Engagement

Week V: The teacher educators/researchers will read the documents provided and share in the group. They critically reflect on their practices of teaching learning activities in their specific contexts. They are encouraged to realize the practices of education. The facilitator will share the key ideas of critical theory and critical pedagogy making students reflect on their practices.

Week VI: The teacher educators/researchers will make class presentations on the ideas and practices of transformative learning. This will be followed by the discussion, feedback and comments. The facilitators will share ideas on transformative philosophies of education and the teacher educator will reflect on their own practices.

Key Reading Materials

Thompson, M. J. (2017). Introduction: What is critical theory. In M. J. Thompson (Ed.), *The Palgrave of handbook of critical theory* (pp. 1-14).

Mezirow, J. (2000). Learning to think like an adult. In J. Mezirow (Ed.), *Learning as transformation: Critical perspective on a theory in progress* (pp. 3-33). San Francisco: Jossey-Bass.

Freire, P. (1993). *Pedagogy of the oppressed.* London: Penguin Books.

Freire, P. (1992). *Pedagogy of hope: Reliving pedagogy of the oppressed*. London & New York, Bloomsbury Publishing.

Module IV: Sustainability and Post-Anthropocentric Education (6 Hrs.= 2 Weeks)

This module explores a host of teaching/learning approaches that can be used not only inside the classroom but also think beyond the classroom. It deals with how the problems of ecology, global crisis etc. are included in the educational activities. Of particular focus, this module provides teacher educators with a space for discussing a range of pedagogical possibilities through the lenses of place-based and sustainability education and post-anthropocentrism. Students develop pedagogies that can engage their learners to solve real world problem ensued

by climate crisis, global warming, loss of bicultural diversity, disasters and epidemics. Sustainability and post-anthropocentrism relate to the continuity of economic, social, institutional and environmental aspects of human society, as well as the non-human environment. Sustainability and post-anthropocentrism make students aware of the impact of human actions on others and on the planet and take responsibility for non-human environment.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. justify the need to develop an agenda for education for sustainability and post-anthropocentrism at all levels of education;
2. develop a vision of pedagogy that promotes education for sustainability and post-anthropocentrism at all levels of education;
3. develop a vision of research agendas to be conducted in educational sphere.

Content: Education for sustainable development; Post/Humanism, anthropocentrism; and post-anthropocentrism; Reflection on education of Nepal in relation to sustainability and post-Anthropocentrism; In/justice created by knowledge discourses in education

Learning Engagement

Week VII: The teacher educators/researchers will engage on exploring ideas of sustainable development and education for sustainable development. They present, discuss and reflect on their own practices of education in relation to sustainability education. The facilitator shares the key ideas of education for sustainable development in the class and the students will raise questions and reflect on their experiences.

Week VIII: The teacher educators/researchers will engage in sharing ideas of post/anthropocentrism. The facilitator shares the ideas of post-humanism and post-anthropocentrism. The students reflect on how the existing education has been promoting Anthropocene. The students are asked to relate, reflect and share the ideas in line of post-anthropocentric education in Nepal.

Assignment III: Chose an issue in order to develop a research paper. For that, go to the field for collecting qualitative data. Prepare at least three small vignettes and analyze from any of the philosophical/theoretical perspective. (minimum 4000 words)

Key Reading Materials

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

Roosa, S. A. (2008). *Sustainable development handbook*. London: The Fairmont Press.

Rawls, J. (1971). *A theory of justice*. US: Harvard University Press

Module V: Sociological Perspectives of Education (6 Hrs. = 2 Weeks)

This module looks at educational processes and practices from sociological perspectives. In so doing, the teacher educators become able to understand the tensions of education in context of Nepal from functionalist and conflict perspectives. They will be able todevelop understanding on how education has been playing prominent role on creating social stability through interconnected strata in society and conflict through categorization of society. In addition, it deals with the feminist ideas and practices of education. It enables the teacher educators to understand the opposing ideas of neo-colonialism, post-colonialism, and decolonial notions and practices in education.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. analyze the educational systems in Nepal from two opposing thoughts of structural functionalism and conflict perspectives;
2. discuss the notion of feminist views in relation to education in Nepal;
3. explain the notion and practices of education from neo-colonial, post-colonial and decolonial orientation in Nepal;
4. analyze the educational practices from sociological perspectives.

Content: Tension between functionalist ideas and conflict perspectives; Feminist perspectives; Debates on neo-colonialism, post-colonialism and decolonial perspectives.

Learning Engagement

Week IX: The teacher educators/researchers are provided reading materials of structural functionalism and conflict perspectives in two different groups at a week before. Each student from each group will attend the class with some key ideas of these two perspectives. They will engage in debate program in the class. The facilitators share the ideas and facilitates the debate in the class and synthesize the ideas at the end of the class.

Week X: Three groups of students will be formed and each of which will engage in reading colonialism, post-colonialism, and decolonial ideas. Each student from each group will attend the class with some key ideas of these perspectives. They will engage in debate program in the class. The facilitator shares the ideas and facilitates the debate in the class and synthesize the ideas at the end of the class.

Key Reading Materials

Nwabuisi, E. M. (1986). *Philosophical and sociological foundation of education.* Nigeria: Institute of Education, University of Nigeria.pp.14 -23.

Ritzer, G. (2011). *Sociological theory* (8th ed.). New York: The McGraw-Hill Companies Inc.

Module VI: Post-structural and post-modern thoughts (6 Hrs. = 2 Weeks)

This module envisions to discuss about the post-structural and post-modern thoughts of education. The module helps to develop a vision of educational processes from power perspectives. The module provides space on reflecting on how the constitutive interest of people serve to shape the ideas and practices of education. In addition, the module facilitates to understand the human habitus plays role in the educational sphere. It allows teacher educators to understand the onto-epistemic plurality in educational contexts.

Module Learning Outcomes

The teacher educators/researchers will be able to,

1. analyze the education systems in Nepal from power perspective;
2. critically reflect on how the systems and practices are shaped by invisible powers;
3. discuss on the roles of different actors' position in shaping the educational processes and practices in the context of Nepal;
4. analyze the educational practices in Nepal from post-structural and post-modern thoughts.

Content: Knowledge and discourse as power (Foucault); Hebermas' theory of communicative action (technical, practical and emancipatory interest); Cultural capital, field and habitus (Bourdieu); post-modernism and pluralism in knowing; Hermeneutics

Learning Engagement

Week XI: The teacher educators/researchers are provided reading materials a week before. They will engage in sharing ideas in the class (class presentation). The facilitator facilitates the discussion in the class and synthesize the ideas at the end of the class. The facilitators share the additional ideas.

Week XII: Small groups of teacher educators/researchers will be formed and each of which will engage in reading papers and prepare slides for class presentation. They will engage in discussion in the class. The facilitator facilitates the discussion and synthesize the ideas at the end of the class. The facilitator shares the additional ideas.

Key Reading Materials

Pitsoe, V., &Letseka, M. (2013). Foucault's discourse and power: Implications for instructionist classroom management. *Open Journal of Philosophy, 3*(1), 23-28.

Dussel, I. (2010). Foucault and education. In M. W. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of Sociology of Education* (pp. 26-36). London and New York: Routledge Taylor and Francis Group.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-58). Westport CT: Greenwood.

Terry, P. R. (1997). Habermas and education: Knowledge, communication, and discourse. *Curriculum Studies, 5* (3), 269 - 279.

Thomson, P. (2008). Field. In M. Grenfell (Ed.), *Pierre Bourdieu: Key concepts* (pp. 67-81). New Delhi: Rawat Publications.

Module VII: Orientalist Perspectives of Education (9 Hrs. = 3 Weeks)

The module includes key oriental philosophical perspectives in order to develop teacher educators'/researchers' competency for visualizing the educational processes from those perspectives. More specifically, it embraces orientalist ideas from Vedic perspectives including *Upanishads*. Further, it deals with Buddhism and Islamism (Quran) in relation to ontology, epistemology and axiology. The module envisages developing nexus between the East and West to conceive the ideas of education and practices. The students will be aware on exploring research agendas from the oriental perspectives.

Module Learning Outcomes

The students/researchers will be able to,

1. conceptualize the educational perspectives of Vedic philosophies;
2. explain the educational ideas of Buddhism and Islamism (Quran);
3. create nexus between oriental philosophies and occidental educational philosophies;
4. develop a vision of decolonizing education from oriental perspectives;
5. explore the research issues of education from the perspective of oriental perspectives;

Content: Educational perspectives of Vedic philosophies (ideas of *Upanishad*); Educational perspectives of the Buddhism; Basic educational perspective of Quran; Basic ideas of Confucianism

Learning Engagement

Week XIII: Three small groups of teacher educators/researchers are made responsible to explore the ideas from different sources on *Upanishads*. They will make presentations in the class. The presentations will be followed by the discussions on the ideas. In addition, the facilitator facilitates the discussions and presents his/her synthesized ideas. The facilitator will present the additional ideas of *Upanishads.*

Week XIV: Three small groups of teacher educators/researchers engage in reading the materials on Buddhism for making presentation in the class. The presentations will be followed

by the discussions on the ideas. In addition, the facilitator will share the additional ideas of Buddhism.

Week XV: Three small groups of teacher educators/researchers will collect the ideas of Islamism particularly focusing on ontology, epistemology and axiology. They share the ideas in the class and engage in discussion and synthesis of ideas. The sharing of ideas will be followed by the presentation of the facilitator on Islamism.

Key Reading Materials

Altekar, A. S. (1944). *Education in ancient India.* Banaras, India: Benares Nand Kishore and Bros. Educational publishers.

Gough, A. E. (1882). *Philosophy of the Upanishads and ancient Indian Metaphysics.* London, England: Trubner& co., Ludgate Hill.

Mookerji, R. K. (1947). *Ancient Indian Education (Brahmanical and Buddhist)*. London. Macmillan and co. Limited.

Nasr, S. H. (2006). *Islamic Philosophy from Origin to the Present.* United State of America: State University of New York Press. Pp.31-47.

Ghimire, J. (2017). *Educational perspectives in the Bhagavad Gita*. PhD dissertation. Nepal Sanskrit University, Nepal. Himawatkhanda Nepal Research Pvt. Ltd.

Bidhya, M. (2018). *HimaliDarshan.* ShamiSahityaPratisthan.

आचार्य, श्रीरामशर्मा (२००५). *१०८ उपनिषद् : ज्ञान खण्ड.* मथुरा : युगनिर्माण योजनागायत्रीतपोभूमि ।

आचार्य, श्रीरामशर्मा (२००५). *१०८ उपनिषद् : ब्रह्मविद्याखण्ड.* मथुरा : युगनिर्माण योजनागायत्रीतपोभूमि ।

गीताप्रेस (२०७१ सम्बत) । *कल्याण,* उपनिषद्-अंक.गोरखपुर : गीताप्रेस गोरखपुर ।

Module VIII: Indigenous approaches/Perspectives of Education (3 Hrs. = 1 Week)

The module includes key indigenous perspectives in order to develop students' competency for visualizing the educational processes from those perspectives. More specifically, it embraces indigenous philosophies in relation to education. The module envisages to develop nexus between the East and West to conceive the ideas of education and practices. Thus, it visions to make teacher educators/researchers aware on how they could be able to adopt decolonial practices in education in Nepal. In this module, the researchers will explore the contextually grounded research issues after the discussion of indigenous ideas and practices.

Module Learning Outcomes

The students/researchers will be able to,

1. integrate indigenous knowledge in their curricular practices;
2. develop a vision of decolonizing education;
3. describe the role of indigenous knowledge in education for building nexus with the Western ideas and practices;
4. explore the contextual educational research issues grounded in the indigenous worlds.

Content: Introduction of indigenous knowledge; vernacular knowledge; indigenous philosophies and education; healing practices; knowing through rites and rituals; knowing through traditional institutions; indigenous oral traditions and mythologies.

Learning Engagement

Week XVI: Individual students are assigned to collect indigenous cultural artifacts, imageries, pictures, recordings of mythologies, cultural practices from the communities and shared in the class. They discuss on the indigenous ideas and practices from the perspective of education. The facilitators moderate the discussion and synthesize the ideas. The teacher educators/researchers will present the ideas of indigenous knowledge in the class and which is followed by the discussion and reflection. The facilitator will share different forms of indigenous knowledge in Nepal and elsewhere in the world. The students reflect on their own practices and share ideas in the class.

Key Reading Materials

Semali, S. M., & Kincheloe, J. L. (1999). Introduction: What is indigenous knowledge and why should we study it? In L. M. Semali & J. L. Kincheloe (Eds.), *What is indigenous knowledge? Voices from the academy* (pp. 3-58). New York: Falmer Press.

चाम्लिङ, भोगीराज (२०७५) मुन्दुम के हो ?कतिप्राचीनहो ? (प्रथम संस्करण) । कार्यपत्र । काठमाडौँ: किरात राई संस्कृतिककलाकार संघ, केन्द्रीय समिति ।

चाम्लिंङ, भोगीराज (२०७१, संकलनतथा सम्पादन) । मुन्दुम ।सृष्टि भाग १ । काठमाडौँ : किरात राई चामलिंगखाम्बातिम केन्द्रियकार्यसमित । कोटेशोवर ।

चेम्जोङ्ग, इमानसिंह (सम्बत २०५९) । *किरातमुन्धुम (किरातको वेद)* । ललितपुर: किरातयाक्थुंग चुमुलुंगकेन्द्रियकार्याल, महालक्ष्मीथान ।

Learning Approaches

Lecture cum workshop: The major instructional approach of this course is the combination of lecture and workshop. In this method, students are provided reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. In the class, the teacher first delivers the lesson mainly through lectures and power point presentations. The lecture and presentation provide

introductions to essential theories, information and examples. The function of this delivery is to provide the students with the necessary tools and background for further independent study. The lecture session will be followed by the group-work and presentation by students. The group work provides the students with the opportunity to work collaboratively on a piece of work or content and often includes the presentation of collaborative findings. At the end of each session, the teacher summarizes the lessons and provides information for the next lesson.

***Independent study*:** Independent study by the students is encouraged to explore more on the course materials to their own interests and requirements as well as encourage them to develop your own learning styles. All students undertake an independent study on their choice of relevant issues and produce term papers as a part of the program requirements.

***Guest lecture*:** The doctoral school sometimes invites speakers who are experts in a particular field of the study. The purpose of this arrangement is to enrich this course through the inclusion of relevant, specialized knowledge. A guest lecturer may be present during a class or at a special time outside class. The guest lecture will present their research works relating them to the particular contents of this course.

Evaluation Schema

Internal evaluation (60%)

Internal evaluation will be undertaken by the course teacher. S/he will evaluate the students' academic activities, learning outcomes and performance of the course work based on the following schemes:

1. *Regularity and class participation* (10%) – An appropriate score will be provided to the individual student according to the criteria set on some bases of the extent to which the students attend the class regularly and participate in the engaged learning activitie.
2. *Workshop presentation* (10%) – Each student is required to give at least one presentation about some contents, issues, or group-work outcomes related to the content of this course and they are assessed on their presentation and communication skills, arguments, examples and understanding.

3. *Written works*

   This assessment involves the written works relating the students' understanding of a particular content or subject. These might involve critically evaluating a topic and arriving at their own answers using various sources of evidence to support their conclusions. The course facilitator will provide the written works.

   a. Reflective note on an educational issue (10%)

b. Paper review (10%)
c. Research article writing (20%)

Total internal marks = 60 %

External Evaluation (40%)

At the end of semester, written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

i)	Short answer questions (4 x 5 points)	20
ii)	Essay type question (2 x 10)	20
	Total	40

Other Recommended Reading Materials

Baert, P., Weinberg, D., and Mottier, V. (2011). Social constructionism, postmodernism and deconstructionism. In I.C. Jarvie and Zamora-Bonilla (Eds.). *Sage Handbook of philosophy of social sciences.* London: Sage Publication.

Billington, R. (2010) *Understanding eastern philosophy*. London: Routledge.

Blake, N., Smeyers, P., Smith, R., and Standish, P. (2003). *Blackwell guide to the philosophy of education*. Blackwell Publishing Ltd.

Chai, S. (2011). Theory of culture, cognition and action. In I.C. Jarvie and Zamora-Bonilla (Eds.). *Sage Handbook of philosophy of social sciences*. London: Sage Publication.

Cole, M. (2006). *Marxism and educational theory*. Routledge.

Delaney, T. (2005) *Contemporary social theory: Investigation and application*. New Delhi: Pearson.

Haynes, J, Gale, K, and Parker, M. (2015). *Philosophy and education: An introduction to key questions and themes.* New York: Routledge.

Kellner, D.M. (1989). *Critical theory, Marxism and modernity*. Polity Press.

Kukla, A. (2000). Social constructionism and the philosophy of science. London: Routledge

Murphy, M. (2013). *Social theory and education research: Understanding, Foucault, Habermas, Bourdieu and Derrida.* New York: Routledge.

Advanced Qualitative Research

Graduate School of Education
Faculty of Education
Tribhuvan University

Course Title: Advanced Qualitative Research | Course code: Ed. 712
Level: MPhil in Education | Credit hour: 3
Semester – First | Teaching hour: 48

Course Introduction

This course provides an advanced understanding of qualitative research approaches, methods and techniques together with hands-on experience in conducting qualitative studies in the field of education. The course examines a range of philosophical foundations for qualitative inquiry, the role of theories and paradigms, the design and conduct of qualitative studies (of different types), selection and justification of research methods and techniques of data collection and analysis, presentation of findings and writing a research proposal and a thesis. In addition, this course focuses on the ethics of research, the role of researcher and relationships within context researched, and the quality criteria for qualitative research. The course adopts a presentation-cum-workshop style and active students' engagement in workshops, debates and class activities. This course consists of six learning modules, aiming to help students to acquire knowledge, understanding, and skills required to conduct a qualitative research. Accordingly, upon the completion of this course, students will be able to design and conduct a qualitative research – choosing particular philosophical and paradigmatic lens, selecting appropriate research issues problems, designing the research, collecting and analyzing qualitative information/data, writing the report and developing critical insights and reflection on the process and results of research.

Course objectives

The course enables students to

- explain how different theoretical and philosophical foundations and approaches relate to different qualitative research methodologies;

- discuss various paradigms that underpin qualitative research including post-positivism, interpretivism, criticalism, feminism, post-modernism, and integralism/ eclectic
- develop capacity to formulate research problems, conduct literature review and justify research questions leading to qualitative inquiry;
- discuss qualitative research framework focusing on research issues, questions, design, and theoretical and conceptual framework.
- analyze the philosophical position and methodological approaches of phenomenological, grounded theory, ethnography, auto/ethnography, narrative research, and case studies.
- Select from a repertoire of strategies for generating data and develop a plan for generating/collecting data in qualitative research;
- develop in-depth understanding and gain practical experience in applying selected qualitative research methods, including research design, selection of research site and conduct of a qualitative inquiry, data collection, analysis and interpretation, and theory development;
- develop and apply fundamental research skills, including conducting observations, focus group discussions and interviews, analyzing qualitative data using thematic analysis and;
- identify, understand and debate ethical and professional issues in practicing qualitative inquiry;
- understand, debate and apply quality criteria of qualitative research;
- examine strategies for writing up and disseminating qualitative research.

Course Outline

Module I: Philosophical Bases of Qualitative Research(6 hrs.)

This module aims to explore and examine various philosophical bases of the qualitative study. In this module, students become familiar with major paradigms of qualitative research including post-positivism, interpretivism, criticalism, feminism, post modernism, and integralism/ eclectic. In addition, this module helps students select research paradigms that underpin their qualitative works. Based on their choice of paradigm, students will be able to select and justify their ontological, epistemological, and axiological positions.

Module Learning Outcomes

The following learning outcomes among students are expected to be acquired after completing this module:

- Identify and discuss the nature and characteristics of various philosophical foundations and relate them with the concept of the paradigm of qualitative research.
- Select appropriate research paradigm for their qualitative research and justify why their choice of paradigm is appropriate to their research works.

Contents for the Module

- Philosophical bases of qualitative research
- Concept of qualitative research paradigms
- Components of paradigm - Ontology, epistemology, methodology, and axiology.
- Relation of philosophical bases with the paradigm
- Major research paradigms (post-positivism, interpretivism, criticalism, feminism, post modernism, and integralism/ eclectic) in qualitative research

Week 1

Contents

- Philosophical bases of qualitative research
- Concept of qualitative research paradigms
- Components of paradigm - Ontology, epistemology, methodology, and axiology.
- Relation of philosophical bases with the paradigm

Teaching Learning Strategies

- Pre-class reading –The teacher will provideread materials and ask students to read them in advance and come up with their understanding and reflectionfocusing on the following three questions: what are the major philosophical approaches that fit into the qualitative research? What are the appropriate research paradigms concerning each paradigm? And what could be your choice for your future research?

- Students' sharing – Students will share their understanding and reflection on the above questions in the class, followed by teacher's observation and comments.

- Presentation – The teacher will summarize the concept and types of philosophical approaches that inform qualitative studies and explain the meaning and components of paradigm concerning qualitative research.

- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas on the three questions sent by the teacher. They will agree on answers to these questions and present them in the class.

Week 2

Contents

- Major research paradigms (post-positivism, interpretivism, criticalism, feminism, post modernism, and integralism/ eclectic) in qualitative research

Teaching Learning Strategies

- Students' reflection on qualitative research paradigms – The teacher will provide students with the opportunity to share individually their critical reflections on major paradigms applicable in qualitative research – post-positivism, constructivism, critical theories, and transformative paradigm.

- Students' sharing on their preliminary research interest, topics and issues – Students will share their thoughts on their proposed research areas and topics and the relevant paradigms for their works. They will also justify why the particular paradigm that they choose fit into their work.

- Teacher's comment and feedback – The teacher will provide his/her comments and feedback on each presentation.

Recommended Readings

Willis, J.W. (2007). *Foundations of qualitative research: interpretive and critical approaches*. Thousand Oaks, CA: Sage. (Unit 1 and 2)

Taylor, P.C., & Medina, M.N.D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *Journal for Meaning-Centered Education,1*. Retrieved from http://www.meaningcentered.org/journal/volume-01/educational-research-paradigms-from-positivism-tomultiparadigmatic/

Assignment I

Write a critical review of the article by Taylor and Medina (2013) - Educational research paradigms: From positivism to multi-paradigmatic

Module 2 – Qualitative Research Framework and Sampling Strategies (9 hours)

This module helps students select appropriate research problems or issues based on their experiences and interest. Then, the students will prepare appropriate research questions according to the formulated research issues. The module provides basic steps and procedure for undertaking a qualitative study. Also, the module incorporates the basic ideas and concepts for generating and incorporating the theoretical ideas and conceptual framework in the research study.

Module Learning Outcomes

- Identify and choose appropriate research problems or issues on the areas of students' experiences and interest.
- Develop skills for formulating research questions for a qualitative study
- Develop understanding and skills for preparingtheoretical and conceptual framework for the study
- Develop critical insights into the basic ideas, processes and types of sampling strategies in qualitative research and select sample using this .

Content for the Module

- The rationale for choosing qualitative research
- Selection of issues, problems, or questions for qualitative research
- General steps of qualitative research
- Theoretical and conceptual framework
- Sampling strategies in qualitative research

Week 3:

Contents

- The rationale for choosing qualitative research
- Selection of issues, problems, or questions for qualitative research
- General steps of qualitative research

Teaching Learning Strategies

- Pre-reading –The teacher will provide reading materials and suggest students to read them in advance and come up with their understanding and reflection focusing on the following questions: why do we need qualitative researches? What sorts of areas do the qualitative research cover? Where do you generate research problems from? How do we generate research issues, research problems, research questions in a qualitative research?
- Presentation –Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize the ideas.
- Pair works – Students will work in pair and share their understanding and ideas and share in the class. The teachers will ask students to share what they come up with and provide feedback to the students' works.

Week 4

The following contents will be covered in this week:

- Theoretical and conceptual framework
- Sampling strategies in qualitative research

Teaching Learning Strategies

- Pre-reading –The teacher will providereading materials and suggest students read them in advance and reflect the following questions: What are the general steps in qualitative researches? How do we prepare theoretical and conceptual frameworks in a study? And also, what is non-probability sampling and how do we design the sampling procedures?
- Presentation – Students will briefly share their understanding and the teachers will facilitate and summarize the meaning and examples of theoretical and conceptual framework through ppt.
- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and examples of theoretical and conceptual framework in relation to their research work. The group will be shared among the colleagues in the class.

Week 5

Teaching Learning Strategies

- Individual work and sharing: Students will be asked to choose research issues and problems from the areas of their interest andformulate research questions from these areas. They will also prepare appropriate theoretical and conceptual frameworks for their studies. They will specify the sampling strategies for their studies.
- Presentation: Students will share their concepts and work individually in the class, in which they receive feedback from their colleagues and teacher.

Assessment II

Select an appropriate research problem or issue for a qualitative study based on your experiences. Prepare two or three research questions from the area you selected and explain the strategies you use for selecting your sample. In addition, select appropriate theoretical lens for your study and develop a conceptual frameworkto guide your study.

Key Reading Materials:

- Creswell, J.C. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nded.). Thousand Oaks, CA: Sage.
- Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Boston, MA: Pearson.
- Denzin, N.K, & Lincoln, Y.S. (2013). *The SAGE handbook of qualitative research* (4thed.). London: Sage.
- Flick, U. (2014) (eds.). *The SAGE handbook of qualitative data analysis*. Los Angeles, CA: Sage.
- Hesse-Biber, S, and Johnson, R.B. (2015). *Oxford handbook of multi-method and mixed-method research inquiry.* Oxford: Oxford University Press.

Module III: Qualitative Research Methods (6 hrs.)

This module aims to provide students with understanding and skills for designing aqualitative research. In so doing, they will choose appropriate research design and apply the data collection and analysis strategies that fit to their design. This module also makes students aware of ethical requirements while conducting fieldwork and writing the report. In addition,

this module aims to equip students withknowledge and skills for writing field notes, reflective journals, and maintaining ethical requirements in qualitative research.

Module Learning Outcomes:

- Develop skills to implement different qualitative methods, particularly for collecting/generating the data in the study
- Develop skills to write field notes and reflective journals/ writings/ thinking
- Develop understanding and strategies for maintaining ethical issues in the qualitative study

Content for the Module

- In-depth interview
- Participant observation
- Focus group discussion
- Writing field notes and reflective journals
- Gaining access and negotiating roles during the fieldwork
- Ethical issue in qualitative research

Week 6:

Contents

- In-depth interview
- Participant observation
- Focus group discussion

Activities

- Pre-reading –The teacher sharesreading materials and suggests students to read them in advance and come up with their understanding and reflection focusing on the following questions: what are the various methods of collecting/ generating data in qualitative research? What are the things to be prepared for an in-depth interview, observation, focus group discussion, document analysis as a qualitative researcher?
- Presentation – Students will briefly share their concept and understanding on the above questions individually and the teachers will facilitate and summarize the main points and ideas through ppt presentation.
- Mock interview and FGD: Students will do mock interview and FGD in the class, followed by a discussion on the dynamics and problems of these processes.

Week 7:

Contents

- Writing field notes and reflective journals
- Gaining access and negotiating roles during the fieldwork
- Ethical issue in qualitative research

Teaching learning activities

- Pre-reading –The teacher will providereading materials in advance and ask the students to formulate their thoughts on the following questions: what are the roles of qualitative researchers in the research fields? How do we prepare the field records as qualitative researchers? How do we maintain the ethical issues in the research field and other parts of the study?
- Presentation – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize the students' ideas and reflection through ppt presentation.
- Class work – Students will write an example of fieldnote with the assumption that they are working in the field (5-10 minutes) and share this example in the class.

Assignment III

Choose a research issue from your discipline and prepare field guidelines and instruments (like the in-depth interview, observation, FGD, etc.). Also prepare a guideline and necessary tools for ensuring ethical standard of your work. (1500-2000 words)

Key Reading Materials

Creswell, J.C. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nded.). Thousand Oaks, CA: Sage.

Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Boston, MA: Pearson.

Denzin, N.K, & Lincoln, Y.S. (2013). *The SAGE handbook of qualitative research* (4thed.). London: Sage.

Module 4: Qualitative Research Design (9 hrs.)

This module aims at exploring various qualitative research designs that have been used in the educational fields. Upon completion of this module, the students will be able to choose

appropriate design(s) based on their research problems and issues. This module provides students with understanding and skills for selecting and implementing appropriate data collection and analysis strategies that fit into their design.

Module Learning Outcomes:

- Choose an appropriate qualitative research design based on the issues and problems of the study
- Develop understanding and skills for applying various research designs for the qualitative studies.
- Compare among the qualitative research designs based on their major characteristics and critically reflect on the methods and strategies for choosing a particular design.

Content for the Module

- Ethnography
- Auto/ethnography
- Narrative inquiry
- Phenomenology
- Case study
- Grounded theory

Week 8

Contents

- Ethnography
- Auto-ethnography
- Narrative inquiry

Teaching Learning Strategies

- Pre-reading –The teacher will share reading materials and suggest students to read them in advance and come up with their understanding and reflection focusing on the following questions: how do ethnography, auto/ethnography, and narrative inquiry are important in social science researches? In what conditions do they fit best? What are the processes, strengths, and limitations of conducting such a research study?
- Students' sharing followed by teacher's presentation – Students will briefly share their understanding individually their prior understanding and the teachers will facilitate and summarize all the ideas.

- Group work – Students will work in a group of 4/5 colleagues and discuss their understanding and ideas and share in the class. And, finally, a common understanding will be prepared.

Week 9

Contents

- Phenomenology
- Case study

Teaching learning activities

- Pre-reading –The teacher will provide the reading and ask students to bring their understanding and reflection on the following issues: basic understanding for phenomenological and case study research with their key characteristics and the general process of conducting such researches. They will answer the question: In which conditions and requirements dothese designs fit into your work?
- Students' reflection and teacher's presentation – Students will briefly share their reflection on the above question. Then, the teacher will explain the characteristics, process and examples of phenomenology and case study design. understanding individually.
- Exploring examples– Students will be divided into two groups. One will explore five examples of phenomenological research and another group will do same for the case study. Both groups share examples in the class.

Week 10

Content

- Grounded theory

Teaching learning activities

- Pre-reading –The teacher will share reading materials with the following questions to consider: In what ways is grounded theory different than other design? In what conditions do they fit best? What are the limitations and processes of conducting such a research study?
- Teacher's presentation followed by QA –The teacher will deliver a ppt presentation about the nature, characteristics, process and example of grounded theory, which will

be followed by a QA session, in which students ask questions to the teacher and vice versa.

Assignment IV

Select a research issue or problem from your discipline. Prepare a research proposal focusing more on your context, statement of problems, research questions, design and methodology for information collection and analysis. Also justify how your problem best fits into the particular design you have chosen.

Key reading materials

- Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY: Guilford Press.
- Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. London: Sage.
- Ritchie, J. & Lewis, J. (2003) (eds.) *Qualitative research practice: A guide for social science students and researchers*. London: Sage.
- Strauss, A. L. & Corbin, J.M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Thousand Oaks, CA: Sage.

Module V: Qualitative Data Analysis and Writing (6 hours)

This module provides theoretical ideas and hands-on skills for analyzing various forms of qualitative information/data. In addition, this module aims to provide students with adequate knowledge and skills for ensuring quality in the research study.

Module Learning Outcomes:

The following learning outcomes among students are expected to be acquired after completing this module:

- Understand various approach of analyzing qualitative information/data and apply them to analyze and interpret qualitative
- Use software for analyzing qualitative data.
- Explore the need for and ways of maintaining quality and trustworthiness in qualitative research study.

Content for the Study

- Approaches and procedures of qualitative data analysis

- Ensuring quality, trustworthiness, and rigor of the study: audit trail, thick description, triangulation, peer review, prolonged engagement in the field, reflexivity, avoiding bias
- Writing and reporting qualitative research
- Introduction to the computer-assisted data analysis: Nvivo or Atlas/Ti

Teaching Learning Activities

Week 11

Content: qualitative data/information analysis

- Teacher presentation on four strategy of qualitative data/information analysis – Thematic network (Attiride -stirling), constant comparison method, generic inductive approach and thematic analysis (Braun and Clark).
- Student Group work: students will be divided into four group and each group will be given one approach of qualitative data/information analysis for discussion and presentation.

Week 12

Content: quality and validity in qualitative research, writing qualitative research

- Pre-reading –The teacher will provide the article written by Creswell and Miller (2000) as a pre-session reading and students will read and come up with basic understanding of and reflection on ensuring validity or quality in their qualitative research work.
- Teacher presentation on writing of qualitative research along with quality, rigor and trustworthiness
- QA and reflection: Teacher will ask a few questions about the quality, rigor and trustworthiness and students will reflect on them
- A separate training session for software-based analysis of qualitative information will be organized by the Graduate School

Assignment V:

You have already selected your research issue(s) in your third assignment with its appropriate research design. Now, collect information/data selecting your respondents. Then, transcribe,

code and derive themes using a particular data analysis method (such as thematic network analysis) and write a full-length article in a publishable quality (4-5000 words)

Key reading materials

Attiride-stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3): 385-405.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77-101.

Thomas, D. (2006). A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, *27*, 237-246. http://dx.doi.org/10.1177/1098214005283748

Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews, *Quality & Quantity*, 36, 391-409. DOI: 10.1023/A:1020909529486

Creswell, J. W. & Miller, D.L. (2000). Determining validity in qualitative research, *Theory into Practice*, *39*(3): 124-130.

Module: VI Mixed Method Research (6 hours)

This module aims to helps students understand and apply various types of mixed-method design in their research. This module enables students to justify the need for mixing two research designs (qualitative and quantitative).

Module Learning Outcomes

- Explore the need and rationale for using mixed-method research design.
- Develop understanding for choosing and conducting various mixed-method research.
- Develop skills of conducting mixed-method research in the educational field.

Content for the Study

- The rationale for using a mixed-method design
- Mixed method design
    - Convergent parallel design
    - Explanatory sequential design
    - Exploratory sequential design
    - Embedded design

- Steps of conducting a mixed-method research
- Use of mixed methods in educational research

Teaching Learning Activities

Week 13

Contents

- The rationale for using a mixed-method design
- Mixed method design
    - Convergent parallel design

- Pre-reading –The teacher will share reading materials and suggests students read them in advance and come up with their understanding and reflection focusing on the following questions: what are the rationales for mixing qualitative and quantitative approach in social science research? What are the basic features and process of convergent parallel design?
- Student Presentation – Students will share their understanding individually their prior understanding and the teachers will summarize the lessons through ppt presentation.
- Class discussion – The teacher will provide some topics for a mixed method study (e.g. students' achievement in social studies and underlying factors) and encourage students to take part in the discussion based on the following questions: How do you undertake this study using a parallel mixed method design. How do you mix up qualitative and quantitative data in the analysis? What happens if this problem is studied by quantitative or qualitative design alone?

Week 14

- Sequential mixed-method design
- Embedded mixed-method design
- Steps of conducting a mixed-method research
- Use of mixed methods in educational research

Teaching learning activities

- Pre-reading –The teacher will provide reading resources and suggests students read them in advance and come up with their understanding and reflection focusing on the following questions: How do you conduct sequential and embedded mixed-method

research design? What is the general process of conducting embedded mixed method design? In what ways are embedded mixed methods research design used in educational research? In what ways does the embedded design different from other mixed-method designs?

- Presentation – Students will briefly share their understanding their prior understanding and the teachers will facilitate and summarize all the ideas. The teacher's presentation will also focus on general steps of conducting mixed method design and examples of mixed method design used in educational research.
- Group work – Students will work in a group of 4/5 colleagues and discuss the need, strategies for doing embedded research in the educational field, and share their understanding in the group.

Assignment VI

Proposal for a mixed-method study: Choose an issue for a mixed method study, write a context and problem statements, review relevant literatures and prepare a detailed proposal with data collection and analysis plan. Justify how your issues can be best studied using the particular mixed method design you have chosen (4-5000 words)

Key Learning Materials

- Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Boston, MA: Pearson (Chapter 16).
- Leech, N.L. & Onwuegbuzie, A.J. (2009). A typology of mixed methods research designs. *Qual Quant, 43*: 265–275 https://doi.org/10.1007/s11135-007-9105-3.

Week 15: Revision week with QA
Week 16: Presentation of assignment

Evaluation

Internal – 60%
External – 40%

Internal Evaluation

4. *Regularity and class participation* (6) – An appropriate score will be provided to the individual student according to the criteria set on some basis of the extent to which the students attend the class regularly and participate in the engaging learning activities.
5. *Workshop presentation* (10) – Each student is required to give at least one presentation about some contents, issues, or group-work outcomes related to the content of this course and they are assessed on their presentation and communication skills, arguments, examples, and understanding.
6. *Written works* (44): This assessment involves the written works relating to the students' understanding of particular content or subject. These might involve critically evaluating a topic and arriving at their answers using various sources of evidence to support their conclusions. The course instructor will provide questions for the written works. The written assignments will be of two kinds:

i)	Two short term papers (2 x 12)	24
ii)	Long term paper/essay/project work	20
Total		60

Assignment

First assignment (short term paper)	Assignment I or II	12
Second assignment (short term paper)	Any one from Assignment III or IV	12
Third assignment (Long term paper)	Assignment V or VI	20

Marks and grades calculation

	Class presentation, participation – to	Term paper – to be scored by	Total marks by teacher	Minimum marks required to obtain grade

	be scored by subject teacher	subject teacher								
	Maximum marks	Maximum marks	Maximum marks	A	A-	B+	B	B-	C	F
1st and 2nd assignment	3	12	15	13.88	12.38	11.10	9.83	8.63	7.5	
3rd assignment	4	20	24	22.20	19.80	17.76	15.72	13.8	12.0	

Note: In each assignment, 2 marks is allocated for student attendance.

External Evaluation

At the end of the semester, the written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

iii)	Short answer questions (4 x 5 points)	20
iv)	Essay type question (2 x 10)	20
	Total	40

Suggested Readings

Creswell, J.C. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nded.). Thousand Oaks, CA: Sage.

Creswell, J. C. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Boston, MA: Pearson.

Denzin, N.K, & Lincoln, Y.S. (2013). *The SAGE handbook of qualitative research* (4thed.). London: Sage.

Flick, U. (2014) (eds.). *The SAGE handbook of qualitative data analysis*. Los Angeles, CA: Sage.

Hesse-Biber, S, and Johnson, R.B. (2015). *Oxford handbook of multi-method and mixed-method research inquiry.* Oxford: Oxford University Press.

Leavy, P. (2014). *The Oxford handbook of qualitative research*. New York, NY: Oxford University Press.

Lodico, M.G., Spaulding, D.T. &Voegtle, K.H. (2010). *Methods in educational research: From theory to practice* (2nded.). San Francisco, CA: Jossey-Bass

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. London: Sage.

Miles, M. B, Huberman, A.M, & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebooks* (3rded.). Thousand Oaks, CA: Sage.

Ritchie, J. & Lewis, J. (2003) (eds.) *Qualitative research practice: A guide for social science students and researchers*. London: Sage.

Strauss, A. L. & Corbin, J.M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Thousand Oaks, CA: Sage.

Tashakori, A. &Teddlie, C. (2010). *Sage handbook of mixed methods in social and behavioral researc*h. Thousand Oaks, CA: Sage.

Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY: Guilford Press.

Advanced Quantitative Research

Graduate School of Education
Faculty of Education
Tribhuvan University

Course Title: Advanced Quantitative Research | Course code: Ed. 713
Level: MPhil in Education | Credit hour: 3
Semester – First | Teaching hour: 48

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1. Course Introduction

The Advanced Quantitative Research course focuses on the knowledge and skills required to conduct quantitative research projects and analyze the results of quantitative investigations. This course consists of four learning modules, each aiming to help students acquire a particular set of knowledge, understanding, and skills related to quantitative research and develop critical insights and reflection of the related scholarships. Therefore, the purpose of this course is to dilute the mathematically (statistics) rigorous tools and techniques to let students engage in projects and assignments in the course of quantitative research work.

2. Course Objectives

On the completion of this course, the students will be able to:

1. Describe the philosophy of inquiry-based on different research paradigms by selecting an appropriate research design and develop research questions
2. Utilize appropriate variables/constructs in designing research tools to generate data
3. Explain various attributes of sampling distributions and utilize them in hypothesis testing
4. Acquaint knowledge and skills on collecting, organizing, analyzing, and interpreting data in quantitative research using digital tools.

Module 1: Philosophical bases in quantitative research [6 hours]

Contents: Philosophical foundation (components of paradigm: ontology, epistemology, methodology, and axiology) of quantitative paradigm, uses of various research designs: randomized or true experience, quasi-experiment, non-experiment design, cross-sectional

design, longitudinal design, descriptive design, exploratory design, case study (quantitative), developing research questions.

Learning Outcome: Select and implement appropriate research design

1. Describe the characteristics of quantitative research.
2. Analyze, explain, and apply the different types of quantitative research in action and develop research questions.

Pre-module readings and activities

1. Read the LR 1.1 and write summary text on the philosophy of inquiry (ontology, epistemology, methodology, and axiology) for quantitative research
2. Read the LR 1.2 and 1.3 and prepare a meta matrix for the various types of quantitative research methodology
3. Read the LR 1.4 and state a problem statement for your own research ground, and develop appropriate research questions

In-module readings and activities

1. The class will be divided into four groups, instructor will give a presentation on the philosophy of inquiry (ontology, epistemology, methodology, and axiology) for quantitative research and feedback from groups
2. The student group will present prepared meta matrix for the various types of quantitative research methodology, and the instructor will provide comments and remarks
3. The instructor will present criteria/framework to develop a research question for quantitative research, a student in pair discuss on their RQs and provide feedbacks

Post-module readings and activities

Write an essay on issues in various quantitative research methodology and develop a set of research questions based on your own problem statement. [3000 words]

Recommended readings

- Black, T. R. (1999). *Doing quantitative research in the social sciences: an integrated approach to research design, measurement and statistics*. London: Sage Publications.
- Creswell, J.W. (2014). Research designs: qualitative, quantitative and mixed method approach. http://kspjournals.org/index.php/JSAS/article/view/1313
- Kumar Ranjit (2011). Research methodology: a step-by-step guide for beginners. SAGE Publications Ltd. London

- Trouchim, W.M. (2002). Research methods knowledge base. https://www.educationdissertation.com/wp-content/uploads/2019/10/Research-Methods-Knowledge-Base.pdf.

Module 2: Generating data in quantitative research [9 hours]

Contents: Variables and constructs, measurement scales and uses in quantification of variables/constructs, developing a research question, research tools/instrument: designing standard tools (questionnaire, scales, and tests), constructing a questionnaire,

Learning Outcome: Use different types of variable/constructs to design questionnaires, and generate data for quantitative research

1. Differentiate the characteristics of variables and constructs
2. Organize, validate and develop research tools

Pre-module readings and activities

The teacher will share reading materials and suggests students read them in advance and come up with their understanding and reflection on the given materials.

In-module readings and activities

Students will share their understanding individually their prior understanding and the teachers will summarize the lessons through PPT presentation.

Post-module readings and activities

Develop a research questionnaire based on identifiable variables/constructs to answer the intended research questions and prepare a digital data sheet.

Recommended readings

- Scot, Davi, and Usher, Robin (2011). Researching education: data methods and theory in educational enquiry. London: New Work: Continuum International Publishing Group
- Singh, Kultar. (2007). Quantitative social research methods. Los Angeles, London. New Delhi. Singapore. Sage Publications
- Teo, Timoth(eds) (2013). Handbook of quantitative methods for educational research: Sense Publisher: Rotterdam/Boston/Taipei.

Module 3: Sampling distribution and hypothesis [9 hours]

Universe, population, and sample; types of sampling, probability and non-probability sampling; statistical evidence for sample size, determining the sample size, sampling distribution, parameter and statistics, estimation of parameter, central limit theorem, type of

error and power of test, level of significance and critical value, null, alternative/research, directional, non-directional,

Learning Outcome: Analyze and appreciate the power of sampling distribution for quantitative data analysis procedure and to test the research hypothesis

1. Describe sampling distribution and estimate the parameter
2. Formulate hypothesis and test it for significance and its interpretation

Pre-module readings and activities

The teacher will share reading materials and suggests students read them in advance and come up with their understanding and reflection on the given materials.

In-module readings and activities

Students will share their understanding individually their prior understanding, and the teachers will summarize the lessons through ppt presentation.

Post-module readings and activities

Students will be asked to calculate the sample size using different for the implementation of the questionnaire with statistical evidence.

Recommended readings:

- Richard J & Morris L (2012). Mathematical statistics and its applications *Vanderbilt University, University of West Florida*
- John E (2013). Mathematical statistics with applications, Pearson Education India

Module 4: Analysis and interpretation of data [24 hours]

Contents: Creating database (entering, cleaning, editing, and labeling data), creating tables (frequency tables, cross tables), univariate statistics: frequency distribution, measure of central tendency, bivariate analysis: bivariate tables, measures of association (chi-square test, Pearson's r-correlation, Spearman's rho rank- order correlation, t-test, one way ANOVA), and multi-variate analysis (binary logistic regression, multiple linear regression, and multilevel modeling) and interpreting the results

Learning Outcome: Acquainted on knowledge and skills on analyzing and interpreting data in quantitative research using different techniques and models

1. Utilize data processing cleaning and validating activities in creating research database
2. Conduct univariate, bivariate, and multivariate data analysis for research interpretations

Pre-module readings and activities

The teacher will share reading materials and suggests students read them in advance and come up with their understanding and reflection on the given materials.

In-module readings and activities

Students will share their understanding individually their prior understanding and the teachers will summarize the lessons through ppt presentation.

Post-module readings and activities

Each student will be given a research project using a dataset (primary tools) to answer a few research questions set by instructor, and submit a complete manuscript using bivariate and multivariate analysis.

Recommended readings

- Mujis, Daniel. (2004). *Doing quantitative research in education with SPSS.* London.ThousandOaks.New Delhi: Sage Publications.
- Kumar Ranjit (2011). Research methodology: a step-by-step guide for beginners. SAGE Publications Ltd. London
- Scot, Davi, and Usher, Robin (2011). Researching education: data methods and theory in educational enquiry. London:New Work:Continnum International Publishing Group
- Cothari C.R (2004) Research methodology: methods and techniques. New Age International Publishers. Jaipur India

Evaluation

Internal – 60%

External – 40%

Internal Evaluation:

Internal evaluation will be done by course teacher. S/he will evaluate the students' academic activities and performance of course work based on following activities:

1.	Class participation	6
2.	Reading assignments	10
3.	Two short term papers (2 x 12)	24
4.	Long term paper/project work	20
	Total	60

External Evaluation:

At the end of semester, written examination will be conducted by Dean's Office.

Short answer questions (4 x 5 points)	20
Essay type questions (2 x10)	20
Total	40

Academic Writing

Course Title: Academic Writing

Course No.: Eng. Ed. 714 Credit hours: 3

Nature of the course: Theoretical Teaching hours: 48

Semester: First

Introduction

This course aims to introduce the skills and strategies of academic writing to the students so that they can enter into the world of academia comfortably and come out with the products like abstracts, conference papers, seminar papers, research articles, and theses. The course consists of 5 modules. Each of the five modules describes a key transition that needs to be accomplished in order to become a successful scholar/author. The first and the second module expose the students to the features of academic writings, while the third module engages them into the various forms of academic writing. It introduces students' university level inquiry, analysis, and argument. This guides them to produce essays that use evidence and sources in increasingly complex ways. Further, this module teaches students to see that academic writing is a social act in which they are expected to work responsibly with the ideas of others. The fourth module familiarizes them with the style guidelines regarded as prerequisite in the advanced level academic writing, and the last unit helps them produce their dissertation and publish their work.

Objectives

General objectives of this course are as follows:

a) To introduce the students to the world of academic writing and encourage students to initiate, sustain, and complete academic writing tasks,

b) To sharpen their skills in the styles and formats of academic writing,

c) To engage the students in different types of academic writing: proposals, abstracts, reviews, critiques, and other scholarly works,

d) To hone students with academic and research writing and

e) To enable them to write for publication.

Module 1: Introduction to Academic Writing

Duration: 3 Weeks Hours: 8

Learning Outcomes

Students will be able to define and explore important aspects of academic writing. By exploring the iterative nature of writing, which characterizes all writing, they will be able to unravel some of the paradoxes that are inevitable part of writing process. This module presents matrix for the development of writing strategies that can form a useful framework for building positive approaches to writing avoiding unhelpful routines and habits. By focusing on creative, energized and confident approaches to academic writing, students will be introduced to techniques to generate and free up their thought processes.

Contents

1.1. Starting to write

1.1.1 Assessing the current writing ability

1.1.2 Critical skills and attitudes for a writer

1.2. Defining and understanding academic writing

1.2.1 The iterative continuous nature of academic writing

1.2.2 Who is an author?

1.2.3 Metaphors for academic writing

1.2.4. Language focus -1: The vocabulary shift—verbs/nouns/other styles features Language focus – 2: Linking words and phrases

1.3. Advancing and retreating in academic writing

1.3.1 Language focus-3: Verbs in defining and naming / Mid-position adverbs

Teaching and Learning strategies

Week 1:

- Starting to write
- Defining and understanding academic writing

Preparation: Students are provided with reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. Students are required to go through the readings and come up their take on questions: How often do they write? What strategies do they use when they

write? What is academic writing? Who are academic writers? What academic skills do they need to possess? etc. In addition, in the class, they will be asked to assess their own writing ability.

Presentation: The teacher explains the different facets of academic writing and responds to the questions mentioned above. The teacher focuses on the nature and characteristic features of academic writing with examples. The lecture session will be followed by the group-work and presentations by students.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding on academic writing. They can also be asked to list the ways through which they can improve their writing.

Week 2

- Defining and understanding academic writing
- Language focus: 1) The vocabulary shift—verbs/nouns/other styles features and
  2) Linking words and phrases

Preparation: Students are provided with reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. They will be also asked to come up with their publications (if any).

Presentation: The teacher will introduce academic writing and discuss the nature of academic writing along with the paradoxes involved in it. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to define academic writing, explain the nature of academic writing, etc., They will write a matrix for developing their writing strategy. The session will be followed by the group-work and presentations by students.

Week 3

- Advancing and retreating in academic writing
- Language focus -3: Verbs in defining and naming / Mid-position adverbs

Preparation: The teacher will provide the students with the materials in advance. They are required to read some academic essays. They are required to come up with their reflections. They will summarize they have learnt.

Presentation: The teacher will present on advancing and retreating in academic writing. The lecture will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: They can be asked to define the retreat and advance phases in academic writing. They will also work on the downside of advancing. In addition, they will in a group and develop a checklist for getting started and becoming creatively engaged with their academic writing.

Assignments/Activities

1. Write an email/a letter to your professor introducing yourself. You might include your interests, assess your strengths and weakness as a writer and or perhaps ask about an aspect of writing that puzzles or frustrates you.
2. Read and respond: Academic Words in Education Research Articles: A corpus study by Mozaffari & Moini.
3. Read the texts given and discus why the text "A" is academic and text "B" is less academic (The instructor will provide the students with two different texts and students are required to distinguish between them.)
4. Find three journal Abstracts from three articles published by three different publishers namely Elsevier (e.g., System: An International Journal of Educational Technology and Applied Linguistics), Routledge and OUP. Analyze the journal abstracts with following questions in mind: How is the rationale or problematic established? How is the paper structured? How is the contribution branded?
5. Write a descriptive essay on "Personal and academic writing: A debate".

Recommended Readings

- Bailey, S. (2015). Academic writing: A handbook for international students: London: Routedge.
- Cargill, M., & O'Connor, P. (2013). Writing scientific research articles: Strategy and steps. New York, NY: Wiley.
- Hammond, G. (2010). Thoughtful writing. New York: Kendall Hunt.
- Hartley, J. (2008). Academic writing and publishing. London: Routledge.
- Jalongo, M. R., & Saracho, O. N. (2016). Writing for publication. Indiana: Springer International Publishing.
- Murray, R., & Moore, S. (2006). The handbook of academic writing: A fresh approach. Berkshire: McGraw Hill Open University Press.
- Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students. Michigan: The University of Michigan Press.

Module 2: Scholarly Writing

Duration: 2 Weeks Hours:

Learning Outcomes

This module acquaints the students with the core skills of academic writing which are valued in academia. Students will be able to craft the texts to persuade their audiences. By understanding what ―reader friendly scholarly writing‖ is, they will be able to communicate complex ideas in a straightforward, clear and elegant manner.

Contents

2.1. The writing process: An overview

2.2. Argument in academic writing

2.3. Voice in academic writing

2.4. Creativity and authorship

2.5. Generating ideas for manuscripts

2.6. Facts, inferences, and theses

2.7. Systematic patterns of thought

2.8. Language focus -4: ...ing clauses to indicate cause and effect/ comparisons/ prepositions of time/ identifying the source/ active/ passive voice/ summary reminder phrases/ citation and tense

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They are expected to come up with their take on, for example: What is argument in academic writing? What does it entail? What is an inference? What is the difference between a fact and an inference? What is a thesis statement? Presentation: The teacher will present on scholarly writing and other forms of written composition. The lecture will be followed by discussions and students' presentations. Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding of scholarly writing. They can also be asked to present different facets of academic writing.

Week ¾

- Systematic patterns of thought
- Argument in academic writing
- Voice in academic writing
- Creativity and authorship Week 5/6

- Generating ideas for manuscripts
- Creativity and authorship
- Facts, inferences, and theses
- The writing process: An overview
- Language focus -4: ...ing clauses to indicate cause and effect/ comparisons/ prepositions of time/ identifying the source/ active/ passive voice/ summary reminder phrases/ citation and tense

Assignments /Activities

1. Read and respond: Plagiarism in English academic writing: A comparison of Chinese university teachers' and students' understandings and stances by Lei
2. Recalling and writing telling Detail: Think back to the home you grew up in. Write down some detail from your kitchen or attic or basement that would, by itself, give your teacher and class some idea of the character of either your father or your mother. In class, compare what you come up with the attempts of your classmates. Students will also be given reading on Telling Details (Hammond, 2018)
3. Write an augmentative essay on "Why should I write a Research Paper?"
4. Review articles from Journals: System, Language Teaching Research, ELT forum and find information on aims, procedures, participants, results, explanation, and conclusion, patterns of thought, voice and arguments.

Recommended Readings

- Hammond, G. (2010). Thoughtful writing. New York: Kendall Hunt.
- Jalongo, M. R., Saracho, O. N., & (2016). Writing for publication. Indiana: Springer International Publishing.
- Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students. Michigan: The University of Michigan Press.

Module 3: Academic Writing as an Inquiry Process

Duration: 6 Weeks Hours: 16

Learning Outcomes

This module presents an overview of academic writing as a process motivated by inquiry, and is followed by chapters that offer strategies for reading critically and working with other writers' ideas. This encourages students to practice ―writerly‖ reading- reading texts as writers. The scholars will be able to the address the nuts and bolts of getting started on writing, from how to mark a text to forming questions and developing a working thesis.

Students will develop and support their theses by providing a range of strategies for finding and working with sources, for example showing students the ways they can use summary, paraphrase, and synthesis in the service of their purposes as writers. Further, this module links "writerly" reading with the ability to practice "readerly" writing.

Contents

2.1. Starting with inquiry

2.2. From reading as a writer to writing as a reader

2.3. From identifying claims to analyzing arguments

2.4. From identifying issues to forming questions

2.5. From finding to evaluating sources

2.6. From summary to synthesis

2.7. From ethos to logos

2.8. From introduction to conclusions

2.9. From revising to editing

2.10. Language focus-6: Showing similarities and differences/ Stating opinions/ Evaluative language

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They will summarize they have learnt.

Presentation: The teacher will present on ―academic writing as an inquiry process". The session will be followed by discussions and students' presentations.

Practice/Group Work/Workshop: Students work either individually or in a group and discuss their understanding of academic writing as an inquiry process. They will be asked to present/discuss different dimensions of inquiry process in academic wiring. They will also work on/answer the questions given in the assignment section below.

Week 6

- Starting with inquiry
- From reading as a writer to writing as a reader

Week 7

- From identifying claims to analyzing arguments
- From identifying issues to forming questions

Week 8

- From finding to evaluating sources

Week 9

- From summary to synthesis

Week 10

- From ethos to logos
- From introduction to conclusions

Week 11

- From revising to editing
- Language focus-6: Showing similarities and differences/ Stating opinions/ Evaluative language

Assignments/Activities

1. Find an advertisement for a political campaign and write down anything about what you observe in the ad that puzzles you or that challenges your beliefs and values. Next, write down questions you might have (Do things have to be this way?). Finally, write down other ways you think the ad could persuade you to vote for this particular candidate (Maybe this could happen another way instead.)
2. Write a rhetorical analysis of . . .
3. Respond to the reading: The war between being an academic and being a writer by Elbow (1995).
4. Find three issues from an area of your research interest, describe the situations, and derive questions from the issues.
5. Read the following texts/articles and then analyze/annotate them using models suggested by Greene and Lidinsky.
6. Summarize/paraphrase/synthesize the texts . . . .
7. Discuss the language and strategies the writers use in the following passages/visulas to connect with their audience, in particular their appeals to ethos, pathos and logos.
8. Write the strategies you use to drafting your introductions or conclusions.
9. Write a personal/narrative/persuasive essays on . . .

Recommended Readings

- Greene, S., & Lidinsky, A. (2016). From inquiry to academic writing (Boston: Bedford/St.
- Martin's. Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students. Michigan: The University of Michigan Press.

Module 4: The Craft of Writing

Duration: 2 Weeks Hours: 6 hrs

Learning Outcomes

This module presents comprehensive information on specific manuscript parts. Students will also be able to identify and explore and what and how of APA style guidelines.

Contents

3.1 Writing for behavioral and social sciences

3.2 Manuscript structure and content

3.3 Writing clearly and concisely

3.4 The mechanics of style

3.5 Crediting sources

3.6 Language focus-7 : Indirect questions/ Verbs in Indicative and Informative Location Statements/ Inversions/ Negative openings in move

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. The major instructional approach of this course is the combination of lecture and workshop. They are required to read some academic essays. They are required to come up with their reflections. In the class, they will summarize they have learnt.

Presentation: The teacher will present on different facets of the art and the crafts of academic writing.

Practice/Group Work/Workshop: Students work either individually or in a group of 3/4 and discuss their understanding of art and the crafts of writing.

Week 12

- Writing for behavioral and social sciences
- Manuscript structure and content
- Writing clearly and concisely

Week 13

- The mechanics of style
- Crediting sources
- Language focus-7 : Indirect questions/ Verbs in Indicative and Informative Location Statements/ Inversions/ Negative openings in move

Assignments/Activities

1. Read and respond: Becoming researchers by Xu (2014)

2. Find a theoretical article from a ranked journal and discuss how it is different from empirical studies.

3. Write a theoretical article on . . .

4. Write a research/persuasive /narrative /descriptive on . . .

Recommended Readings

- Elements of style for writing scientific journal articles. (2013). Oxford: Elsevier. Publication manual of the American psychological association (7 th ed). (2019). Washington DC: American Psychological Association.
- Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students. Michigan: The University of Michigan Press.

Module 5: Academic Writing and Publishing

Duration: 3 Weeks Hours: 11 hrs.

Learning Outcomes

This unit guides the scholars through the process of writing and publishing. Packed with examples this module discusses the nature of academic writing and examines how different Individuals tackle the task; dissects the journal article and outlines research findings on how to write its constituent parts; examines other types of academic writing: books, theses, conference papers, letters to the editor etc.; describes other aspects of academic writing dealing with publishing delays, procrastination and collaborating with others.

Contents

5.2. Turning coursework into articles

5.3. The academic article

5.4. Other genre; books, theses, literature reviews, conference papers, tables and graphs, posters, book reviews

5.5. Other aspects of academic writing

5.6. Language focus -8: Linking as clauses/ An Introduction to qualifications and strength of claim/ Specific ways of moderating or qualifying a claim

Week 14

- Turning coursework into articles
- The academic article Week 15
- Other genre; books, theses, literature reviews, conference papers, tables and graphs, posters, book reviews

Week 16

- Other aspects of academic writing
- Language focus -8: Linking as clauses/ An Introduction to qualifications and strength of claim/ Specific ways of moderating or qualifying a claim

Teaching and Learning strategies

Preparation: The teacher will provide the students with the materials in advance. They are required to come up with their reflections. They will summarize they have learnt. They will be asked to list some journals of international repute in their fields.

Presentation: The teacher delivers the lesson through lectures and power point presentations. The session will be followed by discussions and students' presentations.

Practice/Group Work/Workshop:

Students work in a group. They will be asked to reviewing articles from Journals such as System, Language Teaching Research, ELT forum and OUP. They are required to assess the articles in terms of the components proposed by Hartley.

Assignments/Activities

1. Write a research article on . . .
2. Write a review of a book . . .
3. Design a conference/poster paper to present at an international conference.
4. Review five articles from Journals of international repute of your field of study such as System, Educational psychology, Language Teaching Research, ELT forum, etc. and discuss in detail the components used in the articles.

Recommended Readings

- APA. (2020). Publication manual of the American psychological association (7th ed.). Washington DC: American Psychological Association.
- Bailey, S. (2015). Academic writing: A Handbook for International Students: London: Routledge.
- Hartley, J. (2008). Academic writing and publishing. London: Routledge.
- Jalongo, M. R., & Saracho, O. N. (2016). Writing for publication. Indiana: Springer International Publishing.
- Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students. Michigan: The University of Michigan Press.

General Techniques

Lecture cum workshop: In this method, students are provided reading materials and reflective questions prior to the class and they are expected to read the materials and come up with

ideas, queries and reflections related to the contents. In the class, the teacher first delivers the lesson mainly through lectures and power point presentations. The lecture and presentation provide introductions to essential theories, information and examples. The function of this delivery is to provide the students with the necessary tools and background for further independent study. The lecture session will be followed by the group-work and presentation by students. The group work provides the students with the opportunity to work collaboratively on a piece of work or content and often includes the presentation of collaborative findings. At the end of each session, the teacher summarizes the lessons and provides information for the next lesson.

Independent study: Independent study by the students is encouraged to explore more on the course materials to their own interests and requirements as well as encourage them to develop your own learning styles. All students undertake an independent study on their choice of relevant issues and produce term papers as a part of the program requirements.

Guest lecture: The Graduate school sometimes invites speakers who are experts in a particular field of the study. The purpose of this arrangement is to enrich this course through the inclusion of relevant, specialized knowledge.

Evaluation scheme

Internal evaluation: 60%

Regularity and class participation	(6)
Workshop presentation	(10)

Written works (Annotation of sources/ Paper on any issue/Research proposal/Research article (44)

The written assignments will be of two kinds:

i)	Two short term papers (2 x 12)	24
ii)	ii) Long term paper/essay/project work	20
	Total	60

External evaluation: 40%

At the end of semester, written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

i)	Short answer questions (4 x 5)	20
ii)	ii) Essay type question (2 x 10)	20
	Total	40

References

- Bailey, S. (2015). Academic writing: A handbook for international students: London: Routledge.
- Bauman, M.G. (2007). Ideas and details (6th ed.). Boston: Thomson Wadsworth.
- Booth, W. C., Colomb, G. G., & Williams, J.M. (2016). The craft of research. Chicago: The University of Chicago Press.
- Graff, G. & Birkenstein, G. (2014). They say/I say: The moves that matter in academic writing. New York: W.W. Norton 7 Company.
- Pecorari, D. (2010). Academic writing and plagiarism. London. Continuum International Publishing Group.
- Richards, J. & Miller S. (2005). Doing academic writing in education. New Jersey. Lawrence Erlbaum Associates, Inc. Publishers.

प्राज्ञिक लेखन

पाठ्यांश शीर्षक : प्राज्ञिक लेखन
पाठ्यांशको प्रकृति : सैद्धान्तिक
पाठ्यांश सङ्ख्या : नेपा.शि. ७१४
क्रे.आ. : ३
तह : एम. फिल. (नेपाली शिक्षा)
जम्मा पाठघन्टी : ४८
सेमेस्टर : प्रथम

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१. पाठ्यांश परिचय

प्रस्तुत पाठ्यांश नेपाली शिक्षा विषयमा एम. फिल. गर्न चाहने शिक्षार्थीहरूका लागि तयार पारिएको हो । यस पाठ्यांशको अध्ययनपश्चात् शिक्षार्थीहरूमा प्राज्ञिक लेखनको परिचय, प्राज्ञिक सामग्रीको लेखन, यसका विशिष्ट स्वरूप तथा तिनको समीक्षा, संशोधन तथा सम्पादनका साथै प्राज्ञिक अनुसन्धानको भाषा र अनुसन्धानका प्राविधिक पक्षसँग सम्बन्धित विषयवस्तुहरूमा सैद्धान्तिक तथा व्यावहारिक सुझ प्राप्त हुने छ । यस पाठ्यांशले उच्च प्राज्ञिक तथा शोधपरक क्षमताको विकासका साथै विविध प्रकारका प्राज्ञिक लेखनहरूको मूल्याङ्कनीय दक्षता अभिवृद्धि गराउने अपेक्षा राखेको छ ।

२. **साधारण उद्देश्य**

प्रस्तुत पाठ्यांशको अन्त्यमा शिक्षार्थीहरू निम्न पक्षमा सक्षम हुने छन् :

- प्राज्ञिक लेखनलाई चिनाउन र विभिन्न प्रकृतिका प्राज्ञिक लेखनमा अभ्यस्त हुन,
- प्राज्ञिक लेखनका सामग्रीहरूको संशोधन, सम्पादन तथा मूल्याङ्कन गर्न,
- अनुसन्धानका विभिन्न ढाँचाहरूमा अभ्यस्त हुन,
- शोधमूलक लेखन तथा सोसम्बद्ध आधारभूत कुराहरूमा क्षमता अभिवृद्धि गर्न ।

उपाकम (मोड्युल) एक : प्राज्ञिक लेखनका विविध स्वरूप (१२ पाठ्यघण्टा)

व्यावहारिक उद्देश्य

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- लेखनका विविध स्वरूप बताउन,
- प्राज्ञिक लेखनको परिचय, प्रयोजन र विशेषता बताउन,
- प्राज्ञिक लेखनका तत्त्वहरू स्पष्ट पार्न,
- प्राज्ञिक लेखनको संरचना बताउन ।

पाठ्यवस्तु

१.१ लेखनका विविध स्वरूप

सामान्य, व्यावहारिक, सिर्जनात्मक, शोधमूलक, प्राज्ञिक लेखन

१.२ प्राज्ञिक लेखन : प्रयोजन र विशेषता

१.३ प्राज्ञिक लेखनका आधारभूत तत्त्वहरू

वैचारिक प्रवाह, मौलिकता, प्रासङ्गिकता, सामान्यीकरण, साक्ष्य र साक्षी, दृश्यमूलक सूचना, विश्लेषण, संश्लेषण, प्राज्ञिक प्रश्न, परिमार्जन

१.४ प्राज्ञिक लेखको संरचना

शीर्षक, सार, मुख्य पद, विषय परिचय, समस्या निर्धारण, उद्देश्य निर्धारण, विधि तथा प्रक्रिया, सैद्धान्तिक अवधारणात्मक ढाँचा, छलफल तथा प्राप्ति, सन्दर्भसूची निर्माण

शिक्षण सिकाइ कार्यक्रम

पहिलो हप्ता

- लेखनका विविध स्वरूपबारे सैद्धान्तिक जानकारी प्रदान,
- विविध स्वरूपका लेखनको अभ्यास,

दोस्रो हप्ता

- प्राज्ञिक लेखनको परिचय, प्रयोजन र त्यसका विशेषताबारे चर्चा,
- उक्त विषयवस्तुमा कार्यपत्र तयार पारी प्रस्तुतीकरण,

तेस्रो हप्ता

- प्राज्ञिक लेखनका तत्त्वहरूको परिचयात्मक प्रस्तुति,
- प्राज्ञिक लेखनका तत्त्वहरूमा आधारित लेखन अभ्यास,

चौथो हप्ता

- प्राज्ञिक लेखनका संरचनागत तत्त्वहरूको प्रस्तुति,
- प्राज्ञिक लेखनको संरचनामा आधारित लेख लेखन अभ्यास ।

सन्दर्भ पुस्तक

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उपाकम (मोड्युल) दुई : प्राज्ञिक लेखनका विशिष्ट स्वरूप र तिनको समीक्षा (१२ पाठ्यघण्टा)

व्यावहारिक उद्देश्य

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- प्राज्ञिक लेखनका विशिष्ट स्वरूपसँग परिचित हुन,
- विविध प्रकारका प्राज्ञिक लेखनको समीक्षा गर्न ।

पाठ्यवस्तु

२.१ प्राज्ञिक लेखनका विशिष्ट स्वरूप

२.१.१ अनुच्छेद लेखन

२.१.२ प्राज्ञिक लेख लेखन

२.१.३ गोष्ठीपत्र लेखन

२.१.४ भूमिका लेखन,

२.१.५सम्पादकीय लेखन,

२.१.६ शोधप्रस्ताव लेखन

२.१.७ शोध प्रतिवेदन लेखन

२.१.८ सार लेखन

२.२ प्राज्ञिक लेखनको समीक्षा

२.२.१ पूर्व साहित्य समीक्षा

२.२.२ लेख समीक्षा

२.२.३ पुस्तक समीक्षा

२.२.४ गोष्ठीपत्र समीक्षा

शिक्षण सिकाइ कार्यक्रम

पहिलो हप्ता

- प्राज्ञिक लखेनका विविध सामग्री पढ्न निर्देशन,
- प्राज्ञिक लेखनका विशिष्ट स्वरूपहरूका सम्बन्धमा चर्चा,

दोस्रो हप्ता

- प्राज्ञिक लेखनका विशिष्ट स्वरूपहरूको लेखन अभ्यास,
- तयार पारिएका सामग्रीको प्रस्तुतीकरण,

तेस्रो हप्ता

- विविध प्रकृतिका प्राज्ञिक लेखनको समीक्षासम्बन्धी अभ्यास,

चौथो हप्ता

- प्राज्ञिक प्रकृतिका लेखनहरू (लेख, शोध प्रतिवेदन) को प्रस्तुतीकरण,
- आन्तरिक मूल्याङ्कनका रूपमा कार्य विभाजन गरी गृहकार्य,

सन्दर्भ पुस्तक

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व्यावहारिक उद्देश्य

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- मस्यौदा लेखन र पाण्डुलिपि निर्माणको परिचय दिन,
- पाण्डुलिपि संशोधन, पृष्ठपोषण र पुनर्लेखनबारे बताउन,
- पाण्डुलिपि सम्पादनका प्रकारहरूको परिचय दिन र प्राप्त पाण्डुलिपिको सम्पादन गर्न,
- चित्रको समन्वय गरी सामग्रीको सम्पादन गर्न,
- सहपाठी सम्पादनको मर्म बुझी सामग्रीको टिप्पणी, समीक्षा र परिमार्जन गर्न ।

पाठ्यवस्तु

३.१ मस्यौदा लेखन

३.२ पाण्डुलिपि संशोधन, पृष्ठपोषण र पुनर्लेखन

३.३ पाण्डुलिपि सम्पादनका प्रकार

३.३.१ गुणवृद्धि/विषयवस्तु सम्पादन

३.३.२ रूपभेदी/भाषा सम्पादन

३.४ चित्रको सम्पादन र प्रस्तुति

३.५ सहपाठी सम्पादन

शिक्षण सिकाइ कार्यक्रम

पहिलो हप्ता

- मस्यौदा लेखन र पाण्डुलिपि तयारीबारे चर्चा,
- पाण्डुलिपि संशोधन, पृष्ठपोषण ग्रहण र पुनर्लेखनबारे छलफल,
- पाण्डुलिपि संशोधन, पृष्ठपोषण ग्रहण र पुनर्लेखनको अभ्यास,

दोस्रो हप्ता

- पाण्डुलिपि सम्पादनका प्रकारबारे छलफल,
- पाण्डुलिपिको विषयवस्तु सम्पादन र भाषा सम्पादनको अभ्यास,

तेस्रो हप्ता

- सम्पादनमा चित्रको समन्वयबारे चर्चा,
- सहपाठी सम्पादनको अवधारणाबारे छलफल,

चौथो हप्ता

- सहपाठी सम्पादनका क्रममा टिप्पणी, समीक्षा र परिमार्जनको अभ्यास,

सन्दर्भ पुस्तक

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उपाक्रम (मोड्युल) चार : प्राज्ञिक लेखनको भाषाशैली (पाठ्यघण्टा १४)

व्यावहारिक उद्देश्य

यस एकाइको अन्त्यमा विद्यार्थीहरू सक्षम हुनेछन् :

- प्राज्ञिक लेखनको भाषामा वस्तुपरकता, आग्रहरहितता, लिङ्ग निरपेक्षता, अनलङ्कारिकता अतिसामान्य कथन (स्विपिङ रिमार्क्स) र आवृत्तिको तिरोहण गर्न,
- सामग्रीको प्रत्यक्ष कथन र प्रकारान्तर कथन गर्न, व्याकरणिक सङ्गति निर्वाहको पहिचान गर्न,
- प्राज्ञिक लेखनको भाषामा साक्ष्यको अवधारणा प्रस्ट पार्न,
- प्राज्ञिक लेखनमा एपिए ढाँचाको उपयोग गरी सन्दर्भाङ्कन र सन्दर्भ सामग्री सूची तयार पार्न,
- एपिए र एमएलए ढाँचाको प्रयोगमा भिन्नता पहिचान गर्न साथै हार्वड र सिकागो ढाँचाको परिचय दिन,
- नेपाली भाषाको सन्दर्भाङ्कन र सन्दर्भ सामग्री सूचीको प्रयोग प्रवृत्ति बताउन,

पाठ्यवस्तु

४.१ प्राज्ञिक लेखनको स्तरीकरणमा सचेतता

४.१.१ वस्तुपरक, आग्रहरहित, लिङ्ग, जाति, धर्म, क्षेत्रीयता निरपेक्ष, अनलङ्कारिक, भावहरण

४.१.२ अतिसामान्य कथन र आवृत्तिको तिरोहण

४.१.३ प्रत्यक्ष कथन र प्रकारान्तर कथन

४.१.४ व्याकरणिक सङ्गतिको निर्वाह

४.१.५ संसक्ति र तार्किक योजकहरू

४.१.६ प्राज्ञिक लेखनमा साक्ष्य

४.२ प्राज्ञिक लेखनमा एपिए र एमएलए ढाँचा

४.२.१ उद्धरण/सन्दर्भाङ्कन

२.२.२ सन्दर्भ सामग्री सूची

४.३ नेपाली भाषाको सन्दर्भाङ्कन र सन्दर्भ सामग्री सूची प्रयोग

शिक्षण सिकाइ कार्यक्रम

पहिलो हप्ता

- भाषामा वस्तुपरक, आग्रहरहित, लिङ्ग, जाति, धर्म, क्षेत्रीयता निरपेक्ष, अनलङ्कारिक, भावहरणको अभ्यास,

- अतिसामान्य कथन र आवृत्तिको तिरोहणको पहिचान गरी लेखन अभ्यास,

दोस्रो हप्ता

- प्राज्ञिक लेखनको भाषामा प्रत्यक्ष कथन र प्रकारान्तर कथनको परिचय दिई प्रयोगको अभ्यास,
- व्याकरणिक सङ्गति, संसक्ति र तार्किक योजकहरूको अवधारणा प्रस्ट पार्ने र तिनको प्रयोगको अभ्यास,

तेस्रो हप्ता

- प्राज्ञिक लेखनमा साक्ष्यको प्रयोगसम्बन्धी चर्चा,
- प्राज्ञिक लेखमा साक्ष्यको प्रयोग गरी लेखनको अभ्यास,

चौथो हप्ता

- एमएलए ढाँचामा सन्दर्भाङ्कन र सन्दर्भ सामग्री सूचीबारे चर्चा,
- एपिए र एमएलए ढाँचाको प्रयोगमा भिन्नता पहिचानसम्बन्धी अभ्यास,

पाँचौं हप्ता

- विभिन्न ढाँचाहरूको सापेक्षतामा नेपाली भाषाको सन्दर्भाङ्कन र सन्दर्भ सामग्री सूची प्रयोग प्रवृत्ति पहिचान,

सन्दर्भ पुस्तक

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३. मूल्याङ्कन प्रक्रिया

मूल्याङ्कन दुई प्रकारले गरिने छ :

(क) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कन (६० प्रतिशत)

सत्र	उपस्थिति	कक्षा प्रस्तुति तथा कक्षा सहभागिता	अध्ययन पत्र, प्रतिवेदन वा परियोजना कार्य	जम्मा
प्रथम	२	३	१२	१७
द्वितीय	२	३	१२	१७
तृतीय	२	४	२०	२६

(ख) बाह्य मूल्याङ्कन : बाह्य मूल्याङ्कन ग्रयाजुयट स्कुलले निर्धारण गरेको तालिकाअनुसार सञ्चालन गरिने छ। यसको व्यवस्थापन विषय संयोजकले गर्ने छन् र यसमा निम्नानुसारका प्रश्नहरू सोधिने छ :

बाह्य परीक्षा (४० प्रतिशत)

सङ्क्षिप्त उत्तरात्मक प्रश्न	(४×५)	२०
विश्लेषणात्मक प्रश्न	(२×१०)	२०

४. सन्दर्भ सामग्री

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- पौडेल, राजेन्द्रप्रसाद (२०७४), *आधुनिक अनुसन्धान पद्धति,* काठमाडौं : हिमशिखर प्रकाशन ।
- बन्धु, चूडामणि (२०७५), *अनुसन्धान तथा प्रतिवेदन लेखन.* काठमाडौं : रत्नपुस्तक भण्डार ।
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- *शुभकामना प्रकाशन ।*
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Fundamentals of Education

Tribhuvan University

Faculty of Education

Graduate School of Education

2078

Course Title: Fundamentals of Education Course No: Ed. 715

Credit hours: 3 Teaching Hours: 48

Semester: First Semester (MPhil) Nature of the course: Theoretical

Course Introduction

This course envisions to acquaint MPhil students who do not have prior experience in education discipline, with the concept of education and its processes in the context of Nepal. The main aim of this course is to develop basic understanding of education as a discipline and broaden the horizon of the knowledge, skills, norms and values, ideas and competencies on philosophical and sociological perspectives of education, pedagogical dimension of education, educational development in Nepal and curriculum and assessment in school education.

Course Objectives

The expected outcomes of the course are as follows:

- To enable students to reflect upon education as a discipline of learning;
- To enable students to develop understanding of philosophical and sociological grounds of education and assess Nepali education system from the view of different philosophical and sociological perspectives;
- To familiarize students with conventional pedagogies and recent pedagogical approaches and develop ability to critically analyze practices in Nepali context;
- To provide opportunity to the students to review the history of education development in Nepal and appraise educational policies and practices.
- To familiarize students with the curriculum development processes and assessment practices in Nepali education system.

Module 1: Education as a Discipline (2 weeks = 6 Hrs.)

This module focuses on familiarizing students with the meaning and aims or purpose of education from different perspectives. It also deals with how informal, non-formal and formal, modes of education support lifelong learning process. The module offers a space for students to reflect on how the different modes of education function in Nepali context.

Learning Outcomes

The students will be able to,

1. Conceptualize meaning of education from conventional and recent perspectives;
2. Explain the aims or purpose of education from the perspective of holistic development of learner and national and international development;
3. Conceptualize the modes of education and critically assess formal, non-formal and informal modes education.
4. Justify education as a discipline.

Contents:

a. Meaning, aims or purpose of education

b. Modes of education (formal, non-formal, and informal)

Learning Engagement

Week I: The students will be familiar with the course, assignments and other semester plan of action (class presentation). They will be oriented towards their academic roles and responsibilities, in broader sense, and their learning engagement throughout the semester. They will prepare class presentation schedule on the provided themes.

Week II: The students will be provided with the reading materials/published papers or book chapters on meaning, purpose and modes of education. They will be encouraged to discuss the ideas among the group members. Each group makes presentation on the content area and link the ideas in Nepali context. The session is followed by the discussion. The facilitators will share the ideas considering education as a discipline of study. The students will reflect on the practices of education in Nepal based on their experiences.

Assignment I: *Write a reflective note on a specific educational issue in relation with meaning, aims and modes of education that you have experienced in schools or university in about 1500 words.*

Key Reading Materials

Aggarwal, J. C. (1997). *Principles, methods and techniques of teaching*, New Delhi: Vikas Publishing House Pvt. Ltd.

Crow, & Crow, A. (1976). *Introduction to education*, New Delhi: Eurabia, Publishing House.

Dash, B. N. (1995). *Foundations of education thought and practice*. Calculatta: Kalyani Publication.

Module 2: Philosophical and Sociological Perspectives of Education (4 weeks = 12 Hrs.)

This module offers to develop ideas on philosophy of education as a component of foundations of education. It provides space for students to conceptualize the major educational philosophies including behaviorism, constructivism, progressivism and transformative learning. Students will examine and differentiate the educational perspectives in-group discussion. This module will facilitate discussion about a range of sociological views of education focusing on society,

relation among society, community and education. It also gives emphasis to the understanding of educational perspective in sociological theories: conflict, functional, critical and interactionist theories. Learning activities will be followed by student-driven learning approaches and practices.

Module Learning Outcomes

The students will be able to,

1. elaborate meaning, function and scope of educational philosophy;
2. rationalize the need of educational philosophy for shaping educational practices;
3. introduce and reflect the educational ideas of behaviorism, constructivism, progressivism, and transformative learning theories;
4. elucidate relationship between education and society;
5. assess the educational view of conflict theory, functionalism, critical theory and interactionism;
6. reflect and apply the philosophical and sociological theories in pedagogical and research practices.

Contents:

a. Philosophy of education (Meaning, function, scope)

b. Major educational philosophies-behaviorism; constructivism; progressivism; and transformative learning

c. Sociological views of education- society, education as part of society, conflict, functional, critical and interactionist views in relation to education

Learning Engagement

Week III: The students do classroom presentations on the meaning, function, scope of philosophy and its relationship with different aspects of education and discuss in the classroom. They will reflect upon the educational practices of Nepal. The facilitator will share the additional ideas related to the meaning, aims and scope of educational philosophy.

Week IV: The students will be provided the reading materials/published papers or book chapters on major educational philosophies. The presentations are followed by the questions, comments, feedback and discussion. The facilitator will facilitate the discussion and make presentation. The students will link and reflect on their own practices.

Week V: Facilitator will provide learning materials on sociological views of education. Students will study the provided materials and share in the group. They conceptualize the meaning and function of society, and education as part of society, and relationship between society and education. The facilitator will share the key ideas and this will be followed by discussion.

Week VI: The students will do classroom presentations on the sociological theories. This will be followed by discussion and sharing experiences of students. They will reflect on the Nepali educational processes, systems and practices.

Assignment II: *Review at list two research articles of your interest area published in the national or international journal and prepare a review report (in about 1000 words)*

Key Reading Materials

Adams, B.N. & Sydie, R.A. (2003). *Sociological theory*. New Delhi: Vistaar Publications

Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication

Johnson, J. P. (2008). *Contemporary Sociological Theory: An Integrated Multi-Level Approach*. Springer Science Business Media, LLC.

Kneller, G. F. (1971). *Foundations of education*. Published Place: John Wiley & Sons.

Nodding (1998). *Philosophy of education: dimension of philosophy series.*Prentice Hall

Ozmon, H. A., & Craver, A. M. (1999). *Philosophical foundations of education*. New Jersey, NJ: Prentice-Hall.

Ritzer, G. (2011). *Sociological Theory* (eighth edit.). McGraw-Hill Companies, Inc.

Saxena, N. R. S. (2006). *Philosophical and Sociological Foundations of Education.* Meerut: R. Lal Book Depot. PP. 173-182.

Module 3: Pedagogical Dimension of Education (2weeks = 6 Hrs.)

This module primarily focuses on pedagogical dimension of education. It deals with general characteristics of the modernist or conventional pedagogical approaches. It focusses on critiques of the modern education system in addressing the diversified learning needs of the students. In this critical ground, several pedagogical approaches emerged. Among them, this unit provides general understanding on project and inquiry-based pedagogies, critical and transformative pedagogies. Further, it introduces adult learning approaches or andragogic assumptions.

Module Learning Outcomes

The students will be able to,

1. critically analyze the use of conventional pedagogical approaches in teaching-learning practices;
2. elaborate educational worth of project and inquiry-based learning approaches;
3. reflect on emancipatory role of the critical and transformative learning pedagogies in Nepali context.
4. search relevancy of application of andragogy in adult learning practices.

Contents:

a. Conventional pedagogies

b. Project and inquiry-based pedagogies

c. Critical and transformative pedagogies

d. Andragogic assumptions

Learning Engagement

Week VII: The students will read the provided materials/documents, share in the group, and present their understanding in the class. They will critically reflect on conventional pedagogical practices in school and higher education. They search practical use of project and inquiry-based pedagogies in teaching learning activities in their specific contexts. This will be followed by discussion and feedback. The facilitators will share ideas on project based and inquiry-based learning. The students will reflect upon his or her own practices.

Week VIII: The students will do classroom presentations on the critical and transformative perspectives of learning. They are encouraged to realize the practices of emancipating marginalized segment of learners. They also develop understanding about adult learning approaches. The facilitator will share the key ideas of conventional, project and inquiry based, and critical and transformative learning strategies making students reflect on their own practices.

Key Reading Materials

Freire, P. (1993). *Pedagogy of the oppressed. 30th anniversary Edition.* M. B. Ramos (Tran.). New York and London. The Continuum International Publishing Group Ltd.

James, B. (1983). *The Frankfurt School: Critical Theory as the Negation of Culture.* Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9). Eric.

Mezirow, J. (2003). Transformative learning as Discourse. *Journal of Transformative Education. 1*(1), pp. 58-63. Sage publications. Thousand Osaka.

Module 4: Educational Development in Nepal (3 weeks =9 Hrs.)

This module explores educational development in Nepal. It deals with how educational practices exist during different period of political history of Nepal- in Rana regime, Panchayat system, Multi-party democracy system, and Federal system. Focus of the module is to analyze the governance system, plan and policies adopted during different phases. Students will read the provided/searched documents and share their understanding in classroom. They take part in discussion and critically assess plan and policies developed in different political context of Nepal.

Module Learning Outcomes

The students will be able to,

1. review the practices of educational development during Rana Regime to Federal system;
2. critically analyze the plan and policy adopted in Rana period to Federalism;
3. assess higher educational policy;
4. explore contemporary educational issues of school education and higher education;

Contents:

Education in Rana, Panchayat, Multi-party democracy, and Federalism (Governance and policies including higher education policies)

Learning Engagement

Week IX: The students will engage in conceptualizing educational development during Rana Regime to Federal system. They will read different literature, present in the classroom, discuss and reflect on their own understanding and experiences. The facilitator shares the key features of educational development in Nepal and create environment for discussion as well.

Week X: The students will engage in critical analysis of the plan and policy adopted in Rana period to Federalism based on the review of previous class. They also assess higher educational policy of Nepal. The facilitator shares the key features of educational policies and plans of Nepal and provides opportunity for discussion.

Week XI: The students will explore and critically analyze contemporary educational issues of school education and higher education. They will do classroom presentations on contemporary educational issues. The presentations will be followed by the discussions on the issues. In addition, the facilitator facilitates the discussions and presents his/her synthesized ideas.

Assignment III: *Chose an issue from the content area of the course in order to develop a research paper. For that, go to the field for collecting qualitative data or collect secondary data source. Analyze and interpret the collected and prepare publishable research article connecting the philosophical/theoretical perspective. (Minimum 4000 words)*

Key Reading Materials

Bista, K., Sharma, S., & Raby, R. L. (2019) (Eds.). *Higher Education in Nepal. Policies and Prospects*. Routledge.

CDC. (2076 BS). *National Curriculum Framework*. Sanothimi: Author.

CDC. (2076 BS). *Basic Education curriculum (Grade I-III).* Sanothimi: Author.

CDC. (2076 BS). *Basic Education curriculum (Grade IV-V).* Sanothimi: Author.

CDC. (2076 BS). *Basic Education curriculum (Grade VI-VII).* Sanothimi: Author.

Ministry of Education, Science and Technology (2019). *राष्ट्रिय शिक्षा नीति, २०७६* (National Education Policy 2076). Kathmandu: Author.

MOE. (2009). *School Sector Reform Programme*. Kathmandu: Author.

MOE. (2016). *School Sector Development Plan 2016- 2023.* Kathmandu: Author.

NNEPC. (1956). *Education in Nepal.* Kathmandu, Nepal: Bureau of Publications, College of Education.

Rijal, Ghanashyam. (2045). *History of Education in Nepal* (1851–1951). PhD diss., Tribhuvan University.

Module 5: Curriculum and Assessment in School Education (5 weeks = 15 Hrs.)

This module aims to familiarize students about existing curriculum development processes and assessment practices in Nepali education system. For this, with the module will provide basic understanding of curriculum, curriculum development process of school and higher education. It will explore the features of national curriculum framework, policies and practices of local curriculum in school level. Further, it provides opportunity to develop basic understanding of evaluation; Continuous Assessment System (CAS) adopted in basic level of education, grading system, and critically analyze conventional examination system, and explore alternative approaches of assessment. In this module, the students will be facilitated to develop assessment tools.

Module Learning Outcomes

The students will be able to,

1. conceptualize basic features of curriculum;
2. critically assess curriculum development process of school level and higher education;
3. evaluate the National Curriculum Framework on the basis of socio-political context and learners needs and interests;
4. review and analyze policy and practice of local curriculum development process in Nepal;
5. differentiate on the concepts- test, measurement, assessment and evaluation;
6. assess the relevancy of CAS system in Nepal;
7. critically evaluate the use of conventional examination system;
8. overview of the alternative assessment practices;
9. conceptualize the process of test development;
10. develop and use of assessment tools for measuring learning achievement of the learners

Contents:

a. Curriculum (basic understanding of curriculum, curriculum development process, national curriculum framework, local curriculum)

a. Assessment (basic understanding of evaluation, CAS, grading system, conventional examination system and alternative assessment practices, developing evaluation tools)

Learning Engagement

Week XII: The students will be provided the reading materials on concept, basic features, and development process of curriculum. They will study the materials and do classroom presentation on different aspects of curriculum. They will critically assess curriculum development process in Nepali education system including higher education. This task is followed by debate, discussion and feedback sessions. The facilitator will share the ideas, facilitates the debate in the class, and synthesize the ideas at the end of the class.

Week XIII: The students will study the National Curriculum Framework and evaluate it whether this Framework is relevant to the national need, socio-political context, and socio-

economic context. They will also review and analyze the policies and practices of local curriculum development process in Nepal. They will share their understandings and ideas in the classroom. The facilitator will share the ideas, facilitates the debate in the class, and synthesize the ideas at the end of the class.

Week XIV: The students will develop general understanding on the concept of evaluation reading the provided and searched materials. They will differentiate the concepts- test, measurement, assessment and evaluation through discussion. They will review the prevailing evaluation practices in school and higher education. The students will be engaged in assessing the relevancy of CAS system adopted in basic level of education. These activities will be followed by the discussions. In addition, the facilitator will share the additional ideas and summarize the content.

Week XV:

The students will be provided the reading materials/published papers or book chapters on conventional evaluation system and alternative assessment system. They will critically evaluate the use of conventional examination system and explore alternative assessment practices. The facilitators will share the ideas of genesis of conventional and alternative approaches of evaluation.

Week XVI:

The module will provide an opportunity to acquaint students with the concepts related to the test development process, and practice the skill of development of evaluation tools. The students will learn the general steps of test development process. The facilitator will orient them on the process of developing test and non-testing devices of evaluation. They will practice preparing and using the assessment tools for measuring learning achievement of the learners.

Key Reading Materials

Allan C. Ornstein and Francis P. Hunkins (2018). *Curriculum: Foundations, Principles, and Issues,* (Seventh Edition). England: Pearson Education Limited Edinburgh Gate, Harlow, Essex CM20 2JE.

Kubiszyn, T and Borich, G. (2013). *Educational testing and measurement: classroom application and practices*, 10th edition, US: John Wiley and Sons Pte. Ltd.

Print, M. (1993). *Curriculum development and design,* Australia: Allen and Unwin Pvt. Ltd.

Rainforth, B and Kugelmass, J. W. (2003). *Curriculum Instruction for All Learners- blending systematic and constructivist approaches in inclusive elementary schools.* Maryland: Paul H. Brookes Publishing Co.

Rainforth, B and Kugelmass, J. W. (2003). *Curriculum Instruction for All Learners – blending systematic and constructivist approaches in inclusive elementary schools.* Maryland: Paul H. Brookes Publishing Co.

Reynolds, CR; Livisnston, RB and Willson, V. (2011). *Measurement and Assessment in education.* New Delhi: PHI.

Thorndike, R. M. and Throndike-Christ, T. (2011). *Measurement and Evaluation in Psychology and Education (8th edition).* New Delhi: PHI.

Walker, D.F. and Soltis, J.F. (1997). *Curriculum and aims.* New Work and London: Teachers College, Columbia University.

Evaluation Schema

Internal evaluation (60%)

The course teacher will undertake internal evaluation. S/he will evaluate the students' academic activities, learning outcomes and performance of the course work based on the following schemes:

1. ***Regularity and class participation*** **(10%)** – An appropriate score will be provided to the individual student according to the criteria set on some bases of the extent to which the students attend the class regularly and participate in the engaged learning activities.

2. ***Workshop presentation*** **(10%)** – Each student is required to give at least one presentation about some contents, issues, or group-work outcomes related to the content of this course and they are assessed on their presentation and communication skills, arguments, examples and understanding.

3. ***Written works***
   This assessment involves the written works relating the students' understanding of a particular content or subject. These might involve critically evaluating a topic and arriving at their own answers using various sources of evidence to support their conclusions. The course facilitator will provide the written works.
   a. Reflective note on an educational issue of the content area (10%)
   b. Paper review (10%)
   c. Research article writing (20%)
      Total internal marks = 60 %

External Evaluation (40%)

At the end of semester, written examination will be conducted by the Examination Division, Dean's Office. The types, number and weightage of questions to be included in the test are as follows:

i)	Short answer questions (4 x 5 points)	20
ii)	Essay type question (2 x 10)	20
	Total	40

Key Resources

Adams, B.N. & Sydie, R.A. (2003). *Sociological theory*. New Delhi: Vistaar Publications.

Aggarwal, J. C. (1997). *Principles, methods and techniques of teaching*, New Delhi: Vikas Publishing House Pvt. Ltd.

Allan C. Ornstein and Francis P. Hunkins (2018). *Curriculum: Foundations, Principles, and Issues,* (Seventh Edition). England: Pearson Education Limited Edinburgh Gate, Harlow, Essex CM20 2JE.

Arends, R. I. (2013). *Learning to Teach (8th edition).* New York: McGraw-Hill International Edition

Berger, P. L. (1963). *Innovation to sociology.* New York: Anchor Books, Boubleday and Company, Inc.

Bista, K., Sharma, S., & Raby, R. L. (2019) (Eds.). *Higher Education in Nepal. Policies and Prospects*. Routledge.

Borich, G. D. (2012). *Effective Teaching Methods.* New Delhi: Pearson.

Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication

CDC. (2076 BS). *Basic Education curriculum (Grade I-III).* Sanothimi: Author.

CDC. (2076 BS). *Basic Education curriculum (Grade IV-V).* Sanothimi: Author.

CDC. (2076 BS). *Basic Education curriculum (Grade VI-VII).* Sanothimi: Author.

CDC. (2076 BS). *National Curriculum Framework*. Sanothimi: Author.

Crawford, A; Saul, EW; Mathews, S; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom.* New York: Open Society Institute.

Crow, & Crow, A. (1976). *Introduction to education,* New Delhi: Eurabia, Publishing House.

Dash, B. N. (1995). *Foundations of education thought and practice*. Calculatta: Kalyani Publication.

Elliott, S. N., Kratochwill, T. R., Cook, J. L. and Travers, J. F. (2000). *Educational Psychology: effective teaching, effective learning.* New York: McGraw – Hill.

Fenstermacher, G.D. and Soltis, J.F. (1998). *Approaches to teaching (Third edition).* New Work and London: Teachers College, Columbia University.

Freire, P. (1993). *Pedagogy of the oppressed. 30th anniversary Edition.* M. B. Ramos (Tran.). New York and London. The Continuum International Publishing Group Ltd.

Johnson, J. P. (2008). *Contemporary Sociological Theory: An Integrated Multi-Level Approach*. Springer Science Business Media, LLC.

Kneller, G. F. (1971). *Foundations of education*. Published Place: John Wiley & Sons.

Kubiszyn, T and Borich, G. (2013). *Educational testing and measurement: classroom application and practices,* 10th edition, US: John Wiley and Sons Pte. Ltd.

Mezirow, J. (2003).Transformative learning as Discourse. *Journal of Transformative Education. 1*(1), pp. 58-63. Sage publications. Thousand Osaka.

Ministry of Education, Science and Technology (2019). *राष्ट्रिय शिक्षा नीति, २०७६* (National Education Policy 2076). Kathmandu: Author.

MOE. (2009). *School Sector Reform Programme*. Kathmandu: Author.

MOE. (2016). *School Sector Development Plan 2016- 2023.* Kathmandu: Author.

Morris, Ivor (1976). *The sociology of education: An introduction*. London: Gerge Allen and Unwin Ltd.

NNEPC. (1956). *Education in Nepal.* Kathmandu, Nepal: Bureau of Publications, College of Education.

Nodding (1998). *Philosophy of education: dimension of philosophy series.* Prentice Hall.

Ozmon, H. A., & Craver, A. M. (1999). *Philosophical foundations of education*. New Jersey, NJ: Prentice-Hall.

Print, M. (1993). *Curriculum development and design,* Australia: Allen and Unwin Pvt. Ltd.

Rainforth, B and Kugelmass, J. W. (2003). *Curriculum Instruction for All Learners- blending systematic and constructivist approaches in inclusive elementary schools.* Maryland: Paul H. Brookes Publishing Co.

Rainforth, B and Kugelmass, J. W. (2003). *Curriculum Instruction for All Learners – blending systematic and constructivist approaches in inclusive elementary schools.* Maryland: Paul H. Brookes Publishing Co.

Reynolds, CR; Livisnston, RB and Willson, V. (2011). *Measurement and Assessment in education.* New Delhi: PHI.

Rijal, Ghanashyam. (2045). *History of Education in Nepal (1851–1951)*. PhD diss., Tribhuvan University.

Ritzer, G. (2011). *Sociological Theory* (eighth edit.). McGraw-Hill Companies, Inc.

Rogers, A. (2004). *Non-formal education. Flexible schooling or participatory education?* Hong Kong: Comparative Education Research Center, The University of Hong Kong.

Saxena, N. R. S. (2006). *Philosophical and Sociological Foundations of Education.* Meerut: R. Lal Book Depot. PP. 173-182.

Sharma, Gopi Nath. (2076). *History of Education in Nepal (Part-I &II)*. Kathmandu, Lumbini Pustak Bhandar.

Thorndike, R. M. and Throndike-Christ, T. (2011). *Measurement and Evaluation in Psychology and Education (8th edition).* New Delhi: PHI.

Walker, D.F. and Soltis, J.F. (1997). *Curriculum and aims.* New Work and London: Teachers College, Columbia University.